

Certificate of Achievement in Practical Nursing



ANNUAL REPORT OF PROGRAM DATA **2021**

July 1, 2020, through June 30, 2021



UNIVERSITY of HAWAII®
HAWAII
COMMUNITY COLLEGE

1. Program or Unit Description

Program or Unit Mission or Purpose Statement

Program Description

The Certificate of Achievement in Practical Nursing program (CA-PRCN) prepares students for entry-level practice as a Licensed Practical Nurse (LPN) in a variety of healthcare settings. Upon completion of the program, graduates are eligible to take the National Council Licensure Exam for Practical Nursing (NCLEX-PN). LPNs provide care within their scope of practice under the supervision of a health care provider or Registered Nurse. The Certificate of Achievement in Practical Nursing program requires two semesters and a summer session of coursework in practical nursing (29 credits) and 17 credits of non-nursing prerequisite courses for a total of 46 credits.

Program Mission and Vision

Table1

Hawai'i Community College and Hawai'i Community College Nursing and Allied Health Division Mission and Vision Alignment

Hawai'i Community College (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 Community College (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.

What is the target student or service population?

The target student population is anyone interested in working with a diverse population and their families in a variety of health care settings under the supervision of a physician or registered nurse. The CA-PRCN program is approved by the Hawai'i State Board of Nursing.

2. Analysis of the Program/Unit

Table 2

Hawai'i State Board of Nursing (BON) and National Council of State Boards of Nursing (NCSBN) NCLEX-PN Reports and Program Completion

PN First-Time NCLEX Pass Rates	BON Report Yr./Date: 2019 Summer 2019	BON Report Date: 10/01/20 to 3/03/21 PRCN /LPN Graduates Summer 2020	BON Report Dates: 09/14/21 PRCN /LPN Graduates Summer 2021
# Of PN First-Time Test Takers	9	10	2
Hawai'i CC First-Time Pass Rates	7/9 78%	9/10 90%	2/6 33%
NCSBN National Pass Rate for NCLEX-PN First-Time Test Takers	85.63%	83.08%	79.33% (From last report June 2021)
Program Completion	10 enrolled 10 graduated 100%	10 enrolled 10 graduated 100%	7 enrolled 6 graduated 85.7%

The above table consists of the Hawai'i State BON reports on Hawai'i CC CA-PRCN program success in LPN First-Time NCLEX pass rates, and NCSBN National Pass Rate for NCLEX-PN First-Time Test Takers reports, and CA-PRCN program completion from 2019 to 2021.

LPN First-Time NCLEX Pass Rates

In 2019, the Hawai'i CC first-time NCLEX-PN was 78% and did not meet the NCSBN National Pass Rate of 85.63%. In 2020, the program was at 90% and exceeded the NCSBN National pass rate of 83.08%. The 2020 cohort was provided test-taking strategies sessions and attended the Assessment Technologies Institute (ATI) Comprehensive Live NCLEX examination, which could have contributed to the group's success in passing the NCLEX-PN licensure examinations. The 2021 CA-PRCN graduates are in progress of taking their NCLEX-PN licensure

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examination. To date, two (2) 2021 CA-PRCN graduates took their examinations and passed. The 33% Hawai'i CC first-time pass rate is preliminary data and will likely change.

Program Completion

The above table includes the CA-PRCN program's completion reports collected by the program's nurse administrator. The program completion is calculated as the total number of students enrolled from the program's first semester to the total number of students who completed the CA-PRCN program. The program typically admits ten (10) students every fall semester. In 2019 and 2020, the program's completion was at 100%. In 2021, there were fewer CA-PRCN applicants, and the program started with only seven (7) students. The decreased number of CA-PRCN applicants could be attributed to the COVID-19 fear and challenges. Out of seven (7) students, only six (6) students completed the program.

a) Discuss the Program's or Unit's strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program's Quantitative Indicators or comparable unit developed measures or program-developed metrics from the previous three years or the full period covered in this Review if more than three years. Include a discussion of relevant historical-trend data on key measures (i.e., last three or more years).

Table 3

University of Hawai'i Community College (UHCC) Annual Reports of Program Data (ARPD) 2019-2021

<u>2019 ARPD</u>	<u>2020 ARPD</u>	<u>2021 ARPD</u>
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The above table provides URLs and links to 2019, 2020 and 2021 ARPD.

Table 4

ARPD Health indicators

Health and Indicators	<u>2019 ARPD</u>	<u>2020 ARPD</u>	<u>2021 ARPD</u>
Overall Program Health	Healthy	Healthy	Healthy
Demand Indicators	Healthy	Healthy	Healthy
Efficiency Indicators	Healthy	Progressing	Progressing
Effectiveness Indicators	Progressing	Healthy	Healthy

Annual Reports of Program Data

Figure 1

Below is the Hawai'i CC CA-PRCN 2021 Quantitative Indicators.

College: **Hawai'i Community College**

Program: **Nursing: Practical Nursing**

Status: Report Complete

Program Quantitative Indicators

Overall Program Health: **Healthy**

Workforce Alignment: Classification of Instructional Programs (CIP) -to- Standard Occupational Classification (SOC)

Nursing: Practical Nursing
CIP Code = 51.3901

29-2061 - Licensed Practical and Licensed Vocational Nurses

Strengths

According to the [2021 ARPD Data for CA-PRCN](#), the overall program health is "Healthy." The Hawai'i State job market trends for LPNs are projected to increase. It was reported there were 1,118 job openings in 2019, a decrease of need in 2020 to only 968 job openings, and this year it was estimated 1,026 job openings for an LPN. Salaries for LPNs in Hawai'i State average \$54,163, above the national average of \$50,086.

Figure 2

Demand Indicators: *Healthy*

#	Demand Indicators	2018 - 19	2019 - 20	2020 - 21	Demand Health
1.	New & Replacement Positions (State)	101	97	140	Healthy
2.*	New & Replacement Positions (County Prorated)	16	14	21	
3.	Number of Majors	14	10	7	
3a.	Number of Majors Native Hawaiian	5	2	0	
3b.	Fall Full-Time	6%	100%	100%	
3c.	Fall Part-Time	94%	0%	0%	
3d.	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e.	Spring Full-Time	17%	0%	0%	
3f.	Spring Part-Time	83%	100%	100%	
3g.	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4.	SSH Program Majors in Program Classes	199	200	140	
5.	SSH Non-Majors in Program Classes	171	162	60	
6.	SSH in All Program Classes	370	362	200	
7.	FTE Enrollment in Program Classes	12	12	7	
8.	Total Number of Classes Taught	9	8	4	

NOTE: New & Replacement jobs updated ([View Methodology](#)).

Demand indicators for three years are Healthy. All indications seem to point to the high demand for highly skilled CA-PRCN/LPN graduates. The replacement position numbers are twenty-one. However, the concern with the LPN program continues. Most, if not all that apply, seek the

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Associate of Science in Nursing (ASN) or/and Bachelor of Science in Nursing (BSN) programs. Students apply for the LPN program to make the first step toward becoming a Registered Nurse by entering an ASN or BSN program. For the Fall 2020 application cycle (2021/0721 Cohort), only four (4) applicants out of 112 were applying only to the CA-PRCN program.

Figure 3

Effectiveness Indicators: Healthy

#	Effectiveness Indicators	2018 - 19	2019 - 20	2020 - 21	Effectiveness Health
17.	Successful Completion (Equivalent C or Higher)	82%	77%	97%	Healthy
18.	Withdrawals (Grade = W)	7	13	0	
19.*	Persistence Fall to Spring	69%	100%	100%	
19a.	Persistence Fall to Fall	6%	0%	0%	
20.*	Unduplicated Degrees/Certificates Awarded	9	10	10	
20a.	Degrees Awarded	0	0	0	
20b.	Certificates of Achievement Awarded	9	10	10	
20c.	Advanced Professional Certificates Awarded	0	0	0	
20d.	Other Certificates Awarded	0	0	0	
21.	External Licensing Exams Passed ¹				
22.	Transfers to UH 4-yr	4	0	2	
22a.	Transfers with credential from program	3	0	0	
22b.	Transfers without credential from program	1	0	2	

¹ Campus to include in program analysis if applicable.

Effectiveness Indicators for two years are Healthy. The successful completion is 97% for 2020-21. In the 2020 annual report, it was reported that there were 13 withdrawals. The data was incorrect, and the CA-PRCN/LPN in 2020 did not have any students withdraw from the program.

Weakness

Figure 4

Efficiency Indicators: Progressing

#	Efficiency Indicators	2018 - 19	2019 - 20	2020 - 21	Efficiency Health
9.	Average Class Size	17	18	9	Progressing
10.*	Fill Rate	90.6%	94.7%	91.9%	
11.	FTE BOR Appointed Faculty	2	2	2	
12.*	Majors to FTE BOR Appointed Faculty	7	5	4	
13.	Majors to Analytic FTE Faculty	14	10	7	
13a.	Analytic FTE Faculty	1	1	1	
14.	Overall Program Expenditures	\$524,316	\$542,181	\$607,899	
14a.	General Funded Budget Allocation	\$499,533	\$518,036	\$569,420	
14b.	Special/Federal Budget Allocation	0	0	\$23,274	
14c.	Tuition and Fees	\$24,783	\$24,145	\$15,205	
15.	Cost per SSH				
16.	Number of Low-Enrolled (<10) Classes	2	0	2	

The Efficiency Indicators were healthy in 2019 and 2020 and progressing in 2021. The average CA-PRCN/LPN class size is ten (10) students. However, we had only seven (7) students who enrolled in the CA-PRCN Fall 2020.

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There is only one (1) FTE BOR Appointed Faculty (9 months) to teach Fall and Spring semesters. The summer semester was taught by a shared (faculty who teaches in the CA-PRCN/LPN and ASN program) FTE BOR 11 months Appointed Faculty, who serves as the Division Chair for the program. The fill rate decreased to 91.9% from 94.7%.

A career ladder-type pathway was not created as reported from the last annual report due to many changes and challenges the program faced. Among these changes and challenges were faculty shortage (due to faculty resignations, retirements, and University of Hawai'i System "hiring freeze"), changes in teaching modality (hybrid teaching where some were conducted through Zoom and most were face-to-face instruction), and the COVID-19 pandemic challenges.

CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level in the year of this Review.

The program did not meet the Perkins Indicators of nontraditional participation/completion. The number of men in nursing varies from cohort to cohort. We do not choose applicants based on gender. We continue to recruit in career fairs at local high schools.

Discuss significant program or unit actions and activities over the year of this Review. Include new certificate(s), stop outs, gain/loss of position(s), organizational changes, changes in unit operations or responsibilities, etc. Include a discussion of external factors affecting the program or unit.

Significant program or unit actions and activities over the year of this Review

The CA-PCRNL/LPN program is paused, and the nursing division did not admit students for the Fall 2021 application cycle, as previously planned. The division was unable to increase enrollment into the ASN program since we still have a faculty shortage. Two (2) out of five (5) nursing positions were allocated into other programs. Increasing the number of students in our program is also inappropriate due to restrictions and limitations of students' presence in healthcare agencies. The current faculty shortage will not allow us to continue working on a curriculum modification that will accommodate a "career ladder" type of scaffolding.

Data from Assessment Technologies Institute (ATI) Comprehensive Predictors

ATI offers many tools that nursing programs use to predict student success. The ATI assessment tools help students and nursing schools determine the area of focus for students to pass the NCLEX-RN and PN. ATI is used in our program to predict the probability of passing NCLEX-PN for the first attempt.

Goal: Student to score 90% or higher predicted probability of passing NCLEX-PN on the First Attempt.

Comprehensive Predictor (CP) Results in 2021 (0721) PN cohort (n=6):

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Three (3) students scored 90% predicted probability of passing NCLEX-PN. Therefore 50% met the benchmark, which is the same as last year's predictor assessment.

CP Results in 2020 (0720) PN cohort (n=10):

Five (5) students scored 90% predicted probability of passing NCLEX-PN. So, 50% at the benchmark.

CP for 2019 (0719) cohort (n=10):

Three (3) students scored 90% predicted probability of passing NCLEX-PN. So, 30% at the benchmark.

The CA-PRCN program has not met the goal of 90%. Faculty continue to find ways to reach 90% or higher predicted probability of passing NCLEX-PN on the First Attempt. The expectations of 90% and above probability might be too high.

3. Program Learning Outcomes (PLO) or Unit/Service Outcomes

a) List of the nursing LPN program's PLOs and their alignment to the College's Institutional Learning Outcomes (ILOs).

PRCN PLO 1: Retrieve, integrate and apply relevant and reliable information, concepts from multidisciplinary and standards of nursing as the basis for evidence-based nursing care.

Linked Institution Outcomes

ILO2: Utilize critical thinking to solve problems and make informed decisions.

ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

ILO6: Contribute to sustainable environmental practices for personal and community well-being.

PRCN PLO 2: 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.

Linked Institution Outcomes

ILO2: Utilize critical thinking to solve problems and make informed decisions.

ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

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ILO6: Contribute to sustainable environmental practices for personal and community well-being.

PRCN 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.

Linked Institution Outcomes

ILO1: Communicate effectively in a variety of situations.

ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.

ILO6: Contribute to sustainable environmental practices for personal and community well-being.

PRCN PLO 4: Communicate and function as a member of a multidisciplinary health care team.

Linked Institution Outcomes

ILO1: Communicate effectively in a variety of situations.

ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.

ILO6: Contribute to sustainable environmental practices for personal and community well-being.

PRCN PLO 5: 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.

Linked Institution Outcomes

ILO1: Communicate effectively in a variety of situations.

ILO2: Utilize critical thinking to solve problems and make informed decisions.

ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.

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ILO6: Contribute to sustainable environmental practices for personal and community well-being.

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

Linked Institution Outcomes

ILO1: Communicate effectively in a variety of situations.

ILO2: Utilize critical thinking to solve problems and make informed decisions.

ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.

ILO6: Contribute to sustainable environmental practices for personal and community well-being.

PRCN PLO7: Utilize self-reflection to evaluate their nursing effectiveness and personal experiences for ongoing learning and growth.

Linked Institution Outcomes

ILO1: Communicate effectively in a variety of situations.

ILO2: Utilize critical thinking to solve problems and make informed decisions.

ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

b). List of the PLOs that were assessed in the period of this review and courses that have been assessed in the period of this review.

The CA-PCRPN PLOs listed above were assessed annually. The courses that were assessed in the period of this review were Nurs 120 Practical Nursing I, Nurs 122 Practical Nursing II, Nurs 126 Child Health, and Nurs 128 Maternal Nursing. All courses Course Learning Outcomes (CLO's) are aligned to the program PLOs.

The tables below illustrate how each course of the CA-PRCN program was aligned.

NURS 120 - PRACTICAL NURSING I Course Learning Outcomes (CLOs)	CA-PRCN Program Outcomes (PLOs)
"CLO 1: Demonstrate the ability to carry out, accurately document, identify and report significant nursing assessment findings and use nursing diagnoses statements concerning adult clients they care for in the clinical setting."	PLOs 1, 2, 3, 4
"CLO 2: Implement total basic nursing care at the licensure level to at least one cooperative adult weekly in the clinical setting."	PLOs 1, 2, 3, 4, 5, 6
"CLO 3: Complete introspective self-reflections documenting their learning, nursing care, and professional communication challenges weekly."	PLOs 1, 5, 6, 7
"CLO 4: Correctly identify issues encountered in clinical practice as either legal or ethical and subsequently subtype the issue correctly."	PLOs 4, 6, 7

NURS 122 - PRACTICAL NURSING II Course Learning Outcomes (CLOs)	CA-PRCN Program Outcomes (PLOs)
"CLO 1: The student will retrieve, integrate, apply and manage course information and concepts from nursing and other disciplines to demonstrate a basic understanding of adult medical/surgical health theory and practice."	PLO 1
"CLO 2: The student will collect, analyze, plan, develop, prioritize, provide, document and evaluate client-centered, effective and safe basic nursing care for up to 6 to 8 adult clients with stable health conditions."	PLOs 1, 2, 4, 5
"CLO 3: The student will develop client-centered relationships with adult clients which incorporates the client's point of view, cultural values, health beliefs and healing practices."	PLOs 1, 2, 3, 6
"CLO 4: The student will effectively communicate and collaborate as a novice member of the health care team to ensure effective outcomes and continuity of nursing care."	PLOs 1, 2, 3, 4, 5, 6
"CLO 5: The student will demonstrate professional behaviors and function as a client advocate while practicing within the legal and ethical scope of a Practical Nursing student."	PLOs 1, 2, 3, 4, 5, 6, 7
"CLO 6: The student will utilize self-reflection to evaluate their own attitudes, knowledge and skill comfort level to self-identify areas for improvement to enhance nursing care effectiveness."	PLOs 1, 6, 7

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NURS 126 - CHILD HEALTH Course Learning Outcomes (CLOs)	CA-PRCN Program Outcomes (PLOs)
"CLO 1: The student retrieves, integrates and applies relevant and reliable information, concepts and standards of nursing as the basis for evidence-based nursing care of children and families."	PLO 1
"CLO 2: The student uses the nursing process as a framework for critical thinking to assess, plan, prioritize, implement, and evaluate safe and effective nursing care for children and families with predictable nursing needs."	PLOs 2, 5, 6
"CLO 3: The student demonstrates compassion and caring by developing and maintaining therapeutic relationships with children and families based upon mutuality and respect for the health and healing practices, beliefs and values of the individual, family and community."	PLOs 3, 4, 7
"CLO 4: The student communicates clearly and functions effectively as a member of a multidisciplinary health care team."	PLOs 4, 6
"CLO 5: The student demonstrates the ability to plan and deliver effective health education in predictable situations as an integral part of promotion, maintenance, and restoration of health, management of chronic conditions, and end of life care."	PLOs 5, 6
"CLO 6: The student demonstrates professional behaviors and practice within the legal and ethical framework of licensed practical nursing."	PLO 6
"CLO 7: The student uses self-reflection to evaluate personal experiences and how they contribute to effective performance as a licensed practical nurse."	PLOs 6, 7

NURS 128 - MATERNITY NURSING Course Learning Outcomes (CLOs)	CA-PRCN Program Outcomes (PLOs)
"CLO 1: The student retrieves, integrates and applies relevant and reliable information, concepts and standards of nursing as the basis for evidence-based nursing care of maternal-newborn patients."	PLOs 1, 6
"CLO 2: The student uses the nursing process as a framework for critical thinking to assess, plan, prioritize, implement and evaluate safe and effective nursing care to maternal-newborn patients with predictable nursing needs."	PLOs 2, 5, 6
"CLO 3: The student demonstrates compassion and caring by developing and maintaining therapeutic relationships with maternal-newborn patients and families based upon mutuality and respect for the health and healing practices, beliefs and values of the individual, family and community."	PLOs 3, 4, 7
"CLO 4: The student communicates clearly and functions effectively as a member of a multidisciplinary health care team."	PLOs 4, 6

"CLO 5: The student demonstrates the ability to plan and deliver effective health education in predictable situations as an integral part of promotion, maintenance, and restoration of health, management of chronic conditions, and end of life care."	PLOs 5, 6
"CLO 6: The student demonstrates professional behaviors and practice within the legal and ethical framework of licensed practical nursing."	PLO 6

c) Assessment Results: Assessment Results: provide a detailed discussion of assessment results at the program (PLO) and course (CLO), or unit (UO), levels in the year of this Review. Provide an analysis of how these results reflect the strengths and challenges of the program or unit in meetings its Outcomes

To assess end-of-program PLOs, we continue to use a combination of assessment results from the Assessment Technologies Institute (ATI) Content Mastery Series. This provides a detailed assessment of the individual disciplines within nursing (i.e., medical-surgical, pediatrics, obstetrics and etc.), allowing for an evaluation of not only whether the student meets the PLOs but is also prepared to take NLCEX-PN. This analysis demonstrates growth in some areas that needed development. It also shows an overall increased predicted probability of passing NCLEX-PN the first time.

[Please see the attached detailed analysis from the program's systematic evaluation \(SPE\).](#)

d) Changes that were made as a result of the assessment are explained below. Discussions of changes made as a result of the analysis of assessment results, e.g., to curriculum, instruction, development of student learning opportunities, faculty professional development activities, assessment strategies, etc., are provided.

The overall results of the 0721 CA-PRCN cohort showed a decrease in most of the criteria that were assessed in 2020. The outcomes support the division's decision to pause admission to this program for Fall 2021 due to the college budget deficit. In addition, it was also a response to the administration's call for a plan to help mitigate the deficit. The division did not create a career ladder type curriculum as planned. The program faced many challenges such as decreased faculty, hiring freeze, COVID-19 pandemic challenges, and restrictions such as healthcare agencies putting limitations on the number of students allowed in their facility.

The decrease of students' enrollment in the CA-PRCN program in Fall 2020, only seven (7) students registering in the program Fall 2020, and six (6) students completing the program in Summer 2021, provides evidence that pausing the program is the best strategy.

A change in curriculum is not currently possible due to decreased numbers of faculty and the hiring freeze. It requires considerable time, energy, and research to change and develop a curriculum.

The two (2) faculty who teach in the LPN program maintain required continuing education as mandated by Hawai'i State Board of Nursing (BON) and are active in participating in

professional development opportunities from Hawai'i Community College and the University of Hawai'i system.

4. Action Plan

As described above, we believe this plan aligns with the College's mission and strategic plan in that the CA-PRCN program is not cost-effective, not a sustainable program, and unable to supply the LPN workforce. An in-depth analysis and discussion about planning for re-opening the CA-PRCN Program in the future will be conducted.

The division's goals are to:

- Stabilize our ASN program and assess the new ASN curriculum.
- Recruit and hire full-time faculty.
- Advocate to open the Nursing Laboratory Resource Coordinator position for Hilo/Manono nursing campus, recruit, and hire.
- Continue Kona/Pāalamanui ASN Nursing program.
- Rest the CA-PRCN program for 1-2 years.
- Re-evaluate the need for LPN graduates in the community.

Analysis of Perkins Core indicators for which the program did not meet the performance level in the year of this Review.

For Perkins core indicators, we continue to 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 from year to year. Typically, we have one to two males in the PRCN/LPN Program. We continue to promote "men in nursing" at career fairs and on our [Nursing and Allied Health website](#).

5. Resource Implications -

*** ONE-TIME BUDGET REQUESTS ONLY ***

Detail any ONE-TIME resource requests that are not included in your regular program or unit operating "B" budget, including reallocation of existing resources (physical, human, financial).

*Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

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

I AM requesting additional ONE-TIME resource(s) for my program/unit.

Total number of items being requested: _____ (4 items max.)

*

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

I am NOT requesting changes to the SOC codes/occupations listed for my program.

I am requesting changes to the SOC codes/occupations listed for my program.

[O*Net CIP-SOC Code Look-up](#)

[Hawaii CC - Program & Unit Review Submission portal](#)

<https://hawaii.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run>