

HAWAI‘I COMMUNITY COLLEGE PROGRAM COMPREHENSIVE 3-YEAR REVIEW REPORT

Associate Degree Nursing

Date November 17, 2015

Review Period

July 1, 2012 to June 30, 2015

AY 2012-13, AY 2013-14, and AY2014-15

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Program/Unit Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College’s budget process. This ongoing systematic assessment process supports achievement of Program/Unit Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/program-unit-review/>

PART I: ANALYSIS OF PROGRAM

The AD Nursing program is a 72 credit nursing program, consisting of 30 credits of pre-requisite courses in the arts and sciences, and 42 credits of nursing content, taken once the student is admitted into the program. Admission is competitive, with classes entering once a year. The AD program is offered on the east and west sides of Hawai'i Island, with courses taught together via poly-com, and clinical rotations occurring near the student's home campus. The AD program is accredited by the Hawaii State Board of Nursing, and the Accreditation Commission of Education in Nursing (ACEN). Graduates of this program are eligible to sit for the licensing exam to become RNs.

ARPD Indicators:

<u>Demand Indicators:</u> UNHEALTHY	<u>Efficiency Indicators:</u> HEALTHY	<u>Effectiveness Indicators:</u> CAUTIONARY
The demand for RN jobs remains steady, however this area is evaluated as "Unhealthy". This is most likely the result of a large number of "pre-nursing" students included in the count of "Number of Majors". The AD program only enrolls 30 students annually into the AD Nursing program (2015 only 20 were admitted.) The large number of students who are considering taking nursing programs at either HawCC or at UH-Hilo make up this large pool of "pre-nursing students". On the positive, we show a large increase in Native Hawaiian students, which aligns with the HawCC Strategic Plan.	Shows that the AD Nursing Program is "Efficient". Over the past 3 years that average class size has increased and the ratio of majors to BOR appointed FTEs. A number of long-time faculty have retired and their positions have not been filled. Currently there are 3 FTE positions open.	The AD Nursing Program has had a high attrition rate which the faculty felt was due to admitting underprepared students. This problem has been addressed through first, trying to minimize admittance of underprepared students, and secondly, to increase remediation efforts for those students who are admitted but are weak academically. The numbers of degrees granted has increased from 23 (2013) to 26 (2015). Missing Data from ARPD External licenses granted: 2015 – 22 2014 – 20 2013 – 20 Work continues to promote a seamless transition after graduation into the BSN program at UH-Hilo.

College Mission

The College mission promotes learning by embracing our unique Hawaii Island culture... serving all segments of our Hawai'i Island community. This is under the umbrella of the UHCC system mission, which includes: access, learning and teaching, work-force development, community development and diversity.

The AD Nursing program mission is to provide a continuous and adequate supply of registered nurses for employment in the health care delivery system of Hawai'i County, the State of Hawai'i, and the Pacific Basin and nation. By educating students to work as health care professionals in a manner that meets national standards and is culturally sensitive to the community, we are consistent with the college and system missions.

Institutional Learning Outcomes (ILOs)

The AD Nursing Program Learning Outcomes (PLO) are closely aligned with the Institutional Learning Outcomes (ILOs). Below are the PLOs, with the aligned ILOs in (parentheses).

1. The student will retrieve, integrate, and apply relevant and reliable information, concepts from multiple disciplines and standards of nursing as the basis for evidence based nursing care. (ILO 2)
2. The student will utilize the nursing process as an ongoing framework for critical thinking to assess, plan, prioritize, implement and evaluate safe and effective nursing care for healthy individuals and individuals with complex disorders who need the expert care of a professional nurse. (ILO 2)
3. The student will demonstrate caring and compassion by developing and maintaining therapeutic relationships based upon mutuality and respect for the health and healing practices, beliefs and values of the individual and community. (ILO 3)
4. The student will demonstrate the ability to function and communicate in a collaborative manner as a member of a multidisciplinary health care team to effectively manage care for individuals, families and groups of individuals in a variety of settings. (ILO 1)
5. The student will demonstrate the ability to plan and deliver effective health education as an integral part of promotion, maintenance and restoration of health, management of chronic conditions and end of life care. (ILO 2)
6. The student will demonstrate professional behaviors and practice within the legal and ethical framework of professional nursing. (ILO 3)
7. The student will use self-reflection to evaluate their nursing effectiveness and personal experiences for ongoing learning and professional growth. (ILO 3)

2008-2015 Strategic Plan

The 2008-2015 Strategic Plan identifies the post-secondary needs of West Hawaii as "High". In the summer of 2015, the AD program moved into the campus at Palamanui. There is

a dedicated Nursing classroom with Poly-com, a small Nursing Learning Resource Center (NLRC), and a nursing faculty office. Due to a severe classroom and faculty office shortage, the nursing classroom and office is temporarily being shared with other faculty and classes. The Nursing Learning Resource Center in Kealahou is still also being used by students for poly-com classes, Simulations, and lab exercises. In 2017 when the AD program once again has first and second level students, it will be beneficial to have two available poly-com classrooms and two labs.

The demographic data on the Strategic Plan shows that there is a dramatic projected increase in the number of residents on Hawai'i Island who are over the age of 65. This population is also going to need adequate health care services to meet their needs. A steady supply of RNs will be needed to provide these services. Table 2 of the Plan shows that the RN has the greatest job growth of all jobs requiring an AA, AS, AAS, Certificate, or Medium Term Training.

Strategic Outcome A1. Native Hawaiian Educational Attainment

The number of AD Nursing program students identified as Native Hawaiian on the ARDP grew from 59 in AY 2012-13 to 82 in AY 2014-15. This represents a 75% increase.

Strategic Outcome A2. Hawai'i's Educational Capital

The AD Nursing program moved to the new campus at Palamanui in the summer of Fall 2015. There is one nursing classroom, and a small nursing learning resource lab. Extra efforts have been made to recruit students from West Hawaii into the AD Nursing program. The program will resume admission into classes in East and West Hawaii in the Fall of 2016.

Strategic Outcome A 2.4 Increase the number of students who progress or graduate or transfer to a baccalaureate institution.

AD graduate rates have increased.

2013 – 23

2014 – 23

2015 – 27

The AD program implemented a pilot program, aimed at poorly performing students, whom, without intervention, would not successfully completed their programs of study. Selected students were given additional time to complete course work, and were also given an online program that provided the student with 1:1 tutoring targeting their specific areas of

content deficiency. This pilot proved successful, enabling more students to graduate and successfully pass their licensing exam.

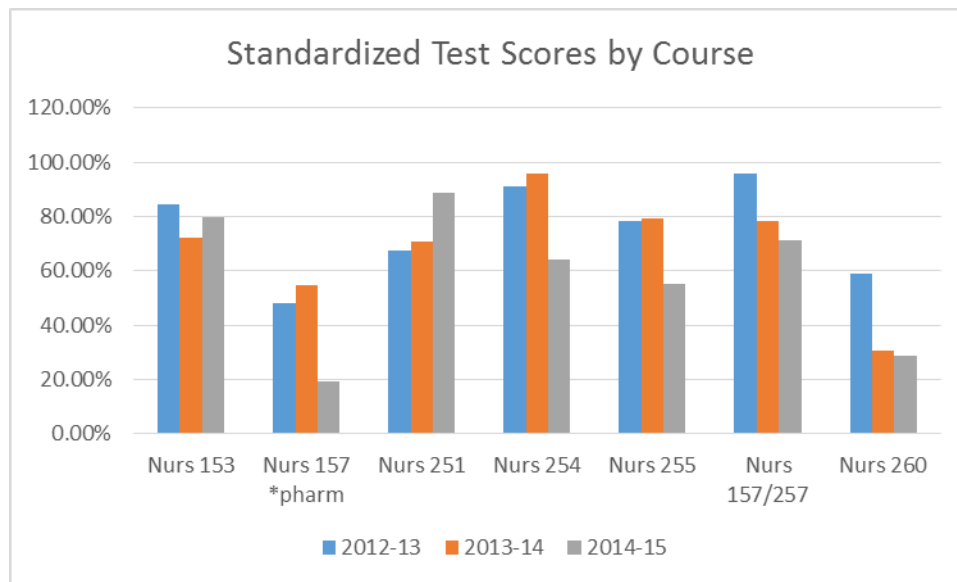
The AD program continues to work closely with the faculty from the UH-Hilo nursing program. Each spring Dr. Jeannie Flood, Director of the RN-to-BSN program at UH-Hilo visits students prior to graduation. She guides them through the process of enrolling into the completion program. Each year a number of students transition directly into the BSN program. Dr. Flood describes the preparation of these students as “excellent”.

Assessment results:

The AD Program uses multiple forms of artifact to assess student learning. Standardized exams are given, which provide unbiased feedback regarding student’s knowledge in content that is deemed as the professional standard.

A standardized national exam is given at the completion of each nursing course. Student scores are compared to the scores of students nationwide taking the same exam. HawCC faculty have determined that the expected level of achievement is that 100% of students will score at a level which “readily meets the standard” or “exceeds the standard”.

Academic Year / Course	2012-13	2013-14	2014-15
Nurs 153	84.4%	72.2 %	80%
Nurs 157 *pharm	48.1%	54.5%	19.4%
Nurs 251	67.7	70.8	88.9%
Nurs 254	91.3%	95.8%	64%
Nurs 255	78.3%	79.2%	55.2%
Nurs 157/257	95.7	78.3	71.4%
Nurs 260	59.1%	30.4%	28.6%



In the spring of 2014, it was identified that students in Nurs 251 and 257 lacked consistent clinical experiences. The ability of students to care for “prototype patients” may have affected their ability to fully learn about the needs of these patients. To meet this need, in the spring of 2015 a program (Real Life Clinical Scenarios) was added. In lieu of clinical days, students attended lab sessions in small groups and worked on these simulated patients. Student standardized scores raised dramatically in 251 after implementation of this learning strategy.

In the fall of 2015 Real Life Clinical Scenarios was added to both Nurs 254 and 255, two courses that had shown a decline in student performance in the previous year. *Nurs 157 is Adult Health 1. Because there is no standardized exam for this level of content, between the years of 2013-15 students were given a standardized pharmacology exam, instead. Pharmacology is a content heavily included in Nurs 157. To better assess the Medical Surgical content, in the spring of 2015 student in Nursing 157 began taking the Medical/Surgical exam with the scores adjusted to reflect the fact that only part of the content had been covered. Future Comprehensive Reports should include this data.

Over the past three year a number a number of external and internal variables have occurred that are reflected in the graph above.

1. To address student learning weakness in the area of pharmacology, a supplemental pharmacology tutorial program has been added.

2. Nurs 260 will be revised in the spring of 2016. Content will be more closely aligned with industry standards, and a new supplemental online learning program will be implemented.
3. In the AY 2013-14 a number of seasoned faculty resigned or retired. In the fall of 2014 new faculty were hired, or were re-assigned to new courses. The decline in test scores may reflect the curve of faculty becoming adjusted to the curriculum and teaching in general. One course, Nurs 251, saw a dramatic increase in performance. This course was taken over by a new faculty who is a content expert.
4. To accommodate the large influx of new faculty, attention and resources has been put into educating the faculty about “how to teach”, “how to evaluate students” and “how to remediate”. A resource www.EducatingNurses.com has been purchased for faculty use. Additionally many of the new faculty have taken advantage on teaching in-services offered by the college.
5. Student remediation strategies have been emphasized to enhance student performance. The exams discussed above, identify students who are not meeting the standards of the content. The exam is given in the 14th week of the semester. Once the exam is completed, a study guide is generated for each student based on content deficiencies identified in the exam. Students then have two weeks to review these areas of weakness prior to final exams.

PLO 2, 3, 4, 5 & 6 are assessed in the clinical agencies while students are performing patient care. Under the direct supervision of clinical nursing faculty, students provide direct patient care. Rubrics are used to evaluate the quality of the care provided, the interactions with the patients and the staff, the nursing care plans created by the students that reflect their knowledge of the patient’s conditions, potential problems, and nursing care needs.

PLO 7 is assessed along with the student’s clinical paperwork each week. Rubrics are used to assess the depth and quality of student self-reflections.

Student learning is also reflected in attrition. Increased faculty attention has been placed on assisting students with content remediation. In the spring of 2015 2 students were given “incomplete” grades, and were allowed additional time to complete coursework. One of these students successfully passed the course and graduated.

At the end of each course students are given a tool (What did I learn in...) to evaluate their perceptions of CLO achievement in each course. This tool gives faculty data from the student’s perspective regarding whether or not each CLO is being met. Data from this tool is

included in the semester-end report given by course faculty. Any areas of weakness are earmarked for strategy implementation the subsequent offering.

CERC comments and feedback: based on the CERC comments and feedback from your most recent Comprehensive Review, discuss CERC's recommendations and your Program's successes and/or challenges in implementing them.

Feedback from the previous CERC review suggested that the level of student interest for AS to BS at UH-Hilo be addressed. This item is mentioned in the body of this report. Student interest is strong, faculty collaboration is strong, and community agencies that hire our graduates are also active in encouraging continuation of education from AD to BSN. Hilo Medical Center, the largest employer of RNs on the island, is an active participant in the statewide initiative to promote baccalaureate education for RNs. They now are only hiring BSN prepared RNs into managerial positions, and plan to encourage all AD RNs to obtain their BSN degree.

CERC recommended a faculty level position to assist with faculty recruitment and training. This is a very great need of the program.

PART II: ACTION PLAN

Hawai'i Graduation Initiative (HGI)

HGI Action Strategy 4:

Solidify the foundations for UH West O'ahu, and Hawai'i CC at Palamanui,...

The AD program has moved into the campus at Palamanui. Pre-requisite nursing courses in pharmacology will be offered at Palamanui via Poly-com. Due to construction delays at Palamanui, prerequisite nursing science courses cannot offer lab sections until Summer 2016. Plans to accommodate the students who need the spring lab section prior to entry in the fall of 2016 are being discussed.

Use of the Palamanui Nursing lab has been offered to the UH-Hilo RN-BSN program faculty. This collaboration will strengthen the ties between our two programs.

HI2 Action Strategy 2:

Advance innovation and entrepreneurship within UH and the community.

The AD Nursing program has a reputation for graduating expert clinical RNs. Promote the AD program as an option for graduate's who desire strong acute care clinical expertise, with an easy progression into a baccalaureate degree through UH-Hilo.

1. AD Program Goal – Increase percentage of students who successfully complete AD program
Expected Level of Success – 80%
Implementation Timeline – by Fall 2019
Implementation Strategies –

- Institute use of ATI Virtual Coach in semester prior to graduation, begin Spring 2016.
- Increase faculty use of remediation techniques for students who are scoring <75% in nursing courses.

Challenges or Barriers that may affect success – Faculty need in-services /training to more effectively remediate failing students.

2. AD Program Goal – Increase percentage of students who are enrolled in baccalaureate nursing program at time of graduation.
Expected Level of Success – 60%
Implementation Timeline – by 2019
Implementation Strategies –
 - Encourage students to take BSN pre-requisite and elective courses while still enrolled in AD program or during summer sessions.
 - Survey students prior to graduation to collect definitive data regarding enrollment status.

Challenges or Barriers that may affect success – Many students are fatigued at the time of graduation and prefer to “take some time off”. This planned “short break” can extend.

3. AD Program Goal – Improve retention within WH cohort
Expected Level of Success – 80%
Implementation Timeline – by 2019
Implementation Strategies –
 - Increase variety of clinical experiences / facilities used during WH rotations.
 - Pilot integrating clinical group rotations at NHCH or in the Kamuela / Honokaa area
 - Hire full time NLRC instructor for WH. Increase the instructional focus of this position, and have this faculty assist the instruction faculty with student remediation.

Challenges or Barriers that may affect success – will require coordination of faculty on both sides of the island.

4. AD Program Goal – All nursing prerequisite courses available to WH students at Palamanui campus
Expected Level of Success – 100%
Implementation Timeline – by Spring 2017
Challenges or Barriers that may affect success – Dependent on building construction and availability of lecturers.

PART III: Budget Items

For this section, describe and discuss your Program's cost-item "budget asks" for the 3 year period from July 1, 2015 through June 30, 2018. For each budget item, describe the needed item in detail, including cost(s) and timeline(s).

The major item that needs funding at this time is advertising for new faculty and a new Director of Nursing.