

NURSING ASSISTANT DEPARTMENT & PROGRAM REVIEW (2024-2025)

Section 1: Report on Previous Goals & Requests

Previous APR Goal	What Happened (support with data/evidence)
1. Successfully develop and implement NUR 103 and NUR 104 into hybrid courses.	OSBN approved our hybrid NUR 103 (on-line lecture and in-person lab and clinical) in May of 2021. We did not pursue NUR 104 as a hybrid due to decreased demand for CNA2s. We deliver the hybrid approach for our COCC classes. Ridgeview High School and St. Charles remain in-person.
2. Create a collaboration with ABS to support students interested in entering healthcare and providing people with an opportunity to be working with benefits after one term.	In collaboration with ABS and IET, we have integrated a Nursing Assistant Success Class into our classes at COCC and St. Charles. These classes cover study habits and test taking strategies. We find it especially helpful with the accelerated St. Charles course, as well as and the on-line lecture for our COCC course.
3. Offer the nursing assistant courses in hybrid or traditional form at other locations throughout the region.	We were approached by interested parties from a Madras LTC and Burns acute care about teaching a Nursing Assistant level 1 class. They did not elect to pursue this collaboration. We are currently in conversation with Madras High School about a similar collaboration that would begin in Academic Year 2025-26, depending on grant funding.
4. Partner with SCHS to offer four COCC Nursing Assistant courses per year at the SCHS Bend hospital for their employees (those perhaps in custodial or kitchen staff, etc) and other students to help them take a bite out of the huge CNA shortage they are currently experiencing.	Winter 2025 marks our 20 th cohort with St. Charles. We piloted this program in Fall 2020, and have had four Nursing Assistant classes per academic year since, including summers, plus one CNA2 class in Fall 2020.

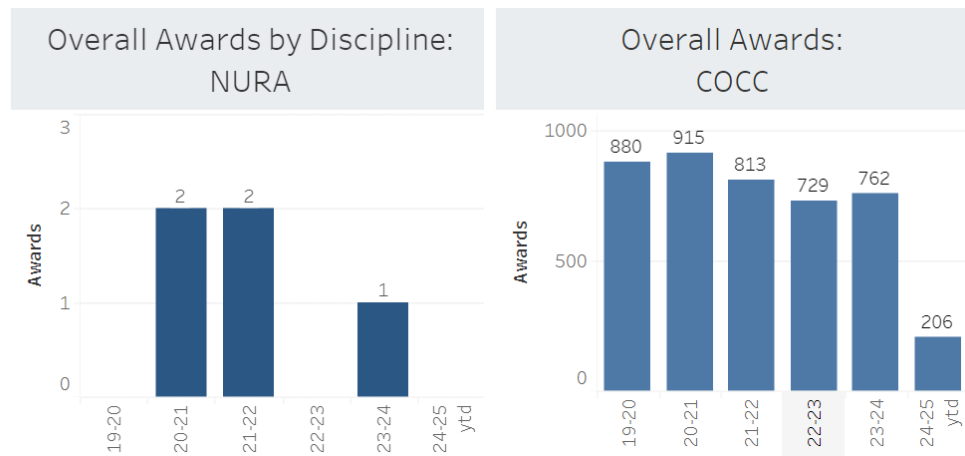
Section 2: Fulfilling Your Mission

COCC Nursing Assistant Program Mission: The COCC nursing assistant program prepares students from the community college district for an entry-level health care career.

Since our 2020 APR, only five students have completed the Nursing Assistant 1-year Certificate of Completion (NA CC1). That might sound extremely low, but it is easily explainable and not a bad thing. While students have the option to pursue a NA CC1, the majority do not complete it because they can enter the workforce as a NA immediately upon successfully completing the one class: NUR 103 and passing their CNA1 state certification requirements. For this reason, along with the fact that their NA wages would not increase by completing all the classes necessary for the NA CC1, we do not see many

CC1 completers. As a result, this report will focus on statistics for students in our NUR 103 and NUR 104 courses and not the CC1.

Award Type:
■ CTE



Overview and Regulatory Impact

Our NA Program includes both NA Level 1 and CNA2 classes. Offering these courses requires compliance with OSBN regulations and curriculum. Since our 2020 APR, we completed two major OSBN curriculum revisions:

- 2021: The OSBN moved some authorized duties from CNA2 to CNA1, including some highly used in the acute care setting. Of note, St. Charles primarily hired CNA2s before the change, then primarily CNA1s after the change
- 2023: The OSBN revision streamlined both required hours and breadth of topics, dropped NUR 103 from 9 to 7 credits.

Fulfilling our Mission: NA1 Classes

Counting all of our classes at COCC, St Charles, and Ridgeview High School, 413 students completed our nursing assistant level 1 (NA1) class since our last APR. Many but not all intend to get CNA certification. Some are looking for experience or clinical hours to apply to other programs. Out of 390 students who took the state NA competency exam, 374 passed for a 95.9% pass rate. For the past four years, we have taught cohort sizes of 20 students per term for St Charles but recently, as a result of us helping significantly decrease the shortage of Nursing Assistants, St Charles is now having us teach cohort sizes of 10 students per term. Of note, our COCC Spring 2025 Nursing Assistant class is full at ten students.

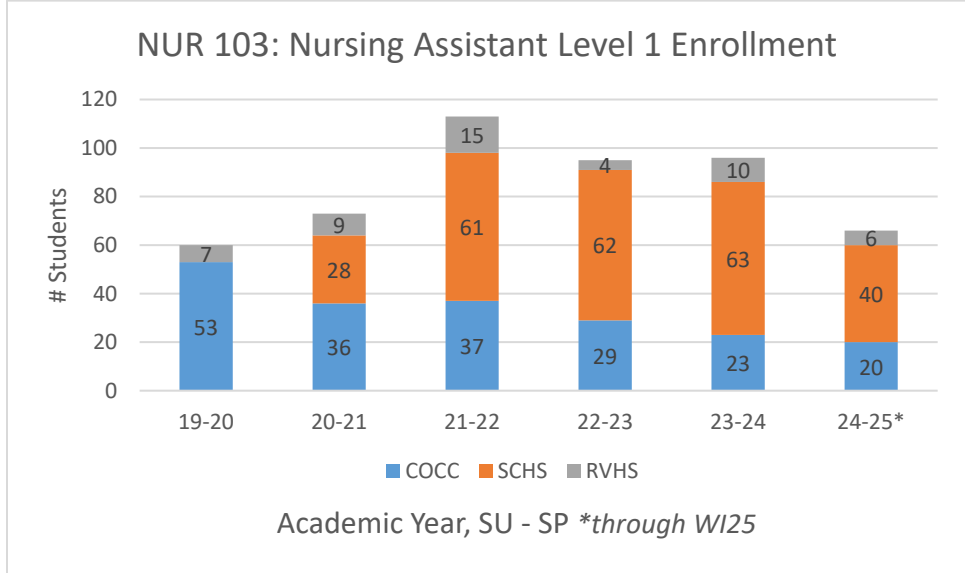
Most of our NA1 students are from our partnership with St. Charles. We have also maintained our collaboration with Ridgeview High School (RVHS). In 2021, we took over all instruction for lecture, lab, and clinical at RVHS. We have also maintained instruction through our NA1 classes at COCC. Though our COCC enrollment has decreased since we started our partnership with St. Charles, we continue to offer training to the broader community because local health care facilities beyond St. Charles also need to hire Nursing Assistants.

Staffing

To meet demand at our different teaching sites, we have increased both dedicated and shared staff. After our 2020 APR, we had a FT Program Director, one adjunct instructor and one part-time instructor



primarily teaching classes. In addition to the FT Program Director, we now have two adjunct instructors, four part-time instructors, and two shared adjunct instructors with nursing.



Fulfilling our Mission: CNA2 (NUR 104)

With decreased local demand for CNA2s due to OSBN’s authorized duty changes in August 2021, demand for NUR 104 decreased. After Spring 2022, we have not had sufficient enrollment or interest for NUR 104, and we put our CNA2 program on voluntary suspension with OSBN in 2023. As of July 1, 2025, OSBN will consolidate CNA1 and CNA2 certification, so there will only be CNA certification.

NUR 104: CNA2

	#classes	# enrolled
19-20	3	27
20-21	2	15
21-22	1	5
22-23	0	cancelled, low enrollment
23-24	0	did not offer

Connection to College Mission: *Central Oregon Community College empowers students and engages communities through high-quality, equitable and accessible lifelong education.*

We empower students to start a healthcare career, engage the community through industry and secondary education partnerships, and provide qualified graduates for the workforce. Our on-line lecture option increases accessibility for outlying students. We maintain high-quality courses with high course completion and state NA competency exam pass rates. Our classes are available to and are taken by a wide age-range of students. Our integrated NA Success IET class creates equitable learning support.

Section 3: College Goals and Initiatives

COCC Goals/Vision/Action Projects

Student Ready College. We worked with e-Learning to move towards universal design in our course and Canvas materials for our online and in-person lectures. Megan Michell, COCC Nursing Assistant Program Administrator, participated in a Universal Design Workshop. Megan also has participated in Guided Pathways and Strategic Scheduling action projects. We collaborated with the COCC Public Health Education program to offer their Community Health Worker course in place of NUR 104 so that students can still have the option for the NA CC1.

Community Engagement: We have participated in different COCC outreach events, such as the Skilled Trades Fair in Redmond, High School Preview Day, Med Stars Camp, and Health Career Expo. We established a successful partnership with St. Charles, meeting their demand for CNAs to serve community members in the hospital. Our Ridgeview partnership is another important community connection, and we took over all teaching for that program.

Madras Campus Expansion: Michele Decker (COCC Nursing Assistant Adjunct Instructor) and Megan Michell have been preparing for the Madras campus Nursing Assistant cohort to begin in Spring 2026 in the newly built COCC Madras campus building. Part of the preparation involved them both being members of the planning and design team for the second floor (health careers) of the new building. Michele coordinated the Herculean task of ordering materials and supplies for the new building last academic year with an extremely tight timeline due to grant timeline constraints.

Championing DEI and Belonging: Megan took the Safe Zone Training. We include DEI info on health disparities and causes in our Cultural Responsiveness lecture, and include local information. We found an alternative for a video we showed on health and racism that was recently removed from the CDC website.

Workforce Development

Since our 2020 APR, 374 students have passed their state exam for CNA1 certification and 42 completed their CNA2 certification. The Oregon Employment Department estimates that over 2,400 new CNAs are needed per year through 2030, and we are helping to meet that need. CNAs are also an important part of the pipeline for health careers. Some of our students have completed further training as medical assistants, while others have joined our nursing program. The Oregon Employment Department estimates over 2,800 new RNs are needed per year through 2030.

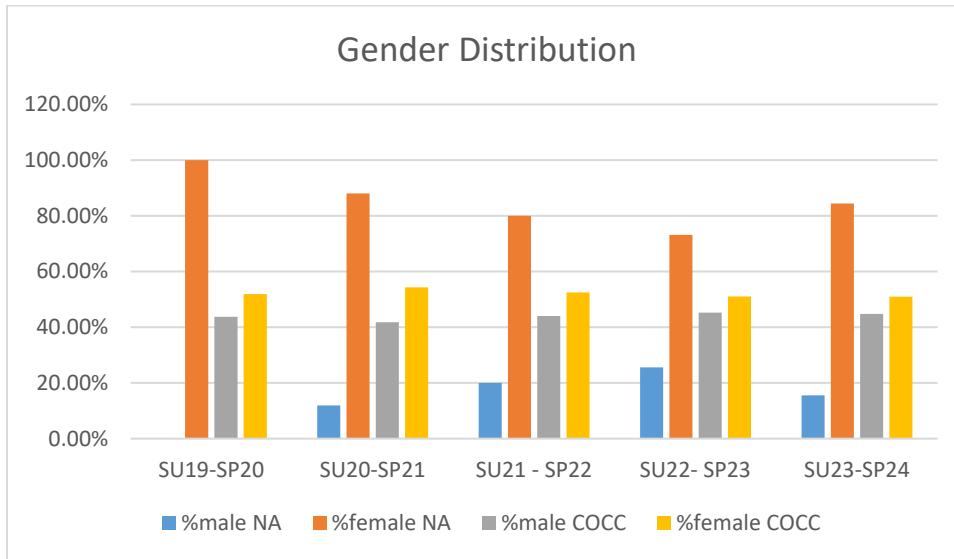
College Sustainability: Megan engages with the Sustainability Committee, and she participated in a Climate Teach-In at the college, presenting on climate and health.

Section 4: Diversity and Inclusion Insights

With the sunseting of NUR 104, the data below focuses on NUR 103.

Gender Distribution

Nursing is historically a female dominated field, and NA follows that trend. The percentage of male students increased between 2019 to 2023, then dropped a bit in 2023-24. This data is for NA students at all sites (St. Charles, Ridgeview, and COCC):



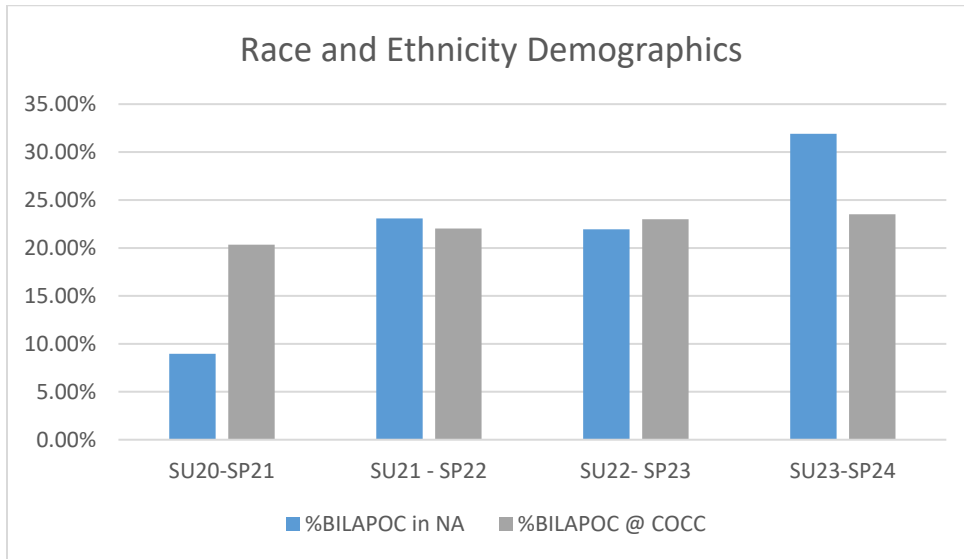
Success rates for our COCC NA students are higher for both male and female than for the college overall, with only one year where success was not higher for male students (only one student that year).

Success by Gender

Year	Female			Male		
	NUR 103 # enrolled	NUR 103 % successful	COCC % successful	NUR 103 # enrolled	NUR 103 % successful	COCC % successful
19 - 20	44	93.2	87.82	2	100	84.78
20 - 21	29	89.7	88.92	4	100	87.47
21 - 22	30	100	89.08	1	0	87.86
22 - 23	10	100	89.18	6	100	88.02
23 - 24	13	100	88.16	1	100	88.11
25 ytd	7	100	86.02	2	100	85.47

BILAPOC

Since 2021, the percentage of BILAPOC students in NA at all sites (COCC, RVHS, and SCHS) is similar or higher than at COCC in general:



Since the 21- 22 academic year, success rates for our BILAPOC COCC NA student are higher than for the college overall. Success rates were higher for white COCC NA students for all years. Note that overall numbers of students are low, especially in the last three years.

Success by Race/Ethnicity

Year	BILAPOC			White		
	NUR 103 # enrolled	NUR 103 % successful	COCC % successful	NUR 103 # enrolled	NUR 103 % successful	COCC % successful
19 - 20	12	83.3	87.82	35	94.3	86.5
20 - 21	5	80	88.92	26	92.3	88.87
21 - 22	11	100	89.08	21	95.2	89.02
22 - 23	3	100	89.18	12	100	88.76
23 - 24	5	100	88.16	9	100	88.53

Age

We compared enrollment by age group for all NUR 103 locations (COCC, RVHS, SCHS) to COCC in general. The percentage of NA students under 30 age ranges varies greatly year to year. We see more consistent percentages for students in 30 – 40 range or over 40. Note: age groups differ slightly for COCC versus what we report for OSBN.

Enrollment by Age Group

Year	16 - 20 in NA	< 19 COCC	21 - 25 in NA	20 - 24 @ COCC	26 - 30 in NA	25 - 29 @ COCC	31 - 40 in NA	30 - 39 @COCC	41+ in NA	40 + @COC C
SU19- SP20	30.00%	32.78%	32.00%	28.19%	18.00%	13.28%	8.00%	13.62%	12.00%	12.08%
SU20- SP21	29.85%	32.12%	20.90%	27.34%	17.91%	15.09%	16.42%	14.74%	14.93%	10.67%
SU21- SP22	42.86%	31.30%	8.79%	26.14%	16.48%	14.83%	15.38%	15.76%	16.48%	11.85%
SU22- SP23	18.29%	34.72%	37.80%	24.95%	13.41%	12.40%	15.85%	15.77%	14.63%	12.07%
SU23- SP24	29.55%	33.17%	29.55%	24.36%	6.82%	12.25%	18.18%	16.16%	15.91%	14.00%

Success rates for our COCC NA students across age groups are higher than for the college overall, with only three groups where success rates were lower than the college success rate.

Success by Age Group (% Successful)

Year	up to 19 y.o.		20 -24 y.o.		25 - 29 y.o.		30 - 39 y.o.		40 + y.o.	
	NUR 103	COCC	NUR 103	COCC	NUR 103	COCC	NUR 103	COCC	NUR 103	COCC
19 - 20	83.3	82.13	100	87.59	77.8	86.73	100	89.02	100	87.82
20 - 21	90	83.96	100	89.28	83.3	90.81	85.7	89.87	100	87.45
21 - 22	94.4	83.68	100	89.58	100	90.78	100	90.75	100	88.5
22 - 23	100	85.08	100	88.21	100	91.83	100	90.78	100	90.79
23 - 24	100	85.36	100	89.17	100	89.42	100	90.07	100	89.16
25 ytd	100	83.01	100	85.74	100	87.69	100	88.96	100	84.49

Diversity and Inclusion Successes

We have strong success in this program. We have supported this success through our collaboration with IET and embedding a NA Success class into our NUR 103 classes. Some of our St. Charles students have been out of college for some time, or have not been in college level classes before. With our SCHS partnership, program costs are covered and students are paid to take the program. This is a great help for those with economic insecurity.

Diversity and Inclusion Challenges

For COCC Nursing Assistant students, we do not see equity gaps in success rates. However, a challenge has been gathering and collating demographic data from our off-campus classes. Figuring out how to collect and make that data available in Tableau would be helpful.

Anecdotally, the state exam can be challenge for English language learner students. Other states allow dictionaries for state testing. Oregon does not and we have not made headway on this yet.

Another challenge is the lack of gender or racial or ethnic diversity in our staffing. NA instructors earn low pay compared to industry, making it harder to recruit.

Section 5: Strengths and Accomplishments

Quality Instructors: We have a very dedicated team of instructors who overwhelmingly receive high marks and positive comments on student evaluations.

"I honestly thought this was one of the best classes I've ever experienced. A huge shout out to Michele. She balances the upmost professionalism with compassion and understanding."

"Becki was great at identifying pitfalls in the skills we practiced for the HM testing and at clinical. Her feedback was amazing and she was altogether fantastic as an instructor with skills."

"Kara was also great at identifying the missteps I was making when performing certain skills. The feedback was always measured, meaning that she guided only when needed."

"Amanda made things seem easy, she was great at explaining the procedures and the stories she would tell gave us a perspective of what it's like to be working in the health industry"

"I liked how the zoom meetings were straightforward and how [Terry] was always open to us asking questions and never made us feel bad about any sort of questions we asked"

"Kay was always the first in clinical and in lab to help us with anything. She always demonstrated what we needed to do, and then would help us if we needed help."

"Lynn is absolutely one of the best teachers I have ever had. She has accomplished so much in her life and is willing to share and teach you everything!"

"Dani had good feedback that, at times, seemed a little direct in clinical. This is in no way a complaint of her style; but rather a compliment. Dani inspires accuracy and precision which is much appreciated."

Pass Rates: Since our 2020 APR, we have exceeded state averages for both first time pass rates for knowledge and skills and overall pass rate for the state nursing assistant competency exam.

State NA Competency Exam Data- Summer 2019 – February 2025						
	# of records	1st time pass rate knowledge	# of records	1st time pass rate skills	# of students	overall pass rate
COCC	443	87.36%	482	79.05%	395	95.37%
State	18373	81.17%	19048	76.29%	15628	90.20%

St. Charles partnership: Since we piloted the class in 2020, we have had 221 students complete NUR 103 at St. Charles, 212 students that took the state exam and 206 students that passed the state exam. This has helped to alleviate the nursing assistant shortage at SCHS.

Program Innovations: Megan created lab lesson plans to standardize teaching between instructors and provide consistent instruction for students. Michele Decker created a skills performance checklist for each skill taught in lab (50+). We created a student demonstration and peer check-off process to help students prepare for their state skills exam.

External Connections and Successes:

- We appreciate continued support from Perkins for professional development, curriculum development (for on-line lecture development and OSBN changes), and for lab equipment purchases (e.g. ostomy simulators, Sara-Stedy transfer device).
- Megan and other NA Program Directors in the state successfully lobbied in 2024 to table a bill that would have dictated a specific company to administer the state exam. Their requirements would have precluded many current facilities from serving as state testing sites, and there is already a robust RFP process at OSBN for selecting the vendor that administers state exams.
- COCC hosted a Headmaster workshop in 2023 for our own faculty and other instructors from the states to review skills on the state exam. Headmaster is the vendor who administers the state exam. Megan (Program Director) and Michele (one of our Primary Instructors) also attended 2024 workshops in Springfield and Portland areas and shared information with other faculty. We are hosting again in July, 2025.
- Megan and Michele have both participated in Nursing Assistant Test Advisory Panels, reviewing questions on the state knowledge exam and skills. Megan participated in creating standardized power point slides for all NA programs to use with the 2023 OSBN curriculum revision. Megan helped revise the OSBN lab and clinical skills checklists to streamline for the most relevant skills.

Section 6: Challenges

Pass Rate Challenge

Programmatically, although we have maintained overall pass rates above state averages and above OSBN requirements, we want to improve first time pass rates for the state skills exam. The only year our skills pass rate was significantly higher than the state was 2022-23. For re-approval surveys, OSBN requires first-time pass rates for knowledge and skills be at least 72% for the two previous 12-month periods, (and over 85% for overall pass rates for the previous 24 months). While we exceed those minimum requirements, we would like see a higher level of success for our students. We have noted some concerns from students and other programs in central area about the difficulty of the Headmaster test observer in Central Oregon, who has been in that role for the last two years. We are bringing those

concerns to OSBN and to Headmaster. We have also worked to improve the student’s performance on the state skills exam (students must demonstrate 3 or 4 out of 16 possible skills in 35 minutes) through the following measures:

- Skills Performance Checklists – detailed instructions of state skills steps and additional best practice steps
- Student Demonstration and Peer Check-off – class demo and peer-check off of all 16 state testable skills
- Pre-Clinical Skills Evaluation – students demonstrate two skills in 25 minutes, must pass to progress to clinical
- Comprehensive Skills Exam (mock state exam) students demonstrate three skills in 35 minutes, must pass to pass class
- Skills Review Session- Faculty led review session before state exam
- Skills Workshop for NA Faculty- demonstrate all 16 testable skills to ensure teaching matches expectations for testable skills

Our state skills pass rate trended up through 2022 – 23, but decreased after that. We have seen an improvement this year over last year’s pass rates, and want to continue that trend.

1st time State Exam Pass Rate: Skills

	19 - 20	20 - 21	21-22	22 - 23	23 - 24	24 - YTD
COCC	72.88%	74.36%	79.65%	88.73%	73.45%	76.60%
State	75.14%	76.34%	83.24%	74.83%	77.66%	76.39%

We also want to maintain our high pass rates on the state knowledge exam. Since 21-22, our first-time pass rate for the knowledge exam has been higher than the state pass rate, with significant improvements in the last two years.

1st time State Exam Pass Rate: Knowledge

	19 - 20	20 - 21	21-22	22 - 23	23 - 24	24 - YTD
COCC	97.83%	80.00%	86.14%	86.67%	94.74%	94.44%
State	77.23%	81.64%	76.73%	81.35%	83.09%	80.49%

Staffing Challenge: Primary Instructor

A major challenge is our ability to recruit primary instructors* who meet the federal requirement of one year of long-term care (LTC) nursing experience. Our FT faculty position postings over the last few years had no applicants meeting this qualification. Less than 4% of nurses in Oregon work in LTC facilities, a very small potential instructor pool. We have been working with other state organizations as well as with Arizona colleagues who previously asked Centers for Medicare and Medicaid Services to change the requirement or give a temporary waiver. Disparities with industry pay are also a challenge in recruiting. At an hourly wage of \$54, new grad nurses at St. Charles make more per hour than an AP2 level 12.

**(Primary instructor is the OSBN designation for the instructor who teaches at least 75% of the lecture).*

Facilities/HVAC Challenge

Another challenge is our HVAC system that is not equipped to meet demands of a changing climate. Since our 2020 APR, our air-conditioner has broken down at least two times during the summer, correlating with extreme heat. Unfortunately, replacement parts are no longer readily available.

Additionally, the system’s design to pull in cooler outside air at night unfortunately does not work with our increasingly smoky summer air.

Section 7: New Goals and Resource Needs

Goal	Timeline for achieving goal	Resources needed
1. Expand programming to Madras Campus. This aligns with accessibility and workforce development	Offer first NUR 103 class in spring 2026, then two classes per year after that.	We already have much of the durable equipment purchased thanks to grants secured by COCC. We will need consumable supplies and a part-time instructor, which are included in the 2025-26 budget request. We may need additional support staff to help with increased administrative assistant duties.
2. Increase Community partnerships as able. This aligns with community engagement and workforce development.	Partner as requested and able. Currently exploring with Madras Highschool (HS). Also have interest from CTE programs in Bend area High Schools	Madras HS partnership depends on grant funding. Federal LTC requirement for PI is a bottleneck. We are working with state organizations and other states to lobby for change to LTC requirement.

We have benefited from the fabulous vision and fundraising of the college to cover expenses, not only for the Madras building but needed durable equipment. We will continue to apply for Perkins funds for curriculum development and lab equipment. We have not yet pursued or requested funding for additional support staff to support additional programming in Madras.