

# **HAWAII COMMUNITY COLLEGE PROGRAM REVIEW REPORT**

## **Certificate of Achievement in Practical Nursing**

**November 2014**

**July 1, 2013 to June 30, 2014**

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*Program/Unit Review at Hawaii 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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## Program Description

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.

## 3yr Review Report Summary – *If this Program is scheduled for Comprehensive Review, this section must be more robust and detailed explaining changes made to the program in the past 3 years; funding received since last 3 years and results from funding, etc.*

In the Fall of 2014, changes to the prerequisite courses for the PN Program were submitted to and approved by the Curriculum Committee. The previous three (3) credit anatomy and physiology pre-requisite course SCI 51 was deleted and replaced with BIOL 141/L (4cr) and BIOL 142/L (4cr) and Pharmacology 203 (3cr). This change was proposed because PN faculty felt that PN students needed a deeper understanding of human anatomy and pharmacology. This essentially added 8 credits to the program; a corresponding reduction of credits from NURS 120, Practical Nursing I and NURS 122 Practical Nursing II, was submitted and approved. The theory credits of NURS 120 were reduced from 7 to 2 and the clinical credits were increased from 6 to 7. For NURS 122, theory credits were reduced from 8 to 4 and clinical credits were increased from 6 to 7.

Faculty were not informed of the credit allocation and now feel that the reduction of theory credits will have significant impact on the student's learning.

## CERC Comments and Feedback --

All Programs and Units are required to be at the sustainable continuous quality improvement level for Program/Unit Review and Planning, and the proficiency level for Student Learning Outcomes. To be effective, student learning/unit outcomes assessment must contribute directly to students. Moreover, assessment for improvement is most effective when it is embedded within the unit and the services it provides and also has a direct connection to students. It is through the process of ongoing assessment of student learning outcomes that you can improve the quality of your program and demonstrate the level of quality to others.

CERC recommends that this feedback is shared with all members of the program/unit.

*CERC provided recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e., Were the suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.*

- *If no changes were made at all, write "None."*
- *If no changes were made during this review period but you plan to in future periods, write "None in 2013-2014 however changes will be made in (AYs) and will be reported in that review."*
- *If no changes were made during this review period but changes were made in previous review periods, write "None in 2013-2014; however changes were made in (AYs)."*

## Part I: Quantitative/Qualitative Indicators

### A. Annual Report of Program Data (ARPD) Data Grid

Look up ARPD data at:

<http://www.hawaii.edu/offices/cc/arpd/instructional.php?year=2014&action=quantitativeindicators&college=HAW>

Print for convenience since you will need to use information to discuss your Program's indicators.

### B. ARPD Data Analysis

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

*If this Program is scheduled for Comprehensive Review, analyze program over 3 years.*

Demand Health (Healthy)				Efficiency Health (Healthy)				Effectiveness Health (Healthy)						
Demand Indicators	Program Year			Efficiency Indicators	Program Year			Effectiveness Indicators	Program Year					
	11-12	12-13	13-14		11-12	12-13	13-14		11-12	12-13	13-14			
1	New & Replacement Positions (State)	78	70	69	9	Average Class Size	9	13.9	19.5	17	Successful Completion (Equivalent C or Higher)	89%	85%	81%
2	*New & Replacement Positions (County Prorated)	11	11	12	10	*Fill Rate	90%	83.6%	97.5%	18	Withdrawals (Grade = W)	1	3	4
3	*Number of Majors	50	31.5	30.5	11	FTE BOR Appointed Faculty	1	2	2	19	*Persistence Fall to Spring	62.9%	43.5%	63.3%
3a	Number of Majors Native Hawaiian	19	12	14	12	*Majors to FTE BOR Appointed Faculty	50	15.7	15.2	19a	Persistence Fall to Fall		15.6%	34.7%
3b	Fall Full-Time	43%	46%	40%	13	Majors to Analytic FTE Faculty	50	22.4	26.6	20	*Unduplicated Degrees/Certificates Awarded	10	8	9
3c	Fall Part-Time	57%	54%	60%	13a	Analytic FTE Faculty	1	1.4	1.1	20a	Degrees Awarded	0	0	0
3d	Fall Part-Time who are Full-Time in System	0%	3%	0%	14	Overall Program Budget Allocation	\$277,234	\$360,032	\$222,840	20b	Certificates of Achievement Awarded	10	8	9
3e	Spring Full-Time	39%	42%	45%	14a	General Funded Budget Allocation	\$261,075	\$335,902	\$197,898	20c	Advanced Professional Certificates Awarded	0	0	0
3f	Spring Part-Time	61%	58%	55%	14b	Special/Federal Budget Allocation	\$0	\$0	\$0	20d	Other Certificates Awarded	0	0	0
3g	Spring Part-Time who are Full-Time in System	0%	0%	0%	14c	Tuition and Fees	\$16,159	\$24,130	\$23,866	21	External Licensing Exams Passed	Not Reported	Not Reported	N/A
4	SSH Program Majors in Program Classes	242	302	260	15	Cost per SSH	\$1,146	\$855	\$596	22	Transfers to UH 4-yr	1	1	3
5	SSH Non-Majors in Program Classes	0	119	114	16	Number of Low-Enrolled (<10) Classes	1	4	1	22a	Transfers with credential from program	0	0	0
6	SSH in All Program Classes	242	421	374	*Data element used in health call calculation				22b	Transfers without credential from program	1	1	3	
7	FTE Enrollment in Program Classes	8	14	12	<p>The program is scored as efficient based upon only one FTE being assigned to it. However, more than one FTE is used to deliver this program. This program uses faculty assigned to ADN program to deliver part of the theory credits as well as the Summer courses. Therefore the programs efficiency is questionable.</p>				<p>The program is effective in that the graduation rate is high.</p>					
8	Total Number of Classes Taught	2	7	4										

**Overall Health (Healthy)**

**Distance Education: Completely Online Classes** -- List and provide an analysis of courses taught completely online. (i.e., compare success to face-to-face; action strategies implemented to increase success and completion rates, e.g., working with ITSO on strategies)

Only one course is offered online; NURS 101. This is a one (1) credit course offered in the Summer. The course works well for students since they are able to participate in a non- traditional classroom setting.

**Perkins IV Core Indicators** -- Identify core indicators (1P1, 2P1, 3P1, 4P1, 5P1, 5P2) that were not met and specify action strategies.

Indicators NOT MET:

5P1 (Non Traditional Participation) Uncertain how calculated; cannot suggest changes.

5P2 (Non Traditional Completion) Uncertain how calculated; cannot suggest changes.

**Performance Funding (Graduation, Native Hawaiian, STEM, Transfer, Degree)** -- Describe how your program contributed to performance funding in these areas? If not, why and how do you plan to contribute in the future?

There are no specific initiatives in place for performance funding.

**C. Trends & 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.

Although this has not been documented, it seems that Practical Nurses are in greater demand than before; this could be attributed to the increasing need to cut the cost of health care delivery.

## **Part II: Analysis of the Program**

### **A. Alignment with Institutional Mission & Learning Outcomes (ILOs)**

#### **1) College Mission Alignment**

*Hawai'i Community College (HawCC) 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.*

***Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports the College's Mission. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports.***

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

#### **2) ILO Alignment**

**a) ILO1:** *Our graduates will be able to communicate effectively in a variety of situations.*

***Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to 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 to function within the multidisciplinary health care team.

**b) ILO2:** *Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.*

***Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO2"***

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.

**c) ILO3:** *Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.*

***Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO3"***

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.

## B. Program Mission — Write Official Program Mission

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

## C. Strengths and Weaknesses

### 1) Strengths (Top 3 defined)

State Strength	Using supporting evidence, describe why this is a strength
S1. 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.
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 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.

### 2) Weaknesses (Top 3 defined)

State Weakness	Using supporting evidence, describe why this is a Weakness	Proposed solution
W1. 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.	
W2. The physical facilities in Hilo cause faculty to have office spaces separate from the lab and classroom spaces.	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.	
W3. Loss of experienced and dedicated faculty due to retirement and reassignment of faculty	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 this 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 and a new Director will take time, energy and resources.	

**Part III: Course/Program Assessment**

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

<b>Course Alpha Number</b>	<b>Course Title</b>	<b>Scheduled Review Date</b>	<b>Actual Review Date</b>
NURS 120	Practical Nursing I	Last reviewed 6/2014	
NURS 122	Practical Nursing II	Last reviewed 6/2014	
NURS 101	Personal Vocational Relations	Last reviewed 11/1995	
NURS 126	Child Health	Last reviewed 10/1994	
NURS 128	Maternity Nursing	Last reviewed 10/1994	

**B. Expected Level of Achievement --** *Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. That 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.”*

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**C. Assessment Strateg(y/ies) & Instrument(s) --** *Describe what, why, where, when, and from whom assessment artifacts were collected.*

<i>Example:</i> <i>SAMPLING: College records for seven (all) 2009 program graduates</i>
<i>Strategy/Instrument 2:</i>
<i>Strategy/Instrument 3:</i>
<i>Strategy/Instrument 4:</i>



**D. Results of Course Assessment** - Provide a summary of assessment results.

*Example:*

*RESULTS: 86% (6/7) program graduates met or exceeded expectations: completed SUBS 140,245, 268 with a "C" grade or better. 1/7 students received an incomplete grade.*

<b>Changes Implemented as a result of Assessment</b>	<b>Evaluation of the changes that were implemented</b>
<i>Change 1:</i>	<i>Evaluation of Change 1:</i>
<i>Change 2:</i>	<i>Evaluation of Change 2:</i>

**E. Next Steps** -- Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Program as a result of course assessments. For example, changes to rubrics, changes to level of expectation, any Program and/or curriculum modifications, etc.

**F. 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.*

## Part IV Action Plan

### A. 20% Course Review

a) **Courses Reviewed** -- *List the Course Alpha/Number and Course Title of courses that were reviewed in AY 2013-2014.*

<b>Course Alpha Number</b>	<b>Course Title</b>
NURS 120 -	Practical Nursing I
NURS 122 -	Practical Nursing II
NURS 101 -	Personal Vocational Relations
NURS 126 -	Child Health
NURS 128 -	Maternity Nursing

### b) 20% Course Review Schedule

*Input the Program's 20% Course Review Schedule for the next 5 years. If a schedule cannot be located, refer to HAW 5.250 Course Review Policy (<http://hawaii.hawaii.edu/ovcadmin/admin-manual/haw5-250.pdf>) to create a new schedule.*

<b>Course Alpha Number</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
NURS 120 - Practical Nursing I					
NURS 122 - Practical Nursing II					
NURS 101 - Personal Vocational Relations					
NURS 126 - Child Health					
NURS 128 - Maternity Nursing					

## B. Previous Goals (Program Actions) & Planning

All previous goals from last year's report are used to update the program actions in the Academic Master Plan (AMP) Appendix.

- List and discuss all program actions listed for your program in the AMP Appendix, not including crossed out items. (<http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>)
- Review and specify which program actions were addressed or completed during Review Period AY 2013-2014.
- Give a progress report for each program action that is not yet address/completed and describe the degree to which the goal was achieved over the review period.
- Specify program actions that are no longer being pursued by the program and should be deleted from the AMP.

AMP Program Actions	Progress Evaluation & Evidence of Achievement
Explore feasibility of using distance education to offer the program in sites other than East Hawaii and expand admissions.	A small amount of funding was allocated to Hawaii Community 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, 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 feasible at present.
Determine and implement a method to obtain adequate employment data	Despite all efforts to increase the number of graduate surveys including use of online surveys, mailed notification, Starbucks 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.

## C. New Goals (Action Strategies) and Alignment – Describe New Goals, if any

### Define Goal (Action Strategy) 1

Move all Program Faculty, Staff, Classrooms and Labs into Hale Aloha a “Green” Building

### Alignment of Goal 1 to ILO(s)

<b>Explain how Goal 1 aligns with ILO(s) and provide supporting rationale</b>

## Alignment of Goal 1 to Strategic Plan (SP)

[http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf)

**Explain how Goal 1 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 1 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.**

E3b. Utilize green building principles in campus planning and R/M (e.g., Leadership Environmental & Engineering Design is used for “green building” best practices

**Proposed New SP Action Strategy/Strategies (if applicable)** – *If Goal 1 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

## Alignment of Goal 1 to Academic Master Plan (AMP)

Academic Master Plan: [http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf)

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

**Indicate which Academic Master Plan (AMP) Action Priorities Goal 1 aligns with and provide supporting reasoning.**

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
	<b>X</b>	<b>X</b>				<b>X</b>

### UH System Collaboration (if applicable)

- Include collaboration efforts w/other campuses.
- Include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

*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 UHH faculty in an off campus location*

**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
<i>Move entire Nursing &amp; Allied Health Division into Hale Aloha</i>	<i>Fall 2015</i>

## Part V: Resource Implications

### A. Cost Item 1

Description	<b>Type</b> <ul style="list-style-type: none"> <li>● Personnel</li> <li>● Facilities</li> <li>● Equipment</li> <li>● Health/Safety</li> <li>● Others (Define)</li> </ul>	<b>Estimated Cost</b>
2 High Fidelity Patient Simulators for Hale Aloha	Equipment	\$86,666

### Alignment of Cost Item 1 to Strategic Plan (SP)

<b>Explain how Cost Item 1 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale</b>
E1b. Utilize green building principles in campus planning and R/M (e.g., Leadership Environmental & Engineering Design is used for “green building” best practices
E1d. Initiate and implement the development of a comprehensive plan to achieve campus (East and West) climate neutrality

### Alignment of Cost Item 1 to Academic Master Plan (AMP)

<b>Explain how Cost Item 1 aligns with the Academic Master Plan (AMP) Action Priorities.</b>

### Alignment of Cost Item 1 to Strength(s)

<b>Explain how Cost Item 1 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there’s no alignment, write “No Alignment.”</b>
The plans for Hale Aloha include two patient simulators and 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.

### Alignment of Cost Item 1 to Weaknesses(s)

The two high fidelity patient simulators in Hilo are over 5 years old and will need to be replaced. If not replaced this could be a potential weakness in the teaching of proper skills to our students.

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## **Part VI: Justification for Program Existence**

**Write a brief statement describing the value of this Program to the College. Is your Program sustainable? If so, briefly state why. If not, briefly state why the College should continue to keep your Program open.**

(Sources include Industry Validation, ARPD Data Validation, Trends and Other Factors.)

From July 2008 to July 2014 this program has graduated over 44 Practical Nursing students. Of those students, 31 have passed the NCLEX-PN exam on the first try and 5 have passed on their second try. Thus, the program has created 36 Licensed Practical Nurses for the healthcare workforce of Hawai'i Island. One of those graduates has since enrolled in the ADN program and is a practicing Registered Nurse. Three more of these graduates are currently enrolled in the ADN program. The PN 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.