KAPIʻOLANI COMMUNITY COLLEGE

Comprehensive Program Review 2016-2019

Nursing – Associate in Science Degree and Practical Nurse Programs

College Mission Statement

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.

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 ADN clinical courses 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 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, be effective communicators, demonstrate leadership and be committed to life-long learning.

1. **History**
   The Associate Science in Nursing (AS in Nursing) Program was transferred from University of Hawaiʻi-Mänoa to Kapiʻolani 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. 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.

   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. In addition, the college offers Certificate of Competence in Surgical Technology and Adult Residential Care Home Primary Caregiver for LPNs and RNs as non-credit programs.

Program Goals

- To develop safe, caring, competent practitioners that will meet the rigorous employment and workforce demands for RNs 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.

2. **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

3. **Program Student Learning Outcomes**
   <u>AS in Nursing</u>

- 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.

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. The five-year time limit for pre-requisite courses was removed. There has not been any change in student persistent rates.

2. **Credentials, Licensures Offered**
   - Licensed Registered Nurse

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.

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; 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 11-month counselor position has been secured. Both counselors hold tenured positions.
- One instructional support (APT) 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.
- Currently exploring a "concurrent enrollment" agreement with the University of Phoenix for current students to take courses during the summer and winter breaks while still enrolled in the AS in Nursing program.

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 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. NURS 211, 320, 360, and 362 are currently being reviewed by curriculum committee.

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)
Part IV. Survey results

NURS: AS in Nursing

a. **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**:
      Sum 2013 - 100% adequately or highly prepared;
      Sp 2014 - 100% adequately or highly prepared;
      F 2014 - 93% adequately or highly prepared, 7% not prepared;
      Sp 2015 - 100% adequately or highly prepared in all areas except for 3% underprepared or not prepared in leadership skills and collaboration with members of the multidisciplinary team;
      F 2015 - 100% adequately or highly prepared.

   2. **Rate the quality of the nursing program**
      Sum 2013 - 90% excellent or good
      F 2014 - 93% excellent or good
      Sp 2015 - 88% excellent or good
      F 2015 - 92% excellent or good

   3. **Rate your satisfaction with the nursing program**
      Sum 2013 - 90% satisfied or somewhat satisfied
      F 2014 - 93% satisfied or somewhat satisfied
      Sp 2015 - 88% satisfied or somewhat satisfied
      F 2015 - 100% satisfied or somewhat satisfied

4. **Rate your satisfaction with nursing faculty**

     Sum 2013 - 78% satisfied or somewhat satisfied
     F 2014 - 85% satisfied or somewhat satisfied
     Sp 2015 - 91% satisfied or somewhat satisfied
     F 2015 - 100% satisfied or somewhat satisfied

5. **Rate your satisfaction with student support services**
     Sum 2013 - 70% satisfied or somewhat satisfied
     F 2014 - 86% satisfied or somewhat satisfied
     Sp 2015 - 88% satisfied or somewhat satisfied
     F 2015 - 100% satisfied or somewhat satisfied

6   **Rate your satisfaction with the other nursing students**
     Sum 2013 - 100% satisfied or somewhat satisfied
     F 2014 - 100% satisfied or somewhat satisfied
     Sp 2015 - 88% satisfied or somewhat satisfied
     F 2015 - 100% satisfied or somewhat satisfied

7. **Rate your satisfaction with the responsiveness of the program administration to student concerns**
     Sum 2013 - 70% satisfied or somewhat satisfied
     F 2014 - 93% satisfied or somewhat satisfied
     Sp 2015 - 76% satisfied or somewhat satisfied
     F 2015 - 85% satisfied or somewhat satisfied

8. **Rate your satisfaction with the program course schedule**
     Sum 2013 - 70% satisfied or somewhat satisfied
     F 2014 - 100% satisfied or somewhat satisfied
     Sp 2015 - 66% satisfied or somewhat satisfied
     F 2015 - 62% satisfied or somewhat satisfied

9. **Rate your satisfaction with fulfilling your expectations**
     Sum 2013 - 80% satisfied or somewhat satisfied
     F 2014 - 100% satisfied or somewhat satisfied
     Sp 2015 - 91% satisfied or somewhat satisfied
     F 2015 - 100% satisfied or somewhat satisfied

10. **Rate your satisfaction with the information learned in the program to your career**
    Sum 2013 - 90% satisfied or somewhat satisfied
    F 2014 - 100% satisfied or somewhat satisfied
    Sp 2015 - 100% satisfied or somewhat satisfied
    F 2015 - 100% satisfied or somewhat satisfied

11. **Plan to pursue additional education within six months after graduating**
    Sum 2013 - 75% Yes
    F 2014 - 93% Yes
    Sp 2015 - 88% Yes
    F 2015 - 100% Yes

b. **Occupational placement in jobs**
Graduates during from fall 2012, spring 2013 and summer 2013:
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 2012, spring 13 and summer 2013:
a. **What learning experiences assisted you in your professional development as an RN?**
   Clinical, lab, and simulation helped them most to further for their role as an RN. Mock job interviews and resume building were also very helpful. Acquired good time management skills and learn to perform well under pressure.
b. **What special skills or strengths do you think you took with you to your first job because of being in our nursing program?**
   Confident to practice as an RN at the completion of the program. Program's vigor, high expectations of the faculty, and training in acute care setting built confidence in skills. Time management skills. Critical thinking skills. Hard-working, organization, good attitude. How to be assertive.

c. **How well did the nursing program prepare you for entry-level nursing positions?**
   It prepares a person well enough, what is not explained is how hard it is to get your foot in the door. As a licensed RN, it took over nine months to find a CNA position in a hospital. Want to be educated on finding a job. Want to be trained in IV starts.

KCC students are more than prepared for entry level nursing positions but it is hard to find jobs without a BSN.

Part V. Quantitative Indicators for Program Review

- **Current Situation.**

Internal: Strengths and weaknesses

In addition to offering an Associate Degree in Nursing, the College provides courses pathway from PN to the AS Degree in Nursing, a 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 Certificates. In addition, the college offers Certificate of Competence in Surgical Technology and Adult Residential Care Home Primary Caregiver for LPNs and RNs as non-credit programs.

AS in Nursing Program

Demand

The AS in Nursing program moved from "unhealthy" in 2012 – 2013 to "healthy" in 2014 – 2015. During that period of time number of positions decreased from 293 to 254 which may be related to the closure of two medical centers. 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 decreased from 132 to 110. 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 moved from "healthy" to "cautionary". The FTE BOR appointed faculty decreased from 6.6 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" (95.2% - 98.8%) 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 student placement was not met in 2015. The low placement rate could be could be a reflection of the industry preference to hire

bachelor's prepared nurses. Another factor in the low placement rate is that over 50% of the graduates continue their education in bachelor degree nursing programs.

The program is particular high on technical skills attainment (100%) and student retention or transfer (96%). The non-traditional students are represented by males. Nearly 35% of the nursing students are males.

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

	Demand Indicators	Program Year			Demand Health Call
		12-13	13-14	14-15	
1	New & Replacement Positions (State)	376	345	337	
2	*New & Replacement Positions (County Prorated)	293	265	254	
3	*Number of Majors	132	103	110	
3a	Number of Majors Native Hawaiian	25	21	22	
3b	Fall Full-Time	21%	36%	22%	
3c	Fall Part-Time	79%	64%	78%	
3d	Fall Part-Time who are Full-Time in System	4%	3%	14%	
3e	Spring Full-Time	23%	19%	24%	Healthy
3f	Spring Part-Time	77%	81%	76%	
3g	Spring Part-Time who are Full-Time in System	9%	4%	10%	
4	SSH Program Majors in Program Classes	2,756	2,189	2,257	
5	SSH Non-Majors in Program Classes	336	339	365	
6	SSH in All Program Classes	3,092	2,528	2,622	
7	FTE Enrollment in Program Classes	103	84	87	
8	Total Number of Classes Taught	33	26	22	

	Efficiency Indicators	Program Year			Efficiency Health Call
		12-13	13-14	14-15	
9	Average Class Size	21.5	19.2	21.6	
10	Fill Rate	91%	87.9%	82%	
11	FTE BOR Appointed Faculty	19.7	16.7	17.3	
12	*Majors to FTE BOR Appointed Faculty	6.6	6.1	6.3	
13	Majors to Analytic FTE Faculty	24.5	21.8	23.8	
13a	Analytic FTE Faculty	5.4	4.7	4.6	Cautionary
14	Overall Program Budget Allocation	$1,732,454	$1,197,770	$1,433,623	
14a	General Funded Budget Allocation	$866,227	$646,428	$1,346,617	
14b	Special/Federal Budget Allocation	$0	$0	$0	
14c	Tuition and Fees	$866,227	$551,342	$87,006	
15	Cost per SSH	$560	$474	$547	
16	Number of Low-Enrolled (<10) Classes	0	3	2	

	Effectiveness Indicators	Program Year			Effectiveness Health Call
		12-13	13-14	14-15	
17	Successful Completion (Equivalent C or Higher)	94%	86%	88%	Healthy
18	Withdrawals (Grade = W)	23	24	18	
19	*Persistence Fall to Spring	95.2%	88.4%	98.8%	
19a	Persistence Fall to Fall	72.7%	80.5%	86.2%	
20	*Unduplicated Degrees/Certificates Awarded	72	57	61	
20a	Degrees Awarded	72	57	61	
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	95%	88%	98%	
22	Transfers to UH 4-yr	16	22	24	
22a	Transfers with credential from program	15	21	22	
22b	Transfers without credential from program	1	1	2	

	Perkins IV Core Indicators 2013-2014	Goal	Actual	Met
29	1P1 Technical Skills Attainment	91.00	100.00	Met
30	2P1 Completion	47.00	60.00	Met
31	3P1 Student Retention or Transfer	75.21	96.00	Met
32	4P1 Student Placement	68.92	59.82	Not Met
33	5P1 Nontraditional Participation	17.50	26.02	Met
34	5P2 Nontraditional Completion	16.00	21.05	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 21st 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.

        o The use of 21st 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.

- 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 Mānoa 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 Mānoa 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.

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 2014	Spring 2015	Summer 2015	Fall 2015
NURS210	99% + experience 90% SLOs met	91% + experience 100 SLOs met		100% + experience 95-100% SLOs met

NURS211	50% + experience 85-95% SLOs met	95% + experience 90-100 SLOs met		100% + experience 9-100% SLOs met
NURS212	85-95% improved pathophysiology knowledge *	84% improved pathophysiology Knowledge *	88% + experience 82-100% SLOs met	76% + experience 71-94% SLOs met
NURS220	No data available	100% + experience 100 SLOs met	100% + experience 100 SLOs met	90% + experience 95-100 SLOs met
NURS320	97% + experience 100% SLOs met	99% + experience 100% SLOs met		100% + experience 100% SLOs met
NURS360	95% + experience 94-100% SLOS met	97% + experience 94-100% SLOS met		100% + experience 100% SLOs met
NURS362	55% + experience 92-100% SLOS met	61% + experience 91-100% SLOS met		79% + experience 92-100% SLOs met

*The course evaluation tool was altered in summer, 2015.

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 degree completion by 5% from 2016-2021.

Year	2014-2015	2016	2017	2018	2019	2020	2021
Actual	ADN: 55						
Goal	ADN: 60	63	66	69	72	76	80

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

Year	2014-2015	2016	2017	2018	2019	2020	2021
Actual	10						
Goal		11	12	13	14	15	**16**

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

Year	2015	2016	2017	2018	2019	2020	2021
Actual	62%						
Goal		68%	74%	80%	86%	92%	**98%**

(E) Close Native Hawaiian success gaps in percent of AS in Nursing degree.

Year	2015 (%)	2016 (%)	2017 (%)	2018 (%)	2019 (%)	2020 (%)	2021(%)
	F'14-Sp15						
Enrollment:	26% (11/43)						

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

Year	2015 (%)	2016(%)	2017(%)	2018(%)	2019(%)	2020(%)	2021(%)
	F14-Sp15	F15-Sp16					
Enrollment:	14% (6/43)						

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 F14-S15	2016 F15	2017	2018	2019	2020	2021
Actual	89% (49/55)	87.5% (7/8)					
Goal		90/95%	91/95%	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
Actual	86%*						
Goal		87%	88%	89%	90%	90%	90%

*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 72 or below on theory exam or do not met performance criteria in clinical or lab experiences.
- Maintain articulation agreements with the University of Hawai'i at Mānoa 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

- The ADN program 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

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.

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: 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

Work with appropriate Health Science and EMS programs as an integrated model of healthcare training.

3d. Key community partners

Hospitals are the key community partners to ensure development of AS Degree student learning outcomes for clinical competencies.

4.   Outcome 4: Sustainable

UHCC Performance Funding Measures

Kapi'olani Commitments

Specifically the Nursing Department in collaboration with Le'ahi Hospital and their Master Plan, plans to 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.

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. Based on the four Strategic Outcomes for the 2015-2021 College Plan, the program lists the following resource and budget implications:

Hawaiian Graduation Initiative - Strategic Initiative 1 and Hawai'i Innovation Initiative

- 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
- Online survey fees
- Office supplies
- Professional development activities for faculty

Modern Teaching and Learning Environments - Strategic Initiative 4

- Computers

- Software
- Fees associated with Advisory Committee meetings
- Renovation of classroom and labs
- Energy efficient equipment
- Materials for high school career day

The program is looking forward to the renovation of the Kopiko Building 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 cost items. Our lab supplies and equipment account for a third of the department's budget.

The program clinical sites have decreased the student to faculty ratio in the past 3 years, from 10:1 to 8:1. There is a need to recruit and hire qualified nursing faculty in the specialists areas.

With computer-based testing for all Nursing programs, additional computers are needed for use during testing. The majority of students use tablets, however, the testing software does not perform well with tablets.

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
- Acquired 3-yr warranties for each simulation mannequin
- All MOAs with clinical facilities updated
- Acquired one 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
- 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
- Move 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