Kapi'olani COMMUNITY COLLEGE

Comprehensive Program Review 2016-2019

Practical Nurse programs

As an opendoor, community-based institution of higher education, Kapiʻolani Community College is dedicated to enabling its diverse students to attain their highest educational potential while providing them with a firm foundation for lifelong learning and contributing to their communities. The College is committed to providing a range of academic, career, and technical programs and support services designed to promote student engagement, student learning, and student achievement for success. From catalog

Mission Statement: Kapiʻolani Community College provides students from Hawaiʻi's diverse communities open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals. The College, guided by shared vision and values, and commitment to engagement, learning, and achievement, offers high quality certificate, associate degree, and transfer programs that prepare students for productive futures.

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

Kapiʻolani Community College and its satellite site at Leeward Community College have simulation (SIM) labs. All clinical courses for Practical Nurse 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 Practical Nurse 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 Oʻahu. ATI is changing its scoring system for the entrance exam and the Practical Nurse program 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 prepare entry-level nurses who are safe, caring, and competent providers of care across the health/illness continuum and responsive to the changing health care needs of our diverse community. The curriculum provides an innovative learning framework that fosters the development of critical thinking and problem solving skills that prepare our graduates to meet the rigorous employment standards in a variety of health care settings. Graduates will collaborate with other members of the health care team, to be effective communicators, to demonstrate leadership and to be committed to life-long learning.

1. **History**
   The nursing department began with the Practical Nurse Program in 1947 when the college was known as Kapiʻolani 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 in Science in Nursing (AS in Nursing) Program was transferred from University of Hawai'i-Mänoa 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 Hawaiʻi Statewide Nursing Consortium aligning the curriculum with University of Hawaiʻi 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.

2. **Program Goals**
   - To develop safe, caring, competent practitioners that will meet the rigorous employment and workforce demands for RNs and LPNs in the state of Hawaiʻi.
   - To provide opportunities for our graduates to continue formal education by developing and maintaining partnerships with the UH-system and other baccalaureate programs.

3. **Occupations for which this department prepares students**
   - Registered Nurse
   - Licensed Practical Nurse
   - Certified Nurse Aide
   - Certified Surgical Technician
   - School Health Aide
   - Adult Residential Care Home Primary Caregiver

4. **Program Student Learning Outcomes – Updated Curriculum 2017**

   Practical Nursing
   1. Analyze professional responsibilities within the scope of practice.
   2. Demonstrate commitment to professional development.
   3. Collaborate with health care team to provide quality client care.
   4. Provide client-centered care.
   5. Provide effective communication to the client and team members.
   6. Incorporate clinical judgment when implementing the plan of care.

1. **Credentials, Licensures Offered**
   - Licensed Registered Nurse
   - Licensed Practical Nurse
   - Certified Nurse Aide

- Certified Surgical Technician
- Certified Adult Residential Care Home Primary Caregiver

2. **Faculty and staff**
   There are 16 full-time and 9 part-time faculty assigned to the nursing department and two counselors. Faculty that teach 11 months in a year 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.

3. **Resources**
   - KCC campus: 2 classrooms in Kopiko and 2 in Lēʻahi, 1 SIM lab in Lēʻahi, 3 labs in Kopiko and 1 in Lēʻahi.
   - 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; 15 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
   - One Medical Clearance half time employee

4. **Articulation Agreements**
   - There are articulation agreements currently held with the University of Hawaiʻi at Manoa and University of Hawaiʻi at Hilo for BSN progression.

5. **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.
   - 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 participate 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.

6. **Off campus Programs**
   The Practical Nursing program classes are offered 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

Previous Curriculum	**PN: NEW Curriculum 2017 – 2019**
NURS 101 (1/2016)	**Experimental Numbers**
NURS 110 (1/2016)	
NURS 120 (1/2016)	NURS198NP (12-2017)
NURS 120 (11/2015)	NURS198NC (12-2017)
NURS 122 (1/2016)	NURS198MS (12-2017)
NURS 126 (11/2015)	NURS198MH (4-2018)
NURS 128 (1/2016)	NURS198MN (4-2018)
NURS 130 (11/2015)	NURS198CH (4-2018)
	NURS198GN (7-2018)
NURS 101 (5-2017)	
NURS 120 (5-2017)	NURS198NP (5-2018)
NURS 122 (5-2017)	NURS198NC (5-2018)
NURS 126 (7-2017)	NURS198MS (5-2018)
NURS 128 (7-2017)	NURS198MH (7-2018)
NURS 130 (7-2017)	
	NURS198MN (7-2018)
	NURS198CH (7-2018)
	NURS198GN (7-2018)
	NURS 101 (12-2018)
	NURS 111 (12-2018)
	NURS 121 (12-2018)
	NURS 131 (3-2019)
	NURS 132 (3-2019)
	NURS 133 (3-2019)
	NURS 141 (7-2019)

Part IV. Survey results: surveys changed during this time period

NURS141 – terminal course

1. How would you rate your overall learning experience in NURS 141?
Summer 2016   89% outstanding or good
Fall 2018   100% good

2 How satisfied were you with the program?
Spring 2016   Satisfied or somewhat satisfied with the program 87% satisfied
Summer 2018 Satisfied or somewhat satisfied with the program 76% satisfied

3. How would you rate the quality of the nursing program
Spring 2016   Quality of nursing program 86% excellent or good
Summer 2018 Quality of nursing program 100% excellent or good

Part V. Quantitative Indicators for Program Review

NURS: Practical Nursing: ARPD 2015 - 2018:

Perkins Indicators for the practical nursing program is healthy in _Demand_, and cautionary in Efficiency and Effectiveness.

Efficiency The number of students captured in this report, has not taken into account that the starting date for the implementation of the new curriculum, which is being changed to start in the Fall and Spring semester. The last summer cohort started in Fall 2017 instead of the summer 2017. So one cohort of student data is missing from this report. The class data for the year had 16 graduates in Aug 2018 and 15 graduates in August 2017 for a total of 31 graduates

Average class size is defined as the number of students divided by the number of classes. The reported class size includes the CNA and ARCH classes which has the effect of lowering the number of students per class in the PN Program.

Having said that, the numbers show as healthy and the % of healthiness would be greater is based only the PN program data - where the fill rate was 100% at the entrance to the program.

Effectiveness: The persistence from Fall 2017 to Fall 2018 for both cohorts is 86% and the amount of students that withdrew from the 2 cohorts (36) is **5** (12 listed). The number of Certificates of Achievement in Practical Nursing awarded is 31. The attainment of a Practical Nursing License was 97% from the cohorts that graduated in Fall 2017 and Fall 2018   The Persistence indicator does not represent the program because it lasts one continuous year, (no breaks with instruction – 3 semesters). Also as stated above the data is including courses not in the PN program (ARCH, CNA, SHW). Approximately 70% of PN students continue their education to obtain a ADN degree and RN licensure

Seventy-five percent of the practical nursing graduates continue their education by enrolling in the AS in LPN to RN Transition nursing program instead of joining the workforce full-time. The majority of the graduates work part-time in long-term care facilities while continuing their education. (ARPD information about the PN program is mixed in with 4 other programs. The information is therefore incorrect on the ARPD).

Demand Indicators		Program Year			Demand Health
		15-16	16-17	17-18	
1.	New & Replacement Positions (State)	157	168	174	
*2.	New & Replacement Positions (County Prorated)	98	106	117	
3.	Number of Majors	31	37	24	
3a.	Number of Majors Native Hawaiian	5	9	2	
3b.	Fall Full-Time	3%	0%	100%	
3c.	Fall Part-Time	97%	100%	0%	
3d.	Fall Part-Time who are Full-Time in System	3%	0%	0%	
3e.	Spring Full-Time	0%	0%	100%	Healthy
3f.	Spring Part-Time	100%	100%	0%	
3g.	Spring Part-Time who are Full-Time in System	3%	0%	0%	
4.	SSH Program Majors in Program Classes	766	935	796	
5.	SSH Non-Majors in Program Classes	324	405	747	
6.	SSH in All Program Classes	1,090	1,340	1,543	
7.	FTE Enrollment in Program Classes	36	45	51	
8.	Total Number of Classes Taught	21	25	35	

Efficiency Indicators		Program Year			Efficiency Health
		15-16	16-17	17-18	
9.	Average Class Size	13	14	11	
*10.	Fill Rate	75.3%	87.9%	78.5%	
11.	FTE BOR Appointed Faculty	4	5	4	
*12.	Majors to FTE BOR Appointed Faculty	7	7	6	
13.	Majors to Analytic FTE Faculty	10	12	4	
13a.	Analytic FTE Faculty	3	3	6	
14.	Overall Program Budget Allocation				Cautionary
14a.	General Funded Budget Allocation				
14b.	Special/Federal Budget Allocation				
14c.	Tuition and Fees				
15.	Cost per SSH				
16.	Number of Low-Enrolled (<10) Classes	6	8	19	

	Effectiveness Indicators	Program Year			Effectiveness Health
		15-16	16-17	17-18	
17.	Successful Completion (Equivalent C or Higher)	93%	93%	89%	
18.	Withdrawals (Grade = W)	5	15	12	
*19.	Persistence Fall to Spring	97%	92%	100%	
19a.	Persistence Fall to Fall	25%	0%	50%	
*20	Unduplicated Degrees/Certificates Awarded	18	33	15	
20a	Degrees Awarded	0	0	0	
20b	Certificates of Achievement Awarded	18	33	15	Cautionary
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	1	1	0	
22a	Transfers with credential from program	0	0	0	
22b	Transfers without credential from program	1	1	0	

	Distance Indicators	Program Year			
		15-16	16-17	17-18	
23.	Number of Distance Education Classes Taught	0	0	0	
24.	Enrollments Distance Education Classes	n/a	n/a	n/a	
25.	Fill Rate	n/a	n/a	n/a	
26.	Successful Completion (Equivalent C or Higher)	n/a	n/a	n/a	
27.	Withdrawals (Grade = W)	n/a	n/a	n/a	
28.	Persistence (Fall to Spring Not Limited to Distance Education)	n/a	n/a	n/a	

39.		1	1	0	

Perkins Indicators (2016 - 2017)		Goal	Actual	Met	
29.	1P1 Technical Skills Attainment	92.92	100	Met	
30.	2P1 Completion	51.51	77.78	Met	
31.	3P1 Student Retention or Transfer	81.81	92	Met	
32.	4P1 Student Placement	64.51	57.14	Not Met	
33.	5P1 Nontraditional Participation	23	28.21	Met	
34.	5P2 Nontraditional Completion	22.22	27.03	Met	

Performance Indicators		15-16	16-17	17-18	
35	Number of Degrees and Certificates	18	33	**15* (29)**	
36	Number of Degrees and Certificates Native Hawaiian	2	5	4	
37	Number of Degrees and Certificates STEM	0	0	0	
38	Number of Pell Recipients1	9	19	8	
39	Number of Transfers to UH 4-yr	1	1	0	

*The performance indicator is missing summer 2018 graduation data.

Part VI. Analysis of the Outcomes

Alignment with mission

The nursing department is in alignment with both the program and college's mission.

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

The strategic plan 2015-2021
II. Hawai'i Innovation Initiative: Productive Futures of Students, Faculty, and Staff
Enhance workforce development efforts, linking to developing emerging sectors in Hawai'i's economy while simultaneously providing a stable workforce for the traditional employment sectors.
(D) Develop local, national, and global community partnerships that advance the college's strategic outcomes
   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

IV. Modern Teaching and Learning Environments
Ensure that students and faculty have the learning and teaching environments appropriate for the third decade of the 21st century and the sustainability practices to maintain those environments.
(P) Demonstrate improvement to programs and services through continuous, robust outcomes assessment.
   All PN courses are assessed each year.

Current Situation: Internal: Strengths and weaknesses

Graduation Completion Rates by Semester (2014-2018): (SP=Spring; Sum=Summer, F=Fall)

Sem/Year Entered/ Campus	Sum 2015 (DH)	Fall 2015 (LCC)	Fall 2016 (DH)	Fall 2016 (LCC)	Sum 2017 (DH)	Fall 2017 (LCC)	Sum 2018 (DH)	Fall 2018 (LCC)	Sum 2015 (DH)	Fall 2015 (LCC)	Sum 2016 (DH)	Fall 2016 (LCC)	Fall 2017 (DH)	SP 2018 (LCC)
Grad Sem/Year	Sp 2012	Sum 2012	Sum 2013	Sum 2013	Sp 2014	Sum 2014	Sp 2015	Sum 2015	Sp 2016	Sum 2016	Sp 2017	Sum 2017	Sum 2018	Fall 2018
Completion Rate	80%	80%	86%	100%	89%	83%	81%	100%	73%	86%	100	83	94	93
#Grads/ #Accepted	16/20	16/20	12/14	13/13	16/18	15/18	13/16	9/9	11/15	12/14	18/18	15/18	17/18	13/14

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

The PN Program, like the ADN Program requires that graduates of their respective program take an external licensure exam to practice in the State of Hawaii.

Results of NCLEX-PN Licensure Total Pass Rate in 2011-2018:

Sem/Yr Entered/ Campus	Sum 2011 (DH)	Fall 2011 (WCC)	Fall 2012 (DH)	Fall 2012 (WCC)	Sum 2013 (DH)	Fall 2013 (WCC)	Sum 2014 (DH)	Fall 2014 (LCC)	Sum 2015 (DH)	Fall 2015 (LCC)	Sum 2016 (DH)	Fall 2016 (LCC)	Fall 2107 (DH)	Sp 2018 (LCC)
Grad Sem/Yr	Sp 2012	Sum 2012	Sum 2013	Sum 2013	Sp 2014	Sum 2014	Sp 2015	Sum 2015	Sp 2016	Sum 2016	Sp 2017	Sum 2017	Sum 2018	Fall 2018
Pass Rate	**100%** (13/13)	**100%** (16/16)	**100%** (9/9)	**92%** (11/12)	**100%** (15/15)	**100%** (14/14)	**100%** (12/12)	**100%** (8/8)	**100%** (15/15)	**100%** (12/12)	**100%** (18/18)	**100%** (15/15)	**100%** 14/14	TBD TBD

Assessment Results for Program SLOs

PN Program

The practical nursing program SLOs were assessed each semester. The following is a summary of the assessment:

Course	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017
NURS101		89-100% SLOS met	100% SLOs met		NURS101
NURS110		93-100% SLOs met	75-100% SLOs met		NURS110
NURS120		100% SLOs met	100% SLOs met		NURS120
NURS122	100% SLOs met		83-100% SLOS met	100% SLOs met	
NURS128	100% SLOs met	100% SLOs met		100% SLOs met	100% SLOs met
NURS126	100% SLOs met	100% SLOs met		100% SLOs met	100% SLOs met
NURS130		100% SLOS met	91-100% SLOs met		100% SLOs met

New Program courses	Fall 2017	Spring 2018	Summer 2018	Fall 2018
NURS101	100% SLOs met	100% SLOs met	89-100% SLOS met	100% SLOs met
NURS111	100% SLOs met	100% SLOs met		100% SLOs met
NURS121	100% SLOs met	100% SLOs met		100% SLOs met
NURS131		100% SLOs met	100% SLOs met	100% SLOs met
NURS132		100% SLOs met	100% SLOs met	100% SLOs met
NURS133		100% SLOs met	100% SLOs met	100% SLOs met
NURS141		100% SLOs met		100% SLOs met

The PN program evaluation tool has been modified to ask students to rate their overall experience in the course. The majority of the PN graduates continue into the AS in Nursing program, the PN program is in the process of changing its curriculum to concept-base to be in alignment with the AS in Nursing program. The tables below denote the proposed changes in the program's curriculum.

Current Program Learning Outcomes	NEW Program Learning Outcomes
1. Function as a member of the health care team under the supervision of the R.N. and/or M.D. 2. Participate in the planning, implementation, and evaluation of nursing care. 3. Administer safe nursing care for patients throughout the life cycle. 4. Identify the legal and ethical responsibilities of the practical nurse.	1. Analyze professional responsibilities within the scope of practice. 2. Demonstrate commitment to professional development. 3. Collaborate with health care team to provide quality client care. 4. Provide client-centered care. 5. Provide effective communication to the client and team members. 6. Incorporate clinical judgment when

PN Course Comparison

Current Curriculum 27 credits					New Curriculum 28 credits				
		Semesters					**Semesters**		
Course	**Cr**	**1st**	**2nd**	**3rd**	**Course**	**Cr**	**1st**	**2nd**	**3rd**
NURS 101　Nursing Perspectives	1	X			NURS 101 Nursing Perspectives	1	X		
NURS 110 Therapeutic Communication	2	X			NURS 111 Nursing Concepts	5	X		
NURS 120 Fundamentals of Nursing	5	X			NURS 121 Medical-Surgical Nursing	7	X		
NURS 122 Medical-Surgical Nursing	8		X		NURS 131 Mental Health Nursing	2		X	
NURS 124 Child Nursing	3			X	NURS 132 Maternal and Newborn Health	2		X	
NURS 128 Perinatal Nursing	2		X		NURS 133 Child Nursing	3		X	
NURS 130 Geriatric Nursing	6			X	NURS 141 Geriatric Nursing	8			X
Total Credits	44				**Total Credits**	45			

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

1. Outcome 1: Graduation.
UHCC Performance Funding Measures

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

Year	2014-2015	2016	2017	2018	2019	2020	2021
Actual	PN: 22	PN:23	PN:33	PN:30			
Goal	PN: 23	24	25	26	27	28	29

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

Year	2016	2017	2018	2019	2020	2021
Actual		1	2			
Goal	12	13	14	15	16	**17**

(F)   Close Filipino success gaps in percent of PN certificates.

Year	2015 (%)	2016(%)	2017(%)	2018(%)	2019(%)	2020(%)	2021(%)
	F14-Sp15	F15-Sp16	F16-Sp 17	F17 F18			
	79% (11/14)	84% (19/23)	33% (11/33)	54% (14/26)			

Kapiʻolani Commitments

(A) Develop predictive analytics for student success.

Department Measures

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

Year	2015 SU14-F14	2016 S15-F15	2017 Su 16 – F16	2018	2019	2020	2021
Goal	Actual **100/95%**	Actual **100/95%**	Actual **97/95%**	92/95%	93/95%	94/95	95/95%

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

Year	2015	2016	2017	2018	2019	2020	2021
Goal	86%	Actual **34/87%**	Actual **87/88%**	89%	90%	90%	**90%**

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 72 or below on theory exam or do not met performance criteria in clinical or lab experiences.
- 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.
- Complete curriculum revision and apply for accreditation.

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

- The Practical Nursing program invites 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

Kapiʻolani 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 and the Kūpuna Education Center. Continue to refer students to other health science programs as appropriate.

2d. Key community partners

The course program 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.

Kapiʻolani 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 have 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

Clinical settings in Long-Term Care and Acute Care hospitals and clinics are key to PN student skill development.

4. Outcome 4: Sustainable

In collaboration with Leʻahi Hospital and their Master Plan, develop a Kūpuna 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

The Practical Nursing program coordinates learning skills from the following Health Science Programs: Medical Assisting, and Phlebotomy. They are also participating in a Perkin's Grant for "On Campus clinic to improve and maintain core Perkin's Indicators Across Four Healthcare Programs"

4d. Key community partners - see above.

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

The renovation of our lecture classrooms has been completed. Additional financial resources will be needed to adequately equip the lab-classrooms. Ongoing maintenance of labs, beds,

simulation manikins, computers, and AV equipment is ongoing through the 2 camp sites.

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

There is an increased demand for licensed practical nurses and surgical technologists in the community. As we move to increase the cohort size, the PN program will additional lab resource hours to practice skills. In addition, the increased demand will be a challenge for clinical sites that have decrease the student to faculty ratio in the past 3 years, from 10:1 to 6:1. The PN Program will focus on Long-Term Care and outpatient clinics. With computer-based testing, additional computers are needed for use during testing as most students use tablets but the testing software does not perform well with tablets.

Part IX. Evaluation of Data and Measurable Improvement in Last 12 months

- NCLEX pass rates generally above 90%
- Hiring of 2 full-time faculty and 4 part-time faculty members
- Acquired 3-yr warranties for each simulation mannequin
- All MOAs with clinical facilities updated
- Acquired two new clinical site for practical nursing program
- Created a joint payment agreement with members of HNSC consortium. NLN membership payment reduced from $1915 to $361
- Continued the 5-yr bed replacement plan
- Attendance at the national conference by two full-time faculty

Improvements to be made in next 12 months
- Hire 2 full-time and 2 part-time faculty members
- Initiate accreditation process for practical nursing program
- Increase enrollment
- 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 bridge program
- Maintaining partnership with the consortium members to evaluate outcomes and make improvements when necessary
- Achieve and maintain nurse leadership membership and leadership in national organization