

HAWAI`I COMMUNITY COLLEGE PROGRAM REVIEW REPORT

Practical Nursing

November 26, 2008

Assessment Period: July 1, 2005 to June 30, 2008

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Program Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Student Learning Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college wide process, the Program Reviews are available to the college and community at large to enhance communication and public accountability.

**HAWAII COMMUNITY COLLEGE
PRACTICAL NURSING
2007-2008**

A. Program Effectiveness

1. Write a brief narrative describing the program and how it supports the College’s mission and imperatives.

The Practical Nursing program is a one year program (two semesters and a summer session) leading to a certificate of achievement. It prepares graduates to take the national NCLEX-PN examination to become licensed practical nurses. Refer to program map in **Appendix A**. Licensed practical nurses work in various settings and operate under the guidance of a physician or registered nurse. Graduates are employed in the health care industry across the Hawaii Island community and thereby have the opportunity to serve their community and successfully apply workforce skills. Graduates are diverse and have the opportunity within the program to learn to be “culturally competent” nurses. As nurses, graduates are uniquely positioned to contribute to the health and development of their communities. Graduates have the opportunity to build an appreciation and personal responsibility for the natural, social and economic environment within the nursing program. Graduates use technology throughout the nursing program.

2. Attach the program’s current Assessment Plan as Appendix B.

3. What changes have been made as a result of a review of program courses and curricula and why?

All courses are continuously reviewed by course instructors to make sure the specific course content is up to date. Course objectives remain the same. Unit objectives were reviewed and revised during AY 2007-2008 to simplify and clarify. A clinical team leading experience was added during spring 2008 as a result of the shifting roles of graduates in long term care settings. Program courses are being transferred from WebCT to Lulima or put into Lulima for the first time in order to increase access to instructional materials and move toward a distance education methodology.

4. Program Strengths and Weaknesses

Analysis of data elements (see Table 5): According to the data, the interest in licensed practical nurses is not increasing. Students are not as interested in the Practical Nursing program as the A.S. Nursing program leading to registered nursing. Some of the students who enter the PN program actually have becoming an RN as their goal. After completing the PN program they immediately enter the RN program and may not even take the NCLEX-PN licensure exam. This decreases the number of graduates actually entering the workforce as licensed practical nurses.

The agency demand for licensed practical nurses is small but steady. Long term care, home care, clinics and medical offices continue to use LPNs. Acute health care facilities do not. Informal agency requests for LPNs coming through the Nursing and Allied Health Division seem to have increased during 2007 and 2008 indicating that there are more positions open for LPN's than previously. In addition, outlying areas of the island have requested an onsite PN program. The demand for LPNs it is not well understood. The Hawaii Center for Nursing was reportedly gathering workforce data regarding licensed practical nurses but a report has not materialized.

Ten students were admitted in 2004 and 2005. Twenty students were admitted in fall 2006. Students graduate in summer with the graduations reflected the following fall semester. A faculty was hired into the vacant PN position making two faculty available for fall 2006. As a result, twenty students were admitted. With a class size of ten only one faculty is assigned to the program full time and other A.S nursing faculty or lecturers assist with the theory credits. During the summer the program is taught by two 11- month faculty assigned to the RN program during the rest of the year. According to the demand indicators the program is healthy in that the number of pre nursing students is in line with the number of new and replacement positions. According to the efficiency indicators the program is healthy. However, it is more efficient to admit twenty students than ten students each year.

According to the effectiveness indicators the program is healthy. Most students who enter the PN program graduate on time. The average on time graduation rate for graduates of 2005-2007 was 85%. In addition, students who fail or withdraw from a course are allowed to repeat the course once and may proceed on to graduation which increases the overall graduation rate. The average NCLEX-PN pass rate for graduates of 2005-2007 was 91%. However, not all graduates take the NCLEX-PN exam especially those who enter the RN program the following year. According to the indicators the program is healthy overall.

Assessment of Program Learning Outcomes is well underway since the program had identified graduate outcomes prior to the advent of student learning outcomes. Faculty actively engaged in the development of program and course student learning outcomes. As they took the next step of making a plan to formally assess the student learning outcomes it became apparent to that the original PLO's needed to be streamlined. Assessment plans have been developed for all the PLO's. Because nursing is an applied field with licensure and employment being the natural outcomes those areas will be the first to be assessed. However, faculty always analyzed licensure pass rates and employment rates as measures of the success of the graduates. Surveys mailed to 2005 and 2006 graduates have indicated that all who responded were employed. However, the return rates of the surveys were low, 55% and 30% respectively. Informal information from the program advisory council indicates that the employability of licensed practical nurses is excellent however the jobs may be located in areas other than East Hawaii.

Program Strengths (S)

1. Student interest in the program is equivalent to the jobs available.
2. The length of the program offers students a rapid way to enter the workforce in a promising career.
3. Graduates are sought after and well respected.

Program Weaknesses (W)

1. The program is not cost effective at the present admissions level.
2. The program is not offered in a distance mode and available island wide.
3. Clinical facilities in East Hawaii are limited due to the increased enrollment in the two RN programs (HawCC and UHH).
4. An effective method for determining employment patterns of graduates is not in place.

B. Action Plan for Program Improvement

Complete Tables 1-4 and provide justification for program budget requests:

Table 1 - Top 6 Non-Cost Items

| Task: | Academic yr. | Who is responsible | Best Fits which ADP Goal* | Addresses which strength or weakness |
|--|---------------------|------------------------------------|----------------------------------|---|
| Explore feasibility of using distance education to offer the program in sites other than East Hawaii and expand admissions | 2010-2011 | Chair and PN faculty | B, C & E | W 1, 2, & 3 |
| Utilize Laulima as a partial or total method of teaching all program courses | 2009-2010 | PN faculty | B, C & E | W 2 |
| Determine and implement a method to obtain adequate employment data | 2010-2011 | Chair and institutional researcher | B, C & E | W 4 |
| | | | | |

Key to abbreviations:

*ADP Goals are: A, B, C, D, E

Strengths/Weaknesses are numbered (S1, S2... W1, W2....-from A.4.)

Table 2 - Top Six Cost Items

| Task: | Academic Yr. | Who is responsible | \$ amount and budget category Except R/M | Best fits which ADP Goal* | Addresses which strength or weakness |
|--------------|---------------------|---------------------------|---|----------------------------------|---|
| NONE | | | | | |
| | | | | | |

Key to abbreviations:

*ADP Goals are: A, B, C, D, E

Budget Categories: P=Personnel; S1x=Program Review Special Fund; SE=Supplies Enhanced; Eq=Equipment

Strengths/Weaknesses are numbered (S1, S2, S3, W1, W2, W3—from A.4)

Table 3 - Repair and Maintenance Requests

| Nature of Problem | Describe Location: e.g. Building(s) & Room(s) |
|--|--|
| Air Conditioning is not energy efficient or adequate in current Nursing Learning Resource Center—need external units | PB 7 room 104 |
| One of two external air conditioning units is not functional | PB 5 room 1 |

Table 4 - Equipment Depreciation

| Program Assigned Equipment (E) and Controlled Property (CP) (List in order of chronological depreciation date) | Category: CP or E | Expected Depreciation Date | Estimated Replacement Cost |
|---|--------------------------|-----------------------------------|-----------------------------------|
| NONE | | | |

Key to abbreviations:

CP=Controlled Property w/item value \$1K-\$5K

E=equipment w/item value >\$5K;

C. Table 5. Data Elements

**Annual Report of Program Data for Nursing: Practical Nursing
HAW CC Program Major(s): PRCN**

| Demand Indicators | | | Fall of Year | | |
|--------------------------|---------------------------------------|--|---------------------|-------------|-------------|
| | | | 2005 | 2006 | 2007 |
| 1 | New & Replacement Positions (State) | | 119 | 119 | 94 |
| 2 | New & Replacement Positions (County) | | 9 | 9 | 12 |
| | | | | | |
| 3 | Number of Majors | | 40 | 40 | 24 |
| | | | | | |
| 4 | SSH Program Majors in Program Classes | | 117 | 260 | 130 |
| 5 | SSH Non-Majors in Program Classes | | 0 | 0 | 0 |
| 6 | SSH in All Program Classes | | 117 | 260 | 130 |
| | | | | | |
| 7 | FTE Enrollment in Program Classes | | 7.80 | 17.33 | 8.67 |
| | | | | | |
| 8 | Number of Sections Taught | | 1 | 1 | 1 |

Demand Health

Healthy

| Efficiency Indicators | | | Fall of Year | | |
|------------------------------|---------------------------|--|---------------------|-------------|-------------|
| | | | 2005 | 2006 | 2007 |
| 10 | Average Class Size | | 9.00 | 20.00 | 10.00 |
| 11 | Fill Rate | | 90.00 | 100.00 | 100.00 |
| | | | | | |
| 12 | FTE BOR Appointed Faculty | | 2.00 | 2.00 | 2.00 |

| | | | | | |
|-----|---|--|-------------|-------------|-------------|
| 13 | Majors / FTE BOR Appointed Faculty | | 20.00 | 20.00 | 12.00 |
| 14 | Majors / Analytic FTE Faculty | | 45.98 | 45.98 | 27.59 |
| 14a | Majors / Analytic FTE Faculty @ 12 cr. | | 36.78 | 36.78 | 22.07 |
| 15 | Program Budget Allocation ('07 @ 12cr.) | | \$43,039.10 | \$45,187.10 | \$61,923.00 |
| 16 | Cost per SSH ('07 @ 12cr.) | | \$367.86 | \$173.80 | \$476.33 |
| 17 | Number of Low-Enrolled (<10) Sections | | 1 | 0 | 0 |

Efficiency Health
Healthy

| Effectiveness Indicators | | 2005 | 2006 | 2007 |
|-------------------------------------|---|-------|------------------------------|-------|
| | | 19 | Persistence (Fall to Spring) | 60.00 |
| 20a | Number of Degrees Earned * | 12 | 7 | 11 |
| 20b | Number of Certificates Earned * | 0 | 0 | 0 |
| 21 | Number Transferring (to UHM, UHH, UHWO) | 0 | 0 | 0 |
| Perkins - Campus Actual ** | | | | |
| 22 | 1P1 Academic Achievement | 90 | 85.71 | 100 |
| 23 | 1P2 Vocational Achievement | 90.91 | 100 | 100 |
| 24 | 2P1 Completion | 75 | 71.43 | 82.35 |
| 25 | 3P1 Placement Employment/Education | 40 | 50 | 90 |
| 26 | 3P2 Retention Employment | 100 | 100 | 55 |
| 27 | 4P1 Non Traditional Participation | 16.67 | 6.06 | 12.5 |
| 28 | 4P2 Non Traditional Completion | 57.14 | 10 | 0 |
| Perkins - State Standards ** | | | | |
| 22 | 1P1 Academic Achievement | 81.81 | 81.92 | 81.87 |
| 23 | 1P2 Vocational Achievement | 90.00 | 90.00 | 90.42 |
| 24 | 2P1 Completion | 36.00 | 37.33 | 38.17 |
| 25 | 3P1 Placement Employment/Education | 71.00 | 71.72 | 71.07 |

Effectiveness Health
Healthy

| | | | | |
|----|-------------------------------------|-------|-------|-------|
| 26 | 3P2 Retention Employment | 90.00 | 92.00 | 92.00 |
| 27 | 4P1 Non Traditional Participation | 14.81 | 14.60 | 14.60 |
| 28 | 4P2 Non Traditional Completion | 12.86 | 12.73 | 12.19 |
| 29 | Faculty FTE Workload @ 12 cr. | 1.09 | 1.09 | 1.09 |

| | |
|-------------------------------|----------------|
| Overall Program Health | Healthy |
|-------------------------------|----------------|

*All degrees and certificates are counted based on fiscal year.

** Perkins data are for CTE programs only. From report on 2006-2007 Perkins activity year

Appendix A
Program Map
(See page 11)

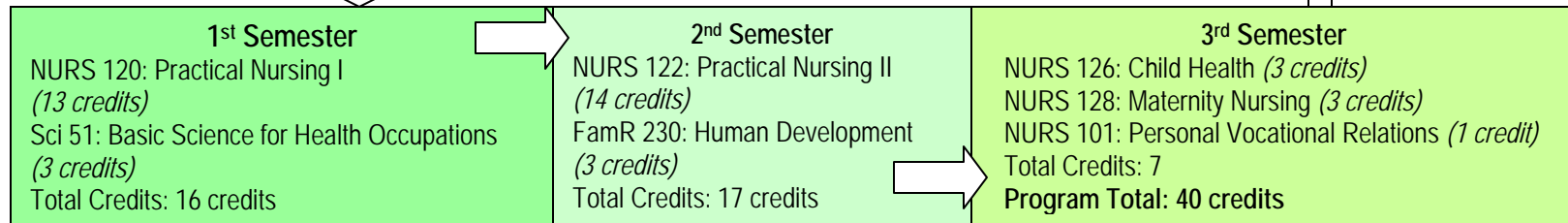


Certificate of Achievement in Practical Nursing

Entry Requirements
 Completion of Math 25 or 25X or 26, Eng 21, Eng 22
 OR
 Placement into: Math 27, Eng 102, or Eng 100

**PN Program
 Corequisites**
 Sci 51 (3 cr)
 FamR 230 (3 cr)

**NCLEX – PN *
 Workforce
 Higher Education**



Certificate of Achievement in Practical Nursing

**Community & Clinical
 Agencies**

*NCLEX – PN is the exam new graduates must pass to become licensed.

**Appendix B
Assessment Plans
Hawai'i Community College**

Instructional Program Assessment Plan for Learning Outcomes

Certificate of Achievement in Practical Nursing

Submitted by: Elizabeth Ojala, 4/30/08

Semester: spring 2008

Student Learning Outcome (program level) for Assessment:

The graduate will be prepared to pass the National Licensure Exam for Licensed Practical Nursing (NCLEX-PN).

Step 1. Identify the artifact(s) (i.e., student work) for assessment and course(s) from which selected:

| |
|---|
| Name/Description of artifact: National Council Licensure Exam –PN (NCLEX-PN) passing scores |
| |
| |
| |

Step 2. Develop the assessment tool (e.g., rubric) to be used with 3 levels of assessment, if applicable—Level 1=does not meet expectations; Level 2=meets expectations; Level 3=exceeds expectations. Attach the assessment tool.

Step 3. Set the Performance Rate – graduates will perform at or above the national mean for first time takers

Step 4. Describe the method used to collect the artifacts:

| |
|--|
| Monthly reports are sent to the Division Chair indicating who took the exam and whether they passed. |
| |

Step 5. Describe the sampling method used to collect the data:

| |
|---|
| Sampling will not occur. All results received will be used. |
|---|

Step 6. Describe the composition of the Assessment Team (AT) (add more rows as needed):

| |
|---|
| Evaluator(s): |
| 1. Hawaii Board of Nursing requires annual reports of NCLEX-PN pass rates |
| 2. Annual pass rates are reported to Nursing and Allied Health Advisory Council at annual meeting |
| |

Step 7. The Assessment Team uses the assessment tool(s) (e.g., rubric) to evaluate the data.

Step 8. The Program will summarize and interpret the results, and determine the implications for program improvement. Note: a summary will be included in the comprehensive program review.

*note: one form will be submitted for each student learning outcome that is assessed
 Assessment Plan to be sent electronically to the Vice Chancellor for Academic Affairs for posting on the internet

Student Learning Outcomes (program level) to be assessed for each year of the program review cycle. Identify the learning outcomes by number only taken from above

| | Fall semester | | | Spring semester |
|--------------------|---------------|--|--|-----------------|
| Year 1 (2008/09) | 1 and 2 | | | |
| Year 2 (2009/2010) | 5,6 | | | |
| Year 3 (2010/2011) | 3,4 | | | |
| Year 4 (2011/2012) | 7,8 | | | |

Rubric for Assessment of Program Learning Outcome 1

| Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|---|--|--|
| First time pass rate below the 2007 national mean | First time pass rate at the 2007 national mean (87.3%) | First time pass rate at the 2007 national mean |

Instructional Program Assessment Plan For Learning Outcomes

Certificate of Achievement in Practical Nursing

Submitted by: Elizabeth Ojala, 4/30/08

Semester: spring 2008

Student Learning Outcome (program level) for Assessment:

The graduate will be prepared for employment as an entry level licensed practical nurse.

Step 1. Identify the artifact(s) (i.e., student work) for assessment and course(s) from which selected:

| |
|---|
| Name/Description of artifact: |
| Graduate survey mailed to graduates one year after they graduate (August) |
| |
| |

Step 2. Develop the assessment tool (e.g., rubric) to be used with 3 levels of assessment, if applicable—Level 1=does not meet expectations; Level 2=meets expectations; Level 3=exceeds expectations. Attach the assessment tool.

Step 3. Set the Performance Rate – *The majority of graduates responding to the survey will indicate they were adequately prepared for employment as an entry level licensed practical nurse.*

Step 4. Describe the method used to collect the artifacts:

| |
|--|
| Paper and pencil survey mailed to graduates 1 year after graduation with a self addressed stamped return envelope. Results will be tabulated and shared with faculty and Advisory Council members (at annual meeting). |
| |

Step 5. Describe the sampling method used to collect the data:

| |
|---|
| Sampling will not occur. All survey results will be used. |
|---|

Step 6. Describe the composition of the Assessment Team (AT) (add more rows as needed):

| |
|--|
| Evaluator(s): |
| |
| Nursing and Allied Health Advisory Council |

Step 7. The Assessment Team uses the assessment tool(s) (e.g., rubric) to evaluate the data.

Step 8. The Program will summarize and interpret the results, and determine the implications for program improvement. Note: a summary will be included in the comprehensive program review.

*note: one form will be submitted for each student learning outcome that is assessed
 Assessment Plan to be sent electronically to the Vice Chancellor for Academic Affairs for posting on the internet

Student Learning Outcomes (program level) to be assessed for each year of the program review cycle. Identify the learning outcomes by number only taken from above

| Fall semester | | Spring semester | |
|--------------------|---------|-----------------|--|
| Year 1 (2008/09) | 1 and 2 | | |
| Year 2 (2009/2010) | 5,6 | | |
| Year 3 (2010/2011) | 3,4 | | |
| Year 4 (2011/2012) | 7,8 | | |

Rubric for Assessment of Program Learning Outcome 2

| Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|--|--|--|
| First time pass rate below the 2007 national mean | First time pass rate at the 2007 national mean (87.3%) | First time pass rate at the 2007 national mean |
| Less than a majority of respondents indicate satisfaction with preparation for entry level employment. | The majority of respondents indicate satisfaction with preparation for entry level employment. | All the respondents indicate satisfaction with preparation for entry level employment. |

Appendix
Certificate of Achievement in Practical Nursing
Program Learning Outcomes

1. The graduate will be prepared to pass the National Council Licensure Exam for licensed practical nursing (NCLEX-PN).
2. The graduate will be prepared for employment as an entry level licensed practical nurse.
3. The graduate will use critical thinking, and nursing standards to plan and deliver effective nursing care to clients with stable health conditions within structured health care settings.
4. The graduate will use effective written and oral communication with clients, family members and the health care team.
5. The graduate will practice relationship centered care that respects the clients' health beliefs, values and practices.
6. The graduate will demonstrate the ability to function in a collaborative manner as a member of a multidisciplinary health care team.
7. The graduate will demonstrate professional behaviors and practice within the legal and ethical framework of licensed practical nursing.
8. The graduate will assume responsibility for ongoing learning and professional growth.

Matrix of Student Learning Outcomes (program level) by Course

| Course | SLO 1 | SLO 2 | SLO 3 | SLO 4 | SLO 5 | SLO 6 | SLO 7 | SLO 8 |
|--------|-------|-------|-------|-------|-------|-------|-------|-------|
| 120 | | | x | x | x | x | x | x |
| 122 | | | x | x | x | x | x | x |
| 126 | x | x | x | x | x | x | x | x |
| 128 | x | x | x | x | x | x | x | x |
| 101 | | | | | | | x | x |
| | | | | | | | | |

