

HAWAI‘I COMMUNITY COLLEGE PROGRAM ANNUAL REVIEW (APR)

**Associate of Science Degree in Nursing
NURS**

January 16, 2018

**Review Period
July 1, 2016 to June 30, 2017**

Initiator: Laura Hill
Writer(s): Laura Hill

Program/Unit Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College’s budget process. This ongoing systematic assessment process supports achievement of Program/Unit and Institutional Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/files/program-unit-review/>

Please remember that this review should be written in a professional manner. Mahalo.

PART 1: PROGRAM DATA AND ACTIVITIES

Program Description (required by UH System)

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| Provide the short description as listed in the current catalog. | <p>This program prepares students to take the National Council Licensure Exam for Registered Nursing (NCLEX-RN). Graduates are qualified to work in hospitals, long-term care facilities, and community based settings.</p> <p>The Associate of Science Degree program requires four semesters of course work in nursing (42 credits) and 30 credits of non-nursing prerequisite and co-requisite courses for a total of 72 credits.</p> |
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Comprehensive Review information (required by UH System)

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| Provide the year and URL for the location of this program's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/ | |
| Year | 2015 |
| URL | http://hawaii.hawaii.edu/files/program-unit-review/docs/2015_nurs_comprehensive_program_review.pdf |
| <p>Provide a short summary of the CERC's evaluation and recommendations from the program's last Comprehensive Review.</p> <p>Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report.</p> | <ul style="list-style-type: none"> • Complete all sections of the Comprehensive Review. • Provide more information to support funding needs. <p>Overall, the review was incomplete. Future reviews will provide a thorough, complete assessment.</p> |

ARPD Data: Analysis of Quantitative Indicators (required by UH System)

Program data can be found on the ARPD website: <http://www.hawaii.edu/offices/cc/arpd/>

Please attach a copy of the program's data tables and submit with this Annual Program Review (APR).

a) If you will be submitting the APR in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.

OR

b) If you will be submitting the APR in digital form (WORD or PDF), attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right of the screen, just above the data tables.

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| <p>Analyze the program’s ARPD data for the review period. Describe, discuss, and provide context for the data, including the program’s health scores in the following categories:</p> | |
| Demand | <p>For AY 16-17, the AS-NURS program has received a Demand Health Call of Healthy (3.56). Updates to the scoring rubric have resulted in a more accurate indicator (New and Replacement County Positions/Degrees Awarded).</p> |
| Efficiency | <p>For AY 16-17, the AS-NURS program has received an Efficiency Health Call of Healthy. Our AS-NURS program has a mandated enrollment capacity and therefore % of program capacity is used for measure. ARPD data shows 94.7% fill rate.</p> |
| Effectiveness | <p>For AY 16-17, the AS-NURS program has received an Efficiency Health Call of Cautionary. The decrease in degrees awarded for AY 16-17 is due to not admitting any students into the Kona cohort in Fall 2015. We expect our numbers to improve with AY 17-18, as we began admitting a cohort in Kona in Fall 2016. According to the scoring rubric, a 5% increase in degrees awarded per year is the benchmark. We do not have the clinical space to increase enrollment. Our number of degrees awarded will remain static. Our max capacity is 30 AS-NURS students of which, taking into consideration attrition, we retain to completion approximately 80%.</p> |
| Overall Health | <p>For AY 16-17, the AS-NURS program has received an Overall Health Call of Healthy. The AS-NURS program continues to evaluate student outcomes as required by our BON and nursing accreditation (ACEN). Despite the healthy rating using ARPD data, we have end-of-program outcomes (like NCLEX pass rates) to</p> |

| | consider. Our pass rates are respectable, but need improvement. Faculty will be addressing this by evaluating and revising the curriculum. | | | | | | | | | | | | | | | | | | | | | |
|--|--|----------|----------------------------|----------|-----|-----------------------------|-----|-----|------------|-----|-----|-------------------------------|---------|-----|-------------------|-----|-----|------------------------------|---------|-----|---------------------------|-----|
| Distance Education | The AS-NURS program has two completely on-line courses. The ARPD data indicates successful completion for AY 16-17 at 98% and persistence at 97%. These courses are required courses in the program. Faculty will be evaluating the course content within the curriculum and revising based on overall program outcomes. | | | | | | | | | | | | | | | | | | | | | |
| Perkins Core Indicators (if applicable) | <table border="1"> <thead> <tr> <th></th> <th>Perkins IV Core Indicators</th> <th>AY 16-17</th> </tr> </thead> <tbody> <tr> <td>1P1</td> <td>Technical Skills Attainment</td> <td>Met</td> </tr> <tr> <td>2P1</td> <td>Completion</td> <td>Met</td> </tr> <tr> <td>3P1</td> <td>Student Retention or Transfer</td> <td>Not Met</td> </tr> <tr> <td>4P1</td> <td>Student Placement</td> <td>Met</td> </tr> <tr> <td>5P1</td> <td>Nontraditional Participation</td> <td>Not Met</td> </tr> <tr> <td>5P2</td> <td>Nontraditional Completion</td> <td>Met</td> </tr> </tbody> </table> <p>Indicator 3P1-Not Met: Our data indicates that we started with 20 students in Fall 2015. Of those 20, <u>four</u> either withdrew or failed and <u>one</u> transferred to the UH BSN program (20/15=75%). In Spring 2016, we added three repeaters to the cohort (15+3=18; 20/18=90%). Therefore, Fall to Spring retention is hard to evaluate just based on 3P1only.</p> <p>Persistence in a nursing program is defined by completion of the program within 150% of intended completion (6 semesters).</p> <p>Indicator 5P1-Not Met: Participation of men in nursing is increasing overall. The numbers will fluctuate by cohort. On average, 20% are male. We inform and recruit for men in nursing by attending various high school career day events. For our current male students, we are working on getting them involved in the American Association for Men in Nursing (AAMN) organization, which provides leadership and comradery for men in nursing.</p> | | Perkins IV Core Indicators | AY 16-17 | 1P1 | Technical Skills Attainment | Met | 2P1 | Completion | Met | 3P1 | Student Retention or Transfer | Not Met | 4P1 | Student Placement | Met | 5P1 | Nontraditional Participation | Not Met | 5P2 | Nontraditional Completion | Met |
| | Perkins IV Core Indicators | AY 16-17 | | | | | | | | | | | | | | | | | | | | |
| 1P1 | Technical Skills Attainment | Met | | | | | | | | | | | | | | | | | | | | |
| 2P1 | Completion | Met | | | | | | | | | | | | | | | | | | | | |
| 3P1 | Student Retention or Transfer | Not Met | | | | | | | | | | | | | | | | | | | | |
| 4P1 | Student Placement | Met | | | | | | | | | | | | | | | | | | | | |
| 5P1 | Nontraditional Participation | Not Met | | | | | | | | | | | | | | | | | | | | |
| 5P2 | Nontraditional Completion | Met | | | | | | | | | | | | | | | | | | | | |
| Performance Funding Indicators (if applicable) | N/A | | | | | | | | | | | | | | | | | | | | | |
| What else is relevant to understanding the | The AS-NURS program completes annual program reviews for both the Hawaii Board of Nursing and the Accreditation Commission for Education in Nursing | | | | | | | | | | | | | | | | | | | | | |

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| <p>program's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the program's data but are not discussed above.</p> | <p>(ACEN). The primary focus of the evaluation centers on end-of-program student learning outcomes; first-time NCLEX-RN (licensing) pass rates, program completion rates and job placement. We are meeting the expected level of achievement (ELA) required by the Board and ACEN.</p> <p>While we are meeting the ELAs, we have room and need for improvement. Under the leadership of a new Program Director, our curriculum as a whole will be evaluated and revised to improve these outcomes.</p> |
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PROGRAM ACTIVITIES

Report and discuss all major actions and activities that occurred in the program during the review period, including the program's meaningful accomplishments and successes. Also discuss the challenges or obstacles the program faced in supporting student success and explain what the program did to address those challenges.

For example, discuss:

- Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing;
- New certificates/degrees;
- Personnel and/or position additions and/or losses;
- Other changes to the program's operations or services to students.

No curriculum changes or resequencing during this time period.

Division leadership has been in flux with various "interim" program directors. A new director has been hired and started June 1, 2017.

Division faculty have also been unstable, four FT Faculty positions are in various stages of recruitment.

PROGRAM WEBSITE

Has the program recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the program's website up-to-date.

Program faculty/staff have reviewed the website in the past six months, no changes needed.

Program faculty/staff reviewed the website in the past six months and submitted a change request to the College's webmaster on _____ (date).

Program faculty/staff recently reviewed the website as a part of the annual program review process, found that revisions are needed, and will submit a change request to College's webmaster in a timely manner.

Please note that requests for revisions to program websites must be submitted directly to the College's webmaster at <http://hawaii.hawaii.edu/web-developer>

PART 2: PROGRAM ACTION PLAN

AY17-18 ACTION PLAN

Provide a detailed narrative discussion of the program's overall action plan for AY17-18, based on analysis of the Program's AY16-17 data and the overall results of course learning outcomes assessments conducted during the AY16-17 review period. This Action Plan should identify the program's specific goals and objectives for AY17-18, and must provide benchmarks or timelines for achieving each goal.

The overall action plan presented in this report is based on the new program director's assessment. The new program director began her role on June 1, 2017. No AY 16-17 program review or course assessment was reported by previous director/chair.

ACTION ITEMS TO ACCOMPLISH ACTION PLAN

For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the program plans to implement in order to accomplish the goals described in the Action Plan above.

For each Action Item below, discuss how implementing this action will help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs).

Action Item 1: Stabilize Division Faculty
Work with existing faculty to create a cohesive team of educators to support our students. Provide faculty with the tools to be successful through professional development and mentoring.

Fill all open faculty positions for Fall 2017. Train and mentor new faculty so that they feel comfortable in their new position and encourage them to bring their uniqueness to the division.

Action Item 2: Review AS-NURS/PRCN curriculum for currency and adequacy in meeting End-of-Program Student Learning Outcomes.

The Division Curriculum Committee will begin review of curriculum to assure that it is current and relevant. Faculty will be working on revising and aligning PLOs with CLOs.

Facilitate data analysis and action plans for End-of-Program PLOs/CLOs.

Curriculum changes are expected, however not immediately.

Action Item 3: Decrease Attrition: Increase “on-time” completion (goal 90%)

Student support and remediation practices will be reviewed and revised to best meet student needs and support student success.

Historical data will be reviewed to examine reasons for non-completion.

Find funding for ATI Comprehensive Assessment and Review Program (CARP).

Action Item 4: Improve NCLEX first time pass rates: Expected Level of Achievement=95%

Review current practices for preparing students for NCLEX.

Address issue of having only one testing site in Oahu. This proves costly for students and delays testing date.

RESOURCE IMPLICATIONS

NOTE: General “budget asks” are included in the 3-year Comprehensive Review. Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.

Provide a brief statement about any implications of or challenges due to the program’s current operating resources.

The nursing program is in dire need of replacement high-fidelity mannequins. These mannequins are used as part of our simulation program, an integral part of our curriculum and instruction.

We also need professional development funds for faculty to attend national conferences. Changes in healthcare are rapid and nursing education ever evolving.

Grant funding opportunities are being pursued.

BUDGET ASKS

For budget ask in the allowed categories (see above):

Describe the needed item(s) in detail.

None

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|--|--|
| | |
| Include estimated cost(s) and timeline(s) for procurement. | |
| <p>Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u>:</p> <p>http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf</p> | |

PART 3: LEARNING OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on CLO (course learning outcomes) or PLO (program learning outcomes) assessments conducted in AY16-17.

Evidence of Industry Validation and Participation in Assessment (for CTE programs only)

Provide documentation that the program has submitted evidence and achieved certification or accreditation (if applicable) from an organization granting certification/accreditation in the program's industry/profession. If the program/degree/certificate does not have a certifying body, you must submit evidence of the program's advisory committee's/board's recommendations for approval of, and/or participation in the program's assessment(s).

Please attach copy of industry validation for the year under review.

Courses Assessed

| List all program courses assessed during AY16-17, including Initial and "Closing the Loop" assessments. | | | |
|--|------------------------------|----------------------------------|----------------------------------|
| Assessed Course Alpha, No., & Title | Semester assessed | CLOs assessed (CLO#s) | PLO alignment (PLO#s) |
| No course assessments reported for AY 2016-17; see Assessment Action Plan for AY17-18. | | | |

Assessment Strategies

For each course assessed in AY16-17 listed above, provide a brief description of the assessment strategy, including:

- a description of the type of student work or activity assessed (e.g., research paper, lab report, hula performance, etc.);
- a description of how student artefacts were selected for assessment (e.g., the assessment included summative assignments from all students in the course, OR a sample of students' summative assignments was randomly selected for assessment based on a representative percentage of students in each section of the course);
- a brief discussion of the assessment rubric/scoring guide and the criteria/categories and standards used in the assessment.

Expected Levels of Achievement

For each course assessed in AY16-17 listed above, state the standard (benchmark, goal) for student success for each CLO assessed AND the percentage of students expected to meet that standard for each CLO.

Example: "CLO#1: The standard for student success is that students will answer 80% of the questions on the final exam related to CLO#1 correctly. The expectation is that 85% of students will meet this standard for CLO#1."

Example: "CLO#4: The standard for student success is that students will be able to perform skills associated with CLO#4 with 80% proficiency. The expectation is that 75% of students will meet this standard for CLO#4."

Results of Course Assessments

For each course assessed in AY16-17 listed above, provide:

- a statement of the quantitative results;
- a brief narrative analysis of those results.

Other Comments

Include any additional information that will help clarify the program's course assessment results, successes and challenges.

N/A

Discuss, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special evaluations, or other assessment instruments that are not discussed elsewhere in this report.

N/A

Next Steps – ASSESSMENT ACTION PLAN for AY17-18

Describe the program’s intended next steps to improve student learning, based on the program’s overall AY16-17 assessment results.

Include any specific strategies, tactics, activities or plans for improvement to program or course curriculum or instructional strategies, or changes in program or course assessment practices.

No course assessments were reported for AY 16-17. Under new leadership, nursing program faculty have been provided instruction and assistance with course assessment. We have created a course assessment schedule for AY 17-18 and will have all initial course assessments completed by the end of Spring 2018.

PART 4: ADDITIONAL DATA

Cost Per SSH (to be provided by Admin)

Please provide the following values used to determine the total fund amount and the cost per SSH for your program:

General Funds = \$ _____
 Federal Funds = \$ _____
 Other Funds = \$ _____
 Tuition and Fees = \$ _____

External Data*

If your program utilizes external licensures, enter:

| RN first-time pass rates | 1/2015-12/2015 | 1/2016-12/2016 |
|--|----------------|----------------|
| # of RN First Time Test Takers | 26 22/26 | 28 25/28 |
| Haw CC RN First Time Pass Rate | 84.62% | 89.29% |
| NCSBN National Pass Rate for NCKEX-RN First Time Test Takers | 84.53% | 84.57% |

Number sitting for an exam _____
 Number passed _____

***This section applies to NURS only.**

Hawaii Community College 2017 Instructional Annual Report of Program Data Nursing: Associate Degree

Part I: Program Quantitative Indicators

Overall Program Health: **Healthy**

Majors Included: NURS Program CIP: 51.3801

| Demand Indicators | | Program Year | | | Demand Health Call |
|-------------------|--|--------------|-------|-------|--------------------|
| | | 14-15 | 15-16 | 16-17 | |
| 1 | New & Replacement Positions (State) | 337 | 444 | 496 | Healthy |
| 2 | *New & Replacement Positions (County Prorated) | 40 | 50 | 57 | |
| 3 | Number of Majors | 194 | 216 | 228 | |
| 3a | Number of Majors Native Hawaiian | 82 | 88 | 82 | |
| 3b | Fall Full-Time | 20% | 21% | 26% | |
| 3c | Fall Part-Time | 80% | 79% | 74% | |
| 3d | Fall Part-Time who are Full-Time in System | 3% | 3% | 2% | |
| 3e | Spring Full-Time | 16% | 16% | 18% | |
| 3f | Spring Part-Time | 84% | 84% | 82% | |
| 3g | Spring Part-Time who are Full-Time in System | 2% | 4% | 1% | |
| 4 | SSH Program Majors in Program Classes | 1,243 | 1,006 | 961 | |
| 5 | SSH Non-Majors in Program Classes | 84 | 60 | 33 | |
| 6 | SSH in All Program Classes | 1,327 | 1,066 | 994 | |
| 7 | FTE Enrollment in Program Classes | 44 | 36 | 33 | |
| 8 | Total Number of Classes Taught | 12 | 11 | 11 | |

| Efficiency Indicators | | Program Year | | | Efficiency Health Call |
|-----------------------|--------------------------------------|--------------|------------------|-----------|------------------------|
| | | 14-15 | 15-16 | 16-17 | |
| 9 | Average Class Size | 26.7 | 24.8 | 21.4 | Healthy |
| 10 | *Fill Rate | 80% | 98.2% | 94.7% | |
| 11 | FTE BOR Appointed Faculty | 6 | 6 | 6 | |
| 12 | *Majors to FTE BOR Appointed Faculty | 32.3 | 35.9 | 38 | |
| 13 | Majors to Analytic FTE Faculty | 109.1 | 129.3 | 136.8 | |
| 13a | Analytic FTE Faculty | 1.8 | 1.7 | 1.7 | |
| 14 | Overall Program Budget Allocation | Not Reported | Not Yet Reported | \$831,775 | |
| 14a | General Funded Budget Allocation | Not Reported | Not Yet Reported | \$763,231 | |
| 14b | Special/Federal Budget Allocation | Not Reported | Not Yet Reported | \$0 | |
| 14c | Tuition and Fees | Not Reported | Not Yet Reported | \$59,904 | |
| 15 | Cost per SSH | Not Reported | Not Yet Reported | \$837 | |
| 16 | Number of Low-Enrolled (<10) Classes | 1 | 0 | 0 | |

*Data element used in health call calculation

Last Updated: October 29, 2017

| Effectiveness Indicators | | Program Year | | | Effectiveness Health Call |
|--------------------------|--|--------------|-------|-------|---------------------------|
| | | 14-15 | 15-16 | 16-17 | |
| 17 | Successful Completion (Equivalent C or Higher) | 94% | 94% | 94% | Cautionary |
| 18 | Withdrawals (Grade = W) | 3 | 9 | 13 | |
| 19 | *Persistence Fall to Spring | 65% | 67.5% | 62.4% | |
| 19a | Persistence Fall to Fall | 44% | 43.5% | 39.2% | |
| 20 | *Unduplicated Degrees/Certificates Awarded | 26 | 28 | 16 | |
| 20a | Degrees Awarded | 26 | 28 | 16 | |
| 20b | Certificates of Achievement Awarded | 0 | 0 | 0 | |
| 20c | Advanced Professional Certificates Awarded | 0 | 0 | 0 | |
| 20d | Other Certificates Awarded | 0 | 0 | 0 | |
| 21 | External Licensing Exams Passed | 88% | N/A | N/A | |
| 22 | Transfers to UH 4-yr | 20 | 36 | 29 | |
| 22a | Transfers with credential from program | 3 | 25 | 19 | |
| 22b | Transfers without credential from program | 17 | 11 | 10 | |

| Distance Education: Completely On-line Classes | | Program Year | | |
|---|--|--------------|-------|-------|
| | | 14-15 | 15-16 | 16-17 |
| 23 | Number of Distance Education Classes Taught | 2 | 2 | 2 |
| 24 | Enrollments Distance Education Classes | 55 | 47 | 46 |
| 25 | Fill Rate | 85% | 98% | 100% |
| 26 | Successful Completion (Equivalent C or Higher) | 100% | 100% | 98% |
| 27 | Withdrawals (Grade = W) | 0 | 0 | 1 |
| 28 | Persistence (Fall to Spring Not Limited to Distance Education) | 100% | 85% | 97% |

| Perkins IV Core Indicators 2015-2016 | | Goal | Actual | Met |
|---|-----------------------------------|-------|--------|---------|
| 29 | 1P1 Technical Skills Attainment | 92.00 | 97.73 | Met |
| 30 | 2P1 Completion | 51.00 | 59.09 | Met |
| 31 | 3P1 Student Retention or Transfer | 81.00 | 76.32 | Not Met |
| 32 | 4P1 Student Placement | 63.87 | 84.09 | Met |
| 33 | 5P1 Nontraditional Participation | 22.00 | 17.31 | Not Met |
| 34 | 5P2 Nontraditional Completion | 22.00 | 24.14 | Met |

| Performance Measures | | Program Year | | |
|----------------------|--|--------------|----------|----------|
| | | 14-15 | 15-16 | 16-17 |
| 35 | Number of Degrees and Certificates | 26 | 28 | 16 |
| 36 | Number of Degrees and Certificates Native Hawaiian | 11 | 12 | 7 |
| 37 | Number of Degrees and Certificates STEM | Not STEM | Not STEM | Not STEM |
| 38 | Number of Pell Recipients ¹ | 92 | 93 | 11 |
| 39 | Number of Transfers to UH 4-yr | 20 | 36 | 29 |

*Data element used in health call calculation

Last Updated: October 29, 2017

¹PY 16-17; Pell recipients graduates not majors