K5.202 Review of Established Programs (Revised Spring 2012)

1. Purpose

Program reviews are intended to provide a regular assessment of the effectiveness of academic instructional programs, of significant continuing education programs, and of major educational and administrative support functions. Program reviews are conducted by the faculty and staff in the program, based on agreed upon measures and program plans. Program reviews provide for assessment of student learning, program demand and efficiency, analysis of external factors impacting a program, and assessment of planned program improvements. Program review results shall be used for decisions relating to program improvement, program modification, and/or program termination, (budgeting?)

2. Related University Policies

a.   Board of Regents Policy, Section 5-1.b Review of Established Programs
b.   University of Hawaiʻi System wide Executive Policy, E5.202 Review of Established Programs
c.   University of Hawaiʻi Community Colleges Policy UHCCP 5.202 Review of Established Programs

3. Programs Subject to Review

a.   All credit degree and certificate programs approved by the Board of Regents. Program reviews for degree programs should incorporate all related certificates and student service support, as appropriate. Although it does not award degrees or certificates, Kahikoluamea is also subject to instructional comprehensive program review.

b.   Student and academic support units.

c.   All educational and administrative support units.

Appendix A identifies the specific programs subject to this policy. Appendix B describes the content and format of the report for each of these three areas.

4. Frequency of Program Reviews

a.   *Annual Report of Program Data (ARPD)*: Instructional, student services, academic support, administrative services, and continuing education shall evaluate data annually.
b.   *Comprehensive Program Review (CPR)*: All programs shall complete a comprehensive assessment every three years. If an instructional program has completed a comprehensive self-assessment for the purposes of program accreditation within two years of the comprehensive program review cycle, the results of the accreditation self-study may substitute for the program review.

5. Content of Program Reviews

a.	*Annual Report of Program Data*: See UHCCP 5.202
(www.hawaii.edu/offices/cc/policies.html and www.hawaii.edu/offices/cc/arpd/index.php)
b.	*Comprehensive Program Review*: See Appendix B

6. Responsibilities

a.	ARPD data for instructional and student services programs are gathered centrally by the UHCC Office for Academic Policy and Planning in consultation with UHCC Institutional Program Review Council (http://www.hawaii.edu/offices/cc/iprc.html). Other ARPD and some CPR data are gathered by individual programs.

b.	The program head, in consultation with program faculty and staff and other appropriate individuals, shall be responsible for evaluating the assessment data and completing a report according to established format.

c.	The program administrator shall be responsible for reviewing reports and ensuring completion of reports by established deadlines. Where appropriate, the program administrator may direct further analysis or research for programs that are under-performing. The program administrator shall be responsible for using the results of the program review in decision-making related to program improvement and resource allocation.

d.	The Policy, Planning and Assessment Council shall be responsible for oversight of the program review process, including reviewing summaries of program review reports and related recommended actions, monitoring overall College compliance with program review policies, and reviewing and approving common outcomes definitions for use with program assessment.

7. Dissemination of Program Reviews

a.	*ARPD*: shall be available to the public at UHCC website (www.hawaii.edu/offices/cc/arpd/index.php). Chancellor shall submit an executive summary to UHCC Office for Academic Affairs. UHCC Vice President shall present a summary to the University of Hawaiʻi Board of Regents.

b.	*CPR*: shall be available to the public at Office for Institutional Effectiveness website (ofie.kcc.hawaii.edu/).

8. Assessment of the Program Review Process

a.	*ARPD*: review of ARPD process is the responsibility of the UHCC Institutional Program Review Council (http://www.hawaii.edu/offices/cc/iprc.html).

b. *CPR*: At the conclusion of each comprehensive program review cycle, the OFIE will conduct an assessment of the overall program review policy and procedures to determine if improvements are necessary and present recommendations to PPAC.

APPENDIX A. Programs Subject to K5.202

BOARD OF REGENTS APPROVED INSTRUCTIONAL PROGRAMS

Culinary Arts, Hospitality, and Business, Legal, and Technology Education
Business, Legal, and Technology Education
Accounting
Information Technology
Marketing and Entrepreneurship
Management
Paralegal
Culinary Arts
Hospitality And Travel and Tourism Operations Management

Arts & Sciences
Biotechnician
Liberal Arts
New Media Arts
Natural Science

Health Education
Emergency Medical Services
Emergency Medical Technician
Mobile Intensive Care Technician
Nursing
Nursing
Practical Nursing
Health Sciences
Dental Assisting
Exercise and Sport Science
Medical Assisting
Medical Laboratory Technician
Occupational Therapy Assistant
Physical Therapist Assistant
Radiologic Technology
Respiratory Care

NON-DEGREE GRANTING INSTRUCTIONAL PROGRAMS
Kahikoluamea
Reading
Writing
Math

EDUCATIONAL AND ADMINISTRATIVE SUPPORT UNITS

Administration

Office for Institutional Effectiveness

Office for International Affairs

Administrative Services
- Auxiliary Services
- Business Office
- Human Resources

Academic Support
- CELTT
- Library and Learning Resources
- Curriculum Management

Continuing and Community Education
- Continuing Education
- Community Relations

Student Services

APPENDIX B. Comprehensive Program Review Report Format

Instructional Programs
BOR Approved Instructional Programs and Kahikoluamea,

College Mission Statement:
Mission Statement 2008-2015

Kapiʻolani Community College...

- is a gathering place where Hawaiʻi's cultural diversity is celebrated, championed and reflected in the curriculum, pedagogy, support services and activities, students, faculty, staff, and administration.
- is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to effective communication and shared vision, values, mission, and responsibilities.
- strives to provide the highest quality education and training for Hawaiʻi's people.
- provides open access, and promotes students' progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.
- prepares students to meet rigorous associate and baccalaureate requirements and personal enrichment goals by offering high quality liberal arts and other articulated transfer programs.
- 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.
- prepares students for lives of ethical and social responsibility by offering opportunities for increased service-learning and community engagement.
- leads locally, regionally, nationally and internationally in the development of integrated international education, enriched through global collaborations.
- uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals and generate a solid return on the public's investment for a sustainable future.
- builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved lifelong learning.
- uses ongoing cycles of planning, best practice research, budgeting, implementation, assessment, and evaluation to drive continuous program and institutional improvement.

Program Mission Statement: Clear statement of program purposes and links to the College's Strategic Plan.

The mission of the Nursing Department
The mission of the Nursing Department at Kapiolani Community College is to develop practitioners who are safe, caring, competent, and recognize the responsibility for life-long learning. The Nursing Department strives to prepare students for lives of ethical, responsible community involvement and community engagement. Our mission is to prepare students to meet rigorous employment standards while providing opportunities for those who wish to continue their formal education.

Part I. Executive Summary of CPR and Response to previous program review recommendations

Part II. Program Description

History

 a. *Introduction:*
 The Nursing Department purpose is to prepare students for careers as nurses to meet workforce needs in the health care industry in Hawaii. *History:*

The Nursing Department initially began with the Practical Nursing (PN) Program more than 40 years ago. In response to community and industry need, the Department has developed various programs to meet workforce demands for various levels of nursing personnel. Major programs include the following: Associate Science in Nursing, Practical Nursing, Nurse Aide, Surgical Technologist, and Adult Residential Care Home. The Associate Science in Nursing (ADN) Program was transferred to Kapi'olani Community College from University of Hawaii-Mänoa in 1988 when the University decided to have only the baccalaureate nursing program at the main campus. The AS Nursing Program graduated its first class of students in 1990. The AS Nursing Program received full re-accreditation for 8 years by the National League for Nursing Accrediting Commission (NLNAC) in 2005. The Practical Nursing Program leads to a Certificate of Achievement (CA) and prepares graduates to work in long term care facilities, home care, and clinics The Nurse Aide Program is approved by the State of Hawaii and consists of 150 hours; prepares graduates to work in long term care facilities providing personnel care to residents and clients. The Non-Credit Surgical Technology Program prepares graduates to work in operating rooms and is accredited by the Commission on Accreditation of Allied Health Education Programs.

The PN Program is taught by Kapi'olani CC faculty each fall and spring at the KCC Diamond Head (DH) campus site and at the Windward Community College (WCC) satellite campus site.

To graduate with a CA in practical nursing, students are required to have successfully completed the program prerequisites and be admitted into the PRCN program. The program is a total of 44 credits which can be completed within two semesters and one summer term.

Program goals/Occupations for which this program prepares students: Include the skills that graduates will have and the occupations for which they are prepared

The PRCN Program prepares graduates to take the NCLEX National Licensure Examination to become a Licensed Practical Nurse. Skills taught are consistent with industry standards.

SKILLS CHECKLIST

NO	NURSING SKILLS	IA	CP	S	NO.	NURSING SKILLS	IA	CP	S
1	Oral Care				16	Decubitus Care			
2	Shaving				17	VS - TPR			
3	Bedbath				18	BP			
4	Back Massage				19	Apical & Peripher. Pulse			
5	Peri-care				20	Neuro Check			
6	Occupied Bedmaking				21	Feeding			
7	Unoccupied Bedmaking				22	Weighing			
8	Placement of bedpan				23	I & O			
9	Apply restraints				24	Colostomy Care			
10	Range-of Motion				25	Apply Binder/Bandage			
11	Transfer, bed to gurney				26	Sterile Dressing (W→M)			
12	Transfer, bed to W/C				27	Wound irrigation			
13	Positioning				28	Enema - Fleet			
14	Collect Specimen				29	SSE (lg. Vol. Enema)			
15	Sterile Gloving				30	Heat/cold Application			

SKILLS CHECKLIST (cont.)

NO	NURSING SKILLS	IA	CP	S	NO.	NURSING SKILLS	IA	CP	S
31	Foley Cath. (Female)				53	Post Mortem Care			
32	Foley Cath. (Male)				54	Neurovascular Check			
33	Foley Care				55	Chest tube			
34	Bladder Irrigation				56	IV to IID			
35	St. Cath. (Female)				57	IV maintenan. + PPN			
36	St. Cath. (Male)				58	IV Medication			
37	Gavage (NGT, GT & JT)				59	Heplock Medication			
38	Cont. TF (NG, GT & JT)				60	Z Track			
39	NG tube irrigation				61	IM Injection			
40	Test Urine				62	Subq. Injection			
41	Admission of Patient				63	Cast Care			
42	Discharge of Patient				64	Traction			
43	Eye/Ear Meds				65	Physical Inspection			
44	Suppository				66	Intradermal Injection			
45	Feeding tube Meds				67	Capillary blood Glucose			
46	Oral Medication				68				
47	Administration of O2				69				
48	Perioperative Care				70				
49	Suctioning, Nasopharyn.				71				
50	Suctioning, Oral				72				
51	Suctioning, Trach				73				
52	Tracheostomy Care				74				

Evidence of industry validation: Employer surveys, feedback from Advisory Committee

Admission requirements

PRCN Admissions Requirements

The Practical Nursing Certificate of Achievement (CA) can be completed within two semesters and one summer, after prerequisite courses are completed. The PRCN Program prepares graduates to be licensed as Practical Nurses (LPN). LPNs provide basic care and treatment to clients across the life span in a variety of settings. LPNs work under the guidance of Registered Nurses, Physician's Assistants, and Physicians. Working closely with other members of the health care team, LPNs provide quality patient care guided by the National Federation of Licensed Practical Nurses (NFLPN) Practice Standards, and the State Board of Nursing Scope of Practice, and agency specific policies and procedures.

Location: The KCC PRCN Program is offered each Fall and Summer at the KCC Diamond Head (DH) campus site and the Windward Community College (WCC) satellite campus site depending on instructor availability.
Employment Outlook: There is need for LPNs in long-term care facilities, and the home care setting. The average entry-level salary is $20 per hour and with experience $28 per hour or more.
Prerequisite Courses (18 credits): English 100, Zoology 141, 141 Lab & 142, 142 Lab, Family Resources 230, Math 100 or higher, Pharmacology 110 or higher.
Additional Requirements: ATI TEAS Exam (Version 5.0) with a minimum adjusted individual score of 65% or higher.
Support Courses: Applicants are required to show completion of a State-Approved Nurse Aide Course (Credit or Non-Credit) Within the Past Three Years of Application or submit a letter from employer verifying nurse aide work experience within the past three years.

Nursing Program Career Ladder and Licensure

A career ladder model is incorporated into the PRCN program. Students are able to begin their career ladder by becoming a nurse aide, progressing to become a practical nurse and finally eligible to become a registered nurse. After completing a Practical Nursing program and obtaining their practical nursing licensure, interested students may pursue the LPN-RN Transition (ANURS-LPN) Program which is for Licensed Practical Nurses who are interested in becoming a registered nurse. This program may be completed in three semesters after prerequisites are completed.

As an alternative to the pathway from a practical nursing program to the LPN-RN Transition Program, interested students may pursue the Associate in Science degree in Nursing (ADN) program, wherein after completing the third semester within the ADN program, nursing students will have an opportunity to register for and pass the NCLEX-PN exam to obtain their practical nursing licensure.

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Application Period:

Dec. 1 to Feb. 1 for Fall Admission

Oct. 1 to Dec. 15 for Summer Admission

Students are selected on a **BEST QUALIFIED** basis.

Credentials, licensures offered

After graduating from the PRCN program, graduates are eligible to take the National Council Licensure Examination (NCLEX-PN). After passing the exam they can apply for their Practical Nurse Licence.

Faculty and staff

There are currently 2 full time faculty in the PRCN program. Nursing Department resources are utilized by the PRCN program, including 3 ADN faculty members intermittently allocated to various PN courses. Nursing department shared resources also includes a secretary II and an office assistant IV. An APT provides faculty and student support.

Resources, including student s **Comprehensive Program Review Report (February 2013) Description of Student Support Services in the KCC Nursing Department**

Two full-time counseling faculty are responsible for the student support services provided by the Nursing Department at Kapiʻolani Community College, as well as the satellite site. The nursing department counselors provide oversight for Recruitment, Admissions, Retention, Graduation and Administrative activities in service to pre-nursing and nursing students.

A.   Recruitment Activities

1.   Conducting **walk-in advising** (i.e., individual academic advising for pre-nursing students) at KCC.
2.   Conducting **Nursing Information Sessions** (i.e., in-person group academic advising for pre-nursing students) at KCC and its nursing satellite site at Windward Community College. An on-line version of the nursing information session is also maintained as an alternative to the in-person session.
3.   Conducting **Transfer Workshops on Nursing** (i.e., group academic advising for pre-nursing students) at Honolulu Community College and Windward Community College.
4.   Conducting **nursing presentations** (with a focus on career awareness) **for career/college fairs at the high schools** throughout Oʻahu.
5.   Conducting **nursing presentations for campus tours** for school and community groups visiting the KCC campus.
6.   **Representing the nursing department and staffing a KCC booth at college fairs** sponsored by the National Association for College Admissions Counseling (in April) and the Hawaiʻi College and Career Fair (in November).
7.   Maintaining the **nursing program webpages** for the Associate Degree in Nursing, LPN-RN Transition, Practical Nursing, Nurse Aide, Adult Residential Care Home Operator and Surgical Technology programs as posted within the KCC website.
8.   **Collaborating with counselors at Leeward Community College and Windward College to provide updates on KCC nursing programs** for the purpose of advising pre-nursing students interested in transferring from LCC /WCC to KCC.

B. **Admissions Activities**

1.	Coordinating the **application process** for six nursing programs which includes maintaining and revising the "Admissions Application/Checklist Forms" as well as reviewing the applications for the ranking, selection and notification for nursing program applicants.
2.	Designing and facilitating the **new nursing student orientation sessions** to prepare new students for entry into the Associate Degree in Nursing (ADN) program, LPN-RN Transition program, Practical Nursing (PRCN) program, Nurse Aide program and Surgical Technology program.
3.	Participating in **new student orientation sessions for new students entering the college** to provide academic advising for pre-nursing students, who are new or transfer students.

C. **Retention Activities**

1.	Offering **personal counseling and guidance** for nursing students to address personal concerns in school, at work and/or at home which may impact nursing students' academic progress. (Referrals for counseling are mandatory by instructional faculty for nursing students not achieving satisfactory scores on exams and/or making satisfactory progress within their clinical practicum.)
2.	Offering **academic advising** for nursing students to ensure completion of nursing program course requirements.
3.	Coordinating **nursing scholarship committee** to provide financial assistance for nursing students.
4.	Offering **assistance with nursing course registration** to resolve registration problems.
5.	Offering **assistance with nursing course withdrawals** as part of the formal exit interview for nursing students withdrawing from a course or the program.
6.	Coordinating the **readmission process for nursing students** seeking readmission into the nursing program.
7	Serving as **advocate for nursing students** to resolve potential academic grievance issues related to academic progress in the classroom, lab and clinical practicum.
8.	Providing **input from a student services perspective for nursing course curriculum** development and/or revisions.

D. **Graduation Activities**

1.	Verifying **course completion for graduation requirements** for nursing students to ensure program completion and graduation.
2.	Assisting with **arrangements for graduation ceremonies** for nursing students.
3.	Offering **transfer advising for nursing students to continue their education towards a baccalaureate nursing degree**.

E. **Administrative Activities**

1.	Conducting **nursing student surveys** to evaluate the students' experience with the nursing course and the clinical practicum as well as to discern students' employment status after graduation.
2.	Maintaining **nursing student records** relating to admissions, academic transcripts and clinical practicum evaluations.
Support services

Part III. Quantitative Indicators for Program Review

Listing of most recent three years of ARPD data for demand, efficiency and effectiveness.

University of Hawaii Community Colleges
Annual Report of Program Data Analysis Preview

Part I. Quantitative Indicators
Overall Program Health: Healthy
Majors Included: PRCN

Demand Indicators	Program Year			Demand Health Call
	09-10	10-11	11-12	
1. New & Replacement Positions (State)	63	72	78	
2. *New & Replacement Positions (County Prorated)	51	48	54	
3. *Number of Majors	31	53	39	
4. SSH Program Majors in Program Classes	422.5	1,174	1,012	
5. SSH Non-Majors in Program Classes	74.5	0	413	Cautionary
6. SSH in All Program Classes	497	1,174	1,425	
7. FTE Enrollment in Program Classes	17	39	48	
8 .Total Number of Classes Taught	11	15	25	

Efficiency Indicators	Program Year			Efficiency Health Call
	09-10	10-11	11-12	
9. Average Class Size	13.3	19.1	14.8	
10. *Fill Rate	85%	97%	100%	
11. FTE BOR Appointed Faculty	0	0.5	4.5	
12. *Majors to FTE BOR Appointed Faculty	0	105	8.7	
13. Majors to Analytic FTE Faculty	24.2	22.9	11.7	
13a. Analytic FTE Faculty	1.3	2.3	3.3	
14. Overall Program Budget Allocation	$262,312	$545,766	$555,766	Healthy
14a. General Funded Budget Allocation	$262,312	$545,766	$327,345	
14b. Special/Federal Budget Allocation	$0	$0	$0	
14c. Tuition and Fees	Not Reported	Not Reported	$228,421	
15. Cost per SSH	$528	$465	$390	
16. Number of Low-Enrolled (<10) Classes	3	0	5	

Effectiveness Indicators	Program Year			Effectiveness Health Call
	09-10	10-11	11-12	
17. Successful Completion (Equivalent C or Higher)	76%	97%	93%	
18. Withdrawals (Grade = W)	33	5	18	Healthy
19. *Persistence (Fall to Spring)	100%	89%	88%	
20. *Unduplicated Degrees/Certificates Awarded	14	33	37	

20a.	Degrees Awarded	0	0	0
20b.	Certificates of Achievement Awarded	14	33	37
20c.	Advanced Professional Certificates Awarded	0	0	0
20d.	Other Certificates Awarded	0	0	0
21.	External Licensing Exams Passed	Not Reported	Not Reported	Not Reported
22.	Transfers to UH 4-yr	1	0	0
22a.	Transfers with credential from program	0	0	0
22b.	Transfers without credential from program	1	0	0

Perkins IV Core Indicators 2010-2011	Goal	Actual	Met
29. 1P1 Technical Skills Attainment	90.10	97.96	Met
30. 2P1 Completion	45.00	87.76	Met
31. 3P1 Student Retention or Transfer	56.00	91.43	Met
32. 4P1 Student Placement	51.00	72.73	Met
33. 5P1 Nontraditional Participation	16.25	13.75	Not Met
34. 5P2 Nontraditional Completion	15.15	9.26	Not Met

Last Updated: August 6th, 2012

Part III. Action Plan

Program Action Plan

Based on the findings of the 2012 Annual Report on Instructional Program Data, Nursing: Practical Nursing, there is a clear course of action that needs to be pursued in order to continue to meet the demands of the state of Hawaii, as well as to meet the needs of current and future PRCN students. The goals for the PRCN program for the next three years are: 1) Pursue NLN Accreditation 2) Increase enrollment in the PRCN program to meet the states demand 3) Increase enrollment and successful completion of the PRCN program by non-traditional students.

To begin the process of achieving NLN accreditation for the PRCN program a comprehensive and detailed self-study needs to be generated. The requirements to achieve NLN accreditation need to be understood. A plan to achieve all necessary requirements will be generated. Once these steps have been taken a timeline for the accreditation process will be created.

The annual report on instructional program data rates the demand health call for the PRCN program as Cautionary. This is related to a greater number of workforce demand compared to the number of students in the PRCN program. Currently the PRCN program admits 20 students in the summer and 20 students in the fall. The number of students admitted to the PRCN program is directly related to the number of available faculty. Currently, two 9-month full time PRCN faculty are allocating their complete workload to class instruction, laboratory and clinical

instruction, student remediation, course planning, program coordination, and department and campus service. Shared ADN faculty are assigned as needed to lecture and coordinate courses, and teach laboratory and clinical. This is especially true for courses taught in the summer, a time in which there are no full time PRCN faculty available. The annual report on instructional program data indicates the number of faculty needed to meet workforce demand is 4.5 instructors for the PRCN program. This number of faculty must be obtained in order to improve the demand health call from cautionary to healthy by the next comprehensive program review. It is suggested that at least 2 of these positions be 11-month positions.

Perkins Indicators reveal Non-traditional student participation and completion goals were not met. The PRCN satellite site at WCC is our program outreach to increase non-traditional student participation and completion by offering the PRCN program at locations that are geographically more accessible to nontraditional students. Our relationship with WCC has been a positive collaboration for all parties. A key collaboration has been with WCC faculty member, Jamie Boyd. Through her program "Pathway out of Poverty", students complete Certified Nurse Aide (CNA) education. Once this is completed the students are eligible to apply to the PRCN program. The plan is to work with Jamie to admit 4 students from "Pathway out of Poverty" program in fall 2013, and annually thereafter. This would make at least 20% of the PRCN cohort nontraditional students.

Part IV. Resource Implications

Program Resource Implications

Funding to carry out the action plan includes the following:

The implications for resources are based on the action plan detailed above.

To achieve NLN accreditation of the PRCN program a great deal of work needs to be planned and completed. A minimum of 4.5 PRCN faculty need to be allocated to the PRCN program so various elements of the accreditation process can be assigned to them. Currently 2 full time PRCN faculty are present, so 2.5 more full time PRCN faculty are required, of which at least 2 should be 11-month positions. Nursing department faculty have attended national conferences on NLN accreditation of Practical Nursing Programs. One requirement that is well understood is the need for a full-time 11 month academic counselor dedicated to the PRCN program. Currently the nursing department has an 11 month academic counselor, Wesly Maekawa, and a 9-month academic counselor, Crystalyn Hottenstein, who works overload in the summer months. Both academic counselors share responsibilities for the needs of the ADN and PRCN programs. In order to meet NLN requirements for accreditation, it is recommended that Crystalyn Hottenstein be hired into an 11-month position, and assigned to the PRCN program. It is my understanding that the process of hiring Ms. Hottenstein into an 11 month position has been on-going for a number of years. It is unclear what is causing a delay in this process. What is clear is that NLN accreditation of the PRCN program will not be achieved without this personnel change being implemented.

In order to met the states and counties workforce demands, 2.5 more PRCN faculty are needed, of which two should be hired into 11-month positions. Data over the past three years indicate the number of new and replacement positions for Honolulu County to be 153; the number of majors over the same time period was 123. If enrollment at the DH campus could be increased to 30 students every summer, then the PRCN program would be able to meet workforce demand for the county of Honolulu.

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Increased student enrollment can only be achieved if more PRCN faculty are hired. Nursing courses require detailed preparation and planning. Throughout the semester instructors are responsible for preparing students for exams, remediating students after poor performance, monitoring students attainment of clinical skills, providing timely feedback on clinical performance, making clinical assignments, reviewing clinical paperwork, and planning for upcoming courses. The board of nursing has a limit of 10 students per instructor for the clinical setting; certain clinical facilities are decreasing that ration to 8 students per instructor. Based on the current care environment, and in order to satisfy regulatory requirements, clinical facility requirements and to meet student needs, a minimum of 2.5 PRCN faculty need to be hired, of which 2 should be 11 month positions.

In order to met the Perkin's IV Core Indicators for nontraditional student participation and completion the work with Jamie Boyd at WCC will be continued. Implications for resources relate back to the requirement of an 11-month academic counselor dedicated to the PRCN program, and additional faculty to meet students' needs in the classroom, lab and clinical setting. An 11-month academic counselor for the PRCN program will be able to assist incoming nontraditional students in navigating the academic environment and ensuring necessary deadlines are met for registration and health requirements. A dedicated 11-month PRCN academic counselor would also be able to assist nontraditional students who are in academic jeopardy to make a success plan to complete the PRCN program. This would increase nontraditional student participation and completion.

Regarding fiscal resources, the college will need to maintain sufficient funds for the Nursing Department in order to purchase necessary office supplies, medical equipment and course supplies. Specific needs of the PRCN program at this time are: 1) a printer for the students at the WCC satellite site 2) a scanner at the WCC satellite site 3) a new laptop for instructor lectures at the WCC satellite site.

An emerging need is related to the use of computer based testing. Currently the PRCN program uses paper and pencil based testing with scantron forms for the majority of course examinations. Computerized testing is used about once a semester, and needs to be coordinated with computer labs at KCC, and the testing center at WCC. The PRCN program has been informed that scantron based tests will no longer be graded by the testing center in the near future. With this in mind, as well as recommendations from the NLNAC accreditation of the ADN program to change to a computerized testing format, it is understood that the shift to computer based testing needs to begin now. Continuing to use the KCC computer labs and the WCC testing center is not an option based on the frequency of nursing examinations (about once every 2 weeks), as well as schedule conflicts, as both the computer lab and the testing center are used by a wide variety of students and programs. Resource implications for this change relate to the need for laptops that students can use for computerized testing in nursing classrooms, as well as a secure place to store the laptops. Based on current enrollment numbers, and projected increase in student enrollment to meet county workforce demands, at least 50 laptops would need to be purchased for the PN program, 30 to be kept at DH and 20 to be kept at WCC. Both locations would need a secure laptop storage area.

Program Student Learning Outcomes

For the 2011-2012 program year, some or all of the following P-SLOs were reviewed by the program:

Assessed this year?	Program Student Learning Outcomes
1 Yes	There are four PN Program SLOs aligned with the program courses. 1. Function as a member of the health care team under the supervision of the RN and/or MD. 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.

Part IV. Curriculum Revision and Review

Listing of courses reviewed during the previous three years. A minimum of 20% of existing courses are to be reviewed each year.

Course competencies were linked to PRCN program SLOs through curriculum central in 2012 for NURS 101, NURS 110, NURS 120, NURS 122, NURS 126, NURS 128, NURS 130.

Over the next 5 years the following course assessments will take place. AY 2012-2013 NURS 101 and NURS 120 will be assessed. AY 2013-2014 NURS 122 and NURS 126 will be assessed. AY 2014-2013 NURS 110, NURS 128, and NURS 130 will be assessed.

Part V. Survey results

1. Student satisfaction, including student support services
   Program evaluations for students graduating in May 2010 reveal 100% of students felt the PRCN program highly prepared them to meet the program SLOs. More data has been collected and needs to be processed. Having an 11 month academic counselor for the PRCN program would allow this data to be gathered, processed and analyzed in a more timely fashion.
2. Occupational placement in jobs (for CTE programs)
   The most recent available data at the time of this report is from 2011. Of the 14 PRCN graduates from spring 2010, five were working as a Licensed Practical Nurse (LPN), 35.71%. Of the 15 PRCN graduates from Fall 2010, eight were working as LPNs, 53.33%. Data collection of occupational placement of PRCN graduates is ongoing.
3. Employer satisfaction (for CTE programs)
   More information needs to be collected regarding employer satisfaction.
4. Graduate/Leaver

Part VI. Analysis of the Program

Program Demand

The demand for new and replacement positions at the county level has increased slightly over

the ARPD report. The Kapiʻolani CC Practical Nursing (PN) Program decreased the number of majors from 53 in 2010 - 2011 to 39 in the current report. The higher number in 2010-11 was a function of students who took a longer time to complete the program. While the demand indicator is "cautionary" as a result of the decrease in number of majors, the PN cohort numbers at Diamond Head and Windward campuses admits 20 students at each satellite site. Data over the past three years indicate the number of new and replacement positions for Honolulu County to be 153; the number of majors over the same time period was 123.

Program Efficiency
The fill rate shows that the PN Program is "healthy" at 100% up from 97% in 2011-2012.

The number of majors to FTE BOR appointed faculty positions is 8.7. It should be noted that the nursing department faculty members team teach within courses, the data are not set up to capture team taught program courses.

The Nursing Department set out a plan in 2011 to specify the number of faculty positions for each nursing program. Given the increased demand for PN majors, the number of faculty for the program was set at 4.5.

Program Effectiveness
The PN program is effective and "healthy" on all three indicators. The ratio of unduplicated certificates to majors is 95%, a percent greater than 20 is a healthy program. The persistence rate is 88%; over 75% is deemed healthy. The data need to be investigated as the number of withdrawals reported at 18 is surprising.

Perkins Indicators
The PN program surpassed the Perkins Core Indicators for technical skill training, completion, student retention or transfer and student placement. While men tend not to enter nursing in great numbers, the program is seeing a greater number of young men entering the PN program than over the past few years. The effort of the nursing department counselors working with the nursing students is key to the success of these indicators

1. Alignment with mission

   The Mission of the Nursing Department is aligned with the Mission of the College. Four specific aspects of the Kapi`olani Community College mission statement connect directly to the PRCN program. The first would be "...strives to provide the highest quality education and training for Hawai`i's people", quality nursing education is a cornerstone of the PRCN program. Students are engaged in learning and implementing the best practice for nursing procedures and nursing care. The second would be "...provides open access, and promotes students' progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis." Student evaluation is an on-going process within the PRCN program. Student

evaluations are conducted in a consistent format throughout the PRCN program. Clinical evaluations occur twice per clinical rotation to allow for timely feedback on students progress in a course, and identify areas for improvement and facilitate a plan for success before a student is in academic jeopardy. The third area of direct alignment with the KCC mission statement is "...prepares students to meet rigorous associate and baccalaureate requirements and personal enrichment goals by offering high quality liberal arts and other articulated transfer programs." PRCN students experience rigorous testing, clinical assignment preparation, and paper writing similar to those of the ADN program. PRCN graduates are eligible to apply to the ADN transition program, and have historically been successful in this program. The fourth element of the KCC mission statement that directly aligns with the PRCN program is "...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." The PRCN program maintains high standards for students conduct in the class, laboratory and clinical setting. Students' clinical rotations occur in the facilities they may be employed at in the future, so there is a clear understanding of the work requirements and behavioral expectations. Unprofessional conduct, persistent tardiness, and absenteeism are not tolerated in the PRCN program.

2. Current Situation. *Internal*: Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the ARPD data in Part III. CTE programs must include analysis of the Perkins Core indicators for which the program has not met the performance level.

   Strengths of the PRCN program are based upon the strong foundation of nursing education at Kapi`olani Community College. Instructors currently work in the industry, or have an extensive work history, allowing them to provide real life context to students classroom, lab and clinical experience.

   In terms of demand, strengths include the increase in the number of new and replacement positions over the past 3 years, indicating a need for PRCN graduates in the community. Weaknesses relate to the number of majors being below the number of new and replacement positions for the county of Honolulu, and the state of Hawaii. Not meeting the state's work force demand relates directly to the number of nursing faculty available. As stated earlier, there are currently only 2 full-time PRCN faculty, this is a weakness influencing the demand indicators for the PRCN program.

   For efficiency and effectiveness indicators, strengths would be the nursing faculty and counselor's dedication to student success. If there is any indication that a student is in academic or clinical jeopardy a success plan is made. This plan includes students' desired behaviors for success and a plan to achieve those behaviors. Students meet with nursing faculty and counselors to review and understand the success plan. Another strength is Kapi`olani's strong reputation in the community. Weaknesses again relate to the current number of PRCN faculty and the need to hire to additional PRCN faculty, and to dedicate a fulltime academic counselor to the PRCN program.

Perkins Indicators reveal Non-traditional student participation and completion goals were not met. Strengths in this area include the PRCN satellite site at WCC, and our collaboration with WCC faculty member, Jamie Boyd, and her program "Pathway out of Poverty". Weaknesses again relate to the current number of PRCN faculty and the need to hire to additional PRCN faculty, and to dedicate a fulltime academic counselor to the PRCN program. Additional PRCN faculty and a dedicated 11 month academic counselor for the PRCN program would facilitate more outreach to increase nontraditional student participation and completion.

External: Review "Planning Shaped By External Context," pages 10-13 of the updated Strategic Plan, 2008-2015. Identify specific external factors influencing program planning

External factors in the Hawaii planning context influencing the PRCN program include #4- "Escaping the Low Wage, Low Skilled Trap" and #5- "A Poorly Performing Education to Work Pipeline". The PRCN program is influenced by the external factors of increasing interest and application to the PRCN program, as more people seek higher skilled training and employment. As stated in the most recent ARPD for the PRCN program, new and replacement positions for the county of Honolulu were 153 over the past three years, and the number of majors for the PRCN program was 123 over the past three years. This increased demand places additional stress and workload on academic counselors and nursing faculty. "A Poorly Performing Education to Work Pipeline" influences the PRCN program as incoming PRCN students have varying backgrounds and readiness to perform and meet the high standards of the PRCN program.

External factors in the National planning context influencing the PRCN program include #1- "The Access Problem" and #3- "Maintaining Our Competitive Edge- from Research to Job Training". The PRCN program is influenced by a student population facing increasing financial and family demands that may affect a student's ability to fully participate and complete the PRCN program requirements. Students entering the PRCN program desire a 21st century education that will prepare them to pass licensure examination and achieve a well paying job to support their livelihood and contribute to the health and well-being of Hawaii's people.

3. Assessment Results for Program SLOs.
   List of the Program Student Learning Outcomes (SLO) and the dates assessed

   Upon completion of the PRCN program, nursing student will be able to:

   1. Function as a member of the health care team under the supervision of the RN and/or MD. To be assessed fall 2013

   2. Participate in the planning, implementation and evaluation of nursing care. To be assessed fall 2014

   3. Administer safe nursing care for patients throughout the life cycle. To be assessed fall 2014

4. Identify the legal and ethical responsibilities of the practical nurse. To be assessed fall 2015

Assessment results

Changes that have been made based on evaluation of the assessment results

Continue to maintain NFLPN Standards. Course evaluations indicate that students consistently state that direct clinical instructor feedback is helpful in recognizing their strengths and determining areas in need of improvement, continue this strategy. Continue to focus on identifying and utilizing reliable sources of information. Students and faculty will continue to seek opportunities for collaboration and appropriate leadership, for working as a member of the health care team, for client-centered care across the life cycle and for identification of the legal and ethical responsibilities of the practical nurse.

Part VII. Tactical Action Plan

1. Department Action Plan (where multiple programs are housed in a single department, the departmental-level plan is included in all program review reports)
    a. Appropriate Strategic Outcomes: departmental tactical action plan outcomes should align with and help the College achieve its strategic outcomes as identified in the Strategic Planning Matrix. Code outcomes to match the College's outcomes (A=Hawaiian Attainment, B=Educational Capital, C=Grants Development, D=Workforce Development, E=Professional Development, F=Resource Stewardship).

    b. Tactical Plan Performance Measures: Performance measures should align with and help the College achieve its performance measures as identified in the Strategic Planning Matrix. Code performance measures to match College performance measures (examples A1, B2, C1, D4, E1, F2).

    Performance Measure A1 (Native Hawaiian Educational Attainment): Perkins Core Indicators show we have not met this, strategies to improve Perkins Core Indicators include offering nursing courses at Windward Community Colleges which improves outreach to Native Hawaiian students. We have also worked with the "Pathway out of Poverty" program at Windward Community College. The Nursing Department will continue to utilize these strategies.

    c. Strategies: Develop strategies to address weaknesses identified in ARPD. Review the Potential Strategies and Campus-wide Strategies identified in the Strategic Plan. Identify specific strategies. **(See Above)**

    Performance Measure A1B (Improve outreach to Native Hawaiian students) The Nursing Department supports this strategy by PRCN nursing courses at the traditional Kapi`olani Community College Diamond Head campus, and the satellite site, WCC, as discussed above.

Performance Measure B1A (Increase college going rate of high school graduates by improving outreach…) The two nursing counselors regularly participate in college and career fairs at public high schools. They also regularly provide presentations, "Nursing as a Career"at public schools on Oahu. They attend the college and career fair held at The Blaisdel Center, which hosts high school students from across the State of Hawaii. The WCC satellite site provide convenient access for underserved areas.

d. Data to be gathered: e.g. ARPD, IEMs, CCSSE, program-specific data

In addition to the above data, the Nursing Department gathers Graduate and Employer Surveys. Surveys from clinical sites evaluate the faculty and students.

e. Position(s) Responsible
All clinical faculty are responsible for helping to gather surveys. PRCN faculty and counselors conduct student surveys and analyze data.

f. Synergies with other programs, units, emphases and initiatives
The emphasis of the PRCN program is the long-term care setting. PN faculty are supported by ADN faculty to assist in instructional workload and planning.

g. Key Community Partners (if any)
Community connections, advisory committees, Internships, Coops, DOE

The KCC Nursing Department has Memorandums of Agreement with 22 facilities which include acute care, long term care, and health care organizations.
The KCC Nursing Department meets annually with the Advisory Committee which includes representatives from the community and facilities in which students do their clinical practicum.

2. Program Action Plan (based on ARPD results)
   a. Pursue NLN Accreditation
   b. Increase enrollment in the PRCN program to meet the states demand
   c. Increase enrollment and successful completion of the PRCN program by non-traditional students.

Part VIII. Resource and Budget Implications

Identify the human, physical, fiscal, and technology resources required to implement strategies and indicate the appropriate funding sources: existing appropriated funds, tuition and other special fees, grants, etc.

- As discussed earlier, there is a need to change the 9-month nursing counselor (Crystalyn Hottenstein) to an 11-month position, and dedicate her to the PRCN program. This is a requirement of NLN program accreditation, and would also assist in meeting Perkins Core Indicators for nontraditional student participation and completion.

- An 2.5 additional full time PRCN faculty members are needed, 2 of which should be 11month positions, in order increase enrollment to meet state work force demands, and to increase participation and completion of nontraditional students.
- Based on current enrollment numbers, and projected increase in student enrollment to meet county workforce demands, at least 50 laptops would need to be purchased for the PN program, 30 to be kept at DH and 20 to be kept at WCC. Both locations would need a secure laptop storage area.
- The Nursing Lab at Diamond Head campus needs a washer and dryer to maintain the bedding used for hospital beds.
- The Department needs DVDs that can "stream". The PRCN program is located on two campuses and this would greatly facilitate student engagement and ease the burden of traveling to various locations to access student resources.

Part IX. Evaluation of Data and Measurable Improvements (annually updated)*

1. Evaluation of Data identified in Part VII-1-d
2. Improvements in Last 12 months (list)
   a. Conversion to G-mail now enables us to be able to stay in contact with students after they graduate
   b. Simulation Lab was introduced into most nursing courses
   c. Nurse Kelly (mannequins) were also utilized for simulation
   d. The ATI TEAS pre-admission exam was adopted for all programs
   e. All of the required health documents are now posted on the Nursing Web site
   f. On-line program "My Nursing Lab" was utilized for selected courses
   g. Student name badges are now produced by Student Activities

3. Improvements to be made in the next 12 months (list)
   *New initiatives may be added in annual updates
   a. E-portfolio will be introduced enabling students to showcase their projects completed throughout the Nursing Program

   b. More technology will be used in the classroom

   c. The department is moving toward e-books

   d. The Nursing Department plans to start an alumni association for nursing graduates

   e. Since the campus plans to stop using scantron in the summer of 2013, the Nursing department must make a decision to purchase the scantron software or move testing to Laulima (which would require 50 new laptop computers to accommodate all of the PRCN courses).