

**KAPI‘OLANI COMMUNITY COLLEGE**

**Comprehensive Program Review 2016-2019**

**Nursing – Associate in Science Degree and Practical Nurse programs**

**College Mission Statement**

**Kapi‘olani Community College...**

Provides open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals to the diverse communities of Hawai‘i. Committed to student success through engagement, learning, and achievement, we offer high quality certificates and associate degrees, and transfer pathways that prepare indigenous, local, national, and international students for their productive futures.

## **Part I. Executive Summary of CPR and Response to Previous Program ARPD Recommendations.**

The following action items were completed in the Action Plans for the previous Three-Year Program Review:

The Associate in Science (AS) degree in Nursing (ADN) program applied for reaccreditation in fall 2013. The accrediting body, Accreditation Commission for Education in Nursing (ACEN), granted full accreditation for the next eight years. The program received the following recommendations: Assure the program adheres with national guidelines; ensure that all resources are current including those in the library; ensure that outcome data are specific and measurable; faculty minutes reflect trended data, discussions, and actions; strategies to improve NCLEX passing rates are developed; survey tools for graduate and employer surveys reflect qualitative and quantitative measures; and implement strategies to improve job placement rates.

All the recommendations have been addressed. The American Nurses' Association Standards of Practice and Quality and Safety Education for Nurses (QSEN) pre-licensure knowledge, skills and attitudes competencies are integrated in HSNC curriculum which the AS in Nursing program implemented in fall 2012. Resources in KCC and LCC libraries are current. The department initiated a list of measurable outcomes and evaluation of the outcome measures are reflected in the department's meeting minutes. There is ongoing assessment of graduates' job status and employers' assessment of our graduates. We continue to strategize to improve job placement rates.

The Hawai'i State Nursing Consortium (HSNC) curriculum was successfully implemented in the AS in Nursing program. Assessments and evaluations are ongoing. Preliminary data show that graduates of the HSNC have high NCLEX pass rates.

KCC and its satellite site at LCC have simulation (SIM) labs. All clinical courses (PN and ADN) use the SIM lab to assist students in bridging the gap between theory and nursing practice. Simulation offers an avenue to assess clinical judgment and critical thinking without jeopardizing patient safety. The SIM labs are up-to-date with the latest software with service warranties for 3 years.

The ATI-TEAS exam is used as a screening tool for the ADN and PN admission to the program replacing the NLN entrance exam. Students can take the exam in the testing center in the campus library or other testing sites on O'ahu. ATI is changing its scoring system for the entrance exam and the ADN and PN programs will require an accepting score at or above the proficiency level for all tested areas.

## **Part II. Program Description**

The mission of the Nursing Department at Kapi'olani Community College is to develop practitioners who are safe, caring, competent, and recognize the responsibility for life-long learning. The Nursing Department strives to prepare students for lives of ethical, responsible

community involvement and community engagement. Our mission is to prepare students to meet rigorous employment standards while providing opportunities for those who wish to continue their formal education.

## **1. History**

The nursing department began with the Practical Nursing Program in 1947 when the college was known as Kapi'olani Technical School. In response to community and industry needs, the department has developed various programs to meet workforce demands for different levels of nursing personnel. In 1972, the nurse aide program was established to provide nurse aides in acute care settings. In 1993 the program began graduating long-term care nurse aides to meet community needs. The Associate Science in Nursing (AS in Nursing) Program was transferred from University of Hawai'i-Mānoa to Kapi'olani Community College in 1988 when the University decided to offer only the baccalaureate nursing program. In 1992, the Associate Degree in Science in Nursing program was accredited by National League for Nursing Associate Degree Council. The program continuously receives 8-year accreditations with its most recent accreditation awarded in 2014 by Accreditation Commission for Education in Nursing (ACEN).

The AS in Nursing program expanded in 2010 to include a satellite site at Leeward Community College. Courses are offered at the satellite site based upon available of faculty. The Practical Nursing program created a satellite site at Windward Community College in 2011 and this site was transferred to the Leeward Community College campus in 2015.

In fall 2012, the AS in Nursing program joined the Hawai'i Statewide Nursing Consortium aligning the curriculum with University of Hawai'i at Mānoa, Maui and Kauai nursing programs. The action enabled students to have a seamless transition into UH-Mānoa or the UH- Hilo Bachelor of Science in Nursing (BSN) degree programs.

The college currently offers an Associate Degree in Nursing, LPN to As in Nursing, Certificate of Achievement in Practical Nursing, Certificates of Completion in Long-Term Nurse Aide, Adult Residential Care Home Primary Caregiver for Nurse Aide, and School Health Aide through 2018. In addition, the college offers Certificate of Competence in Surgical Technology as a non-credit program.

## **2. Program Goals**

- to develop practitioners who are safe, caring, competent, and recognize the responsibility for life-long learning.
- to prepare students to meet rigorous employment standards while providing opportunities for those who wish to continue their formal education.

## **3. Occupations for which this department prepares students**

- Registered Nurse
- Licensed Practical Nurse
- Certified Nurse Aide

- Certified Surgical Technician
- School Health Aide (2016-2018)
- Adult Residential Care Home Primary Caregiver

#### **4. Program Student Learning Outcomes**

##### **AS in Nursing**

- Evaluate nursing care based on the legal and ethical framework of the state in which they practice and the American Nurses Association Standard of Practice and Code of Ethics.
- Describe and analyze episodes of clinical practice and self-care; and identify areas of strength and those requiring development.
- Implement evidence-based practice by locating and evaluating the best available evidence in making clinical decisions; and engage in on-going professional growth and self-directed learning in the practice of professional nursing.
- Employ leadership skills in implementing and/or delegating the delivery of safe nursing care to clients and client systems.
- Collaborate with the multidisciplinary team to advocate for clients, client systems, and groups in meeting their health care needs.
- Contribute to the improvement of the health care system through involvement in interdisciplinary activities and choose from a variety of tools in accessing, interpreting, and providing cost-effective nursing care.
- Develop therapeutic relationships based on mutuality, respect, cultural sensitivity, caring, and the beliefs and value systems with the client, client systems and community.
- Communicate professionally, clearly and therapeutically in all interactions.
- Demonstrate clinical judgment in the delivery of safe, cost-effective, quality care, using information and patient care technologies to diverse clients across a wide-range of settings and utilize health promotion, disease prevention, and restorative nursing in assisting clients and client systems to maintain independence.

##### **Revised Program Student Learning Outcomes (2019)**

- Analyze ethical and legal issues while practicing nursing within the health care system.
- Evaluate professional behaviors and self-care to improve nursing practice.
- Provide nursing care that incorporates evidence supported by research.
- Demonstrate leadership in nursing practice.
- Collaborate with multidisciplinary health care team members.
- Participates in making recommendations for improving patient care within the health care system.
- Advocate for the delivery of client-centered care.
- Communicate effectively with clients, families, and health care team.
- Demonstrate effective clinical decision making in the delivery of nursing care.

## 1. Admission Requirements

### NURS: AS in Nursing

Prerequisite courses (23-26 credits) that must be completed prior to application to the program, with a grade of “C” or higher are: ENG 100 or ESL 100; MATH 100 or higher level mathematics course; FAMR 230; ZOOL 141; ZOOL 141L; ZOOL 142; ZOOL 142L; MICR 130; PSY100 or ANTH 200; chemistry (1 year high school or 3 college chemistry credits). Applicants may take the remainder of the General Support Courses prior to entering the AS Nursing program to lessen the credit load during the program. A list of the General Support Courses is located in the “Degree and Certificate Programs” section of KCC AS Arts and Humanities courses.

Effective 2018, students are required to score at the proficiency level or higher in each category of the ATI-TEAS exam.

## 2. Credentials, Licensures Offered

- Licensed Registered Nurse
- Licensed Practical Nurse
- Certified Nurse Aide
- Certified Surgical Technician
- Certified Adult Residential Care Home Primary Caregiver

## 3. Faculty and staff

There are 25 full-time and 5 part-time faculty assigned to the nursing department and two counselors. Faculty that teach 11 months support ADN and PN courses that are offered during the summer session. There are three full-time staff members including one secretary, office assistant, and APT position for instructional support.

## 4. Resources

- KCC campus: 2 classrooms in Kopiko and 2 in Lē‘ahi, 1 SIM lab in Lē‘ahi, 3 labs in Kopiko and 1 in Lē‘ahi.
- LCC satellite campus: 2 classrooms that also serve as labs, 1 simulation lab
- SIM Lab: KCC - 1 SIM Man, 2 SIM Jr, 1 SIM Mom and baby, 2 Nurse Kelly  
LCC – 1 SIM Man, 1 Nurse Kelly
- Low fidelity mannequins: 25 at KCC and 10 at LCC.
- Equipment as appropriate to teach nursing skills
- 25 laptop computers for classroom testing; 8 at LCC.
- Each full time faculty member has their own office space with; share with another faculty member. Each office has a computer and printer.
- Lab resource manager
- Waiting to hire SIM lab manager, currently nursing faculty rotate this position
- Two counselors
- One instructional support (APT) employee

## 5. Articulation Agreements

- There are articulation agreements currently held with the University of Hawai'i at Manoa and University of Hawai'i at Hilo for BSN progression.

**6. Community connections, advisory committees, DOE**

- Annual advisory meetings are held by the nursing department and surgical technology program with leaders of the community from acute care, long-term care, and community-based settings to provide information and feedback about the graduates and community employment needs.
- The counselors regularly attend middle and high school career fairs to showcase nursing as a profession.
- Collaborated with Department of Education and Department of Health to establish the School Health Aide program through 2018.
- Department Chair attends Board of Nursing meetings.
- Attendance at bimonthly Centralized Clinical Placement System (CCPS) meetings to secure and maintain clinical sites for all programs.
- Faculty members are active members of professional nurses' organizations.
- The nursing students have participated in the annual Healthy Campus and community events providing health information.
- Students accompanied by clinical instructors obtain clinical experience at local acute care, rehab centers, long-term care facilities and ambulatory settings.

**7. Off campus Programs**

The ADN programs offer classes at the Leeward Community College satellite site.

**Part III. Curriculum Revision and Review**

Below is a list of courses reviewed during the previous three years. The courses in the ARCH program are currently being reviewed by curriculum committee as well as NURS 211, 320, 360, and 362.. NURS 153, 253, 255, 256, 258 were deleted due to the implementation of the HSNC curriculum.

**AS IN NURSING**

NURS 210 (1/2016)  
 NURS 211 (7/2012)  
 NURS 212 (1/2016)  
 NURS 220 (7/2012)  
 NURS 320 (7/2012)  
 NURS 360 (7/2012)  
 NURS 362 (7/2012)

**Nurse Aide**

NURS 9 (12/15)

**ARCH**

NURS 11  
 NURS 12 (pending)  
 NURS 13 (pending)  
 NURS 14 (pending)

**Part IV. Survey results**

**NURS: AS in Nursing**

- Student satisfaction survey:** The survey tool was updated fall 2014. The survey given in spring 2014 had only one item.

- 1. Rate how well the program prepare you to achieve SLOs:**  
Spring 2016 - 25% adequately prepared, 75% highly prepared;  
Spring 2017 – 71.43% adequately prepared, 28.57% highly prepared  
Spring 2018 - 38.10% adequately prepared, 61.90% highly prepared
  
- 2. Rate the quality of the nursing program**  
Spring 2016- 59.38% excellent, 34.38% good, 6.25% average  
Spring 2017- 40% excellent, 50% good, 10% average  
Spring 2018- 52.17% excellent, 43.48% good, 4.35% average
  
- 3. Rate your satisfaction with the nursing program**  
Spring 2016- 81.82% satisfied, 12.12% somewhat satisfied, 6% neutral  
Spring 2017- 77.78% satisfied, 11.11% somewhat satisfied, 11.11% neutral  
Spring 2018- 86.96% satisfied, 13.04% somewhat satisfied
  
- 4. Rate your satisfaction with nursing faculty**  
Spring 2016- 45.45% satisfied, 45.45% somewhat satisfied, 9% dissatisfied  
Spring 2017- 40% satisfied, 30% somewhat satisfied, 10% somewhat dissatisfied, 20% neutral  
Spring 2018- 56.52% satisfied, 39.13% somewhat satisfied, 4.35% neutral
  
- 5. Rate your satisfaction with student support services**  
Spring 2016- 81.82% satisfied, 3% somewhat satisfied, 3% somewhat dissatisfied, 12.12% neutral  
Spring 2017- 60% satisfied, 20% somewhat satisfied, 20% neutral  
Spring 2018- 91.30% satisfied, 4.35% somewhat satisfied, 4.35% neutral
  
- 6. Rate your satisfaction with the other nursing students**  
Spring 2016- 69.70% satisfied, 21.21% somewhat satisfied, 9% neutral  
Spring 2017- 60% satisfied, 20% somewhat satisfied, 20% neutral  
Spring 2018- 82.61% satisfied, 17.39% somewhat satisfied
  
- 7. Rate your satisfaction with the responsiveness of the program administration to student concerns**  
Spring 2016- 60.61% satisfied, 24.24% somewhat satisfied, 9% neutral  
Spring 2017- 40% satisfied, 50% somewhat satisfied, 10% neutral  
Spring 2018- 73.91% satisfied, 8.70% somewhat satisfied, 4.35% somewhat dissatisfied, 13% neutral
  
- 8. Rate your satisfaction with the program course schedule**  
Spring 2016- 53.13% satisfied, 31.25% somewhat satisfied, 15.63% neutral  
Spring 2017- 20% satisfied, 60% somewhat satisfied, 10% somewhat dissatisfied,

10% neutral

Spring 2018- 52.17% satisfied, 39.13% somewhat satisfied, 8.70% neutral

**9. Rate your satisfaction with fulfilling your expectations**

Spring 2016- 75.76% fulfilled, 18.18% somewhat fulfilled, 6% neutral

Spring 2017- 80% fulfilled, 10% somewhat fulfilled, 10% neutral

Spring 2018- 73.91% fulfilled, 26% somewhat fulfilled

**10. Rate your satisfaction with the information learned in the program to your career**

Spring 2016- 87.88% satisfied, 12.12% somewhat satisfied

Spring 2017- 90% satisfied, 10% neutral

Spring 2018- 100% satisfied

**11. Plan to pursue additional education within six months after graduating**

Spring 2016- 84.85% Yes, 6% No, 9% Unsure

Spring 2017- 90% Yes, 10% Unsure

Spring 2018- 82.61% Yes, 4.35% No, 13% Unsure

**b. Occupational placement in jobs**

Graduates during from fall 2016, spring and summer 13:

58% - working full-time or part-time as RN working in long-term facility

75% continued their education in a BSN program

**c. Employer satisfaction**

Recent employer surveys show positive results for AS in Nursing graduates. On a three-point scale, mean averages for client-centered care, effective communication, positive team participation, attention to details, reliable work ethic and following instructions were 2.2-2.3.

**d. Graduate survey comments 6 – 12 months after graduation**

**Fall 2016, spring 17 and summer 2018:**

- a. **What learning experiences assisted you in your professional development as an RN?**
- b. **What special skills or strengths do you think you took with you to your first job because of being in our nursing program?**
- c. **How well did the nursing program prepare you for entry-level nursing positions?**

**Part V. Quantitative Indicators for Program Review**



List the most recent three years of ARPD data for demand, efficiency and effectiveness for AS in Nursing.

**NURS: AS in Nursing**

Demand Indicators		Program Year			Demand Health Call
		15-16	16-17	17-18	
1	New & Replacement Positions (State)	885	794	843	Healthy
2	*New & Replacement Positions (County Prorated)	687	606	669	
3	*Number of Majors	98	98	100	
3a	Number of Majors Native Hawaiian	21	10%	14	
3b	Fall Full-Time	19%	26%	35%	
3c	Fall Part-Time	81%	74%	65%	
3d	Fall Part-Time who are Full-Time in System	0%	5%	0%	
3e	Spring Full-Time	21%	26%	34%	
3f	Spring Part-Time	79%	74%	66%	
3g	Spring Part-Time who are Full-Time in System	9%	12%	14%	
4	SSH Program Majors in Program Classes	2,181	2,236	2,242	
5	SSH Non-Majors in Program Classes	495	122	105	
6	SSH in All Program Classes	2,676	2,358	2,347	
7	FTE Enrollment in Program Classes	89	79	78	
8	Total Number of Classes Taught	22	18	20	

Efficiency Indicators		Program Year			Efficiency Health Call
		15-16	16-17	17-18	
9	Average Class Size	23	22	20	Cautionary
10	Fill Rate	72.2%	82.6%	87.9%	
11	FTE BOR Appointed Faculty	15	17	16.7	
12	*Majors to FTE BOR Appointed Faculty	6	5	6.1	
13	Majors to Analytic FTE Faculty	14	25	21.8	
13a	Analytic FTE Faculty	7	4	4.7	
14	Overall Program Budget Allocation				
14a	General Funded Budget Allocation				
14b	Special/Federal Budget Allocation		\$0	\$0	
14c	Tuition and Fees				
15	Cost per SSH				
16	Number of Low-Enrolled (<10) Classes	1	0	2	

Effectiveness Indicators		Program Year			Effectiveness Health Call
		15-16	16-17	17-18	
17	Successful Completion (Equivalent C or Higher)	88%	96%	97%	Healthy
18	Withdrawals (Grade = W)	23	6	8	
19	*Persistence Fall to Spring	93%	93%	90%	
19a	Persistence Fall to Fall	81%	83%	88%	
20	*Unduplicated Degrees/Certificates Awarded	54	53	51	

20a	Degrees Awarded	54	53	51	
20b	Certificates of Achievement Awarded	0	0	0	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	0	0	0	
21	External Licensing Exams Passed				
22	Transfers to UH 4-yr	27	35	27	
22a	Transfers with credential from program	23	30	24	
22b	Transfers without credential from program	4	5	3	

Perkins IV Core Indicators		Goal	Actual	Met
29	1P1 Technical Skills Attainment	92.92%	100	Met
30	2P1 Completion	51.51	86.44	Met
31	3P1 Student Retention or Transfer	81.81	94.12	Met
32	4P1 Student Placement	64.51	69.84	Met
33	5P1 Nontraditional Participation	23	20.44	Not Met
34	5P2 Nontraditional Completion	22.22	15.57	Not Met

## Part VI. Analysis of the Outcomes

- **Alignment with mission**

The nursing department is in alignment with both the program and college's mission. Specifically, the department is aligned with the following college mission statements:

- Delivers high quality 21<sup>st</sup> century career programs that prepare students for rigorous employment standards and to meet critical workforce immediate and long-term needs and contribute to a diversifying state economy.
  - The use of 21<sup>st</sup> century technology and the immersion in the health care industry during clinical rotations prepares our students to meet the rigorous employment standards in the ever-changing workforce. The faculty develop and guide students in all levels of these experiences while meeting all agency requirements. This may include a criminal background check, urine drug screening, mandatory EHR and other compliance training, and additional credentials such as ACLS and/or PALS.
  - Recent trends show the AS in Nursing graduates obtaining positions more rapidly than before. Although the workforce is moving toward baccalaureate degree as the entry into practice, our graduates are often selected for employment over the BSN graduates.
  - The practical nursing students are sought after for employment at long-term care facilities, skilled nursing facilities and ambulatory care clinics.
  - The Nurse Aide graduates are recruited by long-term care centers and home care agencies.

- The Surgical Technologist graduates are recruited by area hospitals and surgical care centers.
- Builds partnerships within the University and with other educational, governmental, business and non-profit organizations to support improved lifelong learning.
  - The AS in Nursing program aligned with the Bachelor of Science (BSN) in nursing program at the University of Hawai`i at Manoa when the department joined the Hawai`i Statewide Nursing Curriculum Consortium (HSNC). By aligning our curriculum with UHM, our graduates are automatically eligible for enrollment into the BSN program at UHM.
  - The department has articulation agreements with University of Hawai`i at Manoa and University of Hawai`i at Hilo. According to the Office of Institutional Effectiveness, Research Brief Issue 2015-10, nursing and pre-nursing were the top 2 transfer majors to UH-Hilo which accounted for 72% of the transfers.
  - 75% of the PN graduates continued into the AS in Nursing program.
  - Nearly 50% of the nurse aide graduates continued into the PN or AS in Nursing program.
- Uses ongoing cycles of planning, best practice research, budgeting implementation, assessment, and evaluation to drive continuous and institutional improvement.
  - The department is 100% compliant in assessing all of our program learning outcomes as well as the course learning outcomes. We have reviewed 100% of our curriculum within the past 5 years.
  - We used external sources including Mountain Measurements and ATI Scores to identify and make changes in areas of the curriculum as needed.

- **Current Situation.**

**Internal: Strengths and weaknesses**

**AS in Nursing Program**

**Demand**

The AS in Nursing program remained “healthy” in 2016-2018. During that period of time number of positions increased from 794 to 843. Acute care facilities are decreasing in bed capacity because the trend in health care is providing more care in the community. The number of majors has a slight increase from 98 to 100. The following contributed to the nursing department decision to decrease enrollment: 1) difficult of graduates obtaining employment; 2) the clinical sites decreasing the faculty to student ratio; and difficulty of finding qualified nursing instructors. The number of applications remains high at 100 – 180 per semester.

**Efficiency**

The program remains “cautionary”. The FTE BOR appointed faculty had a slight increase from 5 to 6.1. The department is having difficult hiring qualified nursing faculty. Academic salary is not competitive with industry salaries. In addition, according to Hawaii Center for Nursing, the number of master’s prepared nurses remain low. Master’s prepared nurses are required by accreditation to teach in the AS in Nursing program.

**Effectiveness**

The program’s persistence rate from fall to spring remain “healthy” with a slight decrease (93% - 90%). With the addition of another counselor and the use of technology, at risk students are identified early and corrective measures are implemented to strengthen their ability to meet student learning outcomes.

**Perkins Indicator**

All the Perkins Core Indicators were met each year except for non-traditional participation and completion was not met in 2017-2018. The non-traditional students are represented by males. Nearly 25% of the nursing students are males. In the nursing program, the students are predominantly female.

The program is remains high at technical skills attainment (100%) and student retention/transfer has increased from 81.81 to 94.12.

**External: (College’s Strategic Plan) Identify specific external factors influencing program planning.**

- **Assessment Results for Program SLOs**

**AS in Nursing Program**

The AS in Nursing program began the HSCN curriculum fall 2013. The program developed a schedule to assess all the SLOs within the five-year period. All SLOs were assessed. The following is a summary of the assessment:

Course	Fall 2016	Spring 2017	Summer 2018	Fall 2018
NURS210	100% + experience 100% SLOs met	100% + experience 100% SLOs met		100% + experience 100% SLOs met
NURS211	100% + experience 100% SLOs met	100% + experience 100% SLOs met		100% + experience 100% SLOs met
NURS212	100% improved pathophysiology knowledge *	100% improved pathophysiology Knowledge *		100% + experience 100% SLOs met
NURS220	100%+ experience 100% SLOs met	100% + experience 100% SLOs met	93% + experience 93% SLOs met	100% + experience 100% SLOs met
NURS320	100% + experience	100% + experience		100% + experience

	100% SLOs met	100% SLOs met		100% SLOs met
NURS360	100% + experience 100% SLOS met	100% + experience 100% SLOS met		100% + experience 100% SLOs met
NURS362	100% + experience 100% SLOS met	100% + experience 100% SLOs met		100% + experience 100% SLOs met

The students overwhelmingly agreed that course SLOs had been consistently met. The majority of the courses had excellent scores for students' experiences within the course. The use of technology with classroom use and assignments has increased. The use of SIM in all clinical courses has increased as well.

## Part VII. Tactical Action Plan (projections for the next three years)

### 1. Outcome 1: Graduation.

#### UHCC Performance Funding Measures

(A) Increase annual CA and degree completion by 5% from 2016-2021.

Year	<u>2014-2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
<b>Actual</b>	ADN: 55	ADN: 53	ADN: 52	ADN: 54			
	PN: 22						
<b>Goal</b>	ADN: 60	63	66	69	72	76	80
	PN: 23	24	25	26	27	28	29

(B) Increase annual Native Hawaiian CA and degree completion by 5% from 2016-2021.

Year	<u>2014-2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
<b>Actual</b>							
	ADN 10	12	8	5			
	PN 11						
<b>Goal</b>		11	12	13	14	15	<b>16</b>
		12	13	14	15	16	<b>17</b>

(D) Increase annual UH and non-UH 4-year transfer by 6% from 2016-2021 .

Year	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
<b>Actual</b>	62%	69%	71%	75%			
<b>Goal</b>		68%	74%	80%	86%	92%	<b>98%</b>

(E) Close Native Hawaiian success gaps in percent of AS in Nursing degree and PN certificates, and 4-year transfer.

Year	<u>2015 (%)</u>	<u>2016 (%)</u>	<u>2017 (%)</u>	<u>2018 (%)</u>	<u>2019 (%)</u>	<u>2020 (%)</u>	<u>2021 (%)</u>
	<u>F14-Sp15</u>	<u>F15-Sp16</u>	<u>F16-</u>				
<b>Enrollment:</b>							
ADN	<b>26%</b> (11/43)	19% (6/31)	2% (2/21)				
PN	<b>14%</b> (2/14)						
<b>Degree/ Certificate Completion</b>	n/a						
	n/a						
<b>Transfer</b>							

(F) Close Filipino success gaps in in percent of AS in Nursing degree and PN certificates, and 4-year transfer.

Year	<u>2015 (%)</u>	<u>2016 (%)</u>	<u>2017 (%)</u>	<u>2018 (%)</u>	<u>2019 (%)</u>	<u>2020 (%)</u>	<u>2021 (%)</u>
	<u>F14-Sp15</u>	<u>F15-Sp16</u>	<u>F16-</u>				
<b>Enrollment:</b>							
ADN	<b>14%</b> (6/43)	<b>32%</b> (10/31)	<b>52%</b> (11/21)				
PN	<b>79%</b> (11/14)						
<b>Degree/ Certificate Completion</b>	n/a						
	n/a						
<b>Transfer</b>							

(G) Close Pacific Islander success gaps in percent of AS in Nursing degree and PN certificates, and 4-year transfer. (not currently tracked)

Year	<u>2015 (%)</u>	<u>2016 (%)</u>	<u>2017 (%)</u>	<u>2018 (%)</u>	<u>2019 (%)</u>	<u>2020 (%)</u>	<u>2021 (%)</u>
<b>Enrollment</b>							
ADN							
PN							

<b>Degree/ Certificate Completion</b>							
<b>Transfer</b>							

**Kapi'olani Commitments**

(A) Develop predictive analytics for student success.

**Department Measures**

(A) NCLEX Pass Rate. Maintain NCLEX at 95% or above. (First Time Pass Rates)

<b>Year</b>	<b><u>2015</u> <u>F14-S15</u></b>	<b><u>2016</u> <u>F15</u></b>	<b><u>2017</u> <u>F16-S17</u></b>	<b><u>2018</u> <u>F17-S18</u></b>	<b><u>2019</u></b>	<b><u>2020</u></b>	<b><u>2021</u></b>
<b>Actual ADN</b>	<b>89%</b> (49/55)	<b>87.5%</b> (7/8)	<b>95%</b> (107/113)	<b>94%</b> (103/110)			
<b>PN</b>	<b>95%</b> (21/22)	n/a					
<b>Goal</b>		90/95%	91/95%	92/95%	93/95%	94/95 5	<b>95/95%</b>

(B) Employment Rate. Increase employment as RN or LPN within 6 months of graduation to 80%.

<b>Year</b>	<b><u>2015</u></b>	<b><u>2016</u></b>	<b><u>2017</u></b>	<b><u>2018</u></b>	<b><u>2019</u></b>	<b><u>2020</u></b>	<b><u>2021</u></b>
<b>Actual ADN</b>	86%*		58%	55%			
<b>PN</b>	100%**						
<b>Goal</b>		87%	88%	89%	90%	90%	<b>90%</b>

\*Of those that responded, 76% (16/21) were working as a RN and 10% (2/21) were in baccalaureate programs. 52% of the respondents were working and in school.

\*\* Of those that responded, 70% (7/10) were working as a LPN and 30% were in school. 50% were working and in school.

**1a. Strategies.**

- Continue to assess program student learning outcomes according to schedule.
- Use technology and other teaching strategies that promote student engagement and meet the diverse needs of the students to increase student retention and achievement.
- Assist students in understanding the value of certificates, associate and baccalaureate degrees.

- Continue to enforce the policy of referring students to counselor and resource lab when they score 76 or below on theory exam or do not meet performance criteria in clinical or lab experiences.
- Maintain articulation agreements with the University of Hawai'i at Manoa and University of Hawai'i at Hilo for BSN progression.
- Obtain an agreement with the University of Phoenix for concurrent enrollment for continuation to higher education.
- Continue to use external sources such as Mountain Measurements and ATI Scores to identify and make changes in the curriculum as needed to improve student learning.
- Continue to use ATI testing to predict NCLEX pass rates.

**1b. Position(s) responsible.**

- Department chair, program directors, course coordinators, counselors, faculty, curriculum committee, support staff. All faculty are responsible for helping to gather data. The Department Chair and Program Directors will assist in analyzing the data.

**1c. Synergies with other programs, units**

- Both the ADN and PN programs invite experts from health science programs to deliver specific course content.

**1d. Key community partners**

- The department has Memorandums of Agreements with 22 facilities which include acute care, long term care, health care organizations and surgical centers.
- The department meets annually with the Community Advisory Committee.

**2. Outcome 2: Innovation**

**UHCC Performance Funding Measures**

(A) Increase the number of professionally trained Hawai'i DOE School Health Aides from 40 to 120.

<b>Year</b>	<b><u>2015</u></b>	<b><u>2016</u></b>	<b><u>2017</u></b>	<b><u>2018</u></b>
<b>Actual</b>	<b>75</b>	<b>46</b>	<b>50</b>	
<b>Goal</b>	50	60	70	80

**Kapi'olani Commitments**

- (A) Develop a tracking system to fully understand employer needs, clinical and graduate placements, graduate earnings and advancement, and needs for further education and training.
- (B) Develop community partnerships locally and globally that advance the college's indigenous serving goals.



- (C) Increase private fund raising for needs based aid.
- (D) Implement Open Educational Resources (OER) to replace textbooks to decrease cost to students.

**2a. Strategies.**

Graduate and employer surveys combined with annual advisory meetings assist in identifying industry needs for skills and employment. The bimonthly CCPS meetings also provide a forum for this feedback to occur.

**2b. Position(s) responsible.**

The department chair, program directors, support staff and assigned faculty.

**2c. Synergies with other programs, units**

Partner with other health science programs to identify community needs for continuing education. Continue to refer students to other health science programs as appropriate.

**2d. Key community partners**

The meetings serve as a basis for ongoing communication and feedback from industry. Continued representation is necessary in order for the programs to remain useful and current.

**3. Outcome 3: Grow Enrollment**

**UHCC Performance Funding Measures**

- (A) Increase fall-to-spring re-enrollment to 95% by spring 2021.

Year	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Actual ADN/PN		ADN/93%	ADN/93%	ADN/90%			
Goal ADN/PN							95.0%

- (B) Increase fall-to-fall re-enrollment to 85% by fall 2021.

Year	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Actual ADN/PN		ADN/81%	ADN/83%	ADN/88%			
Goal ADN/PN							

**Kapi‘olani Commitments**

- (A) Invest in outreach to high schools, GED programs, Native Hawaiian and Pacific Islander community partnerships.

- (C) Integrate recruitment of working age adults into overall workforce development system.
- (B) Focus on campus-based re-enrollment strategies.

### **3a. Strategies.**

Persistence: Mandatory referrals to the lab resource instructor, counselors and directors has helped with student persistence. Areas in need of improvement are identified early and remediation is provided.

Growth: There is an immediate demand for LPNs and Surgical Technologists across the state. Based on the aging population trends and imminent retirement of the baby boomers, there will be a demand for RNs in the state.

### **3b. Position(s) responsible.**

All faculty, counselors, lab resource center, directors.

### **3c. Synergies with other programs, units**

### **3d. Key community partners**

The Surgical Technologist coordinator secures an area hospital for sterile technique and skills review over four Sundays before students begin clinical rotations. MOUs and facility and OR orientations and clinical outcomes are established before students enter those settings.

## **4. Outcome 4: Sustainable**

### **UHCC Performance Funding Measures**

- (A) Reach 30 percent reduction in energy usage per square foot compared to 2008 base and better incorporate sustainability practices into operations.

### **Kapi'olani Commitments**

- (A) In conjunction with the Long Range Development Plan, impart a Hawaiian sense of place on campuses through landscaping, signage and gathering spaces to enable social and cultural sustainability of campus committees.
- (B) Implement campus technology plan and develop a system of planned equipment replacement.
- (C) In collaboration with Le'ahi Hospital and their Master Plan, develop a Kupuna Clinical Teaching Hospital for Health Academic Programs.

### **4a. Strategies.**

Reinforcing a commitment from all to reduce light and air-conditioning use. Limiting air-conditioning during off-hours would result in reduced electrical use. Coordinate with Auxiliary Services and the Air-conditioning maintenance service to prevent overcooling.

### **4b. Position(s) responsible.**

Department Chair, Programs Director, administrative staff and Auxiliary Services.

#### **4c. Synergies with other programs, units**

#### **4d. Key community partners**

### **Part VIII. Resource and Budget Implications.**

The department receive funds from a variety of sources, i.e. general funds, tuition and fees, professional fees, grants, and private donations to ensure the achievement of our planned outcomes.

#### Outcome 1

- Annual accreditation fees (ACEN)
- NLN annual membership fee
- CCPS annual fee for clinical placement
- Sim Lab maintenance
- Lab supplies
- Lab equipment
- Mileage reimbursement to faculty for off-site clinical
- Mountain Measures reports
- Marketing materials
- PN accreditation fees
- Online survey fees
- Office supplies
- Professional development activities for faculty

#### Outcome 2

- Computers
- Software
- Fees associated with Advisory Committee meetings

#### Outcome 3

- Materials for high school career day

#### Outcome 4

- Renovation of classroom and labs
- Energy efficient equipment

We are looking forward to the renovation of our classrooms. Additional financial resources will be needed to adequately equip the classroom. It will require new tables and chairs, computers and other state of the art equipment.

Our labs must be equipped with equipment that mirror industry. Medical equipment are high ticket items. Our lab supplies and equipment account for a third of the department's budget.

Our clinical sites are continuing to decrease student to faculty ratio. In the past 3 years, the ratio has gone from 10:1 to 8:1. In some facilities the ratio is a low as 3:1. **We must recruit and hire qualified nursing faculty in the specialists that are needed.** With adequate faculty, the amount of overload will decrease and the enrollment numbers would increase. There is a demand for licensed practical nurses, nurse aides, and surgical technologists in the community. The department is not able to conduct classes consistently at Leeward Community College satellite due to lack of faculty. In addition, students need access to the resource lab to practice skills. The hours of operation for resource lab are limited by faculty availability.

With computer-based testing for all of our programs, additional computers are needed for use during testing. Most students have laptops and certain testing software will not perform well with laptops.

## **Part IX. Evaluation of Data and Measurable Improvements**

### **Improvements in Last 12 months**

- NCLEX pass rates generally above 90%
- Hiring of 2 full-time faculty and 3 part-time faculty members
- All MOAs with clinical facilities updated
- Acquired one new clinical site for practical nursing program
- Began 5-yr bed replacement plan
- Recent national conference attendance by three full-time faculty

### **Improvements to be made in next 12 months**

- Hire 2 full-time and 2 part-time faculty members
- Already moved into renovated bottom floor of Kopiko Building
- Initiate accreditation process for practical nursing program
- Increase enrollment in all programs
- Admit one cohort of AS in Nursing to the Leeward satellite campus
- Fund professional opportunities for faculty and staff
- Increase the use of technological resources for assessment and student learning opportunities
- Begin negotiations to renovate nursing lab (Kopiko 240, 241 and 242)
- Meet all performance measures goals
- Modify the LPN to RN Transition program
- Maintaining partnership with the consortium members to evaluate outcomes and make improvements when necessary
- Assist neighbor island ADN programs with their ACEN accreditation process
- Achieve and maintain nurse leadership membership and leadership in national organization