

HAWAI‘I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW (APR)

Practical Nursing, Certificate of Achievement (PRCN-CA)

Date __January 22, 2019

Review Period
July 1, 2017 to June 30, 2018

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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 and Institutional 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 1: PROGRAM DATA AND ACTIVITIES

Program Description (required by UH System)

<p>Provide the short description as listed in the current catalog.</p>	<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.</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>
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Comprehensive Review information (required by UH System)

<p>Provide the year and URL for the location of this program's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/</p>	
<p>Year</p>	<p>2013-2016</p>
<p>URL</p>	<p>2013-2016 CA-PRCN Comprehensive Review http://hawaii.hawaii.edu/files/program-unit-review/docs/2016_prcn_comprehensive_program_review.pdf</p>
<p>Provide a short summary of the CERC's evaluation and recommendations from the program's last Comprehensive Review.</p> <p>Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report.</p>	<p>There was no CERC evaluation available for review on the CERC site for 2016 for CA-PRCN.</p>

ARPD Data: Analysis of Quantitative Indicators (required by UH System)

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
and submit with this Annual Program Review (APR).**

*Unable to download pdf of ARPD or print in the proper format.

Analyze the program's ARPD data for the review period. Describe, discuss, and provide context for the data, including the program's health scores in the following categories:	
Demand Healthy	According to the ARPD, the CA-PRCN program received a Demand Health Call of Healthy . Using the scoring rubric, the calculation for New and Replacement County Positions/Certificates awarded = 3.00. Improved over AY 16-17 at 1.71. The data for how many of our graduates are employed 6-12 months after graduation is not clear. Many of these graduates move immediately into an RN program (either AS-NURS or BSN) and may not ever work as an LPN. We are working on developing a better survey to collect this data.
Efficiency Healthy	According to the ARPD, the CA-PRCN program received an Efficiency Health Call of Healthy . The CA-PRCN has a mandated enrollment capacity of 10 students per year. Using the % of program capacity for measure, for AY 2017-18 we graduated 9 students (9/10= 90%).
Effectiveness Healthy	According to the ARPD, the CA-PRCN program received an Effectiveness Health Call of Healthy . This program does not have the capability due to the enrollment cap to increase certificates awarded by 5% each year.
Overall Health Healthy	According to the ARPD, the CA-PRCN program received an Overall Health Call of Healthy . We are seeing upward trends in completion and first-time pass rates in this program; however, most of the students in this small cohort are transitioning right away into an RN program. Therefore, they may not even sit for PN licensing or work as an LPN. The number of students who apply just for this

	<p>program is small. Most apply to both RN and PN programs wanting the RN degree, but hoping just to get a seat in either.</p> <p>Despite the Healthy call, this is something of concern and will be a point of discussion for faculty in the future.</p>																																			
Distance Education	<p>The ARPD data is incorrect. The CA-PRCN program has only one DE course (NURS 101-online). This course is currently a required nursing course. It is scheduled to be retired from the program curriculum starting Fall 2019.</p>																																			
Perkins Core Indicators (if applicable)	<table border="1" data-bbox="526 632 1279 1339"> <thead> <tr> <th></th> <th>Perkins IV Core Indicators</th> <th>Goal</th> <th>Actual</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>1P1</td> <td>Technical Skills Attainment</td> <td>92.92</td> <td>100</td> <td>Met</td> </tr> <tr> <td>2P1</td> <td>Completion</td> <td>51.51</td> <td>87.5</td> <td>Met</td> </tr> <tr> <td>3P1</td> <td>Student Retention or Transfer</td> <td>81.81</td> <td>100</td> <td>Met</td> </tr> <tr> <td>4P1</td> <td>Student Placement</td> <td>64.51</td> <td>40</td> <td>Not Met</td> </tr> <tr> <td>5P1</td> <td>Nontraditional Participation</td> <td>23</td> <td>17.86</td> <td>Not Met</td> </tr> <tr> <td>5P2</td> <td>Nontraditional Completion</td> <td>22.22</td> <td>22.22</td> <td>Met</td> </tr> </tbody> </table> <p>4P1: As for student placement, of our graduates who pass the licensing exam and choose to work as a PN are readily employed. Many are transitioning right into the RN program and may not seek employment as a PN.</p> <p>5P1: This is a small cohort, so the ratio of male to female will be small. We have seen an increase in men in nursing over the last several years. We select a cohort based on objective ranking criteria (grades, admission test score, etc.) not gender.</p>		Perkins IV Core Indicators	Goal	Actual	2017	1P1	Technical Skills Attainment	92.92	100	Met	2P1	Completion	51.51	87.5	Met	3P1	Student Retention or Transfer	81.81	100	Met	4P1	Student Placement	64.51	40	Not Met	5P1	Nontraditional Participation	23	17.86	Not Met	5P2	Nontraditional Completion	22.22	22.22	Met
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Performance Funding Indicators (if applicable)	N/A																																			

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 but are not discussed above.	The ARPD data is inaccurate. The nursing programs collect their own data regarding program completion, job placement, and licensing first-time pass rates. That data is utilized for this program review.

PROGRAM ACTIVITIES

Report and discuss all major actions and activities that occurred in the program during the 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 did 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.

The CA-PRCN program added a new FT faculty member in August 2017. This faculty member is assigned exclusively to the CA-PRCN program and has done an excellent job with this current student cohort. She has attended numerous professional development activities and embedded some great teaching strategies into the courses.

Curriculum changes include removing Pharmacology 203 as a prerequisite and resequencing it to the first semester as a nursing course (NURS 203); retiring the one credit online course NURS 101; and changing FAMR 230 from a corequisite to a prerequisite.

PROGRAM WEBSITE

Has the program recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the program's website up-to-date.

Program faculty/staff have reviewed the website in the past six months, ~~no changes needed.~~
 updates are made by the program director.

Program faculty/staff reviewed the website in the past six months and submitted a change request to the College's webmaster on _____ (date).

Program faculty/staff recently reviewed the website as a part of the annual program review process, found that revisions are needed, and will submit a change request to College's webmaster in a timely manner.

Please note that requests for revisions to program websites must be submitted directly to the College's webmaster at <http://hawaii.hawaii.edu/web-developer>

PART 2: PROGRAM ACTION PLAN

AY18-19 ACTION PLAN

Provide a detailed narrative discussion of the program's overall action plan for AY18-19, based on analysis of the Program's AY17-18 data and the overall results of course learning outcomes assessments conducted during the AY17-18 review period. This Action Plan should identify the program's specific goals and objectives for AY18-19 and must provide benchmarks or timelines for achieving each goal.

AY 2017-18 Action Items: All items have been addressed and implemented to some degree.

- 1) Stabilize Division Faculty.** In August 2017, we were able to fill four vacant FT faculty position that were in various stages of recruitment as of June 2017. The new faculty have easily settled into their roles and have brought stability to the programs and great support for our students. Unfortunately, we had a FT faculty resignation in August 2017, and that position has since been reallocated (despite letter of justification from DC).
- 2) Review PN Curriculum:** Minor revisions were made to the CA-PRCN curriculum that are scheduled for implementation Fall 2019. The faculty will be discussing further revisions to course sequencing for the future.
- 3) Decrease attrition:** The addition of a new FT faculty member whose assignment is dedicated to the CA-PRCN program has created a great support mechanism for the students. Funding has been secured to assist students with the cost of the ATI Comprehensive Assessment and Review Program (CARP). CARP is an essential tool to help students prepare for the licensing exam. For 2018, 9 out of 10 students successfully completed

the program and of those who have tested, all have passed the licensing exam on first attempt.

- 4) Improve NCLEX-PN first-time pass rates:** Implemented ATI 3-day Live Review for NCLEX in summer 2018. Of those who have tested, all have passed.

ACTION ITEMS TO ACCOMPLISH ACTION PLAN

For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the program plans to implement in order to accomplish the goals described in the Action Plan above.

For each Action Item below, discuss how implementing this action will help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs).

Action Item 1:

Plan to review current sequencing of courses in CA-PRCN program. Considering moving the specialties (OB and Pediatrics) from the Summer semester to the Spring semester. This would allow the Summer semester to have a capstone medical/surgical course, which would provide a better foundation for practice.

Action Item 2:

Review current clinical practice experiences to assure we are meeting the needs of the LPN scope of practice.

RESOURCE IMPLICATIONS

NOTE: General "budget asks" are included in the 3-year Comprehensive Review. Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.

BUDGET ASKS

For budget ask in the allowed categories (see above):	
Describe the needed item(s) in detail.	None
Include estimated cost(s) and timeline(s) for procurement.	
Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u> : http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf	

PART 3: LEARNING OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on CLO (course learning outcomes) or PLO (program learning outcomes) assessments conducted in AY17-18.

Evidence of Industry Validation and Participation in Assessment (for CTE programs only)

Provide documentation that the program has submitted evidence and achieved certification or accreditation (if applicable) from an organization granting certification/accreditation in the program’s industry/profession. If the program/degree/certificate does not have a certifying body, you must submit evidence of the program’s advisory committee’s/board’s recommendations for, approval of, and/or participation in the program’s assessment(s).

Please attach copy of industry validation for the year under review.

Courses Assessed

List all program courses assessed during AY17-18, including Initial and “Closing the Loop” assessments.			
Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO#s)	PLO alignment (PLO#s)
NURS 101	Fall	CLOs 1,3,4	PLOs 1,2,3,4,5
NURS 120	Fall	CLOs 1,2,3,4	PLOs 1,2,3,4,5,6,7
NURS 122	Spring	CLOs 1,2,3,4,5	PLOs 1,2,3,4,5,6,7
NURS 126	Summer	CLOs 1,2,3,4,5,6,7	PLOs 1,2,3,4,5,6,7
NURS 128	Summer	CLOs 1,2,3,4,5,6	PLOs 1,2,3,4,5,6,7
“Closing the Loop” Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO#s)	PLO alignment (PLO#s)
CTL in progress for all courses assessed AY 2107-18			

Assessment Strategies

For each course assessed in AY17-18 listed above, provide a brief description of the assessment strategy, including:

- a description of the type of student work or activity assessed (e.g., research paper, lab report, hula performance, etc.);
- a description of how student artefacts were selected for assessment (e.g., the assessment included summative assignments from all students in the course, OR a sample of students' summative assignments was randomly selected for assessment based on a representative percentage of students in each section of the course);
- a brief discussion of the assessment rubric/scoring guide and the criteria/categories and standards used in the assessment.

Course Alpha/#:

NURS 101:

Final exam: 40 multiple choice questions with focus on ethics and legal nursing concepts; nursing role / standards of practice / Nurse Practice Act, leadership styles, and conflict management.

Assessment was an open book exam during finals week Monday, December 11-15, 2017.

Students were instructed to take the test alone as the questions were from a pool of questions for each category and each student would technically get a different final.

Goal #1: students will be able to achieve 75% or above on each question on the final.

Goal #2: students will score 80% or above as total grade on final exam.

Goal #3: 80% of students will score above 75% on 4 content areas on final

- Ethics and legal nursing concepts
- Nursing role / standards of practice / Nurse Practice Act
- Leadership / Management concepts
- Managing patient care / managing conflict

NURS 120:

Assessment Technologies Institute (ATI) Fundamentals Proctored Exam, PN Fundamental coordinated care and Health Promotion and Maintenance.

100% of students take the exam. Scores are for first-time testing. ATI Nursing Education is nationally recognized system for high stakes test preparation (such as NCLEX). Nursing content experts and degreed psychometricians write the exams. We are able to assess how our students rank nationwide.

Goal #1:

75% will achieve Level 2 or higher on ATI-PN Fundamental content mastery proctored exam for PN Fundamentals.

Goal #2:

As a group, score at least 70% for each Nursing Process outcome
ATI rubric used.

Course Alpha/#:

NURS 122:

Assessment Technologies Institute (ATI) PN Medical Surgical Proctored Exam, utilizing Coordinated care and Health promotion and maintenance.

100% of students take the exam. Scores are for first-time testing. ATI Nursing Education is nationally recognized system for high stakes test preparation (such as NCLEX). Nursing content experts and degreed psychometricians write the exams. We are able to assess how our students rank nationwide.

Goal #1:

70% will achieve Level 2 or higher on ATI-PN Medical Surgical content mastery proctored exam for PN Medical Surgical.

Goal # 2:

As a group, score at least 70% for each nursing process
ATI rubric used.

Course Alpha/#:

NURS 126:

Assessment Technologies Institute (ATI) PN Content mastery proctored PN Nursing Care of Children utilizing Level outcomes and nursing process outcomes.

100% of students take the exam. Scores are for first-time testing. ATI Nursing Education is nationally recognized system for high stakes test preparation (such as NCLEX). Nursing content experts and degreed psychometricians write the exams. We are able to assess how our students rank nationwide.

Student Achievement Goals:

Goal #1:

70% will achieve Level 2 or higher on ATI-LPN content mastery proctored exam for PN Nursing Care of Children.

Goal #2:

As a group, score at least 70% for each Nursing Process Outcome

NURS 128:

Assessment Technologies Institute (ATI) PN Maternal Newborn 2017 Proctored Exam.

100% of students take the exam. Scores are for first-time testing. ATI Nursing Education is nationally recognized system for high stakes test preparation (such as NCLEX). Nursing content experts and degreed psychometricians write the exams. We are able to assess how our students rank nationwide.

Goal 1: 100% of the PN student cohort (n=9) will meet the benchmark of Level 2 or higher.

Goal 2: As a group, score 65% or higher in the major content areas: Safety and Infection Control, Health Promotion and Maintenance, Basic Care and Comfort, Pharmacological Therapies, Reduction of Risk Potential, and Physiological Adaptation.

Course Alpha/#:

Expected Levels of Achievement

For each course assessed in AY17-18 listed above, state the standard (benchmark, goal) for student success for each CLO assessed AND the percentage of students expected to meet that standard for each CLO.

Example: "CLO#1: The standard for student success is that students will answer 80% of the questions on the final exam related to CLO#1 correctly. The expectation is that 85% of students will meet this standard for CLO#1."

Example: "CLO#4: The standard for student success is that students will be able to perform skills associated with CLO#4 with 80% proficiency. The expectation is that 75% of students will meet this standard for CLO#4."

Assessed Course Alpha, No., & Title	Assessed CLO#	Standard for Success	% of Students Expected to Meet Standard
See above			

Results of Course Assessments

For each course assessed in AY17-18 listed above, provide:

- a statement of the quantitative results;
- a brief narrative analysis of those results.

Course Alpha/#:

NURS 101:

Goal #1: students will be able to achieve 75% or above on each question on the final.

This goal was not met as there were several questions where the same questions were answered incorrectly.

Question regarding conflict management:

- students had more difficulty with questions which included:
 - hierarchy of what to discuss first in what circumstance with assistive personnel who were not completing tasks.
 - answers requiring the nurse demonstrating assertive behaviors
 - answers that would require the nurse to directly solve the issue with the person at hand.

Leadership and Management:

- Function of nurse manager
- Best role is emergency (autocratic)

Legal and Ethical

- Policy & Procedure versus regulatory law

Role of PN / Scope of practice

- Role of teaching PN/RN
- Monitoring acute / unstable patients

Goal #2: students will score 80% or above as total grade on final exam.

All 10 students or 100 % of the students scored above 80% on the final exam. Goal was met.

Goal #3: 80% of students will score above 75% on 4 content areas on final

- Ethics and legal nursing concepts
 - (90% students scored above 75% on total content area)
- Nursing role / standards of practice / Nurse Practice Act
 - (93% students scored above 75% on total content area)
- Leadership / Management concepts
 - (71% students scored above 75% on total content area)
- Managing patient care / managing conflict
 - (66% students scored above 75% on total content area)

NURS 120:

Goal #1

30.0 % achieved a Level 2 or higher in this ATI content. This is short of 70.0 % target. ATI analysis of the group revealed several content areas needing enhancement. The major group of contents are as follows:

Coordinated of Care = 80.0%

Safety and Infection Control = 60.8%

Health Promotion and Maintenance = 58.3%

Psychosocial Integrity = 71.3%

Basic Care and Comfort = 57.7%

Pharmacological Therapies = 53.3%

Reduction of Risk Potential = 44.0%

Physiological Adaptation = 45.0%

* The highlighted areas will be addressed in the action plan.

This may also identify a need for more effective strategies in preparation for exam.

Goal #2:

This cohort scored below 70% target in all outcomes associated with the nursing process. This may indicate a need to better relate the nursing process with the content and embed in instruction. The nursing process involves critical thinking/reasoning and making decisions that

students are in the process of establishing in the nursing program. These concepts are introduced in NURS 120.

ATI Proficiency Level	% and # of Group at Proficiency Level (n=10)	Target 70% at Level 2 or higher
Level 3	0	30.0%
Level 2	30.0%(3)	
Level 1	60% (6)	63.8%
Below Level 1	3.8% (1)	

Course Alpha/#:

NURS 122:

Goal #1:

44.4 % achieved a Level 2 or higher in this ATI content. This score falls below 70.0 % target. ATI analysis of the group showed a number of contents needing improvement. The major group of contents are as follows:

- Coordinated of Care = 81.9%
- Safety and Infection Control = 61.1%
- Health Promotion and Maintenance = 61.1%
- Psychosocial Integrity = 72.2%
- Basic Care and Comfort = 57.7%
- Pharmacological Therapies = 52.6%
- Reduction of Risk Potential =59.7%
- Physiological Adaptation = 55.6%

This may also identify a need for more effective strategies in preparation for exam. The student who scored Below Level 1 states she was having problems with her parents and because of it she is unable to concentrate on studying. She eventually moved out from her parents’ home. Four students who scored Level 1 did not prepare for the exam.

Goal #2:

This cohort scored below 70% target in all outcomes associated with the nursing process. This may indicate a need to better relate the nursing process with the content and embed in instruction. The nursing process involves critical thinking/reasoning and making decisions that students are in the process of establishing in the nursing program.

Course Alpha/#:

NURS 126:

Goal #1:

33.3 % attained a Level 2 or higher. The target of 70% was not achieved.

Detailed analysis of the ATI group report identifies content areas needing development. The following outlines group performance in the major content areas:

Safety and Infection Control=66.7%

Health Promotion and Maintenance=66.7%

Psychosocial Integrity=63.0%

Basic Care and Comfort= 47.6%

Pharmacological Therapies=66.7%

Reduction of Risk Potential=70.4%

Physiological Adaptation=68.7%

This may also identify a need for more effective strategies in preparation for the exam.

Students who scored Level 1 and one Below Level 1 stated the following “the test was hard”, the questions are not the same from the book and the practice A and B exams we took”, and “I’m tired I worked all weekend”. One of the students who scored a level 1- said, “I don’t understand I did my remediation template and focused review”.

Goal #2:

This cohort scored and achieved the target score of 70% in planning and evaluation of the nursing process. This may indicate that there was enough content on these areas given to them in class. In the future, students’ scores could be improved in these areas by providing case studies that involve the student’s nurse ability to contribute in developing a plan of care and in evaluating a client’s response to nursing interventions.

The cohort scored below the 70% target in data collection and implementation/therapeutic nursing intervention outcomes associated with the nursing process. This may indicate a need to relate the nursing process with the emphasis on these content areas and embed them in instruction.

The mixed results of the nursing process may be a reflection of the student's limited opportunity to apply their knowledge in data collection and implementation in the clinical area.

ATI Proficiency Level	% and # of Group at Proficiency Level (n=9)	Target 70% at Level 2 or higher
Level 3	11.1% (1)	33.33%
Level 2	22.2% (2)	

Level 1	33% (3)	66.67%
Below Level 1	33% (3)	

NURS 128:

Goal 1:

66.6% of the cohort attained a Level 2 or higher. This does not meet the goal of 100%. However, this cohort did very well on this exam when looking at National scores. This cohort ranked in the 88th percentile Nationally. This cohort's group score was 66.7% above the group National mean of 58.7%.

Goal 2:

The cohort scored above 65% in all major content areas except:

- PN Basic care and Comfort- 60.0%
- PN Pharmacological Therapies- 64.2%
- PN Physiological Adaptation- 57.8%

Although this cohort did not meet the goal of 65% for these content areas, their scores are still respectable when looking at the National Mean. In addition, the identified areas had a small number of questions compared to the content areas where they scored well. This aligns with NCLEX-PN content.

ATI Proficiency Level	% and # of Group at Proficiency Level (n=9)	Target 100% at Level 2 or higher
Level 3	76.0%-100% (3)	66.6%
Level 2	64.0%-74.0% (4)	
Level 1	44.0%-62.0% (3)	33.3%
Below Level 1	0.0%-42.0% (0)	
Adjusted Group Score	66.7%	
Group National Mean	58.7%	
Group National Percentile Rank	88	

Course Alpha/#:

Other Comments

Include any additional information that will help clarify the program's course assessment results, successes and challenges.

Challenges for the CA-PRCN program is the lack of interest in this level of nursing practice. Most who apply to our programs are applying for the RN program. Very few, 4-out of ~90- applications, applied to only the PN program during our last application cycle. This poses a problem in that the graduates of PN cohorts are transitioning into the RN program and potentially never working as a PN. The LPN/LVN scope of practice has always been a topic of discussion in nursing education.

Discuss, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special evaluations, or other assessment instruments that are not discussed elsewhere in this report.

Next Steps – ASSESSMENT ACTION PLAN for AY18-19

Describe the program’s intended next steps to improve student learning, based on the program’s overall AY17-18 assessment results.

Include any specific strategies, tactics, activities or plans for improvement in program or course assessment practices, methods or tools, rubrics, schedules, etc.

Action Item 1:

Plan to review current sequencing of courses in CA-PRCN program. Considering moving the specialties (OB and Pediatrics) from the Summer semester to the Spring semester. This would allow the Summer semester to have a capstone medical/surgical course, which would provide a better foundation for practice.

Action Item 2:

Review current clinical practice experiences to assure we are meeting the needs of the LPN scope of practice.

To address the low scores on the ATI proctored exams noted in this report, we have implemented a more robust preparation and remediation process. We will analyze ATI content exam scores for the cohort graduating in July 2019 to see if this strategy has been effective.

PART 4: ADDITIONAL DATA

Cost Per SSH (to be provided by Admin)

Please provide the following values used to determine the total fund amount and the cost per SSH for your program:

General Funds = \$ _____
Federal Funds = \$ _____
Other Funds = \$ _____
Tuition and Fees = \$ _____

External Data*

If your program utilizes external licensures, enter:

NCLEX-PN first-time pass rates	2017	2018
# of PN First Time Test Takers	9/9	7/9
Haw CC PN First Time Pass Rate	7/9 77%	7/7 100%
NCSBN National Pass Rate for NCLEX-PN First Time Test Takers	84.63%	85.91%

Number sitting for an exam _____

Number passed _____

***This section applies to NURS only.**