

HAWAI`I COMMUNITY COLLEGE
ANNUAL
INSTRUCTIONAL PROGRAM REVIEW
TEMPLATE

Associate of Science in Nursing

November 27, 2013

July 1, 2012 to June 30, 2013

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Program/Unit 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 Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

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CERC Comments and Feedback (If you submitted a Comprehensive Program Review in 2011 or 2012, please complete this section)

CERC gave recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e. Were suggestion(s) valid? Were change(s) made as a result of the suggestion(s)?

In general the suggestions were useful. The idea of hiring an APT for West Hawaii instead of a clerk is not valid nor is the idea that an APT could do recruitment and mentoring of nursing faculty. The comment regarding the Division of Nursing & Allied Health having no allied health offerings is valid. Since that time the Nursing and Fire Science faculty have been collaborating of establishing an emergency medical technician (EMT) certificate as part of the offerings of the Division of Nursing & Allied Health.

Program Description (Use the official description from catalog then give more in depth explanation of what the program does, who it serves and generally describe it's accomplishments)

This program prepared students to take the National Council Licensure Exam for Registered Nursing. Graduates are qualified to work in hospitals, long-term care facilities, and community based settings. The Associate of Science Degree program requires four semesters of course work in nursing (42 credits) and 30 credits of non-nursing pre-requisite and co-requisite courses for a total of 72 credits. The graduates of this program have provided an ongoing supply of registered nurses to Hawaii island for many years. Graduates of the program are well respected and hold leadership positions in the health care facilities on Hawaii Island.

Part I: Quantitative Indicators

NO ENTRY

Part II: Analysis of the Program

Alignment with College Mission and ILOs

Write a brief narrative describing the program and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

College's mission:

Hawai'i Community College (Hawai'iCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E`Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.

Program Mission:

Annual Program Review 2013

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The mission of the A.S. in Nursing program is to provide a continuous and adequate supply of competent registered nurses for employment in the health care delivery system of Hawai'i County and the State of Hawaii.

Describe how this program supports the College's mission.

The A.S. in Nursing program supports the mission of the College by teaching the knowledge, skills and attitudes necessary for students to become professional nurses. Experiences throughout the program promote student growth as well as cultural competency. Graduates contribute to Hawaii Island and the State of Hawaii community through their work as professional nurses and well informed members of the community. The program is offered island-wide and serves all of Hawaii Island.

Describe how this program supports the College's Institutional Learning Outcomes below.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.

Describe how the Program supports ILO1:

Learning how to communicate verbally and in writing is stressed throughout the nursing program. Students learn how to apply therapeutic communication in working relationships with individual patients, families and groups. In addition they learn how to use communication for collaboration within the multidisciplinary health care team and the nursing profession .

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Describe how this Program supports ILO 2:

Learning how to retrieve, integrate and apply relevant and reliable information to provide evidence based nursing care is stressed throughout the nursing program. Students learn how to use the nursing process as an ongoing framework for critical thinking to assess, plan, prioritize, implement and evaluate safe and effective nursing care.

ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Describe how this Program supports ILO 3:

Learning how to provide culturally competent nursing care is stressed throughout the nursing program. Students learn how to develop and maintain patient relationships that are based upon mutuality and respect for the health and healing practices, beliefs, and values of the individual and the community.

Annual Report of Program Data (ARPD)

Based on the data from this Program's ARPD, analyze this program's strengths and weaknesses in terms of demand, efficiency, and effectiveness.

Overall Health-- Cautionary

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Demand -- Cautionary

The unhealthy demand call is based on erroneous data. Students who are taking pre-requisite courses are listed as majors but most will not be admitted into the actual nursing courses. Graduates have been finding employment on Hawaii Island. Predictions for the future continue to include a demand for registered nurses.

Efficiency -- Healthy

The program continues to be efficient.

Effectiveness -- Cautionary

In spite of their having completed 27 credits of prerequisite courses prior to being considered for admission to the nursing courses the pool of applicants for the nursing program includes too many students who are not adequately prepared in reading, writing and critical thinking to deal with the rigor of the nursing courses. In addition, many students have challenging living situations and financial instability. Thirty students are admitted into the nursing courses each Fall in Hilo and ten in Kona. Of these students there are several in each class who are not able to be successful in the four semesters of nursing courses. Deficits in basic skills cannot be remedied by nursing faculty in only four semesters when students are learning a large amount of new and complex information and skills. In addition, the nursing program places additional stresses on already tenuous financial and living situations causing students to withdraw from the program due to personal & social issues.

Distance Education: Completely On-Line Classes

If applicable, based on the data on Distance Education (DE) from this Program's ARPD, analyze this program's strengths and weaknesses in terms of its DE offerings. Include future plans (i.e. will increase/decrease offerings; CARP 100 was not effective online, will try CARP 101 instead; increase professional development for faculty).

The nursing program is limited by its external nursing accreditors in regard to how many completely online courses it may offer. There are currently no plans to expand this methodology to other nursing courses. However, the current use of this methodology in Nursing 158 and 258 is working well. Nursing 251 was previously offered online but at the request of students it has been converted to videoconferencing which seems to serve students better.

Perkins IV Core Indicators

If applicable, provide an analysis for any Perkin's Core Indicator for which this program did not meet the goal.

The areas not met all relate to retention and completion. Pre-nursing as well as nursing students are not successful for the reasons indicated in ARPD effectiveness section of this report.

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Performance Funding

Briefly describe initiatives/strategies that this program has or will implement to increase any or all of the Performance Funding outcomes.

There are no specific initiatives in place for performance funding.

Previous Program Actions

From the Academic Master Plan (AMP), list the Program Actions for this program. Give a progress report for each Program Action, describe the degree of achievement. Indicate "Delete" if this Program Action will no longer be a priority Program Action

Program Actions	Progress Evaluation
Move into new facilities at Hale Aloha and Palamanui	Hale Aloha is behind schedule and the latest projections for move in is Fall 2014
Recruit and retain qualified nursing faculty as positions are vacated	One new faculty was hired for fall 2013 to replace a 9 month faculty who retired last December. Two 9 month faculty have been hired for 1/1/14 to replace the two faculty who resigned in August 2013. Recruitment is underway for two 11 month faculty to replace a faculty who is retiring 1/1/14 and the Director of Nursing Programs who is retiring 12/30/13.
Create a seamless transition from ASN to BSN with UH-Hilo	A memorandum of agreement between the two programs was completed at the end of spring 2013. The agreement provides for a seamless transition between the two programs. ASN students are increasingly interested in transitioning into the BSN.

Significant Program Actions for 2012-2013. (include curriculum changes, new certificates, stopout, gain/loss of positions)

1.
2.
3.

Analysis of Strengths and Weaknesses

Briefly describe this program's top 3 strengths and 3 weaknesses. Provide an explanation and supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

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Strengths	Using supporting evidence, describe why this is a strength
S1. The program has achieved external nursing accreditation.	The program is recognized by a national accrediting body as meeting the requisite standards of excellence for associate degree nursing programs.
S2. The program is recognized by health care employers as providing competent graduates for the workplace.	The ultimate goal of the program is to provide graduates who can find and retain jobs in the health care industry. Therefore the reputation of the program is extremely important in determining whether graduates are hired.
S3. The program provides an outreach nursing class in West Hawaii.	Maintaining an outreach nursing class in West Hawaii provides a way in which students in West Hawaii can be served without creating a separate nursing program on the West side. Creating a separate nursing program would require a lot more resources, an increase in pre-nursing students and an increase in employment opportunities on the West side. In addition a separate program would need to have its own external accreditation which is not reasonable at this time.

Weaknesses	Using supporting evidence, describe why this is a Weakness
W1. There is no clerical service provided for the nursing class and faculty in West Hawaii.	All clerical services for the faculty and students in West Hawaii are delivered by the sole secretary for the Division of Nursing & Allied Health. This overburdens the secretary in Hilo and creates inefficiencies when West Hawaii documents have to be signed etc. in a timely manner. It also creates a dependency on Hilo that does not promote the eventual move to Palamanui and an increase in the nursing student enrollment.
W2. Loss of experienced and dedicated faculty due to retirement.	Two experienced faculty have retired and two more will be retiring within the next month, including the Director of Nursing Programs who has been in that position for over 20 years. The loss of these faculty is not just in the experience and wisdom that they will take with them but also in the dedication they have shown for the nursing program over the years. Recruiting, hiring, mentoring and retaining new faculty and a new Director will take time, energy and resources. In addition, the program will be disrupted.
W3. The Division of Nursing & Allied Health offers two nursing programs but no allied health offerings.	There are hundreds more students who are interested in the nursing programs than can be accommodated. Allied health programs such as a two year medical assistant program are costly to develop, resource intensive and the positions available on Hawaii Island at this point in time are limited. Development of certificate programs that are

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	<p>known to have a high interest and demand in the workplace are currently being explored but have not been developed. The Fire Science and Nursing faculty have been collaborating on developing and offering Emergency Medical Technician (EMT) courses. Students in the Fire Science program are interested in enrolling in EMT courses so they are more competitive in the job market. Hawaii County Fire recruits have been receiving EMT training through Kapiolani CC while using HawCC facilities. Hawaii County Fire Department has expressed an interest in requiring that fire recruits have a Fire Science degree as well a EMT training prior to being admitted as a fire recruit. There is a pool of potential students for the EMT classes. The EMT classes would add an allied health offering under the Division of Nursing & Allied Health as well as provide EMTs for the Hawaii County Fire Department and community at large. The EMT classes could ultimately be combined with prerequisite courses to become a certificate of completion.</p>
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Trends and Other Factors

Describe trends including comparisons to any applicable standards, such as college, program, or national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting this program or additional program changes not included elsewhere.

<p>Predictions for registered nursing continue to be that there will be a nursing shortage. However, there is now an oversupply of registered nursing graduates on Oahu and most parts of the mainland. Licensed nursing graduates on Oahu are being forced to work as nurse's aides in order to be employed in Oahu hospitals. Hawaii CC graduates have been involved in the Hilo Medical Center Nursing Development Program since its inception several years ago. This program functions as an internship for new nursing graduates and has served HawCC graduates very well. Hilo Medical Center continues to employ HawCC graduates. Kona Hospital does not have a new graduate program and although they have hired many of our graduates in the past, none of the 2013 graduates were hired by the hospital. There are no jobs for HawCC's new graduates on Oahu and jobs on the mainland are also scarce for new graduates. At this point in time there does not appear to be a nursing shortage! There is a trend toward hiring B.S.N.s on Oahu as well as parts of the mainland. The MOA between the ASN and BSN is timely in that respect and more HawCC graduates are pursuing the BSN degree at UHH or in online programs.</p>

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Part III: Action Plan

Goals and Planning

List additional Program Action(s), not included in the AMP to be implemented for program success. Identify the AMP Priorities, College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

Program Action 1		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Offer the emergency medical technician (EMT) classes under the Division of Nursing & Allied Health.	Program Development	ILO 1	A1.3	a.	
	Workforce	ILO 1	A2.1	New Strategy	
	Stem	ILO 3	A1.3	New Strategy	

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Narrative of New Strategy for Strategic Plan:

1. Offer Emergency Medical Technician (EMT) classes as part of the Division of Nursing & Allied Health course offerings
2. Increase the number of EMT's available for the workforce of Hawaii Island including Hawaii County Fire Department
3. Market the EMT program to underserved populations such as Native Hawaiians to increase STEM participation

Briefly explain how **Program Action 1** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

See above for alignment to Strategic Plan. UH System collaboration would occur through working with Kapiolani CC to take over the EMT program that they have provided on Hawaii Island. All ILOs would be incorporated in the EMT program. This action is already reflected under AMP Priority 16.2. However, it has been determined that it is not feasible to incorporate the EMT credits into the Fire Science degree. Therefore the EMT courses need to be offered as a separate certificate. It is logical that the EMT would be offered under Nursing & Allied Health. The Division already shares physical resources such as classrooms with the Fire Science program. The Division's current and future labs and classrooms are appropriate for the EMT classes. The Director of Nursing Programs has already been working closely with the Fire Science faculty on the EMT offering and nursing faculty are supportive.
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Calendar of planned activities for **Program Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 1**

Activity(ies)	When will the activity take place
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Example: Nursery design development Shade replacement Irrigation design and installation	September 2014 Fall 2014 Spring 2015
Determine the feasibility, type of certificate and necessary resources .	spring 2014
Submit request to offer the lecture and lab (13 credits) as experimental courses in fall 2014	spring 2014
Offer the course on an experimental basis	fall 2014

Program Action 2		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	

Narrative of New Action Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Program Action 2** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

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Calendar of planned activities for **Program Action 2** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 2**

Activity	When will the activity take place

Program Action 3		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)	UH System Collaboration
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			Performance Measure	Action Strategy	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	

Narrative of New Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Program Action 3** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

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Calendar of planned activities for **Program Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 3**

Activity	When will the activity take place

List specific action plans for any Perkin's Core Indicator for which this program did not meet the goal.

Perkin's Indicator	Action Plans	When will the activity take place
1P1		
1P1		
1P1		
1P1		
1P1		
1P1		

Part IV: Resource Implications

List Top 3 Cost Items needed for program success. Identify alignment to the AMP Program Actions, Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

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Cost Item 1	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"		
Hire 1 FTE Office Assistant II for West Hawaii nursing	Personnel	24,000	D.1	e.		S3	W1
			E.1	b.		S1	W1
			E.1	d.		S1	W1

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Briefly explain why **Cost Item 1** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

Please see previous rationale under weakness 1

Cost Item 2	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"		
3 High Fidelity Patient Simulators	Equipment	130,000	E.1	b.		None	None
			E.1	d.		S1	W1
			None	None		S1	W1

Briefly explain why **Cost Item 2** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

The two high fidelity patient simulators in Hilo and Kona are over 5 years old and will need to be replaced soon. In addition, the plans for Hale Aloha include an additional patient simulator since there are two simulation suites. High fidelity simulation has become a routine teaching methodology utilized by all UH nursing programs and the original simulators were provided by the Hawaii legislature. It is essential that this equipment continue to be available to the nursing program.

Cost Item 3	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
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					alignment; max 3)		
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
Instructor for EMT certificate	Personnel	16 credits	A1.1	New Strategy	A1.3	None	W3
			A1.1	New Strategy	A2.1	None	W3
			A1.1	New Strategy		None	W3

Briefly explain why **Cost Item 3** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

Much of the information regarding feasibility is already in place. A qualified instructor would need to be hired to teach the course as well as given extra time to plan and assess the course each time it is offered. Practicums (labs) would need to be taught with the cooperation of Hawaii County Fire Department.

Part V: Program Student Learning Outcomes

List the Program Learning Outcomes and check mark those assessed for the 2012-2013 program year.

	Check mark if Assessed this year	Program Student Learning Outcomes
1	<input checked="" type="checkbox"/>	The graduate will retrieve, integrate and apply relevant and reliable information, concepts from multiple disciplines and standards of nursing as the basis for evidenced based nursing care.
2	<input checked="" type="checkbox"/>	The graduate will utilize the nursing process as an ongoing framework for critical thinking to asses, plan, prioritize, implement and evaluate safe and effective nursing care for healthy individuals and individuals with complex disorders who need the expert care of a professional nurse.
3	<input checked="" type="checkbox"/>	The graduate will 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.

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4	<input checked="" type="checkbox"/>	The graduate will demonstrate the ability to function and communicate in a collaborative manner as a member of a multidisciplinary health care team to effectively manage care for individuals, families, and groups of individuals in a variety of settings.
5	<input checked="" type="checkbox"/>	The graduate will demonstrate the ability to plan and deliver effective health education as an integral part of promotion, maintenance and restoration of health, management of chronic conditions, and end of life care.
6	<input checked="" type="checkbox"/>	The graduate will demonstrate professional behaviors and practice within the legal and ethical frame work of professional nursing.
7	<input checked="" type="checkbox"/>	The graduate will utilize self reflection to analyze personal practice and experiences for ongoing learning and professional growth.
8	<input type="checkbox"/>	
9	<input type="checkbox"/>	
10	<input type="checkbox"/>	

A) Evidence of Industry Validation for CTE Programs – Provide documentation that the program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, the recommendations for, approval of, and/or participation in, assessment by the program’s advisory council can be submitted. – Describe the documentation; i.e. 9/27/2013 Minutes of ACC Advisory Council; Completed Rubrics by Advisory Council Members.

see attached letter from Hawaii Board of Nursing and National League for Nursing Accrediting Commission

B) Expected Level of Achievement – Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. What represented “excellent,” “good,” “fair,” or “poor” performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity.”

see attached Hawaii Community College Assessment Reporting Form and consult the following web sites for complete assessment information:

<http://hawaii.hawaii.edu/assessment/reports/slorpt/2012-13/NURS2012-13.pdf>

http://hawaii.hawaii.edu/assessment/reports/program_reports.php

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C) **List Course(s) Assessed** – List the courses assessed during the reporting period.

D) **Assessment Strategy/Instrument** – Describe what, why, where, when, and from whom assessment artifacts were collected.

E) **Results of Program Assessment** – The % of students who met the outcome(s) and at what level they met the outcome(s).

F) **Other Comments** – Include any information that will clarify the assessment process report.

G) **Next Steps** – Describe what the program will do to improve the results. “Next Steps” can include revision to syllabi, curriculum, teaching methods, student support, and other options.