HAWAI`I COMMUNITY COLLEGE
ANNUAL INSTRUCTIONAL
PROGRAM REVIEW

Practical Nursing

APRIL 2, 2007

Elizabeth Ojala, Writer

ANNUAL INSTRUCTIONAL PROGRAM REVIEW
Practical Nursing
April 2, 2007

I.   Narrative and Analysis of Data

a.   Purpose of the program, including the target student population

This program prepares students to take the National Council Licensure Exam –PN to
become licensed practical nurses. The licensed practical nurse works under the guidance
of a physician and/or registered nurse.

The certificate in Practical Nursing consists of 6 semester hours of non-nursing support
courses and 34 semester hours of nursing courses; 40 semester hours in all. The program
is 40 weeks long and includes 2 semesters and a summer session.

The purpose of the Certificate of Achievement in Practical Nursing Program is to provide
a continuous and adequate supply of licensed practical nurses for employment in the
health care delivery system of Hawai'i County and the State of Hawai'i. In order to meet
the purpose the nursing program will:

1. Recruit, retain and graduate individuals from the County and State of Hawai'i.

2. Provide a quality nursing program that prepares graduates for licensure at the
    practical nursing level.

3. Provide a nursing education that prepares graduates with the knowledge and skills
    needed to function effectively in the present and future health care delivery system.

b.   External factors affecting the program

The demand for licensed practical nurses is not increasing. According to the Hawaii
County EMSI 2005-2011 predictions, there will be a need for 34 new and 21 replacement
licensed practical nurses. The need for new and replacements of LPNs in the state is
predicted to be 467. Acute care facilities are moving toward all R.N. staffs at this time.
However, LPN's continue to be used in long term care settings, home care, clinics and
doctor's offices.

c.   Program Health Indicator Report –See Attached

d.   **External measures**

Ten students graduated from the program Summer 2006. Of those 8 have taken the NCLEX-PN and all have passed for a pass rate of 100%. Data on employment rates is not available.

II.   **Action Plan including Budget Request**

1.   Decrease the number of Practical Nursing students admitted in Fall 2007 to ten and reassign one of the PN faculty to teach the non-credit Nurses' Aide course and the CHO courses. There is a crucial demand for Nurses' Aides and the only way the Division can meet this need is to use a full time faculty. The need for LPNs is less than that for Nurses' Aides.

2.   Develop a mechanism for follow up of graduates that measures satisfaction with the program and employment patterns.

3.   Develop a way to obtain an accurate prediction of the demand for LPNs.

Data Chart-next page

QUANTITATIVE TREND DATA CHART

Program: Practical Nursing

	Fall 2005	Spring 2006	AY
#1 Number of Unduplicated Majors	42	32	49
#2 Total Student Semester Hours	280	289	569
#3 FTE Student Majors	18.67	19.27	18.97
#4 Number of Graduates	-	-	10
#5 Number of classes	1	1	2
#6 Avg Class size	10	10	10
#7 Avg Class fit	100%	83.3%	91.7%
#8 FTE of BOR Appointed Program Faculty*	-	-	2
#9 Number of FTE Faculty (1 FTE = 20 contact hours/wk)*	-	-	3.05
#10 Student semester hours for all PPC class enrollments	117	140	257
#11 Student-Faculty Ratio**	-	-	2.81
#12 PPC Credits Earned Ratio	.90	1.00	.95
#13 Non-PPC Credits Earned Ratio	.61	.68	.65
#14 PPC Avg GPA	3.00	3.00	3.00
#15 Non-PPC Avg GPA	2.47	2.78	6.62
#16 Budget	-	-	$1267.00
#17 Program Cost per SSH***	-	-	$372.46

* - data provided by program

** - calculated with data provided by program

*** - calculated using rank 4 rate per credit hour of instruction

The Program Health Indicators Review provides a comprehensive, empirically based review of academic programs. Major sections of the report provide descriptive information about the development and history of a program, goals, faculty and advisory committees, admission and degree requirements, and graphic representation of the program's standing. The major clusters of program health indicators are program demand, program efficiency and program outcomes. Hawai'i Community College uses five data elements to develop these clusters: number of applicants and majors (program demand), class fit and average class size (program efficiencies) and graduates (program outcomes).

Chancellor :   Rockne Freitas
Dean of Instruction: Doug Dykstra
Director: Elizabeth Ojala

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PROGRAM DESCRIPTION

This program prepares students to take the state examination for licensure as licensed practical nurses. The practical nurse works under the guidance of a physician and/or registered nurse.

The certificate in Practical Nursing consists of 6 semester hours of non-nursing support courses and 34 semester hours of nursing courses; 40 semester hours in all. The program is 40 weeks long and includes 2 semesters and a summer session.

PROGRAM GOALS

The purpose of the Certificate of Achievement in Practical Nursing Program is to provide a continuous and adequate supply of licensed practical nurses for employment in the health care delivery system of Hawai'i County and the State of Hawai'i. In order to meet the purpose the nursing program will:

1. Recruit, retain and graduate individuals from the community of the County and State of Hawai'i.

2. Provide a quality nursing program that prepares graduates for licensure at the practical nursing level.

3. Provide a nursing education that prepares graduates with the knowledge and skills needed to function effectively in the present and future health care delivery system.

PROGRAM HEALTH INDICATORS

INDICES	MINIMUM LEVEL	ACTUAL LEVEL	SATISFACTORY LEVEL
PROGRAM DEMAND/CENTRALITY: Fall 2006			
Number of Applicants	20	36	40
Number of Majors	30	42	40
Student Semester Hours	195	260	260
Class Credit Hours	13	13	13
Number of Classes Taught	1	1	1
PROGRAM EFFICIENCY: Fall 2006			
Average Class Size	15	20	20
Student Semester Hours per FTE Faculty	195	260	260
Equiv. Class Credit Hours per FTE Faculty	13	13	13
Percentage of Small Classes	0%	0	0%
PROGRAM OUTCOMES: Fall 2005 (See Perkins III Core Indicators on Page 5)			
Credits Earned Ratio – General Education		00	
Credits Earned Ratio – Vocational Education		00	
Degrees and Certificates Awarded – AY 2001-2002		00	
Placement into Further Education, Employ, or Military		00	
Program Retention – Fall to Spring		00	
Retention in Employment		00	
Non-Traditional Program Participation – Males		00	
Non-Traditional Program Completion – AY 2001-2002		00	
Specific Program Data			
Degrees Awarded Fall 2005 for Summer 2006		10	
NCLEX-PN Pass Rate class of Summer 2006		100%	

2005-2006 PERKINS III CORE INDICATORS

Core Indicators	# in Denominator	# in Numerator	Adjusted Level	Actual Level
Academic Achievement			81.92%	85.71%
Vocational Skills			90.00%	100.00%
Degrees & Certificates			37.33%	71.43%
Placement/Employment			71.72%	50.00%
Retention/Employment			92.00%	100.00%
Nontraditional Participation			14.60%	6.06%
Nontraditional Completion			12.73%	10.00%

OCCUPATIONAL DEMAND
Hawai'i County EMSI

Occupational Title	Hawaii County 2005-2011 New	Hawaii County 2005-2011 Replacements	Total Demand
Practical Nursing	34	21	55
Nurses' Aide	287	71	358

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ANALYSIS OF THE PROGRAM
Program Demand/Centrality

The demand for the program continues but at a moderate level. There continues to be enough applicants to fill all available spaces in the program. Only 10 students started the program Fall 2005 instead of 20 because only one full time faculty was available to teach the course. The Board of Nursing requires a maximum ratio of one faculty per ten students in the clinical area and recommends a 1:8 ratio. Increasingly, applicants for the PRACN program are also applying to the ANURS program and using the PRACN program as a fallback option even though their career goal is to be an R.N. This situation has created a revolving door wherein students who do not get into the ANURS program settle for the PRACN program, complete the program and then immediately apply to enter the ANURS program. This means that less graduates are actually interested in practicing as licensed practical nurses. The fact that licensed practical nurses earn substantially less money and carry a fair amount of responsibility on the job is most likely influencing the increasing desire to be an R.N., not an L.P.N. Accurate predictions of the future demand for LPNs are not available. However, the demand for this level of nurses will continue since they are employed in long term care, doctor's offices, clinics and to a lesser degree acute care facilities.

Program Efficiency

Twenty students started the program in Fall 2006. Students semester hours do not accurately reflect the student contact hours for students and faculty due to the clinical hour ratio being 1 credit to 3 contact hours. One clinical faculty is needed for every 10 students. In addition, more than one faculty is needed to teach the 7 credits of theory in the fall and 8 credits of theory in the spring. Therefore, even two full time faculty cannot cover the entire teaching load. Faculty from the R.N. program fill in the gaps. Two 11month faculty also teach the summer courses.

Program Outcomes

Of the 10 students admitted Fall 2005, 9 graduated Summer 2006. The graduation rate for the class of Summer 2006 was 90%. One student returned and graduated with the 9 others in Summer 2006 for a total of 10 graduates. At this time, 8 are known to have taken the NCLEX-PN and 8 have passed for a rate of 100.00%. Retention and graduation remain high. Licensure pass rates are high.

Response to last year's plan of action (2005-2006)

The vacant faculty position was filled with an experience faculty. Twenty students were admitted into the program for Fall 2006.

Appendix A: History and Admission

Program History

This section describes the history of the program, including significant milestones in the development of the program. It should include the date of initiation, significant modifications in the program, the date of first accreditation, history of accreditation and re-accreditation (where applicable), significant awards or record of outstanding performance and significant current activity.

The Hawaiʻi Community College Practical Nursing Program was initiated in September 1966 utilizing a forty-eight week curriculum adopted from an existing State accredited school. After the initial survey by the State Board of Nursing in early 1968, the curriculum was completely revised incorporating the Board's recommendations. The revised curriculum was implemented in 1969. The program received full State accreditation in 1971 after a second survey. The most recent Board of Nursing survey occurred in 1985.

As a result of an attempt to create a LPN to BSN career ladder program that was to encompass a Certificate of Achievement in Practical Nursing, Associate of Science in Nursing and a Baccalaureate in Nursing the free-standing practical nursing program was phased out in Spring 1989. As of 1989-1990, Hawaiʻi Community College offered a LPN to ADN career ladder. In January 1991 Hawaiʻi Community College and UH-Hilo became separate entities. As a result of the separation and other factors, the proposed second step of the career ladder program, the BSN, was not instituted. Instead, the BSN program was initiated at UH-Hilo.

In Fall 1993, as a result of a shortage of LPN's in the community and a legislative mandate to upgrade the training of state employed EMT's, and with the State Board's approval, the free-standing practical nursing program was reinstated. The reinstatement of the free-standing (generic) practical nursing program decreased the ability of students in the LPN to ADN career ladder to enroll in the Summer practical nursing courses since there were only two 11 month nursing faculty.

The Practical Nursing Program was offered on an outreach basis via the University Center at West Hawaiʻi during the 1996-1997, 1997-1998, and 1999-2000 academic years.

Program Admission Requirements

1. Satisfactory scores on the National League for Nursing's Pre-Admission Examination-PN
2. Cumulative college GPA of 2.0 by the end of the spring semester prior to entry, if attended college previously.

3. Proficiency in reading, writing, and mathematics as evidenced by completion of courses or placement test scores.

Appendix B: Degree Requirements

Fall Semester   **CA**

Course	Title	CA
Nurs 120	Practical Nursing I	13
Sci 51	Basic Science for Health Occupations	3
	Total	**16**

Spring Semester

Course	Title	CA
Nurs 122	Practical Nursing II	14
FamR 230	Human Development	3
	Total	**17**

Summer

Course	Title	CA
Nurs 128	Maternity Nursing	3
Nurs 126	Child Health	3
Nurs 101	Personal Vocational Relations	1
	Total	**7**
	TOTAL	**40**

Appendix C: Faculty

Regular Faculty

Name	Tenure Status and date	Degrees Held	Rank
Lea Nordloh	Tenured, 1994	BSN, MSN	C-3
Carol Metcalf	non tenured	BSN, MSN, ED	

Appendix D: Advisory Committee

Allyson Andrews-Nelson, Director of Nursing, Hilo Life Care Center
Susan Hunt, Executive Director, Hamakua Health Center
Laura Boehm, VP for Patient Care Services, North Hawaii Community Hospital
Jean Abe, Director of Nursing, Hale Ho'ola Hamakua
Kelly Nases, Director of Nursing, Hale Anuenue Restorative Care Center
Shirley Yamaoka Grieg, Life Care Center of Hilo
Ana Silva, Education Department, Kona Community Hospital
Susan Hultberg, Rural Development Project Coordinator, Hilo Medical Center
Pat Kalua, Chief Nurse Executive, Kona Community Hospital
Stephanie Tyrin, R.N., A.S. Program Graduate

<u>**Appendix E: Definitions of Data Elements (All data includes West Hawaiʻi)**</u>

A. Program Demand/Centrality:

1. <u>Number of Applications</u>: Total number of applications received complete and incomplete.

2. <u>Number of Majors</u>: Major declared/on file during the semester.

3. <u>Student Semester Hours</u>: Total number of semester hours based upon class credits and student enrollment. Sum of all class credits multiplied by the enrollment for each class. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes cancelled, 99V, 199V, 299V, and all CVE classes.

4. <u>Class Credit Hours</u>: Sum of credits of all classes offered within the program/with the program/major code/alpha. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes cancelled, 99V, 199V, 299V, and all CVE classes.

5. <u>Number of Classes Taught</u>: Total number of classes conducted/run within the program/with the program/major code/alpha. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes 99V, 1 99V, 299V, and all CVE classes.

B. Program Efficiency:

1. <u>Average Class Size</u>: Average class size of all classes conducted/run within the program/with the program/major code/alpha. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes 99V, 199V, 299V, and all CVE courses. Total enrollment in each class excludes students with "DR" and/or "W" grades.

2. <u>Student Semester Hours per FTE Faculty</u>: Total student semester hours from A.3. divided by analytical FTE Faculty.

a. <u>Analytical FTE Faculty</u>: Teaching based upon a full load (15 or 12 credits depending upon the contact hours.) Division Chairpersons are assigned an analytical FTE Faculty equivalent of 0.70 FTE.

b. Each full-time faculty within a program is considered to be 1 FTE. FTE based upon lecturers are calculated by the number of credits each are assigned to teach.

c. Assigned time is to be extracted from FTE calculations… similar to calculating the FTE for a Division Chair. For example, if a Full-time faculty received 3 credits assigned time (out of a regular 15-credit load) it would be considered a .8 FTE rather than 1.

3. Equivalent Class Credit Hours per FTE Faculty: Total class credit hours from A.4. divided by total analytical FTE Faculty.

4. Percentage of Small Classes: Percent of classes within the program/with the program/major code/alpha that had less than 10 students. Includes practica and other classes where 5 students = 1 semester (credit) hour; however, these classes are considered to be Low-enrolled only if there are less than 5 students or between 6 and 9 students. Excludes 99V, 199V, 299V, and all CVE classes.

C. Program Outcomes:

1. Credits Earned Ratio (Remedial/Developmental): Percentage of program majors enrolled in ESL 9, ESL 13, ENG 20R, ENG 20W, ENG 51, LSK 51, MATH 22, and MATH 50 who passed with a grade of A, B, C, D or CR.

2. Credits Earned Ratio (General Education): Percentage of program majors enrolled in all LBART courses (excluding those in C.1.) who passed with a grade of A, B, C, D or CR. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes 99V, 199V, 299V, and all CVE courses.

3. Credits Earned Ratio (Vocational Education): Percentage of students enrolled in vocational courses who passed with a grade of A, B, C, D or CR. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes 99V, 199V, 299V, and all CVE courses.

4. Credits Earned Ratio (Overall): Combination of C.1., C.2., and C.3. above.

5. Graduate Placement Rate: Students who graduated with a certificate/degree in the PAST academic year and found work in that field.

6. Degrees Awarded: The number of certificates and degrees awarded during the PAST academic year.

7. Retention Rate: New students within a program/major continuing or retained in that program/major from the past two or more terms. (Students registered in Fall 2000 who started in Spring 2000 or Fall 1999. Students registered in Fail 2001 who started in Spring 2001 or Fall 2000.)