

HAWAI'I COMMUNITY COLLEGE
COMPREHENSIVE PROGRAM REVIEW (CPR)

Associate in Science Degree in Nursing
AS-NURS

Date: January 25, 2019

3-Year Review Period:
July 1, 2015 to June 30, 2018
AY15-16, AY16-17 and AY17-18

Initiator: Laura Hill

Writer(s): Laura Hill

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: PROGRAM DATA AND ACTIVITIES

Program Description

Provide the short program description as listed in the current catalog.
This program prepares students to take the National Council Licensure Exam for Registered Nursing (NCLEX-RN). Graduates are qualified to work in hospitals, long-term care facilities, and community based settings. The Associate of Science Degree program requires four semesters of course work in nursing (42 credits) and 30 credits of non-nursing prerequisite and co-requisite courses for a total of 72 credits.

Previous Comprehensive Program Review Information

Provide the year and URL for the location of this program’s last Comprehensive Program Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	2015
URL	2012-2015 AS-NURS CPR http://hawaii.hawaii.edu/files/program-unit-review/docs/2015_nurs_comprehensive_program_review.pdf
Provide a short summary of the CERC’s evaluation and recommendations from the program’s last Comprehensive Review. Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report.	Overall recommendations included providing more information to support funding needs. It was also suggested that aligning funding needs with appropriate sections of the narrative would provide readers the connection between program success and funding. Additionally, it was recommended that writers complete all sections of future comprehensive reviews. All recommendations responded to below.

ARPD DATA: Analysis of Quantitative Indicators

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

Please attach a copy of the program's data tables for the three years under review and submit with this Comprehensive Program Review (CPR).

- [2016 ARPD](#)
- [2017 ARPD](#)
- [2018 ARPD](#)

Analyze the program's ARPD data for the 3-year review period.

Describe, discuss, and provide context for the program's AY16 through AY18 data, including the program's health scores in the Demand, Efficiency, Effectiveness and Overall Health categories.

The ARPD data is inaccurate and therefore not indicative of the Overall Health of our ASN program. In reviewing the APRs from 2016 & 2017 the author of the review discussed a concern with completion rates. Program administrators during that time-period opted to decrease enrollment to the Hilo cohort by 10 (from 30 to 20) and did not enroll a cohort at all in Kona for Fall 2015. The 2016 APR noted the 2015 completion rates for Hilo cohort at 76% (22/29) and Kona cohort 60% (6/10) which demonstrated an increase from 2014 of 63% and 33% respectively. It appears the primary action was to decrease enrollment, rather than implementing support strategies or a curriculum review. It will be necessary to assure we have effective student support measures in place in order to adequately address completion rates.

These completion rates are well below the expected level of achievement (ELA) of 85% within 6 semesters or 150% of program length. The table provided below demonstrates a 3-year comparison of on-time completion rates.

Systematic Plan of Evaluation (SPE) AY 2016-2018			
Program Outcomes			
Program Completion			
Assessment (Annually in May)			
ELA: 85% of students entering the program will complete the program within 6 semesters.			
Results of Data Collection			
Year	Hilo Cohort	Kona Cohort	Aggregate Completion Rates

2016	16/21= 76%	10/10= 100%	26/31= 83.8%
2017	16/20= 80%	No Kona Cohort	16/20= 80%
2018	18/20= 90%	7/10= 70%	25/30= 83.3%

Analysis:

ELA not met for aggregate data. The Hilo cohort data indicates an increasing trend in completion. For the Kona cohort, the first cohort to graduate post program admission pause demonstrates a 70% completion rate. The current cohort (grad 2019) is at 80%, indicating an upward trend.

Action Plan:

Ongoing evaluation of program admission requirements and ranking criteria to help identify the most academically prepared student.

Development of supplemental support courses.

Early identification of at-risk students using ATI-Pulse

Curriculum redesign for Fall 2019 intended to better support student learning and success.

We are seeing an upward trend. According to the 2016 APR, some student support measures were implemented. Since 2017, we have continued to evaluate and analyze student data from course assessment to our systematic plan of evaluation. Curriculum changes have been initiated in response to that data. Additional support measures have been implemented to help students prepare for and pass the National Council Licensure Exam for Registered Nursing (NCLEX-RN). A comprehensive 3-day live review for NCLEX-RN was implemented with the 0518 cohort, with a resulting NCLEX-RN first-time pass rate of 92%. The table below displays 3-year First-Time NCLEX-RN pass rates.

Systematic Plan of Evaluation (SPE) AY 2016-2018

Program Outcomes

First-Time Licensure Exam Pass Rates (NCLEX-RN)

Assessment (Annually in Fall)

ELA: Annual licensure exam pass rates will be at or above the National Average for all first-time test takers during the same 12-month period.

Results of Data Collection

Year	National Average	Hawai'i CC
*2016	84.57%	89.29% (n=28)
2017	87.1%	93.75% (n=16) <i>No Kona Cohort</i>
2018	89.41%	92.0% (n=25) <i>Hilo 88.9% (n=18)</i> <i>Kona 100% (n=7)</i>

3-year Aggregate= 91.68%

*Reported by the Hawai'i BON (2016 is the last year the BON has published pass rates)

Analysis:

First-time NCLEX-RN pass rates have met or exceeded the ELA for the last three years. In 2016, Virtual ATI (NCLEX-RN online review) was added to the students ATI package. This provided a 12-week online personalized partnership with an ATI coach. In 2018, a three-day ATI Customized NCLEX-RN Live Review replaced the Virtual ATI. This provided a comprehensive face-to-face NCLEX-RN preparation.

Action Plan:

Continue with ATI Customized LR as part of student ATI Package, the department to pay half of the total package cost for students. Integrate ATI resources early in the program such as test-taking strategies and targeted medical/surgical exams. Continue discussion about ways to prevent students from delaying testing after graduation.

Our graduates obtain employment within 6 months post licensure in acute care, long-term care, and community health care settings. Graduate survey participation for collecting this data regarding job placement is poor, however, anecdotal data indicates that at least 90% are employed as an RN.

Sytematic Plan of Evaluation (SPE) AY 2016-2018

Program Outcomes

Job Placement

Assessment (Annually in Fall)

ELA: 90% of graduates will obtain employment as an RN within 6 months of licensure.

Results of Data Collection

Year	% Employed as an RN
2016	Grad Survey= 80% (n= 10 responses) Anecdotal Data >90%
2017	Grad Survey= 85.7% (n= 7 responses) Anecdotal Data >90%
2018	Grad Survey= 86.6% (n= 15 responses) Anecdotal Data >90%

Analysis:

Graduate surveys are sent out at 6 months and 1 year intervals to all graduates. Response rates have been poor as noted in 2016 & 2017. The survey was revised prior to sending for the 2018 cohort providing a shorter survey and eliminating the need for students to put their name. This has resulted in an increase in participation for the 2018 cohort.

Of those students that responded to the survey at 6 months, we are just shy of the ELA of 90%. Faculty believe through personal communications with graduates that >90% are working as an RN within 6-12 months of licensure.

Action Plan:

Revise survey as needed. Brainstorm other options for collecting graduate data such as an Alumni Facebook page or invitation to a reunion event. Continue to collect anecdotal data from graduates through personal interaction.

Collect better data on those students continuing on to BSN.

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

Currently, the ASN program has two completely online one-credit courses. A curriculum redesign created by faculty during AY 2017-18 and planned for implementation in Fall 2019. These two online courses are being retired. The content for the courses (Issues & Trends) should be threaded throughout the curriculum and not taught as a stand-alone. All other nursing courses are taught through distance education via video-conferencing between Hilo and Kona.

For Perkins Core Indicators, again not all the data seems to be accurate. The Perkins Core Indicator that remains a challenge for nursing is non-traditional participation/completion. The number of men in our nursing programs fluctuates from about 10-20%. We do outreach to junior high/high school students during career days at local schools and encourage males who are interested in a health care career to consider nursing. I think that the stigma of men in nursing is fading and that more men are joining the profession. We do not have control over this indicator. We do not select students for admission based on gender.

What else is relevant to understanding the program's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the program's data for the three years under review that are not discussed above.

It is important in nursing education programs to assure we are admitting the most academically prepared student possible due the rigors of the program. Our admissions criteria for ranking applicants is based on evidence-based research that identifies academic strengths that make a student more likely to succeed in the program.

Once admitted to the program, we must be able to provide support mechanisms that are individualized for each student. We have embedded educational support measures such as lab practice, high-fidelity simulation, tutoring, and a Comprehensive Assessment and Review Program (CARP) through Assessment Technologies Institute (ATI).

We must also help students prepare for and pass the National Council Licensure Exam for Registered Nursing (NCLEX-RN). Our responsibility does not end with successful completion of the program, we must assure they are able to use their knowledge and clinical reasoning skills to pass NCLEX, proving they are able to function as competent entry-level nurses.

Program Activities

Report and discuss all major actions and activities that occurred in the program during the 3-year review period, including the program's meaningful accomplishments and successes.

Also discuss the challenges or obstacles the program faced in supporting student success and explain what the program has done to address those challenges.

For example, discuss:

- Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing;
- New certificates/degrees;
- Personnel and/or position additions and/or losses;
- Other changes to the program's operations or services to students

In reviewing the APR for 2016, a major challenge was not having stable and consistent leadership and faculty. The Program Director position had been vacant since January 2015, filled with interim faculty leaving faculty positions unfilled. In Spring 2016, a program coordinator role was developed in the absence of a Director. This program coordinator role encountered frequent faculty turnover from 2016-17. In 2017, a new program director was hired, eliminating the need for a program coordinator. Because a faculty member had just been

“voted in” as program coordinator, the new program director revised the role responsibilities of the program coordinator, to serve as an assistant to the director with a small amount of reassigned time.

There was significant amount of faculty turnover during the review period. In June 2017, there were four vacant faculty positions, all in various stages of recruitment. We were able to fill all four vacancies by August 2017. Unfortunately, we had a FT faculty resign two weeks before the start of Fall 2017 semester. Despite having so many new faculty (including the program director!), we were able to deliver uncompromised nursing education. The talent and expertise of the new faculty greatly contributed to student success. Currently, we have one vacant FT faculty position that has yet to begin recruitment and we have one FT faculty on yearlong sabbatical. We are however, getting closer to being adequately staffed with a cohesive team.

The ASN curriculum was redesigned by faculty during AY 2017-18. Many revisions were made and include: new program description, PLOs, course descriptions, CLOs, resequencing of courses, removal of redundant content, and adjustments to prerequisite requirements.

A LPN-to-RN transition pathway was created and is planned for implementation in Summer 2020. This pathway gives currently licensed, active Practical Nurses the opportunity to return to school, earn an Associate Degree in Nursing, and sit for the NCLEX-RN to become Registered Nurses. This pathway provides advanced placement into the RN program, shortening the time to completion.

The nurse aid training course was resurrected and revised. It has to go through an approval process through DHHS, but once approved we will begin offering it again in Hilo and Kona.

LEARNING-OUTCOMES ASSESSMENTS

For assessment resources, please see the [HawCC ASSESSMENT](#) website. Submitted course assessment reports can be accessed on the Campus Labs OUTCOMES system via the [Campus Labs Resources page](#) and the [HawCC Course Reports ARCHIVE](#) .

- The program faculty/staff have reviewed the program record on Kualii KSCM and hereby affirm that all information, including all program learning outcomes (PLOs), are correct.
- The program faculty/staff have reviewed the program record on Kualii KSCM and have found that all or some information is incorrect and hereby affirm that the program will submit proposal(s) for revision(s), as appropriate.

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

If the program's information on Kualii KSCM needs revision (for example, program description, entry or completion requirements, PLOs), program faculty may propose revision through the

Curriculum Review Committee or Fast Track processes, as appropriate. Both types of revision proposals may be submitted via Quali.

Program Learning Outcomes (PLOs)

List the Program Learning Outcomes (PLOs) as recorded on Quali KSCM and indicate each PLO's alignment to one or more of the Institutional Learning Outcomes (ILOs). The College's ILOs may be found on the [HawCC ASSESSMENT](#) website.

PLO#	Program Learning Outcomes (text)	Aligned to ILO #
1	Retrieve, integrate, and apply relevant and reliable information, concepts from multiple disciplines and standards of nursing as the basis for evidenced based nursing care.	2,3,4,6
2	Utilize the nursing process as an ongoing framework for critical thinking to assess, plan, prioritize, implement, and evaluate safe and effective nursing care for health individuals and individuals with complex disorders who need the expert care of a professional nurse	2,3,4,6
3	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.	1,3,4,5,6
4	Demonstrate the ability to function and communicate in a collaborative manner as a member of a multidisciplinary health care team to effectively manage care for individuals, families, and groups of individuals in a variety of settings.	1,2,4,5,6
5	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.	1,2,3,4,5,6
6	Demonstrate professional behaviors and practice within the legal and ethical framework of professional nursing.	2,3,4,6
7	Utilize self-reflection to analyze personal practice and experiences for ongoing learning and professional growth.	2,3,4,6

Discuss the program’s successes and challenges in helping program majors achieve its overall Program Learning Outcomes (PLOs).
 Include a summary discussion of the results of any PLO assessments voluntarily undertaken by the program’s faculty.
 The ASN program systematic plan of evaluation (SPE) is included at the end of this document. The SPE analyzes data for each end-of-program student learning outcome and provides an action plan.

Course Learning Outcomes (CLOs) Assessed

List all program courses (alpha/#/title) that were assessed during the 3-year review period.
 NURS 151- Mental Health
 NURS 153- Nursing Concepts and Skills
 NURS 158- Issues & Trends I
 NURS 157- Adult Health Nursing
 NURS 254- Family Health Nursing Care I
 NURS 255- Family Health Nursing Care II
 NURS 251- Mental Health and Psychiatric Nursing
 NURS 257- Advanced Adult Health Nursing Care
 NURS 258- Issues & Trends II
 NURS 260- Nursing Management
All initial assessments completed, working on closing the loop for all courses.

Discuss and summarize the overall results of course assessments conducted during the 3-year review period, focusing on students’ achievement of Course Learning Outcomes (CLOs).
 Describe how the program’s faculty/staff used course assessment results to plan for and implement improvements in student learning, and analyze the effects on students’ learning of implementing those improvements.
 The ASN program uses ATI Content Exams as the artifact for course assessment. The following tables provide an example of two content exam group scores and identified areas needing attention. Each of the major content areas is assessed in this way every year.

RN Fundamentals-2016 (0518) Test date-11/18/16 First Semester	
Major Content Areas (NCLEX Test Plan)	

Section Name	# Items	Score (%) (69)	Group Mean-National (%) (63.1)	Group Percentile Rank National (87)	Analysis of content below 80 Percentile Rank
Management of Care	11	65.8	70.6	24	*Assignment, supervision, delegation Client rights Continuity of care Establishing priorities Legal rights/responsibilities *Accident/Error/Injury Prevention Home Safety Standard Precautions/Transmission-Based precautions/Surgical asepsis
Safety and Infection Control	11	69.4	65.9	66	
Health Promotion and Maintenance	4	51.0			
Psychosocial Integrity	4	74.0			
Basic care and Comfort	11	69.8	55.8	96	
Pharmacological and Parenteral Therapies	6	75.3	65.4	89	
Reduction of Risk Potential	9	71.1	58.6	96	
Physiological Adaptation	4	75			
RN Pharmacology-2016 (0518) Test date-4/10/2017 Second Semester					
Major Content Areas (NCLEX Test Plan)					
Section Name	# Items	Score (%) (66.6)	Group Mean-National (%) (63.4)	Group Percentile Rank National (63/60)	Analysis of content below 80 Percentile Rank
Safety and Infection Control	6	74.1	61.4	93	Adverse effects/contraindications/side effects Expected actions/outcomes Medication Admin. Parenteral/IV Pharm. Pain management
Psychosocial Integrity	1	40.7			
Pharmacological and Parenteral Therapies	53	66.2	63.2	61	

In addition to the SPE for PLO assessment, we will use this type of grid to look for trends in the data and make adjustments to instruction or activities.

PART II: 3-YEAR ACTION PLAN & RESOURCE ALLOCATIONS

Resource Gap Analysis

Describe the program's current resources and resource needs in each category below.

Resource Category	Resources the program needs to operate effectively:	Resources the program already has:	What is the program's resource gap?
A. Personnel			
1) Positions (Functions)	10 FT Faculty (Inclusive of the program director)	9 FT Faculty	1 FT Faculty
2) Professional Development	1 national nursing conference per year/per faculty	Perkins Funds	No gap
B. Operating Resources			
1) Supplies	Currently sufficient		No gap
2) Contracts			No gap
3) Equipment	Ability to update/replace/add NLRC equipment	Perkins Funds Student Professional Fees	No gap
4) Space and Facilities	Space for classes and NLRC at Palamanui campus	Portable building housing classroom and NLRC located in Kealakekua	Need facilities on Palamanui campus
C. Technology			

1) Hardware	30 New Laptop Computers	30 Old, malfunctioning Laptop Computers	30 New Replacement Laptop Computers
2) Apps or Software			No gap
3) Tech Support			No gap
4) Tech-related Professional Development			No gap
5) Tech labs / facilities			No gap

Action Plan

Where are you going? How are you going to get there?

Provide a brief narrative of your overall Action Plan for the next 3 years. Focus on how this Action Plan will help improve student success. Describe how this Action Plan can help the College achieve our Initiatives in the *Strategic Directions 2015-2021* plan.

<http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf>

The action plan for the next three years in the AS-NURS program is to successfully implement the revised curriculum and through a systematic plan of evaluation, analyze the impact of the changes on student attainment of end-of-program student learning outcomes and program outcomes.

Hawaii Graduation Initiative (HGI)

HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.

HGI Action Strategy 3: Anticipate and align curricula with community and workforce needs.

The revisions made to the AS-NURS curriculum and course sequencing are intended to increase completion rates, NCLEX-RN first-time pass rates, and job placement rates. The new curriculum framework provides content that moves from simple to complex, has embedded support measures, and is logically organized. Changes to prerequisite coursework and ranking criteria will help identify the most academically prepared student for admission to the program, thereby increasing the probability the student will be successful in the program and complete on time.

21st Century Facilities (21CF) Modern teaching and learning environments.

21CF Action Strategy 3: Provide safe, healthy, and discrimination-free environments for teaching, learning, and scholarship for students, employees, and visitors.

Within the next three years, have adequate facilities for our nursing students to be at Palamanui campus for class and lab/simulation. Currently, our nursing students are housed in a portable building in Kealakekua near Kona Community Hospital. This is not ideal, as it does not provide a college campus environment that is an essential part of the educational experience. They do not have easy access to student services, counseling, library, or food options.

Action Items

Provide details below for each Action Item needed to accomplish this 3-Year Action Plan.

Action Item 1:

What specific strategies, tactics, initiatives, innovations and/or activities will the program implement to accomplish one or more of the goals described in the 3-year Action Plan above?

Implementation of the first year of the revised curriculum will commence with the Fall 2019 cohort and the second year revised curriculum with that cohort in Fall 2020.
Implementation of the LPN-to-AS-NURS pathway summer 2020.

How will implementing this Action Item help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs) over the next 3 years?

The revised curriculum is designed and sequenced to facilitate student attainment of the end-of-program student learning outcomes and program outcomes (NCLEX-RN, completion, jobs). Data will be analyzed over the next few years as this transition takes place. We will be looking for new trends and information that will demonstrate improved student learning and/or to revisions if necessary.

Budget & Resource Asks: Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter "N/A" below.*

Provide justification why this resource is necessary to accomplish this Action Item and the program's Action Plan.

Include the total cost and timeline for purchase or re-allocation.

We will need all of our FT faculty positions filled, this means it is imperative that the vacant FT faculty position be posted and recruited for and that our faculty member currently on sabbatical returns to full duty.

Purchase of replacement laptops will provide the 21st century technology students need to complete the numerous computerized exams required during the program. Cost ~\$600 per laptop X 30= \$18,000.

Action Item 2:

What specific strategies, tactics, initiatives, innovations and/or activities will the program implement to accomplish one or more of the goals described in the 3-year Action Plan above?

Within the next three years, have adequate facilities for our nursing students to be at Palamanui campus for class and lab/simulation activities. Strategies include communication and collaboration with key administration at Palamanui to assess the current physical space and potential options for housing the nursing program lab and classrooms.

How will implementing this Action Item help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs) over the next 3 years?

This action will lead to improvements in student learning through student participation and inclusion on a college campus and access to student support resources outside of nursing.

Budget & Resource Asks: Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter "N/A" below.*

Provide justification why this resource is necessary to accomplish this Action Item and the program's Action Plan.

Include the total cost and timeline for purchase or re-allocation.

I am unable to make a suggestion for total cost, as it would depend on whether we can use existing buildings/classrooms or not. Timeline would be within the next few years.