

**HAWAI'I COMMUNITY COLLEGE  
PROGRAM COMPREHENSIVE 3-YEAR REVIEW REPORT**

**Certificate of Achievement in Practical Nursing**

July 5, 2017

**Review Period  
July 1, 2013 to June 30, 2016  
AY 2013-14, AY2014-15, and AY2015-16**

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*Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability.*

*Please see <http://hawaii.hawaii.edu/files/program-unit-review/>*

*Please remember that this review should be written in a professional manner. Mahalo.*

## PART I: THE PROGRAM

<b>Describe the Program</b>	
Provide the short description as listed in the current catalog.	<p>The Certificate of Achievement in Practical Nursing Program prepares students to take the National Council Licensure Examination for Practical Nursing (NCLEX-PN) to become Licensed Practical Nurses (LPNs). Licensed Practical Nurses work in a variety of health care settings under the supervision of a physician or registered nurse. More information about Licensed Practical Nursing can be accessed at <a href="https://www.onetonline.org/link/summary/29-2061.00">https://www.onetonline.org/link/summary/29-2061.00</a>.</p> <p>The Certificate of Achievement requires 14 semester credits of non-nursing support courses and 30 semester credits of nursing courses; 44 semester credits in all. The program is 40 weeks long and includes 2 semesters and a summer session.</p>
Provide and discuss the program's mission (or goals and objectives if no program mission statement is available).	<p>There is currently no mission statement for the Nursing Division. Faculty will be working on developing one.</p> <p>The goal of the program is to prepare graduates for licensure and competent, safe practice as Licensed Practical Nurses.</p>

<b>Report and discuss all major/meaningful actions and activities that occurred in the program over the past three years, from July 1, 2013 through June 30, 2016. For example:</b>	
Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing	<p>In the Fall of 2014, changes to the prerequisite courses for the PN Program were submitted to and approved by the Curriculum Review Committee. The previous three (3) credit anatomy and physiology prerequisite 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.</p> <p>To accommodate for the increased prerequisite course credits, nursing courses (NURS 120 and 122) received credit reductions. NURS 120 went from 13 credits to 9 credits, and NURS 122 went from 14 credits to 11 credits.</p>

	This new curriculum was implemented in the Fall of 2015. The first cohort (Fall 2015) admitted under the new curriculum completed in summer 2016 and a second cohort is finishing summer 2017. Faculty will be evaluating the effects of these changes, and the impact that they have had, if any, on student retention, NCLEX-PN passage rates, and movement of graduates into the workforce.
New certificates/degrees	None
Personnel and position additions and/or losses.	Losses=5 FT Faculty Additions=2 FT Faculty
Other major/meaningful activities, including responses to previous CERC feedback.	In response to CERC feedback regarding a more thorough review, the Nursing and Allied Health Division will be working together to better understand the program review process and provide a more comprehensive assessment in future reports.

<b>Describe, analyze, and celebrate the program's successes and accomplishments. (For example, <i>more students were retained/graduated OR the program successfully integrated new strategies/technologies.</i>)</b>	
Discuss what the program has been doing well that needs to be maintained and strengthened.  Please provide evidence if applicable (ex: program data reports, relevant URL links, etc.).	<p>The Nursing Division faculty identified a deficiency in admitted PN students' knowledge of basic anatomy and physiology and pharmacology, which was felt to be a barrier to student success. Curriculum changes made in Fall 2014 addressed this issue and more robust prerequisites were required and curricular changes implemented.</p> <p>Review of retention/completion and NCLEX-PN pass rates will commence with the Fall 2016 cohort. Early data shows a decline in PN First Time Pass Rates. Ongoing evaluation and review of each PN cohort will continue. The table below offers a comparison of prior year NCLEX-PN First Time Pass Rates.</p>

Retention/Completion rates continue to be a concern, assuming the cohort started at capacity (10).				
PN First Time Pass Rates	2013	2014	2015	2016 New Curriculum
# of PN First Time Test Takers	5	12	6	8
Haw CC PN First Time Pass Rate	<b>5/5 100%</b>	<b>10/12 83.33%</b>	<b>5/6 83.33%</b>	<b>6/8 75.00%</b>
NCSBN National Pass Rate for NCLEX-PN First Time Test Takers	84.63%	82.16%	81.89%	83.73%

<b>Describe, analyze, and discuss any challenges and/or obstacles the program has faced.</b>	
Identify and discuss the program's challenges/obstacles.	Initially, in 2014, program faculty were not made aware of the reduction in credit allocation for NURS 120 and NURS 122. The faculty were concerned about the impact this might have on student learning. Adjusting to the new curriculum proved challenging in making the appropriate modifications to the courses that had credit hour adjustments.
Discuss changes and actions taken to address those challenges, and any results of those actions.	Course documents (syllabus and schedule) have been updated. Lecture information has been condensed. Updated Curriculum Central records and reviewed migration of program curriculum data to Quali in AY15-16.
Discuss what still needs to be done in order to successfully meet and overcome these challenges.	Curriculum changes approved by Curriculum Review Committee and Academic Senate were held back for edits. The curriculum changes (prerequisite information) still need to be changed and made official in Quali Student Curriculum Management (as of 4/18/17).

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**ARPD Data**

**Please attach a copy of the ARPD data tables for the three years under review and submit with the Program Review document.**

- a) If you will be submitting the Program Review document in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.
- OR**
- b) If you will be submitting the Program Review document in digital form, attach a PDF copy along with the digital submission; the icon to download the data tables as a PDF is in the upper right side, just above the data tables.

Program data can be found on the ARPD website: <http://www.hawaii.edu/offices/cc/arpd/>

<b>Analyze the program’s ARPD data for the 3-year review period.</b>	
<p>Describe, discuss, and provide context for the data, including the program’s health scores in the Demand, Efficiency, Effectiveness, and Overall Health categories.</p>	<p><b>Demand Health Call=Unhealthy</b></p> <p>The most important factor affecting our demand score is that the System counts ALL our declared majors (i.e., 26 in AY15-16) against the County jobs # (11), instead of the # of majors accepted into each year’s cohort (10). If the # of County jobs were divided into the # of active majors, our score would be Healthy.</p> <p>The number of declared majors for the PN program is trending down. However, the number of replacement positions is in alignment with the number of students accepted into a cohort (10). This downward trend is most likely due to the fact that most students pursuing nursing want to be RN’s, not PN’s. There continues to be opportunity for LPNs in long-term care and community based care. Future investigation into the demand for this level of nursing is warranted.</p> <p><b>Efficiency Health Call=Healthy</b></p> <p>Faculty assigned to teach in the PN program are shared faculty within the Nursing and Allied Health Division. Despite excessive faculty turnover, the Division has been able to effectively deliver the PN courses.</p> <p><b>Effectiveness Health Call=Healthy</b></p>

Persistence rates from Fall to Spring are trending up and completion rates remain stable. Licensing Exam pass rates are trending down as noted above. Curriculum changes implemented in Fall 2015 will be evaluated with the outcomes of the Fall 2015 cohort and Fall 2016 cohort.

**Overall Program Health=Cautionary**

The overall health call of cautionary is a result of the unhealthy call for demand. For this program, we only admit 10 students per Fall cohort, graduating at most, 10 students a year. This meets the County need for new and replacement LPN positions without flooding the market and jeopardizing graduates ability to get hired.

Describe, discuss, and provide context for data in the Distance Education, Perkins Core Indicators, and Performance Funding Indicators categories, as appropriate.

**Distance Education-** The LPN program has only one completely on-line course. The data set for AY15-16 provided by the UH System ARPD office appears accurate. The data sets for prior years do not look accurate. AY14-15 indicates 5 DE courses taught in the program, however this is an error in the data.

**Perkins Core Indicators-**

Perkins IV Core Indicators	2014	2015	2016
Technical Skills Attainment	Met	Met	Met
Completion	Met	Met	Met
Student Retention or Transfer	Met	Not Met	Not Met
Student Placement	Met	Not Met	Not Met
Nontraditional Participation	Not Met	Not Met	Not Met
Nontraditional Completion	Not Met	Not Met	Met

The nursing program director is in the process of researching and understanding how the Perkins data is collected and calculated. Retention is an issue that requires attention. Nursing programs are rigorous and require increased student support measures. The Division will be developing such measures based on outcomes. Graduates have been getting jobs in long term care and community settings. Job

	<p>placement will be affected if a graduate does not pass NCLEX-PN or if they don't seek employment and continue on with the nursing ladder (RN-BSN).</p> <p>Recruitment efforts to attract more men into the PRCN program are being discussed.</p>
Describe any trends, and any internal and/or external factors that are relevant to understanding the program's data.	<p>The LPN level of practice is questionable in today's health care model. The landscape for our Associate Degree Nursing-RN graduates is changing. Acute care facilities (i.e. hospitals) are moving to hire only BSN graduates by 2020. This means that ADN-RN graduates could be competing with PN graduates for positions in long term and community based care settings. This is a potential issue for the LPN level of practice and job acquisition.</p>
Discuss other strengths and challenges of the program that are relevant to understanding the program's data.	<p>The Nursing Division faculty will need to investigate career ladder options for all levels of nursing to assure that our graduates are successful and employable.</p>

<p><b>Analyze the program's IRO data for the 3-year review period:</b>          If applicable: Discuss how data/analysis provided by the Institutional Research Office has been used for program improvement. (For example, how results from CCSSE or IRO research requests have impacted program development.)</p>	
Describe, discuss, and provide context for the data.	N/A
Discuss changes made as a result of the IRO data.	N/A

<p><b><u>Contributions to the College:</u> Discuss how the program aligns with and supports the College's institutional effectiveness and helps the Kauhale achieve our shared goals.</b></p>	
<u>College Mission:</u>	<p>The LPN program aligns with and supports the College's institutional effectiveness in several ways. Our diverse and multicultural student cohorts</p>

<p><i>“Hawai‘i Community College (Hawai‘i CC) 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.”</i></p>	<p>are made up of students with differing educational backgrounds who have had to work extremely hard at prerequisite courses to get into the program. This persistence serves them well once they do get in, provided they have the support required to be successful.</p> <p>Additionally, through clinical practice experiences, our students have the opportunity to serve the healthcare needs of the community.</p>
<p><u>Institutional Learning Outcomes (ILOs):</u></p>	<p>ILO 1: Our graduates will be able to communicate effectively in a variety of situations.</p> <p>LPN graduates 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.</p> <p>LPN graduates communicate and function as a member of a multi-disciplinary health care team.</p> <hr/> <p>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.</p> <p>LPN graduates retrieve, integrate, and apply relevant and reliable information, concepts from multiple disciplines, and standards of nursing as the basis for evidenced based nursing care.</p> <p>LPN graduates use the nursing process as a framework for critical thinking to assess, plan, prioritize, implement, and evaluate safe and effective nursing care for those who have predictable nursing needs.</p>



	<p>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.</p> <p>LPN graduates demonstrate the ability to plan and deliver effective health teaching as an integral part of promotion, maintenance, and restoration of health, management of chronic conditions, and end of life care, with respect and understanding of Hawaiian culture and diversity.</p>
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**The Program’s Learning-Outcomes Assessments**

For assessment resources and PDF copies of all submitted assessment reports from the program during the review period, please see the following websites:

Assessment website: <http://hawaii.hawaii.edu/files/assessment/>

Assessment Reports/Resources: <http://hawaii.hawaii.edu/files/assessment/reports/>

- The program faculty/staff have reviewed the program record on Kualii KSCM and hereby affirm that all information, including the PLOs, is correct.
- The program faculty/staff have reviewed the program record on Kualii KSCM and have found that all information is not correct and hereby affirm that the program will be submitting proposals for revision.

Kualii KSCM: <https://hawaii.kualii.co/cm/#/courses>

*If the Kualii KSCM program entry needs revision (for example, to the program description, entry or completion requirements, and/or PLOs) those revisions must be proposed through the Fast Track process or CRC “Proposal to Modify a Program” process, as appropriate.*

**PLOs**

<p>Please list the Program Learning Outcomes (PLOs) as recorded on Kualii KSCM.</p>	<p><b>PRCN PLO1:</b> Retrieve, integrate, and apply relevant and reliable information, concepts from multiple disciplines, and standards of nursing as the basis for evidenced based nursing care.</p> <p><b>PRCN PLO2:</b> Use the nursing process as a framework for critical thinking to assess, plan, prioritize, implement, and evaluate safe and effective nursing care for those who have predictable nursing needs.</p> <p><b>PRCN PLO3:</b> Demonstrate compassion and caring by developing and maintaining therapeutic relationships based upon mutuality and respect</p>
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	<p>for the health and healing practices, beliefs, and values of the individual and community.</p> <p><b>PRCN PLO4:</b> Communicate and function as a member of a multi-disciplinary health care team.</p> <p><b>PRCN PLO5:</b> Demonstrate the ability to plan and deliver effective health teaching as an integral part of promotion, maintenance, and restoration of health, management of chronic conditions, and end of life care in structural settings.</p> <p><b>PRCN PLO6:</b> Demonstrate professional behaviors and practice within the legal and ethical framework of licensed practical nursing.</p> <p><b>PRCN PLO7:</b> Utilize self-reflection to evaluate their nursing effectiveness and personal experiences for ongoing learning and growth.</p>
<p>Discuss the program's challenges, if any, in helping students overall achieve its PLOs.</p>	<p>Inconsistent faculty assignments may play a role in students achieving PLOs. Filling all open (replacement) faculty positions will allow for assignments to remain consistent, which will provide students with a better support system.</p> <p>The Nursing and Allied Health Division is also in need of an updated Human Patient Simulator (HPS). Simulation plays a crucial role in the clinical practice piece of the PN program as simulation serves as part of the required clinical hours. The Nursing Learning Resource Center (NLRC) HPS is archaic (2007) and unable to fulfill the needs of a 21<sup>st</sup> century learner. The parts are no longer available to fix it.</p>
<p>Include a summary discussion of the results of any PLO assessments voluntarily undertaken by the program's faculty.</p>	<p>PRCN PLOs 1 &amp; 2 were addressed with the curriculum changes implemented in Fall 2015.</p> <p>Due to the close alignment of PLOs to CLOs, course assessments have been reported by faculty using a course based PLO assessment.</p>

### CLOs

<p>Discuss and summarize the <u>overall</u> results of course learning outcomes (CLO) assessments</p>	<p>The PN program faculty have been evaluating single course based PLO assessments as an alternative to CLO assessment. Below you will find an example of this type of assessment. While the results indicate instructional improvements are warranted, the new incoming Director along with faculty are committed to refining and updating assessment</p>
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during the 3-year review period.

methods to assure accurate data with which to improve instruction and student achievement. The AY 2015-16 PN Annual Review, Expected Levels of Achievement (ELAs) were set for all PN courses using ATI Proctored Content Exams. The ELA was set at 100% of students will earn a Level 2 or Level 3 on the ATI Proctored Exam aligning to each course. The following table summarizes the Fall 2016 cohort attainment of CLO ELAs. The data set is not complete as not all students are represented in all exams. However, the data gives us an idea of where to focus academic action plans and instructional changes. ATI Level definitions are:

Level 2 (63.3% to 76.7%)	Meeting the Proficiency Level 2 standard can be considered to exceed minimum expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as fairly certain to meet NCLEX-RN standards in this content area.
Level 3 (78.3% to 100%)	Meeting the Proficiency Level 3 standard can be considered to exceed most expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as likely to exceed NCLEX-RN standards in this content area.

ATI Proctored Exam	Fall 2016 Cohort: # of students earning level 2 or 3	Percentage (Benchmark 100%)
PN Adult Medical/Surgical	5/7	71%
PN Fundamentals	8/9	89%
PN Pharmacology	2/7	29%
PN Maternal- Newborn	1/4	43%
PN Pediatrics	3/7	25%
PN Comprehensive Predictor for passing NCLEX-PN	4/7 students earned a 91% (or higher) predictability of passing NCLEX-PN	

Describe how the program's faculty/staff regularly discussed and used overall assessment results to plan for improvement.

Regularly discussed during faculty meetings and Division curriculum meetings.

Discuss the implementation of these improvement plans and consequences for overall program improvement.	Updated curriculum as described earlier which was implemented in Fall 2015. Assessment ongoing.
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## PART II: PROGRAM ACTION PLAN

<b>Describe and discuss the program's action plan to improve student learning for the next 3 years, from July 1, 2016 through June 30, 2019.</b>	<b>Benchmarks and Timelines</b>
<b>Action Goal 1:</b> Fill all open (replacement) F/T Faculty positions within the Nursing and Allied Health Division.	<b>Benchmarks/Timelines:</b> Fall 2017
How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)? Several of these positions are replacement positions that have not been filled. Filling these positions will stabilize the Division and provide students with a consistent, organized learning environment.	
<b>Action Goal 2:</b> Assess effectiveness of curriculum changes implemented in Fall 2015 on student outcomes.	<b>Benchmarks/Timelines:</b> Fall 2017
How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)? This is a necessary action after implementation of curricular changes. An assessment of CLOs and PLOs will occur with each cohort to ensure a positive impact on student learning.	
<b>Action Goal 3:</b>	<b>Benchmarks/Timelines:</b> AY 2017-18 for review

Investigate role and scope of practice for the LPN level, focusing on demand for LPNs in the community and other educational pathways of options.	
<p>How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?</p> <p>This action goal will help identify the need for the LPN scope of practice, thus allowing for an accurate picture of the demand for this level of nursing practice. This will provide a vision for future program modification and potentially new pathways or career ladders within the Division.</p>	

<b>Describe and discuss any specific strategies, tactics, activities, or plans for:</b>	
Program modifications: None planned.	
Course-level instructional or curriculum changes: None planned.	
Changes to assessment practices, activities, or projects: None planned.	
Increases or changes in student support activities and services: Student support activities and services will be an ongoing event addressing our students needs each semester.	

<p>Discuss how the program's action plan will help the Kauhale achieve the four Initiatives in the College's <i>Strategic Directions 2015-2021</i> plan:</p> <p><a href="http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf">http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf</a></p>	
Hawai'i Graduation Initiative	<p>HGI Action Strategy 2: Action Goals 1 and 2 serve to promote persistence to attain a degree and timely completion.</p> <p>HGI Action Strategy 3: Action goal 3 intends to align curricula with community and workforce needs.</p>

Hawai'i Innovation Initiative	HI2 Action Strategy 3: Action goal 3 focuses on supporting programs that suit Hawaii Island location and healthcare environment as well as address critical gaps.
21st Century Facilities (21CF) – Modern Teaching and Learning Environments	N/A
High Performance Mission-Driven System	HPMS Action Strategy 1: Action goal 1 supports this strategy by creating an effective and efficient organizational structure for the Nursing and Allied Health Division.

<b>Explain how the program's action plan contributes to the College's achievement of the performance-based measures below.</b>	
Degrees & Certificates	<p><i>Action goal 1</i> will provide students with consistent and organized learning environment which will support success and attainment of PLOs.</p> <p><i>Action goal 2</i> provides for curriculum review to ensure changes are supporting student learning and attainment of PLOs.</p> <p><i>Action goal 3</i> will help to ascertain whether or not our graduates are able to get employment at that level of practice in our community.</p>
Native Hawaiian Degrees & Certificates	<p><i>Action goal 1</i> will provide students with consistent and organized learning environment which will support success and attainment of PLOs.</p> <p><i>Action goal 2</i> provides for curriculum review to ensure changes are supporting student learning and attainment of PLOs.</p> <p><i>Action goal 3</i> will help to ascertain whether or not our graduates are able to get employment at that level of practice in our community.</p>
STEM Degrees & Certificates (include 4-Year Degrees)	N/A
Pell Grant Recipients Degrees & Certificates	N/A

Transfers to UH 4 Year/Transfers to non-UH 4 Year	N/A
IPEDS Success Rate	N/A

**Suggestions for Improvement:**

If the program’s faculty/staff have any suggestions they’d like to share with the College about raising the program’s or the College’s overall enrollment, improving overall student engagement and success, or any other matter that the faculty/staff think can help the College increase our overall institutional effectiveness, please discuss below.

The Nursing and Allied Health Division will be looking at all programs to determine beneficial health care pathways for our students and for our college, based on community needs and demand. Our goal is to provide programs that serve our community and ensure employable graduates at all levels. An emphasis on strengthening student support in these programs will improve attrition.

**PART III: Resources**

*Note: “Budget asks” for all categories may be included in the Comprehensive Review.*

Based on the program’s overall AY 2014-16 assessment results, other relevant program information and data, and the program’s overall action plan to improve student learning, describe and discuss below the program’s current resources, resource needs, and cost-item “budget asks” for the 3-year period from July 1, 2016 through June 30, 2019.

**Resource Inventory**

<b>Describe the status of the following faculty/staff program resources:</b>	
Adequate Academic Support Resources (Library, tutoring, learning and testing facilities).	This is adequate to meet student needs and support PLOs.

Adequate Student Support Services (academic advising, counseling, career guidance).	This is adequate to meet student needs and support PLOs.
Safe workplace.	We have a safe workplace.
Adequate and up-to-date computers and software (for program needs).	We need an updated Human Patient Simulator (HPS). Our current high-fidelity HPS is 11 years old and does not meet the needs of students in simulation experiences, which will have an effect on attainment of PLOs. Parts are no longer available to repair the HPS.
Adequate computer access to allow faculty to do their jobs.	This is adequate to meet faculty needs and support PLOs.
Adequate training in computer technology (applications, operating systems, hardware, etc.).	This is adequate to meet program needs and support PLOs.
Adequate training in audiovisual technology (projectors, ELMOs, polycom, etc.).	This is adequate to meet program needs and support PLOs.
Adequate training in distance learning course	This is adequate to meet program needs and support PLOs.



development and management (Laulima, etc.).	
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Resource Category	Resources the program needs to operate effectively:	Resources the program already has:	What is the program's resource gap?
<b>A. Personnel</b>			
1) Positions (Functions)	10 FT Faculty within the Division	6 FT Faculty	4 FT Faculty
2) Professional Development	1 National Nursing Conference per year/per faculty	none	1 National Nursing Conference per year/per faculty
<b>B. Operating Resources</b>			
1) Supplies			
2) Contracts			
3) Equipment	1 High-Fidelity HPS	1 2007 HPS	1 Updated HPS
4) Space and Facilities			
<b>C. Technology</b>			
1) Hardware			
2) Apps or Software			
3) Tech Support			
4) Tech-related Professional Development			
5) Tech labs / facilities			

<b>RESOURCE REQUESTS:</b>	
<b>For each "budget-ask" item, provide the following information:</b>	
Describe the needed item in detail.	<i>Item 1-</i> Fill all open replacement F/T Faculty positions. <i>Item 2-</i> Allow for 1 National Nursing Conference per year/per faculty. <i>Item 3-</i> Purchase new, up-to-date HPS.

Provide complete information about known or estimated cost(s).	<p><i>Item 1- 4 appointments @ \$50,000 + benefits</i></p> <p><i>Item 2- Approximately \$2,500 per faculty per year</i></p> <p><i>Item 3- Approximately \$65,400 for new HPS with hardware/software</i></p>
Provide details about timeline(s) for procurement and activation/implementation.	AY 2017-18
How does this align with the program's Action Plan above?	All requested items align with Action Plan. Replacement F/T Faculty positions will bring stability to the program to support PLOs. Professional development allows for new knowledge and innovation to be infused into the program and provide faculty with the tools to support students. The HPS provides students with a lifelike, anatomically correct, computer driven mannequin with physiologic responses that mimic real patients.
Identify how the item aligns with one or more of the <b>2015-2021 Strategic Directions'</b> four Initiatives.	
Discuss how the item will help the program support improvements in student learning and attainment of the program's and College's learning outcomes.	<p>As described above.</p> <p>For the HPS, High-fidelity mannequin-based simulators gives our students the opportunity to immerse themselves in a simulated clinical scenario that looks and feels real. The combination of the simulator and the environment created by the NLRC Coordinator and Faculty allows the students to care for the simulator as if it were a real patient, not a mannequin. In short, they are the next best thing to a human patient — without a real person's vulnerability. These simulation experiences fulfill some of the required clinical hours for a course.</p>

<b>RESOURCE REQUESTS:</b>	
<b>For each "budget-ask" item, answer the following questions:</b>	
What are the implications or consequences for the program if this request is not funded?	The PN program, part of Nursing and Allied Health, will not be effective in helping students attain PLOs. Faculty turnover has placed a strain on the Division as a whole. Current evidenced-based knowledge and equipment is essential in nursing and

	healthcare in order to prepare graduates for competent, safe practice.
How can the program build, create, or develop the needed resources within its existing capacity?	Unfortunately, the “budget asks” are essential to program success and cannot be created within existing capacity. A search for grant funding is underway for the HPS, however no secure funding has been identified.
Can other resources be re-purposed to accommodate this need?	No
Are there other sources to fund this need, such as grants, community partnerships, etc.?	Searching for funding for HPS.
Can this need be deferred? If so, for how long? What are the consequences if deferred?	No

# Hawaii Community College

## 2014 Instructional Annual Report of Program Data

### Nursing: Practical Nursing



#### Part I: Program Quantitative Indicators

### Overall Program Health: **Healthy**

Majors Included: PRCN Program CIP: 51.3901

Demand Indicators		Program Year			Demand Health Call
		11-12	12-13	13-14	
1	New & Replacement Positions (State)	78	70	69	<b>Healthy</b>
2	*New & Replacement Positions (County Prorated)	11	11	12	
3	*Number of Majors	50	31.5	30.5	
3a	Number of Majors Native Hawaiian	19	12	14	
3b	Fall Full-Time	43%	46%	40%	
3c	Fall Part-Time	57%	54%	60%	
3d	Fall Part-Time who are Full-Time in System	0%	3%	0%	
3e	Spring Full-Time	39%	42%	45%	
3f	Spring Part-Time	61%	58%	55%	
3g	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4	SSH Program Majors in Program Classes	242	302	260	
5	SSH Non-Majors in Program Classes	0	119	114	
6	SSH in All Program Classes	242	421	374	
7	FTE Enrollment in Program Classes	8	14	12	
8	Total Number of Classes Taught	2	7	4	

Efficiency Indicators		Program Year			Efficiency Health Call
		11-12	12-13	13-14	
9	Average Class Size	9	13.9	19.5	<b>Healthy</b>
10	*Fill Rate	90%	83.6%	97.5%	
11	FTE BOR Appointed Faculty	1	2	2	
12	*Majors to FTE BOR Appointed Faculty	50	15.7	15.2	
13	Majors to Analytic FTE Faculty	50	22.4	26.6	
13a	Analytic FTE Faculty	1	1.4	1.1	
14	Overall Program Budget Allocation	\$277,234	\$360,032	\$222,840	
14a	General Funded Budget Allocation	\$261,075	\$335,902	\$197,898	
14b	Special/Federal Budget Allocation	\$0	\$0	\$0	
14c	Tuition and Fees	\$16,159	\$24,130	\$23,866	
15	Cost per SSH	\$1,146	\$855	\$596	
16	Number of Low-Enrolled (<10) Classes	1	4	1	

\*Data element used in health call calculation

Last Updated: January 25, 2015

Effectiveness Indicators		Program Year			Effectiveness Health Call
		11-12	12-13	13-14	
17	Successful Completion (Equivalent C or Higher)	89%	85%	81%	<b>Healthy</b>
18	Withdrawals (Grade = W)	1	3	4	
19	*Persistence Fall to Spring	62.9%	43.5%	63.3%	

19a	Persistence Fall to Fall		15.6%	34.7%
20	*Unduplicated Degrees/Certificates Awarded	10	8	9
20a	Degrees Awarded	0	0	0
20b	Certificates of Achievement Awarded	10	8	9
20c	Advanced Professional Certificates Awarded	0	0	0
20d	Other Certificates Awarded	0	0	0
21	External Licensing Exams Passed	Not Reported	Not Reported	Not Reported
22	Transfers to UH 4-yr	1	1	3
22a	Transfers with credential from program	0	0	0
22b	Transfers without credential from program	1	1	3

Distance Education: Completely On-line Classes		Program Year		
		11-12	12-13	13-14
23	Number of Distance Education Classes Taught	0	3	2
24	Enrollments Distance Education Classes	N/A	61	59
25	Fill Rate	N/A	85%	98%
26	Successful Completion (Equivalent C or Higher)	N/A	79%	80%
27	Withdrawals (Grade = W)	N/A	3	1
28	Persistence (Fall to Spring Not Limited to Distance Education)	N/A	33%	73%

Perkins IV Core Indicators 2012-2013		Goal	Actual	Met
29	1P1 Technical Skills Attainment	90.00	100.00	Met
30	2P1 Completion	55.00	62.50	Met
31	3P1 Student Retention or Transfer	74.50	100.00	Met
32	4P1 Student Placement	65.00	81.82	Met
33	5P1 Nontraditional Participation	17.25	15.79	Not Met
34	5P2 Nontraditional Completion	15.55	14.29	Not Met

Performance Funding		Program Year		
		11-12	12-13	13-14
35	Number of Degrees and Certificates		8	9
36	Number of Degrees and Certificates Native Hawaiian		3	4
37	Number of Degrees and Certificates STEM		8	9
38	Number of Pell Recipients		25	26
39	Number of Transfers to UH 4-yr		1	3

\*Data element used in health call calculation

Last Updated: January 25, 2015

# Hawaii Community College

## 2015 Instructional Annual Report of Program Data

### Nursing: Practical Nursing

#### Part I: Program Quantitative Indicators

### Overall Program Health: **Cautionary**

Majors Included: PRCN Program CIP: 51.3901

Demand Indicators		Program Year			Demand Health Call
		12-13	13-14	14-15	
1	New & Replacement Positions (State)	70	69	66	<b>Unhealthy</b>
2	*New & Replacement Positions (County Prorated)	11	12	11	
3	*Number of Majors	32	31	34	
3a	Number of Majors Native Hawaiian	12	14	16	
3b	Fall Full-Time	46%	40%	41%	
3c	Fall Part-Time	54%	60%	59%	
3d	Fall Part-Time who are Full-Time in System	3%	0%	0%	
3e	Spring Full-Time	42%	45%	38%	
3f	Spring Part-Time	58%	55%	62%	
3g	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4	SSH Program Majors in Program Classes	302	260	345	
5	SSH Non-Majors in Program Classes	119	114	160	
6	SSH in All Program Classes	421	374	505	
7	FTE Enrollment in Program Classes	14	12	17	
8	Total Number of Classes Taught	7	4	9	

Efficiency Indicators		Program Year			Efficiency Health Call
		12-13	13-14	14-15	
9	Average Class Size	13.9	19.5	13.7	<b>Healthy</b>
10	*Fill Rate	83.6%	97.5%	74.5%	
11	FTE BOR Appointed Faculty	2	2	2	
12	*Majors to FTE BOR Appointed Faculty	15.7	15.2	17	
13	Majors to Analytic FTE Faculty	22.4	26.6	21.9	
13a	Analytic FTE Faculty	1.4	1.1	1.6	
14	Overall Program Budget Allocation	\$360,032	\$222,840	Not Reported	
14a	General Funded Budget Allocation	\$335,902	\$197,898	Not Reported	
14b	Special/Federal Budget Allocation	\$0	\$0	Not Reported	
14c	Tuition and Fees	\$24,130	\$23,866	Not Reported	
15	Cost per SSH	\$855	\$596	Not Reported	
16	Number of Low-Enrolled (<10) Classes	4	1	3	

\*Data element used in health call calculation

Last Updated: October 7, 2015

Effectiveness Indicators		Program Year			Effectiveness Health Call
		12-13	13-14	14-15	
17	Successful Completion (Equivalent C or Higher)	85%	81%	84%	<b>Healthy</b>
18	Withdrawals (Grade = W)	3	4	4	
19	*Persistence Fall to Spring	43.5%	63.3%	64.1%	

19a	Persistence Fall to Fall	15.6%	34.7%	34.4%
20	*Unduplicated Degrees/Certificates Awarded	8	9	7
20a	Degrees Awarded	0	0	0
20b	Certificates of Achievement Awarded	8	9	7
20c	Advanced Professional Certificates Awarded	0	0	0
20d	Other Certificates Awarded	0	0	0
21	External Licensing Exams Passed	Not Reported	Not Reported	100%
22	Transfers to UH 4-yr	1	3	2
22a	Transfers with credential from program	0	0	0
22b	Transfers without credential from program	1	3	2

Distance Education: Completely On-line Classes		Program Year		
		12-13	13-14	14-15
23	Number of Distance Education Classes Taught	3	2	5
24	Enrollments Distance Education Classes	61	59	87
25	Fill Rate	85%	98%	73%
26	Successful Completion (Equivalent C or Higher)	79%	80%	77%
27	Withdrawals (Grade = W)	3	1	4
28	Persistence (Fall to Spring Not Limited to Distance Education)	33%	73%	63%

Perkins IV Core Indicators 2013-2014		Goal	Actual	Met
29	1P1 Technical Skills Attainment	91.00	100.00	Met
30	2P1 Completion	47.00	60.00	Met
31	3P1 Student Retention or Transfer	75.21	57.14	Not Met
32	4P1 Student Placement	68.92	0.00	Not Met
33	5P1 Nontraditional Participation	17.50	7.69	Not Met
34	5P2 Nontraditional Completion	16.00	0.00	Not Met

Performance Funding		Program Year		
		12-13	13-14	14-15
35	Number of Degrees and Certificates	8	9	7
36	Number of Degrees and Certificates Native Hawaiian	3	4	3
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients	25	26	17
39	Number of Transfers to UH 4-yr	1	3	2

\*Data element used in health call calculation

Last Updated: October 7, 2015

# Hawaii Community College

## 2016 Instructional Annual Report of Program Data

### Nursing: Practical Nursing

#### Part I: Program Quantitative Indicators

### Overall Program Health: **Cautionary**

Majors Included: PRCN Program CIP: 51.3901

Demand Indicators		Program Year			Demand Health Call
		13-14	14-15	15-16	
1	New & Replacement Positions (State)	69	66	74	<b>Unhealthy</b>
2	*New & Replacement Positions (County Prorated)	12	11	11	
3	*Number of Majors	31	34	26	
3a	Number of Majors Native Hawaiian	14	16	8	
3b	Fall Full-Time	40%	41%	7%	
3c	Fall Part-Time	60%	59%	93%	
3d	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e	Spring Full-Time	45%	38%	0%	
3f	Spring Part-Time	55%	62%	100%	
3g	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4	SSH Program Majors in Program Classes	260	345	239	
5	SSH Non-Majors in Program Classes	114	160	0	
6	SSH in All Program Classes	374	505	239	
7	FTE Enrollment in Program Classes	12	17	8	
8	Total Number of Classes Taught	4	9	5	

Efficiency Indicators		Program Year			Efficiency Health Call
		13-14	14-15	15-16	
9	Average Class Size	19.5	13.7	9.4	<b>Healthy</b>
10	*Fill Rate	97.5%	74.5%	94%	
11	FTE BOR Appointed Faculty	2	2	2	
12	*Majors to FTE BOR Appointed Faculty	15.2	17	12.7	
13	Majors to Analytic FTE Faculty	26.6	21.9	25.5	
13a	Analytic FTE Faculty	1.1	1.6	1	
14	Overall Program Budget Allocation	\$222,840	Not Reported	Not Yet Reported	
14a	General Funded Budget Allocation	\$197,898	Not Reported	Not Yet Reported	
14b	Special/Federal Budget Allocation	\$0	Not Reported	Not Yet Reported	
14c	Tuition and Fees	\$23,866	Not Reported	Not Yet Reported	
15	Cost per SSH	\$596	Not Reported	Not Yet Reported	
16	Number of Low-Enrolled (<10) Classes	1	3	2	

\*Data element used in health call calculation

Last Updated: January 18, 2017



Effectiveness Indicators		Program Year			Effectiveness Health Call
		13-14	14-15	15-16	
17	Successful Completion (Equivalent C or Higher)	81%	84%	96%	<b>Healthy</b>
18	Withdrawals (Grade = W)	4	4	1	
19	*Persistence Fall to Spring	63.3%	64.1%	70%	
19a	Persistence Fall to Fall	34.7%	34.4%	30.4%	
20	*Unduplicated Degrees/Certificates Awarded	9	7	10	
20a	Degrees Awarded	0	0	0	
20b	Certificates of Achievement Awarded	9	7	10	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	0	0	0	
21	External Licensing Exams Passed	Not Reported	100%	N/A	
22	Transfers to UH 4-yr	3	2	3	
22a	Transfers with credential from program	0	0	0	
22b	Transfers without credential from program	3	2	3	

Distance Education: Completely On-line Classes		Program Year		
		13-14	14-15	15-16
23	Number of Distance Education Classes Taught	2	5	1
24	Enrollments Distance Education Classes	59	87	10
25	Fill Rate	98%	73%	100%
26	Successful Completion (Equivalent C or Higher)	80%	77%	100%
27	Withdrawals (Grade = W)	1	4	0
28	Persistence (Fall to Spring Not Limited to Distance Education)	73%	63%	0%

Perkins IV Core Indicators 2014-2015		Goal	Actual	Met
29	1P1 Technical Skills Attainment	91.00	100.00	Met
30	2P1 Completion	50.30	72.73	Met
31	3P1 Student Retention or Transfer	76.72	57.14	Not Met
32	4P1 Student Placement	69.00	40.00	Not Met
33	5P1 Nontraditional Participation	19.69	15.15	Not Met
34	5P2 Nontraditional Completion	19.36	20.00	Met

Performance Measures		Program Year		
		13-14	14-15	15-16
35	Number of Degrees and Certificates	9	7	10
36	Number of Degrees and Certificates Native Hawaiian	4	3	6
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients	26	17	8
39	Number of Transfers to UH 4-yr	3	2	3

\*Data element used in health call calculation

Last Updated: January 18, 2017