

**HAWAI'I COMMUNITY COLLEGE
COMPREHENSIVE PROGRAM REVIEW REPORT**

**HAWAI'I COMMUNITY COLLEGE
COMPREHENSIVE INSTRUCTIONAL
PROGRAM REVIEW REPORT**

**Certificate of Achievement in
Practical Nursing**

November 27, 2013

July 1, 2008 to June 30, 2013

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Writer(s): Elizabeth Ojala**

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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Part I: Annual Program Reviews

Populate the following spreadsheet with data from Program's ARPD for the past five (5) years.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall Program Health					
Demand Indicators					
Demand Health Call					
Number of Majors	27	40	45	50	31
SSH in All Program Classes	250	285	322	242	421
Efficiency Indicators					
Efficiency Health Call					
Average Class Size	9	7	9	9	13
Fill Rate	73	75	96	90	83
Number of Low-Enrolled (<10) Classes	5	5	3	1	4
Effectiveness Indicators					
Effectiveness Health Call					
Successful Completion (Equivalent C or Higher)	79	92	100	89	85
Withdrawals (Grade = W)	4	1	0	1	3
Persistence (Fall to Spring)	68	69	58	62	43
Unduplicated Degrees/Certificates Awarded	7	5	9	10	8
Transfers to UH 4-yr	0	0	1	1	1

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Distance Education: Completely On-Line Classes					
Number of DE Classes Taught	1	1	1	0	3
Enrollment DE Classes	7	6	8	0	61
Fill Rate	58	60	80	0	85
Successful Completion (Equivalent C or Higher)	100	100	100	0	79
Withdrawals (Grade = W)	0	0	0	0	3
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Perkins IV Core Indicators Met or Not Met					
1P1 Technical Skills Attainment					
2P1 Completion					
3P1 Student Retention or Transfer					
4P1 Student Placement					
5P1 Nontraditional Participation					
5P2 Nontraditional Completion					

Part II: Program Effectiveness

Alignment with College Mission and ILOs

In Table 1, write a brief narrative describing this program and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

Reference the following CERC rubric when completing Table 1:

Criteria	1=Does Not Meet	2=Meets	3=Exceeds
The narrative states the program's mission statement and/or	Program mission or description is not present <u>or</u> no evidence of connection to	Program mission and description are present but weak or unclear <u>and/or</u> the	Program mission is present with very thorough, clear program description <u>and</u>

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description and how it supports the college's mission statement	the College's mission	explanation of program connection to the College's mission is weak	contains substantial evidence of how the program connects to the College's mission
The narrative includes an explanation of how the program supports the College's Institutional Learning Outcomes (ILOs)	ILOs are addressed but explanations are not clear and/or no clear explanation of how the program supports the ILO(s)	Describes how the program supports the ILO(s) but the description is weak	Very thorough, clear and substantial explanation of how the program supports the ILO(s)

Table 1: Description and Alignment with Mission and 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:

The mission of the C.A. in Practical Nursing program is to provide a continuous and adequate supply of competent licensed practical nurses for employment in the health care delivery system of Hawai'i County.

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

The C.A. in Practical Nursing program supports the mission of the College by teaching the knowledge, skills and attitudes necessary for students to become licensed practical nurses. Experiences throughout the program promote student growth as well as cultural competency. Graduates contribute to the Hawaii Island community through their work as nurses and well informed members of the community.

Describe how this program supports the College's mission.

The C.A. in Practical Nursing program supports the mission of the College by teaching the knowledge, skills and attitudes necessary for students to become licensed practical nurses. Experiences throughout the program promote student growth as well as cultural competency. Graduates contribute to the Hawaii Island community through their work as nurses and well informed members of the community.

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 this Program supports this ILO:

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

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patients, families and groups. In addition they learn how to use communication to function within the multidisciplinary health care team.

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 this ILO:

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 this ILO:

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.

Previous Goals

In Table 2, list this program's top 3 goals from the last Comprehensive Review period. Give a progress report for each goal and describe the degree to which the goal was achieved over the review period.

Reference the following CERC rubric when completing Table 2:

Criteria	1=Does Not Meet	2=Meets	3=Exceeds
Goal description and progress report	Goals are not present <u>and/or</u> the progress reports are unclear or unsupported by evidence	Adequate description of each goal and report	Very thorough description of each goal and the report provides substantial evidence of achieving the goal or clear explanation why goal is not achieved

Table 2: Progress Report of Previous Goals

Goals	Progress Evaluation
Explore feasibility of using distance	A small amount of funding was allocated to Hawaii Community

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<p>education to offer the program in sites other than East Hawaii and expand admissions.</p>	<p>College during the 2013 legislative session to support a nursing lab at NHERC in Honokaa. The idea of establishing an outreach practical nursing class has been discussed. However, the interest from NHERC staff has waned. There are many roadblocks to offering the practical nursing program in Honokaa and/or via distance education. It will require time and resources to develop a cohort of students who can meet the proficiency requirements for reading, writing and math and be successful in an outreach program. Although the theory can be offered via distance education clinical cannot. Hale Ho'ola in Honokaa could provide a long-term care/skilled site but the students would need to have the majority of their clinical experiences at Hilo Medical Center. North Hawaii Community Hospital does not hire LPNs and is therefore not receptive to hosting practical nursing students. Considering the budget constraints at this time this idea is not currently feasible.</p>
<p>Utilize Laulima as a partial of total method of teaching all program courses</p>	<p>This goal has been met in that all program courses now use Laulima as a platform to provide all course materials and communicate with students. In addition the one online course uses the platform for the entire course. This goal has been met.</p>
<p>Determine and implement a method to obtain adequate employment data</p>	<p>Despite all efforts to increase the number of graduate surveys including use of online surveys, mailed notification, Starbuck cards as rewards and follow up phone calls, the number of surveys completed by graduates continues to be very small. The Division needs assistance from the institutional researcher with this issue.</p>

Strengths and Weaknesses

In Table 3, 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.)

Reference the following CERC rubric when completing the Strengths section in Table 3:

Criteria	1=Does Not Meet	2=Meets	
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Description of strengths and evaluation of supporting evidence	Does not include clear description of strength and/or explanation of supporting evidence is weak or unclear	Includes adequate description of strength and supporting evidence	Very th and sub strength
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Table 3: Analysis of Strengths and Weaknesses

Strengths	Using supporting evidence, describe why this is a strength
Students are able to complete the program in two semesters and a summer session	The short length of the program allows graduates to obtain a certificate, get licensed and enter the workplace quickly. Being able to be employed quickly is important to many of the graduates who are struggling financially.
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.
The program provides an entry point into the field of nursing for less prepared students	The rigor of the practical nursing program is less than that of the ADN program so students who are less prepared in academic skills are more likely to be successful in this program.

Reference the following CERC rubric when completing the Weaknesses section in Table 3:

Criteria	1=Does Not Meet	2=Meets	3=Exceeds
Description of weaknesses and explanation of supporting evidence	Does not include clear description of weakness and/or explanation of supporting evidence is weak or unclear	Includes adequate description of weakness and supporting evidence	Very thorough description of weakness and substantial evidence in support of weakness

Weaknesses	Using supporting evidence, describe why this is a Weakness
The program is not part of a career ladder leading to registered nursing.	Because the program is not part of a career ladder graduates must go through all but one course in the ADN program if they decide to pursue registered nursing. For graduates who have several years of experience working as LPN's this is discouraging to them.

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<p>Loss of experienced and dedicated faculty due to retirement and reassignment of faculty</p>	<p>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.</p>
<p>The physical facilities in Hilo cause faculty to have office spaces separate from the lab and classroom spaces.</p>	<p>In order to be efficient and effective faculty offices, labs and classrooms need to be in the same vicinity, not a car ride away. Informal communication among faculty and increased interaction between students and faculty is impacted by this split in locations. Students need to buy a parking pass to attend classes on the upper campus but not to use the lab and classrooms on the lower campus. The practical nursing program continues to have a nursing lab on the upper campus but students must travel to the lower campus for many lab activities such as practicing a skill under the supervision of the NLRC Coordinator who is based on the lower campus.</p>

Program Learning Outcome Assessment

Provide a summary of the assessments conducted during the reporting period. For each Program Learning Outcome, describe the assessment methods, the data gathered, describe any changes or improvements made based on assessments, and describe the results of making the changes (closing the loop).

Reference the following CERC rubric when completing the assessment summary in Table 4:

Criteria	0=Does Not Meet	2=Meets
Program Learning Outcomes assessed	Does not include a complete list of the PLOs assessed during the reporting period	Includes a complete list of the PLOs assessed during the reporting period.
Evidence of industry validation	Does not include a report of industry and/or advisory council participation in assessment	Includes a report of industry and/or advisory council participation in assessment

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Results of assessment and any changes made	Does not include a summary of the assessment results	Includes a summary of the assessment results and changes made
Evaluation of the changes that were implemented	Does not include the action plans/changes implemented to courses and the program during the reporting period or provides no evaluation of the changes	Includes the action plans/changes implemented to courses and the program during the reporting period and provides an evaluation of how the changes affected the courses and the program

Part V: Program Student Learning Outcomes

List the Program Learning Outcomes and check mark those assessed for this reporting period.

	Check mark if Assessed this year	Program Student Learning Outcomes
1	<input 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 type="checkbox"/>	The graduate will use the nursing process as a framework for critical thinking to asses, plan, prioritize, implement and evaluate safe and effective nursing care for those who have predictable nursing needs.
3	<input 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.
4	<input type="checkbox"/>	The graduate will communicate and function as a member of a multidisciplinary health care team.
5	<input 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 in structured settings.
6	<input type="checkbox"/>	The graduate will demonstrate professional behaviors and practice within the legal and ethical framework of licensed practical nursing.
7	<input type="checkbox"/>	The graduate will use self-reflection to evaluate their nursing effectiveness and personal

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		experiences for ongoing learning and growth.
8	<input type="checkbox"/>	
9	<input type="checkbox"/>	
10	<input type="checkbox"/>	

Table 4: Program Learning Outcome Assessment Summary

Evidence of Industry Validation for CTE Programs – Describe achieved certification or accreditation from granting organization, i.e. Re-accredited by ACF, June 30, 2013 for five years. 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 described. i.e. 9/27/2013 Minutes of ACC Advisory Council; Rubrics completed by Advisory Council Members, fall 2012, PLOs 1,2,3

see attached letter from Hawaii Board of Nursing

Course(s) Assessed – List the course(s) (Alpha/#) assessed during this reporting period.

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/NURSPN2012-13.pdf>

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

Results of Assessments – Provide a summary of assessment results.

Changes that were implemented as a result of Assessment

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Evaluation of the changes that were implemented

Trends and Other Factors

Describe trends noted over the review period, 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.

Although this has not been documented it seems that LPN's are in greater demand than previously. This could be related to the increasing need to cut the cost of health care delivery.
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Part III: Goals and Program Improvement

Goals and Planning

In Table 5, list the top 3 goals for program success planned for implementation during the next Comprehensive Review period. Identify and briefly explain how these goals align to the College's ILOs, Strategic Plan, Academic Master Plan (AMP), and UH System collaboration (if applicable).

Refer to the following CERC rubric when completing Table 5:

Criteria	1=Does Not Meet	2=Meets	3=Exceeds
Each goal is stated, aligned with ILOs and planning, and describes innovations to improve student learning. A calendar of activities provides a timetable for implementing the goal	A goal or goals are not present, or not aligned with ILOs and various plans, or does not describe program improvements and/or no calendar of activities is present	Goals are adequately stated, aligned with ILOs and various plans and describe improvements to the program and a calendar of activities provides a timetable for implementing the goal	Goals are thoroughly detailed, provide strong evidence of ILO and various plans alignment, program improvements are thoroughly articulated and a calendar of activities provides a timetable

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			for implementing the goal
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Table 5: Goals and Alignment

Goal 1	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment ; max 3)	Academic Master Plan Alignment (select best alignment; max 3)	UH System Collaboration	
			Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	
Move all the Division of Nursing & Allied Health faculty, staff, classrooms and labs into Hale Aloha, a "green building"				24.1	yes

[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:

Narrative of New Strategy for Academic Master Plan

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	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Moving the entire Nursing & Allied Health Division into Hale Aloha, a green building, will promote sustainability. Facilities on the upper campus currently occupied by the Division can be turned over to UH-Hilo possibly eliminating the rent currently being paid to house UH-Hilo faculty in an off campus location. This encompasses UH System collaboration.

Calendar of planned activities for **Goal 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Goal 1**

Activity	When will the activity take place
Example: Nursery design development Shade replacement Irrigation design and installation	September 2014 Fall 2014 Spring 2015

Goal 2	ILO Alignment (select up to 3)	Strategic Plan	Academic Master Plan Alignment (select best)	UH System Collaboration	

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		Align ment (select best alignment ; max 3)	alignment; max 3)		
			Action Strategy	Program Action from AMP (ie 4.3)	

Narrative of New Strategy for Strategic Plan:

Narrative of New Strategy for Academic Master Plan

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Activity	When will the activity take place
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Goal 3	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment ; max 3)	Academic Master Plan Alignment (select best alignment; max 3)	UH System Collaboration	
			Action Strategy	Program Action from AMP (ie 4.3)	

Narrative of New Strategy for Strategic Plan:

Narrative of New Strategy for Academic Master Plan

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>					
	<input type="checkbox"/>					

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

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

Activity	When will the activity take place

Part IV: Justification for Program Existence

Summarizing the data over the past 5 years, write a brief statement describing the value of this program to the College.

From July 2008-June 2013 this program has graduated 44 practical nursing students. Of those students 31 passed the NCLEX-PN exam on the first try and 5 passed on the second try. Two graduates have not taken the exam. Thus, the program has created 36 licensed practical nurses for the healthcare workforce of Hawaii Island. One of those graduates returned to the ADN program and is a practicing registered nurse. Three more of those graduates are currently enrolled in the ADN program. The practical nursing program serves the students of the community by providing them with entry in the field of nursing as well as puts them on a career pathway to even higher education.