

**Kapi'olani COMMUNITY COLLEGE**  
**Comprehensive Program Review 2016-2019**  
**Practical Nurse programs**

**Mission Statement:** Kapi'olani Community College provides students from Hawai'i'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**

Kapi'olani 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 O'ahu. 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 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 in 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.

## **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 Hawai'i.
- 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**

### **Practical Nursing**

- Function as a member of the health care team under the supervision of the R.N. and/or M.D.
- Participate in the planning, implementation, and evaluation of nursing care.
- Administer safe nursing care for patients throughout the life cycle.
- Identify the legal and ethical responsibilities of the practical nurse.

## **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 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.

## 3. **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

## 4. **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.
- 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 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.

**PN:**

NURS 101 (1/2016)  
 NURS 110 (1/2016)  
 NURS 120 (1/2016)  
 NURS 120L (11/2015)  
 NURS 122 (1/2016)  
 NURS 126 (11/2015)  
 NURS 128 (1/2016)  
 NURS 130 (11/2015)

**Part IV. Survey results**

**NURS: Practical Nurse**

**a. Student Satisfaction Survey - Responses by Cohort**

Sp 2014: 28.57% Diamond Head; Sum 2014: 71.43% WCC

Sp 2015: 73% Diamond Head; Sum 2015: 66% LCC

**1. Rate how effective the program prepared you to meet program SLOs**

Sp 2014 - 100% well prepared or very well prepared

Sum 2014 - 100% adequately or well prepared

Sp 2015 - 100% good or excellent

Sum 2015 - 83.33% good or excellent

**2. Rate how satisfied were you with the program**

Sp 2015 - 100% satisfied

Sum 2015 - 100% satisfied or somewhat satisfied

**3. Rate how satisfied were you with the nursing faculty**

Sp 2015 - 90% satisfied or somewhat satisfied

Sum 2015 - 100% somewhat satisfied

- 4. Rate how satisfied were you with the student support services within the nursing department**  
Sp 2015 - 100% satisfied or somewhat satisfied  
Sum 2015 - 83.33% satisfied or somewhat satisfied
- 5. Rate how satisfied were you with the other nursing students**  
Sp 2015 - 90.91% satisfied  
Sum 2015 - 83.33% satisfied
- 6. Rate how satisfied were you with the responsiveness of the program administration to student concerns**  
Sp 2015 - 100% satisfied or somewhat satisfied  
Sum 2015 - 83.34% satisfied or somewhat satisfied
- 7. Rate how well did the nursing program fulfill your expectations**  
Sp 2015 - 100% fulfilled or somewhat fulfilled  
Sum 2015 - 100% fulfilled or somewhat fulfilled
- 8. Rate how satisfied were you with the program course schedule**  
Sp 2015 - 90.91% satisfied or somewhat satisfied  
Sum 2015 - 66.66% satisfied or somewhat satisfied
- 9. Rate how applicable was the information you learned within the program to your career**  
Sp 2015 - 100% applicable  
Sum 2015 - 100% applicable or somewhat applicable
- 10. Do you plan to pursue additional education within six months after graduation?**  
Sp 2015 - 90.91% Yes; 9.09% No  
Sum 2015 - 100% Yes
- 11. What are your immediate plans for employment upon graduation?**  
**Sp 2015:** 25% - take NCLEX exam; 88% - find employment as LPN;  
12.5% apply for LPN-RN Transition program  
**Sum 2015:** 20% - take NCLEX exam; 80% - find employment as LPN;  
60% continue education

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

### **NURS: Practical Nursing: ARPD 2012-2015:**

The practical nursing program is healthy in Demand, Efficiency, and Effectiveness.

**All the Perkins Indicators were met except for student placement and non-traditional students.**

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.

Demand Indicators		Program Year			Demand Health Call
		12-13	13-14	14-15	
1	New & Replacement Positions (State)	70	69	66	Healthy
2	*New & Replacement Positions (County Prorated)	48	46	45	
3	*Number of Majors	28	37	26	
3a	Number of Majors Native Hawaiian	4	11	3	
3b	Fall Full-Time	3%	7%	0%	
3c	Fall Part-Time	97%	93%	100%	
3d	Fall Part-Time who are Full-Time in System	0%	5%	0%	
3e	Spring Full-Time	4%	13%	0%	
3f	Spring Part-Time	96%	87%	100%	
3g	Spring Part-Time who are Full-Time in System	4%	3%	0%	
4	SSH Program Majors in Program Classes	626	938	669	
5	SSH Non-Majors in Program Classes	366	273	339	
6	SSH in All Program Classes	992	1,211	1,008	
7	FTE Enrollment in Program Classes	33	40	34	
8	Total Number of Classes Taught	23	26	27	

Efficiency Indicators		Program Year			Efficiency Health Call
		12-13	13-14	14-15	
9	Average Class Size	10.7	11.8	9.6	Healthy
10	*Fill Rate	89.1%	85.7%	75.8%	
11	FTE BOR Appointed Faculty	5	3.5	2	
12	*Majors to FTE BOR Appointed Faculty	5.6	10.5	12.7	
13	Majors to Analytic FTE Faculty	7.9	9.3	6.8	
13a	Analytic FTE Faculty	3.6	4	3.8	
14	Overall Program Budget Allocation	\$476,499	\$770,613	\$716,811	
14a	General Funded Budget Allocation	\$215,588	\$415,894	\$673,309	
14b	Special/Federal Budget Allocation	\$0	\$0	\$0	
14c	Tuition and Fees	\$260,911	\$354,719	\$43,502	
15	Cost per SSH	\$480	\$636	\$711	
16	Number of Low-Enrolled (<10) Classes	10	8	17	

Effectiveness Indicators		Program Year			Effectiveness Health Call
		12-13	13-14	14-15	
17	Successful Completion (Equivalent C or Higher)	97%	94%	94%	Healthy
18	Withdrawals (Grade = W)	5	11	14	
19	*Persistence Fall to Spring	89.6%	72%	88.8%	
19a	Persistence Fall to Fall	0%	6.2%	20%	
20	*Unduplicated Degrees/Certificates Awarded	16	39	28	
20a	Degrees Awarded	0	0	0	
20b	Certificates of Achievement Awarded	16	39	28	

20c	Advanced Professional Certificates Awarded	0	0	0
20d	Other Certificates Awarded	0	0	0
21	External Licensing Exams Passed	100%	91%	97%
22	Transfers to UH 4-yr	4	0	5
22a	Transfers with credential from program	0	0	0
22b	Transfers without credential from program	4	0	5

Perkins IV Core Indicators 2013-2014		Goal	Actual	Met
29	1P1 Technical Skills Attainment	91.00	96.15	Met
30	2P1 Completion	47.00	61.54	Met
31	3P1 Student Retention or Transfer	75.21	94.44	Met
32	4P1 Student Placement	68.92	7.14	Not Met
33	5P1 Nontraditional Participation	17.50	20.34	Met
34	5P2 Nontraditional Completion	16.00	15.63	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 develops 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.
  - The practical nursing students are sought after for employment at long-term care facilities, skilled nursing facilities and ambulatory care clinics.
- Builds partnerships within the University and with other educational, governmental, business and non-profit organizations to support improved lifelong learning.
  - 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

### Current Situation: Internal: Strengths and weaknesses

### Graduation Completion Rates by Semester (2011-2016): (SP=Spring; Sum=Summer)

Sem/Year Entered/ Campus	Sum 2010 (DH)	Fall 2010 (WCC)	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)
Grad Sem/Year	Sp 2011	Sum 2011	Sp 2012	Sum 2012	Sum 2013	Sum 2013	Sp 2014	Sum 2014	Sp 2015	Sum 2015	Sp 2016	Sum 2016	Sp 2017	Sum 2017
Completion Rate	<b>90%</b>	<b>90%</b>	<b>80%</b>	<b>80%</b>	<b>86%</b>	<b>100%</b>	<b>89%</b>	<b>83%</b>	<b>81%</b>	<b>100%</b>	<b>73%</b>	<b>86%</b>	(TBD)	(TBD)
#Grads/ #Accepted	18/20	18/20	16/20	16/20	12/14	13/13	16/18	15/18	13/16	9/9	11/15	12/14	(TBD)	(TBD)

**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 2011-2015:**

Sem/Yr Entered/ Campus	Sum 2010 (DH)	Fall 2010 (WCC)	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)
Grad Sem/Yr	Sp 2011	Sum 2011	Sp 2012	Sum 2012	Sum 2013	Sum 2013	Sp 2014	Sum 2014	Sp 2015	Sum 2015	Sp 2016	Sum 2016	Sp 2017	Sum 2017
Pass Rate	<b>100%</b> (17/17)	<b>100%</b> (15/15)	<b>100%</b> (13/13)	<b>100%</b> (16/16)	<b>100%</b> (9/9)	<b>92%</b> (11/12)	<b>100%</b> (15/15)	<b>100%</b> (14/14)	<b>100%</b> (12/12)	<b>100%</b> (8/8)	(TBD)	(TBD)	(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	Fall 2014	Spring 2015	Summer 2015	Fall 2015
NURS101	100% SLOs met		89-100% SLOS met	100% SLOs met



NURS110	75-100% SLOs met		93-100% SLOs met	67-100% SLOs met
NURS120	100% SLOs met		95-100 SLOs met	92-100 SLOs met
NURS122	83-100% SLOS met	100% SLOs met		94-100% SLOs met
NURS128	100 SLOs met	100% SLOs met		93-100% SLOs met
NURS126		100% SLOs met	100% SLOs met	
NURS130		91-100% SLOs met	67-83% 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 denotes the proposed changes in the program's curriculum.

<b>Current Program Learning Outcomes</b>	<b>Proposed Program Learning Outcomes</b>
<ol style="list-style-type: none"> <li>1. Function as a member of the health care team under the supervision of the R.N. and/or M.D.</li> <li>2. Participate in the planning, implementation, and evaluation of nursing care.</li> <li>3. Administer safe nursing care for patients throughout the life cycle.</li> <li>4. Identify the legal and ethical responsibilities of the practical nurse.</li> </ol>	<ol style="list-style-type: none"> <li>1. Incorporate professionalism by using self-directed learning, and reflection, according to legal and ethical standards of care.</li> <li>2. Provide evidence-based care using information technology to communicate, manage knowledge, mitigate error, and support decision-making.</li> <li>3. Incorporate management and leadership skills in delegation, collaboration, resource allocation and quality improvement through quality improvement to support patient care.</li> <li>4. Provide effective communication with clients, significant support person(s), and interdisciplinary health care team members while applying intrapersonal and therapeutic communication skills.</li> <li>5. Provide patient-centered care by developing therapeutic relationships, integrating culturally appropriate, individualized care based on respect for the beliefs and values systems of the client across the life span.</li> <li>6. Demonstrate clinical judgment when applying nursing knowledge and skills for health promotion, disease prevention and restorative</li> </ol>

	nursing to improve client outcomes.
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**PN Course Comparison**

Current Curriculum 27 credits					Proposed Curriculum 28 credits				
Course	Cr	Semesters			Course	Cr	Semesters		
		1st	2nd	3rd			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
<b>Total Credits</b>	<b>44</b>				<b>Total Credits</b>	<b>45</b>			

**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	<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>	PN: 22						
<b>Goal</b>	PN: 23	24	25	26	27	28	29

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

<b>Year</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</b>						
<b>Goal</b>	12	13	14	15	16	17

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

<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><u>F14-Sp15</u></b>	<b><u>F15-Sp16</u></b>						
	79% (11/14)							

### **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></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><u>F14-S15</u></b>	<b><u>F15</u></b>					
<b>Goal</b>		90/95%	91/95%	92/95%	93/95%	94/95	<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>Goal</b>		87%	88%	89%	90%	90%	<b>90%</b>

### **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 meet 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**

**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 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.

### **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 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 are key to PN student skill development.

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

In collaboration with Le'ahi 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**

**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

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 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 8:1. The PN Program will focus on Long-Term Care. 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 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
- Continued the 5-yr bed replacement plan
- Attendance at the national conference 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
- 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
- Achieve and maintain nurse leadership membership and leadership in national organization