

ADN Nursing Program

BOR Approved Instructional Programs and Kahikoluamea,

College Mission Statement:

Mission Statement 2008-2015

Kapi'olani Community College...

- is a gathering place where Hawai'i'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 Hawai'i'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 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-Mānoa 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 ADN Program is taught by Kapi'olani CC faculty each fall and spring at the KCC Diamond Head (DH) campus site and at the Leeward Community College (LCC) satellite campus site.

To graduate with an AS Degree in nursing, students are required to have successfully completed the program prerequisites and be admitted into the ADN program. The degree is a total of 72 credits which can be completed within four semesters and one summer term.

Effective fall 2012, the AS degree in Nursing will be aligned with the Bachelor of Science in Nursing (BSN) degree at the University of Hawai'i at Mānoa via the Hawai'i State wide Nursing Consortium Curriculum. The alignment will enable Kapi'olani ADN graduates to continue their nursing education in pursuit of a BSN degree. This also means that program graduates can career ladder into either the BA in Nursing at UH-Mānoa or the UH- Hilo.

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 Associate in Science Degree in Nursing Program prepares graduates to take the

NCLEX National Licensure Examination to become a Registered Nurse. Skills taught are consistent with industry standards.

SKILLS CHECKLIST

NO	NURSING SKILLS	IA	CP	S	NO.	NURSING SKILLS	IA	CP	S
1	Hand Hygiene				19	VS – BP			
2	Oral Care				20	Pain Assessment			
3	Shaving				21	Apical & Peripher. Pulse			
4	Bedbath				22	Neuro Check			
5	Back Massage				23	Oral Feeding			
6	Peri-care				24	I & O			
7	Occupied Bedmaking				25	Collect Specimen			
8	Unoccupied Bedmaking				26	Colostomy Care			
9	Placement of bedpan				27	Enema - Fleet			
10	Apply restraints				28	SSE (Iq. Vol. Enema)			
11	Range-of Motion				29	Sterile Dressing (W→M)			
12	Transfer, bed to gurney				30	Wound irrigation			
13	Transfer, bed to W/C				31	Apply Binder/Bandage			
14	Positioning				32	Heat/cold Application			
15	Lift System				33	Physical Assessment: Infant			
16	Sterile Gloving				34	Physical Assessment: Child			
17	Decubitus Care				35	Physical Assessment: Adult			
18	VS – TPR				36	Therapeutic Communication			

SKILLS CHECKLIST (cont.)

NO	NURSING SKILLS	IA	CP	S	NO.	NURSING SKILLS	IA	CP	S
37	Foley Care				60	Cast Care			
38	Bladder Irrigation				61	Traction			
39	St. Cath. (Female)				62	Neurovascular Check			
40	St. Cath. (Male)				63	IV to IID			
41	Foley Cath. (Female)				64	IV maintenance			
42	Foley Cath. (Male)				65	IV Med with continuous IV			
43	Urine Testing				66	IV Med with Saline lock flush			
44	Gavage (NGT, GT & JT)				67	IV Pump			
45	Cont. TF (NG, GT & JT)				68	Z Track			
46	TF Pump				69	IM Injection			
47	NG tube insertion				70	Subq. Injection			
48	NG tube irrigation				71	Intradermal Injection			
49	Eye/Ear Meds				72	Admission of Patient			
50	Suppository				73	Discharge of Patient			
51	Feeding tube Meds				74	Chest tube			
52	Oral Medication				75	CVAD (PICC)			
53	Administration of O2				76	CVAD (Perc. Central Vasc. Cath)			
54	Perioperative Care				77	CV Catheters (tunneled)			
55	Suctioning, Nasopharyn.				78	IV Bolus			
56	Suctioning, Oral				79	Blood Transfusion			
57	Suctioning, Trach				80	TPN, Intralipids admin.			
58	Tracheostomy Care				81	Capillary blood Glucose			
59	Post Mortem Care				82	Venipuncture			

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

Admission requirements

ADN Admissions Requirements

The A.S. Degree in Nursing Program (ADN) can be completed within four semesters after prerequisite courses are completed, and prepares graduates to be licensed as Registered Nurses. RNs provide the same basic care and treatment as practical nurses. In addition they manage the care of the clients, teach patients and their families, supervise and problem solve issues related to the patients, and are trained to do more complex skills. Working closely with other members of the health care team, RNs perform special, highly technical procedures in a variety of setting such as the operating room, emergency room, intensive care units, hospitals, long-term care settings and community health.

Location: The KCC ADN Program is offered each Fall and Spring at the KCC Diamond Head (DH) campus site and the Leeward Community College (LCC) satellite campus site depending on instructor availability.

Employment Outlook: There is need for nurses in the specialty areas and long-term care facilities. The average entry-level salary is \$31 per hour and with experience \$45 per hour or more.

Prerequisite Courses (23 - 26 credits): English 100, Zoology 141, 141 Lab & 142, 142 Lab, Family Resources 230, Math 100 or higher, Psychology 100 OR Anthropology 200, Microbiology 130 and high school or college chemistry.

Additional Requirements: ATI TEAS Exam (Version 5.0) with a minimum adjusted individual score of 78% or higher.

Support Courses: Pharmacology 203 and one humanities course. It is recommended that these courses be completed BEFORE entering the program. Additional points will be awarded to applicants with direct patient care experience in a health-related field.

Nursing Program Career Ladder and Licensure

A career ladder model is incorporated into the Associate in Science Degree in Nursing. 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. Students who are accepted into the Associates Degree Program and complete their first semester within the ADN program, acquire skills to become a nurse aide. After successfully completing the first year as well as the pediatric ADN course, students are eligible to take the National Council of Licensure Examination for practical nurses (NCLEX-PN) examination to become licensed practical nurses. Graduates of the Associate in Science Degree in Nursing Program are prepared to write the National Council for Licensure Examination for registered nurses (NCLEX-RN) examination and to perform as entry level registered nurses.

Nursing Consortium Curriculum: Effective Fall 2012, the KCC ADN Program was realigned with the UHM Bachelor of Science in Nursing (BSN) program to enable the KCC ADN students to continue their nursing education in pursuit of a BSN degree.

Application Period:

Dec. 1 to Feb. 1 for Fall Admission

June 1 to Sept. 1 for Spring Admission

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

Credentials, licensures offered

After graduating from the Associate Science in Nursing program, graduates are eligible to take the National Council Licensure Examination. After passing the exam they can apply for their Registered Nurse license.

Faculty and staff

There are 20 full time faculty and 7 part time faculty in the ADN Program. The Department has 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 Kapi‘olani Community College, wherein 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 Leeward 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 O‘ahu.
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 Hawai‘i 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

Articulation Agreements

Effective fall 2012, the KCC Associate Degree in Nursing (ADN) program was realigned with the UH- Manoa Bachelor of Science in Nursing (BSN) program via the Hawaii Statewide Nursing Consortium Curriculum, thus enabling ADN graduates to continue their nursing education in pursuit of a BSN degree at UH-Manoa.

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: NURS

	Demand Indicators	Program Year			Demand Health Call
		08-09	09-10	10-11	
1	New & Replacement Positions (State)	316	272	306	Cautionary
2	New & Replacement Positions (County Prorated)	255	199	232	
3	Number of Majors	182	153	156	
4	SSH Program Majors in Program Classes	3,556	2,885	2,914	
5	SSH Non-Majors in Program Classes	513	582	456	

6	SSH in All Program Classes	4,069	3,467	3,370
7	FTE Enrollment in Program Classes	136	116	112
8	Total Number of Classes Taught	30	37	45

	Efficiency Indicators	Program Year			Efficiency Health Call
		08-09	09-10	10-11	
9	Average Class Size	31.4	23.3	17.5	Healthy
10	Fill Rate	83%	99%	88%	
11	FTE BOR Appointed Faculty	18.7	30.2	27.4	
12	Majors to FTE BOR Appointed Faculty	9.7	4.6	5.7	
13	Majors to Analytic FTE Faculty	38.6	25.9	19.9	
13a	Analytic FTE Faculty	4.7	5.9	7.8	
14	Overall Program Budget Allocation	Not Reported	\$1,573,872	\$1,637,298	
14a	General Funded Budget Allocation	Not Reported	\$1,573,872	\$1,637,298	
14b	Special/Federal Budget Allocation	Not Reported	\$0	\$0	
15	Cost per SSH	Not Reported	\$454	\$486	
16	Number of Low-Enrolled (<10) Classes	2	3	11	

	Effectiveness Indicators	Program Year			Effectiveness Health Call
		08-09	09-10	10-11	
17	Successful Completion (Equivalent C or Higher)	89%	82%	89%	Healthy
18	Withdrawals (Grade = W)	32	75	40	
19	Persistence (Fall to Spring)	74%	68%	86%	
20	Unduplicated Degrees/Certificates Awarded	77	74	61	
20a	Degrees Awarded	77	74	61	
20b	Certificates of Achievement Awarded	0	0	0	
20c	Academic Subject Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	0	0	0	
21	Transfers to UH 4-yr	4	2	0	
21a	Transfers with credential from program	4	2	0	
21b	Transfers without credential from program	0	0	0	

Perkins IV Core Indicators 2009-2010		Goal	Actual	Met
28	1P1 Technical Skills Attainment	90.05	100.00	Met
29	2P1 Completion	44.50	87.95	Met
30	3P1 Student Retention or Transfer	55.50	92.74	Met
31	4P1 Student Placement	50.50	72.28	Met
32	5P1 Nontraditional Participation	16.00	26.60	Met
33	5P2 Nontraditional Completion	15.10	28.57	Met

Last Updated: January 4th, 2012

Part III. Action Plan Program Action Plan

1. Complete an ADN program self study report and curriculum changes as recommended by the last accreditation report and prepare for the 2013 site visits to each campus.
2. Complete the alignment of curriculum content with the system-wide consortium curriculum to be effective fall 2012, including the ADN program student learning outcomes (SLOs) aligned with course competencies.
3. Action plan for the next year is to expand the simulation laboratory and poly-communication system at the Leeward CC satellite site. Completed the implementation and alignment of the ADN curriculum in fall 2012 with the program UH-Manoa Bachelor of Science in Nursing (BSN) program via the Hawai'i State-wide Nursing Consortium Curriculum. This action will enable ADN graduates to continue their nursing education in pursuit of a BSN degree at UH-Manoa.
4. Obtained approval to administer and accept only the Assessment Technology Institute's Test of Essential Academic Skills (ATI-TEAS) exam. The exam was approved as a program pre-admissions requirement and was effective as of March 20, 2012. Students applying to the KCC ADN program and the KCC LPN-RN Transition Program will be required to meet an individual total score of 78% or higher. This plan will alleviate the lack of resources to administer the current NLN pre-admissions exam as well as the current concern that ADN applicants are unable to access or secure their exam scores in a timely manner.

5. Obtained approval to eliminate the five-year time limit for the science prerequisite and co-requisite courses for the ADN Program and LPN-RN Transition Program. Effective June 2012 student applications for the ADN Program and LPN-RN Transition Program in the spring 2013 semester. This action parallels the system-wide prerequisites to ADN programs. In place of the current pre-requisites students will be required to complete the pathophysiology course.
6. Request the change in the status of the current 9 month faculty counselor to an 11 month position. Since the summer session of 2010, the nursing counselor has worked in an overload position to provide teaching and student support for the ADN and PCRN Nursing Programs on three campuses. This work is not manageable by one counselor. In addition, well over 200 applications come in for the PN Program at Diamond Head and Windward CC, the ADN program at Diamond Head and Leeward CC, as well as the Surgical Technology Program and ARCH (Adult Residential Care Home). To date, the Nursing Department has managed to support the summer student needs by hiring a casual instructor APT, and two nine month faculty – one counselor and one instructor to serve as Nursing Lab Resource Center instructor at the three sites. The Department Secretary was hired, and we continue to recruit faculty.
7. Our strength is that KCC is a member of the Statewide Consortium, and demand is a function of industry.

Part IV. Resource Implications

Program Resource Implications

Funding to carry out the action plan includes the following:

- Expanding the 9 month nursing faculty counselor position to 11 month.
- Purchasing a Simulation Family including a baby simulation mannequin for the pediatric course, perhaps through a Perkins Grant or Professional Fees.

For any additional fiscal resources, the Nursing Department had sufficient funds to purchase necessary office, medical equipment and supplies through College funds and Professional Fees. The costs of creating a simulation laboratory with simulation mannequin and technology at the LCC satellite site have been funded with Professional Fees. A space for the new simulation mannequins will have to be remodeled and furnished.

Program Student Learning Outcomes

A. The ADN Student Learning Outcomes are aligned with course competencies and rubrics. The chart below is based on the current curriculum and will be revised in fall 2012 based on the Consortium Curriculum program SLO's

Program SLO: Upon graduation the ADN student learning outcome	Evidence of Industry Validation	Expected Level of Achievement	Assessment Strategy/ Instrument	Results of Program Assessment	Plan for Improvement
1. Utilize ANA Standards of Practice and Code of Ethics to identify potential legal and ethical issues in the delivery of nursing care.	Employer Survey	100% of students will identify potential or actual legal and ethical issues in nursing care. 100% of students will practice legally and ethically correct nursing care. 80% of employers will cite graduates as meeting or exceeding expectations	WSE/Clinical Evaluation Tool Employer Survey	Students cite their recognition and adherence to standards in objective #6.	Maintain ANA standards.
1. Develop a structured plan to reflect on personal nursing practice.		100% of students will identify learning needs and create a plan to meet	WSE/ Clinical Evaluation Tool.	All students submit reflective information about their clinical preparation and performance weekly. This information is also located in objective #7	In course evaluations, students consistently state that direct clinical instructor feedback is helpful to them in recognizing their strengths and determining areas in

					need of improvement
1. Choose reliable sources of information to support nursing care decisions to individuals.	NURS153/158 and NURS258; evidenced-based practice	100% of students will select peer-reviewed, scholarly sources to support nursing care.	Written documents in these courses	Students are able to choose reliable sources of information to cite in their written papers and clinical paperwork.	NURS153 and 158 will continue to focus on identifying and utilizing reliable sources of information.
1. Specify nursing care situations requiring the need for delegation and leadership.	WSE NURS258 Employer Survey	100% of students will identify personal care and skills that can be delegated to others. 100% of employers cite appropriate delegation and leadership	Student and faculty will review in WSE.	Students will cite and follow-through with appropriate delegation and leadership skills.	Students and faculty will continue to seek opportunities for appropriate delegation and leadership.
1. Practice in the role of professional nurse as part of a health care	WSE Employer Survey	100% of students will contribute to the health care team every day while in a clinical setting.	Student and faculty will review in WSE	Students cite opportunities and experiences in working as a member of the health care team.	Students and faculty will continue to seek opportunities for working as a member of the health care team.

team.		100% of employers will state that graduates are able to function as a member of the team.		Employers cite that graduates are able to function as a member of the team.	
1. Identify factors that influence access and continuity of health care.	NURS158 NURS258	100% of students will identify factors that influence access and continuity of health care.	Class discussion		Issues courses will continue to focus on health care issues affecting access and continuity.
1. Utilize therapeutic communication skills in the development of relationships with clients and families.	WSE Employer Survey	100% of students will communicate effectively with clients, their families, and the health care team. 100% of employers cite effective communication with clients and their families.	WSE/Clinical Evaluation Tool	The student and faculty member review opportunities and experiences for therapeutic communication weekly.	The student and faculty member will continue to seek opportunities and experiences for therapeutic communication.
1. Deliver client-centered care incorporating all	WSE	100% of students will deliver client-centered care	WSE/Clinical Evaluation Tool	The student and faculty member review opportunities and	The student and faculty member will continue to seek opportunities

of the nursing core values as defined by the NLN.	Employer Survey	incorporating the values defined by the NLN that include cultural sensitivity. 100% of employers will cite graduates delivering client-centered care		experiences for client-centered care weekly.	and experiences for client-centered care
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B. Course competencies and rubrics

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.

The Nursing Department has implemented the Statewide Consortium Curriculum starting in the fall of 2012. All courses in the new curriculum were reviewed in 2012-2013 and will be due for 5 year review in 2016-2017. Courses in the old curriculum which are due for a 5 year review in 2013-2014 (NURS 253 & NURS 255) will expire at the end of spring semester, 2013. Courses in the old curriculum which are due for a 5 year review 2012-2013 (NURS 256 & NURS 258) will expire 7/31/13.

Part V. Survey results

1. Student satisfaction, including student support services

Student satisfaction surveys for fall 2010: 86% felt they were well prepared or very well prepared. Student satisfaction surveys for spring 2011: 99 – 100% felt they were adequately prepared or highly prepared. Student satisfaction surveys for fall 2011: 100% felt they were adequately prepared or highly prepared. Student satisfaction surveys for spring 2012: 99 – 100% felt they were adequately prepared or highly prepared.

2. Occupational placement in jobs (for CTE programs)

NA

3. Employer satisfaction (for CTE programs)

Employer satisfaction surveys from spring 2012: 100% felt the graduates met or exceeded expected performance level.

4. Graduate/Leaver

Part VI. Analysis of the Program

PROGRAM DEMAND

The number of majors in the nursing program (156) divided by the county new and replacement positions (232), show that the program demand indicator to be .67 or “cautionary”. To be defined as “healthy” the number of majors would need to increase by over 200 to meet the current demand. The data show that the number of new and replacement positions for registered nurses declined by over 55 positions between the 2008-09 and 2009-10 ARPD reports and increased by 33 positions from 2009-10 to the current 2012-11 reports. The last three ARPD reports show that the Kapi’olani CC nursing program like all other state nursing programs, have adjusted the number of students admitted into nursing in order to meet the State workforce needs.

The county prorated registered nursing positions need to be explained. Currently, new nursing graduates are more likely to obtain either part-time RN positions or work as an LPN and Nurse Aide. Assessment of the county and state nursing workforce indicates that nurses are remaining in workforce rather than retiring as expected due to the economic downturn. This means that full-time positions are not readily available and are not expected to be for 3 to 5 years. To increase the number of nursing majors would potentially increase the number of students in the ADN to BA career pathway or the applications to related health careers. Kapi’olani CC nursing program is aligning the curriculum content with the system-wide consortium as of fall 2012. The alignment will help new graduates unable to find full time work and wishing to continue on in their nursing education.

The demand for the Kapi’olani CC nursing program is also related to the accreditation status of the program. Department faculty are preparing the self study documentation and related curriculum changes as the 2013 accreditation team will be assessing the program at each campus location.

Program Efficiency

One of the ARPD efficiency indicators is class fill rate. The ADN program fill rate is 88% and as it falls within the 75 and 100 percent range the program can be considered “healthy” and efficient. The efficiency measure of majors to FTE BOR appointed faculty is 5.7 which means the program is unhealthy. This is explained by the number of FTE BOR faculty appointments reported to be 27.4 while the practical nurse program is reported to only have 0.5 appointments.

The data is explained in part by the structure of the nursing program found in the program description of this report. The nursing curriculum is an integrated career pathway program, meaning that faculty members are hired at the highest level of skill, which is the ADN program, but team teach across all nursing programs. The BOR faculty numbers need to be investigated based on which faculty position numbers are more likely to be identified with each nursing program. For example, given the current number of majors of 156 there would need to be 10 faculty teaching within the ADN program to be considered a healthy efficient program.

Program Effectiveness

The effectiveness of the ADN nursing is “healthy” at 39% based on the number of unduplicated degrees awarded (61) divided by number of majors (156). To be considered healthy the program needed to achieve greater than 20%. The second measure of effectiveness looks at the degrees awarded by the new and replacement positions for the county. The program effectiveness is .26 or “cautionary”. However, the county positions are perhaps a less accurate measure given the analysis of the need for registered nurses given the current workforce saturation. Finally, the program persistence is “healthy” at 86%. The nursing faculty counsellors and teaching instructors have worked very hard to increase this indicator. Their work is supported by the data which show that the persistence rate has increased over the last ARPD report by approximately 20 percentage points. In addition, the data appear to include withdrawals and lack of persistence by the non-nursing majors. This needs to be investigated as it would effect the persistence rate and the number of program withdrawals.

Perkins Indicator

To the credit of the ADN nursing program, all six Perkins Core Indicator goals were met; technical skills attainment, completion rate, student retention or transfers, student placement, non-traditional student participation and completion. The non traditional students are represented by males as well as Native Hawaiian students.

The higher successful completion rate and lower withdrawal rate indicate that actions taken since the last ARPD Report to address the declining on-time pass rate through curriculum change have been successful. Actions included 1) changing the selection criteria to give extra consideration to applicants with health care or care-giving experience; 2) all students who earn a theory exam grade of less than 72, who performed poorly in clinical or were absent from class received mandatory remedial assistance from the program counselors and the Nursing Laboratory Resource Center.

Use of computerized assessment testing continued to be incorporated in all nursing courses.

Perkins core indicator of student retention/transfer rate at 92.74% is explained in part by the system approach to the integrated nursing career pathway which is reflected in the number of students progressing through the ADN program at the various campus sites. For example, the spring 2010 cohort students continued on into the fall 2010 and spring 2011 at the newly established satellite site at Leeward CC. Another new cohort of 20 students was admitted to the AS Program in fall 2010 at the satellite site.

Perkins core indicator of student completion at 87.95% is supported by program faculty teaching at both the main Diamond Head campus and the Leeward CC satellite site. Faculty implemented the last ARDP action plan to meet regularly, prepare for classes and laboratory sessions at each site, and establish a parallel Laboratory Resource Center for students needing to practice their clinical skills and receive remediation help from program faculty.

The drop in program withdrawals from 75 in the 2009-10 to 40 in the current ARPD report indicates that the action plan to address the declining on-time pass rate through curriculum change has been successful. These actions included 1) changing the selection criteria to give extra consideration to applicants with health care or care-giving experience; 2) all students who earn a theory exam grade of less than 72 or do poorly in clinical or are absent from class are provided with mandatory remedial assistance from the faculty counselors as well as teaching faculty through the Nursing Laboratory Resource Center. Use of computerized assessment testing continued to be incorporated in all nursing courses.

1. Alignment with mission
The Mission of the Nursing Department is aligned with the Mission of the College.
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. *External:* Review "Planning Shaped By External Context," pages 1-6 of the updated Strategic Plan, 2008-2015. Identify specific external factors influencing program planning
4. Assessment Results for Program SLOs. The program developed a schedule for SLO assessment such that within the three-year review period, all SLOs will have been assessed and the following will be reported:

Students cite their recognition and adherence to standards. All students submit reflective information about their clinical preparation and performance weekly. Students are able to choose reliable sources of information to cite in their written paperwork. Students will cite and follow-through with appropriate delegation and leadership skills. Students cite opportunities and experiences in working as a member of the health care team. Employers cite that graduates are able to function as a member of the team. The student and faculty member review opportunities and experiences for therapeutic communication and client-centered care weekly.

List of the Program Student Learning Outcomes (SLO) and the dates assessed

Upon graduation the Associate of Science degree nursing student will be able to:

1. 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.

2. Describe and analyze episodes of clinical practice and self-care; and identify areas of strength and those requiring development.
3. 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.
4. Employ leadership skills in implementing and/or delegating the delivery of safe nursing care to clients and client systems.
5. Collaborate with the multidisciplinary team to advocate for clients, clients systems, and groups in meeting their health care needs.
6. 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.
7. Develop therapeutic relationships based on mutuality, respect, cultural sensitivity, caring, and the beliefs and value systems with the client, client systems and community.
8. Communicate professionally, clearly and therapeutically in all interactions.
9. 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 restoration theory in assisting clients and client systems to maintain independence.

Assessment results

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

Continue to maintain ANA 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 appropriate delegation and leadership, for working as a member of the health care team, for therapeutic communication and for client-centered care.

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

Perkins Core Indicators: 5P1, Nontraditional Participation **MET**, 5P2, Nontraditional Completion **MET**. **All Perkins Core Indicators MET**. 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 met this, strategies used include offering nursing courses at Windward and Leeward 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 offering nursing courses at the two satellite sites 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 two satellite sites 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. The NLNAC Standard VI Committee (Outcomes) is responsible for analyzing the data.

f. Synergies with other programs, units, emphases and initiatives

NURS 210 and NURS 220 have invited experts from other programs to deliver class content to nursing students. These include instructors from Occupational Therapy Assistant, Respiratory Care, Dental Assisting, and Exercise in Sport Science.

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)

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. There is also a need to convert Debbie Harrison's 9-month tenured position to an 11-month position. As we implement the new Statewide Consortium Curriculum, Mental Health Psychiatric Nursing is now integrated in all courses across the curriculum. Debbie is the Mental Health Psychiatric Coordinator and is doing an excellent job as we transition in the new concept-based curriculum, but she cannot accomplish this in 9 months.
- The Nursing Department needs new laptop computers with adequate programs. We need a "smart cart" system for each classroom so computers and equipment can be secured in a locked cabinet, and faculty can have easy access to conduct class activities. The college has decided to end the use of "scantron" service for test scoring. The Nursing Department relied upon this service for item analysis, which is necessary, especially with accreditation site visitors coming in October, 2013. We will either have to purchase scantron equipment and software. If this is not possible we will need 100 new laptop computers so testing can be done on Lualima for all nursing courses, as the testing center cannot accommodate all of our nursing students in all of our courses.

- Students have requested that the old desks now used in lab areas be replaced with long tables. The new curriculum utilizes many group projects necessitating more work space.
- 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”. We are located on three campuses and this would greatly facilitate student engagement.

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. New Statewide Consortium Curriculum was introduced in fall of 2012 which is concept based and changed the way we teach, using many more strategies in the classroom
 - e. The ATI TEAS pre-admission exam was adopted for all programs
 - f. All of the required health documents are now posted on the Nursing Web site
 - g. On-line program “My Nursing Lab” was utilized for selected courses
 - h. 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. We will begin to teach the Consortium Curriculum at Leeward Community College
 - e. The Nursing Department plans to start an alumni association for nursing graduates
 - f. 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 Lualaba (which would require 100 new laptop computers to accommodate all of the nursing courses).

