

Associate in Science Degree in Nursing



2020

ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®
HAWAII
COMMUNITY COLLEGE

1. Program or Unit Description

Hawai'i CC Mission	Nursing & Allied Health Mission
To promote lifelong learning, Hawai'i Community College will emphasize the knowledge and experience necessary for Kauhale members to pursue academic achievement and workforce readiness. Aligned with the mission of the UH Community Colleges, we are committed to serving all segments of our Hawai'i Island community.	To educate and prepare clinically competent nurses who provide compassionate patient-centered care and collaborate within the healthcare team to serve the diverse healthcare needs of our Hawai'i Island community. We strive to deliver quality nursing education while creating an empowered learning community that inspires lifelong professional growth.
Hawai'i CC Vision	Nursing & Allied Health Vision
Our Kauhale of lifelong learners will be productive and engaged citizens capable of meeting the complex challenges of our island and global communities.	We are committed to engaging members of our Kauhale, who have the passion and fortitude to become nurses, to develop sound clinical judgement and emerge as leaders within the profession of nursing focused on the health and well-being of our island community and beyond.

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.

This is the last cohort completing this curriculum sequencing. The new sequencing commenced in Fall 2019 with the first graduating cohort Spring 2021.

2. Analysis of the Program/Unit

RN First-Time NCLEX Pass Rates	*2018	*2019	2020
# of RN First-Time Test Takers	25	24	26
Hawaii CC First-Time Pass Rates	23/25 92%	19/24 79%	21/26 81%
NCSBN National Pass Rate for NCLEX-RN First-Time Test Takers	88.29%	88.29%	Not Available
Program Completion	31enrolled 25 graduated 81%	30 enrolled 24 graduated 80%	29 enrolled 29 graduated 100%

****HI Board of Nursing Data***

According to the 2020 ARPD Data for the ASN program, the overall health call is "Healthy". The ARPD Data is historically not in alignment with the data collected by the program. The table above displays AS-NURS program success in terms of on-time program completion and RN First-Time NCLEX pass rates. All graduates who obtained licensure and chose to seek employment did get hired within 6 months of licensure. The 2020 pass rate data is collected by the program director and reflects those graduates who have tested thus far. There are still ASN grads that have not tested. We expect to see an improvement in the 2020 first-time pass rates due to increased participation in the ATI NCLEX-RN Review, however some students delayed their testing date into December 2020, which may affect their ability to pass.

This will be the last APR reporting on the old curriculum sequencing and PLOs. A revised curriculum content and sequencing was implemented in Fall 2019. Future APR/CPRs will reflect the effectiveness of these changes. We believe this new curriculum is better sequenced and the content revised to better facilitate students in meeting the CLOs and PLOs. This should also translate into improved NCLEX-RN pass rates.

In fall 2019 we enrolled an LPN-to ASN cohort of 8 students. This allows those individuals that are Practical Nurses with an active license, advanced placement into the 2nd year ASN program. Data collected in May 2021 to complete our Systematic Plan of Evaluation (SPE), will provide an analysis of how this cohort performed and if we were effective in facilitating student success in meeting the PLOs.

3. Program Student Learning Outcomes or Unit/Service Outcomes

a). List of PLOs:

PLO 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.

PLO 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 healthy individuals and individuals with complex disorders who need the expert care of a professional nurse.

PLO 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.

PLO 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.

PLO 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.

PLO 6: Demonstrate professional behaviors and practice within the legal and ethical framework of professional nursing.

PLO 7: Utilize self-reflection to analyze personal practice and experiences for ongoing learning and professional growth.

b). PLOs Assessed:

For nursing programs, **all** PLOs are assessed annually.

c). Assessment Results:

To assess end-of-program PLOs, we use a combination of assessment results from Assessment Technologies Institute (ATI) Content Mastery Series. This provides a very detailed assessment of the individual disciplines within nursing (i.e. medical-surgical, pediatrics, etc...) allowing for an evaluation of not only whether the student meets the PLOs, but is also prepared to take NLCEX-RN. This analysis demonstrates growth in some areas that were in need of development. However, we are not seeing an overall increased predicted probability of passing NCLEX-RN the first time. We believe the revised curriculum content and sequencing will translate into improved Comprehensive Predictor (CP) performance in the future. The revised curriculum provides more succinct and appropriately leveled content. Please see a detailed analysis of the old PLOs for 2019 & 2020 using the link below.

[ASN Systematic Plan of Evaluation \(SPE\)](#)

d). Changes as a Result of Assessment:

A revised ASN curriculum has been implemented starting Fall 2019. Assessment data collected from annual SPEs were utilized to develop the new curriculum. The first graduating cohort in May 2021 will include the generic ASN student cohort and our advanced placement LPN-to-ASN student cohort. Annually in May, we conduct the SPE using the same evaluation methods describe in the link above, but using the new PLOs.

4. Action Plan

As noted above, our action plan from previous assessments (revised ASN curriculum) has been implemented. First opportunity to evaluate/assess the revised PLOs will occur with the 2021 APR. For Perkins core indicators, we usually do not meet the Core Indicator related to underrepresented student participation. For nursing, this would be men in nursing. Our admission

procedures/policies are not gender specific. The number of male applicants varies year-to-year. We do promote "men in nursing" at career fairs.

5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial)

I am NOT requesting additional resources for my program/unit.