

Certificate of Achievement in Practical Nursing (CA-PRCN)



2019 COMPREHENSIVE
REPORT OF PROGRAM DATA
AY16-17, AY17-18 & AY18-19



UNIVERSITY of HAWAII®
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2019 Hawai'i Community College COMPREHENSIVE Program Review (CPR)

Program: CA-PRCN

1. Program Description

The Certificate of Achievement in Practical Nursing program prepares students for entry-level practice as a Licensed Practical Nurse (LPN) in a variety of healthcare settings. Upon completion of the program, graduates are eligible to take the National Council Licensure Exam for Practical Nursing (NCLEX-PN). LPN's provide care within their scope of practice under the supervision of a health care provider or Registered Nurse. The Certificate of Achievement in Practical Nursing program requires 2 semesters and a summer session of coursework in practical nursing (29 credits) and 17 credits of non-nursing prerequisite courses for a total of 46 credits.

2. Analysis of the Program

For the three-year review period, discuss the program's strengths and weaknesses in terms of demand, efficiency and effectiveness based on an analysis of ARPD Quantitative Indicators. CTE programs must include an analysis of Perkins Core indicators met and unmet.

Include Significant Program Actions (new certificates, stop outs, gain/loss of positions) and results of the program's three previous consecutive annual action plans.

Specific Program Actions:

There have been no new certificates, stop outs, or gains/loss of positions. The three previous year's action plans all revolve around stabilizing the division leadership and faculty, curriculum review, and program outcomes such as attrition/completion and NCLEX-PN first-time pass rates.

The data below shows the CA-PRCN completion rates and NCLEX-PN first-time pass rates. We see some variation in NCLEX pass rates, however, we do have an upward trend overall. Our completion rates also indicate an upward trend. All graduates who obtained licensure (and who choose to work) obtained employment within 6 months of licensure.

PN First Time Pass Rates	2016 New Curriculum	2017	2018	2019
Completion	9 enrolled 6 graduated	10 enrolled 9 graduated	10 enrolled 9 graduated	10 enrolled 10 graduated
# of PN First Time Test Takers	6	9	7	8
Haw CC PN First Time Pass Rate	6/6 100%	7/9 77.78%	7/7 100%	7/8 87.5%
NCSBN National Pass Rate for NCLEX-PN First Time Test Takers	83.73%	83.84%	85.91%	Not available

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The concern with the LPN program is that most, if not all, that apply are seeking the ASN program. They apply for the PN program just to "get their foot in the door". Some graduates do not even sit for the licensing exam, they either continue on the Fall following graduation in our ASN program or the UHH BSN program. The LPN scope of practice is not highly sought after.

This academic year, we will be reviewing the CA-PRCN curriculum and brainstorming new ideas.

Perkins Core Indicators-

Perkins IV Core Indicators	2017	2018	2019
Technical Skills Attainment	Met	Met	Met
Completion	Met	Met	Met
Student Retention or Transfer	Met	Met	Met
Student Placement	Not Met	Not Met	Met
Nontraditional Participation	Not Met	Not Met	Not Met
Nontraditional Completion	Not Met	Met	Not Met

For Perkins Core Indicators, we rarely meet Nontraditional participation/completion. The number of men in nursing varies from cohort to cohort. We do not choose applicants based on gender. Overall, the number of men who choose nursing as a career has increased. I do not think the stigma of men in nursing is still a relevant concern. Organizations like the American Association of Men in Nursing (AAMN) have been a significant resource to encourage men to become nurses. In 2016, the US Census Bureau reported 11% of nurses were male, much improved from 2.7% in 1970.

Our plans to address this indicator include participating in career fairs at the local high schools. We also plan to look into establishing a Men in Nursing Club here on campus.

3. Program Learning Outcomes (PLOs)

- a) List of the Program Learning Outcomes (PLOs) with their alignment to the College's Institutional Learning Outcomes (ILOs).
- b) List of all courses that have been assessed during the three-year review period and the PLOs to which those courses' Course Learning Outcomes (CLOs) are aligned.
- c) Discussion of the program's PLO assessment results based on course CLO assessments.
- d) Discussion of the program's strengths and challenges in helping students meet their program learning outcomes, and changes that have been made as a result of assessments.

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a) PLOs/ILOS

PRCN PLO1: Retrieve, integrate, and apply relevant and reliable information, concepts from multiple disciplines, and standards of nursing as the basis for evidenced based nursing care.

Linked Institution Outcomes

ILO2: Utilize critical thinking to solve problems and make informed decisions.

ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

ILO6: Contribute to sustainable environmental practices for personal and community well-being.

PRCN PLO2: Use the nursing process as a framework for critical thinking to assess, plan, prioritize, implement, and evaluate safe and effective nursing care for those who have predictable nursing needs.

Linked Institution Outcomes

ILO2: Utilize critical thinking to solve problems and make informed decisions.

ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

ILO6: Contribute to sustainable environmental practices for personal and community well-being.

PRCN PLO3: Demonstrate compassion and caring by developing and maintaining therapeutic relationships based upon mutuality and respect for the health and healing practices, beliefs, and values of the individual and community.

Linked Institution Outcomes

ILO1: Communicate effectively in a variety of situations.

ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.

ILO6: Contribute to sustainable environmental practices for personal and community well-being.

PRCN PLO4: Communicate and function as a member of a multi-disciplinary health care team.

Linked Institution Outcomes

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ILO1: Communicate effectively in a variety of situations.

ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.

ILO6: Contribute to sustainable environmental practices for personal and community well-being.

PRCN PLO5: Demonstrate the ability to plan and deliver effective health teaching as an integral part of promotion, maintenance, and restoration of health, management of chronic conditions, and end of life care in structural settings.

Linked Institution Outcomes

ILO1: Communicate effectively in a variety of situations.

ILO2: Utilize critical thinking to solve problems and make informed decisions.

ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.

ILO6: Contribute to sustainable environmental practices for personal and community well-being.

PRCN PLO6: Demonstrate professional behaviors and practice within the legal and ethical framework of licensed practical nursing.

Linked Institution Outcomes

ILO1: Communicate effectively in a variety of situations.

ILO2: Utilize critical thinking to solve problems and make informed decisions.

ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.

ILO6: Contribute to sustainable environmental practices for personal and community well-being.

PRCN PLO7: Utilize self-reflection to evaluate their nursing effectiveness and personal experiences for ongoing learning and growth.

Linked Institution Outcomes

ILO1: Communicate effectively in a variety of situations.

ILO2: Utilize critical thinking to solve problems and make informed decisions.

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ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

b) List of all courses that have been assessed during the three-year review period and the PLOs to which those courses' Course Learning Outcomes (CLOs) are aligned.

NURS 120

CLO1/PLO 1,2,3,4

CLO2/PLO 1,2,3,4,5,6

CLO3/PLO 1,5,6

CLO4/PLO 4,6

NURS 122

CLO1/PLO 1

CLO2/PLO 1,2,4,5

CLO3/PLO 1,2,3,6

CLO4/PLO 1,2,3,4,5,6

CLO5/PLO 1,2,3,4,5,6

CLO6/PLO 1,6

NURS 126

CLO1/PLO 1

CLO2/PLO 2,5,6

CLO3/PLO 3,4

CLO4/PLO 4,6

CLO5/PLO 5,6

CLO6/PLO 6

CLO7/PLO 6

NURS 128

CLO1/PLO 1,6

CLO2/PLO 2,5,6

CLO3/PLO 3,4

CLO4/PLO 4,6

CLO5/PLO 5,6

CLO6/PLO 6

c) Discussion of the program's PLO assessment results based on course CLO assessments.

AY 2017-18 Campus Labs Data

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PLO1: 65.0% of all students met or exceeded the expected level of achievement.

PLO2: 58.62% of all students met or exceeded the expected level of achievement.

PLO3: 58.62% of all students met or exceeded the expected level of achievement.

PLO4: 58.62% of all students met or exceeded the expected level of achievement.

PLO5: 58.62% of all students met or exceeded the expected level of achievement.

PLO6: 30.0% of all students met or exceeded the expected level of achievement.

PLO7: 36.84% of all students met or exceeded the expected level of achievement.

Our End-of-Program Student Learning Outcomes include first-time licensure (NCLEX-PN) pass rates, program completion (on-time), and employment rates.

- NCLEX-PN First-Time Pass Rates: 9 graduates, 7 tested. 7/7 passed=100%
- Program Completion (within 4-6 semesters): 9/10=90%
- Employment Rates: Of those who tested, all were employed. Some chose to continue on in the ASN or BSN programs and may not be working as LPN.

AY 2018-19 Campus Labs Data

PLO1: 42.50% of all students met or exceeded the expected level of achievement.

PLO2: 42.50% of all students met or exceeded the expected level of achievement.

PLO3: 42.50% of all students met or exceeded the expected level of achievement.

PLO4: 46.67% of all students met or exceeded the expected level of achievement.

PLO5: 42.50% of all students met or exceeded the expected level of achievement.

PLO6: 42.50% of all students met or exceeded the expected level of achievement.

PLO7: 42.50% of all students met or exceeded the expected level of achievement.

Our End-of-Program Student Learning Outcomes include first-time licensure (NCLEX-PN) pass rates, program completion (on-time), and employment rates.

- NCLEX-PN First-Time Pass Rates: 10 graduates, only 8 have tested. 7/8 passed=87.5%
- Program Completion (within 4-6 semesters): 10/10=100%
- Employment Rates: No data as yet for employment. One student, who did not sit for the NCLEX-PN, continued on in the AS-NURS program.

The assessment data from Campus Labs shows a decrease in overall attainment of PLOs 1-5, with an increase noted for PLOs 6 & 7. This assessment covers Campus Labs data for the last two years, as there is no data for AY 2016-17.

As noted in our CA-PRCN APR for 2019, course assessment data does not accurately depict students success. Nursing programs evaluate PLOs with end of program outcomes and data from the final courses. The artifacts used for course assessment are standardized tests assessing primarily content at a certain level, not success in that course or in the program.

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Our end of program data is included and indicates that our students are attaining PLOs and successfully graduating and obtaining licensure.

Course assessment data does indicate that we have areas needing development. The artifacts used for course assessment are standardized content exams which help identify weak content areas. We will use that data to strengthen instruction and remediation in those weak areas.

d) Discussion of the program's strengths and challenges in helping students meet their program learning outcomes, and changes that have been made as a result of assessments.

The challenges with all nursing education programs is the rigor. Students are not always prepared for how difficult and time consuming the program is. Our faculty provide early intervention and ongoing support throughout the program. We will be reviewing the CA-PRCN curriculum this year and making revisions based on course assessment data, program outcome data, and student feedback.

Another challenge for the PN program, is that most, if not all, that apply are not really wanting to practice at the PN level. Many use the program as a pathway to RN and may never test for licensure or if they do get licensed, never work as a PN.

Our biggest strength is the faculty who teach in the PN program, specifically Alma Cremer. She provides a great learning environment and is able to give one-on-one support to students. Her genuine kindness and concern for all of her students is palpable. Alma's attention to detail in the first year creates a strong group of students for the faculty who teach during their last semester, summer session.

4. Action Plan

Provide a detailed action plan to improve student learning and success over the next three years. Discuss how the action items within the plan support the college's Mission with specific reference to the Strategic Directions plan: [HawCC Strategic Directions Plan 2015-2021.pdf](#)

In addition to the overall action plan for the program, include specific action plans for the program's Performance Indicators and any Perkins Core Indicator for which the program did not meet the performance level in the final year of the three-year review period (AY18-19).

The action plan for the CA-PRCN program over the next three years includes:

- Review and revision of the overall program curriculum to better prepare graduates for licensure and/or transfer to ASN/BSN.
- Review the LPN scope of practice, need in the community, and student interest in this level of practice.

Our goal over the next few years will be to take a good look at the PN level of practice. We will do a needs assessment to ascertain the need for this level of practice in the community. We only admit such a small number of students (10), and only on the Hilo campus. Things to

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consider are the high number of applicants we get for the ASN program. For last year's application cycle, only 4 applicants out of 100, were for only the PN program.

This action plan supports the Strategic Directions plan by providing ongoing assessment of programs to assure students are getting the best educational experience possible. This action plan takes into consideration the academic and fiscal impact of this program on the college. We will be looking at the "Career Ladder" nursing programs at Kauai and UHMC as a possible option for our nursing program.

Hawaii Graduation Initiative Action Strategy #2

Implement structural improvements that provide persistence to attain a degree and timely completion.

- Strengthen and align assessment, program/unit review, data collection, and data analyses processes to support improved teaching and learning, accreditation, and governance and planning.
- Continue to embed Hawaiian practices throughout the college.
- Provide enhance professional development to improve teaching and learning.

Beginning Fall 2019, we will be implementing the same evaluation methods required for the ASN program by the Accreditation Commission on Education in Nursing (ACEN). Although the CA-PRCN program is not accredited by the ACEN, the Standards and Criteria can be utilized in assessment of the program. Doing this will improve assessment processes and will help with alignment to the ASN and BSN programs.

This first mini "self-study" will be done in May 2020. The information gleaned from the evaluation will inform our curriculum decisions and facilitate revisions to be proposed by the CRC deadline for 2020.

In May 2019, we implemented the "Kihei Project" in both our ASN and CA-PRCN programs. The intent is to bring a sense of connectivity to the individual student, their academic journey and transition into the Nursing Profession.

Hawaii Graduation Initiative Action Strategy #3

Anticipate and align curricula with community and workforce needs.

- Develop new programs that are responsive to Hawaii Island's community needs.
- Follow up with graduates and employers regarding Hawaii CC students' preparation for the workforce and community.

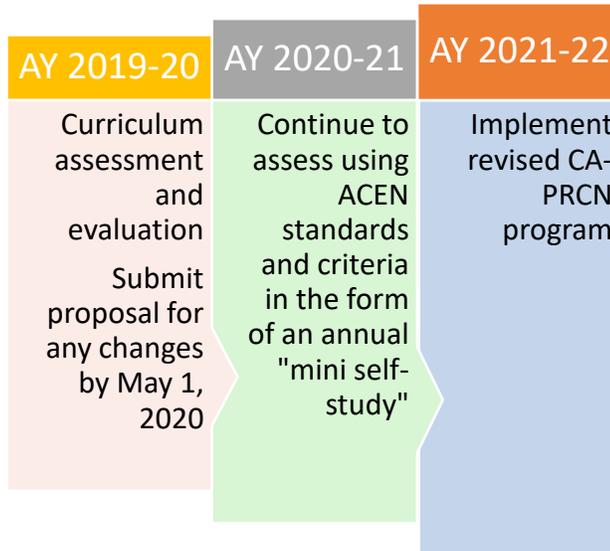
Faculty have started discussions regarding the PN level of practice and the overall effectiveness of the CA-PRCN program. For the most part, students are successful in completing the program and obtaining licensure. However, a good majority of the graduates are continuing on in the ASN or BSN programs and though are licensed as LPNs, may never work as LPNs. Some graduate, but never sit for licensure. Most use the program as a pathway to RN.

Encouraging students to continue on in their nursing education is important, however, we are not providing a stable workforce of practical nurses. It becomes a revolving door for

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employers. We will be looking at the prerequisite requirements for the PN program. Currently, they are essentially the same as the ASN program, which is not necessary because the PN level of practice is lower skilled. We may also consider the "career ladder" type pathway that a few of the other UHCC nursing programs follow.



5. Resource Implications & Budget Asks

(physical, human, financial)

Provide a detailed discussion of the program's current resources, resource gaps and requests for new or re-allocated resources. Provide detailed documentation for each resource request including projected costs and timeline for procurement to meet the program's needs. Resource requests must align to and support the action plan above.

Attach additional documentation and evidence as necessary to clearly support each request.

CTE programs must provide evidence of industry trends to support each request, including Advisory Council minutes or documentation of discussion(s) with industry experts.

The CA-PRCN program currently has sufficient resources for the number of students we enroll. We are able to share costly lab and simulation resources between AS-NURS and CA-PRCN programs.

We will continue to investigate opportunities for grant funding.