

# **HAWAI‘I COMMUNITY COLLEGE PROGRAM ANNUAL REVIEW REPORT**

## **[Practical Nursing]**

**November 2015**

**Review Period  
July 1, 2014 to June 30, 2015**

**Initiator: Sharon Moran**

**Writer(s): Sharon Moran**

*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/>*

## Program Description

Please provide a brief description of your Program. Include your Program Mission statement.

The Practical Nursing (PN) program grants a Certificate of Achievement at completion. It is a 44 credit program. 14 non-nursing course credits and 30 Nursing credits. In the Fall of 2015, entering students were required to complete Biol 141 & 142 and labs, plus Pharmacology and English 100. This is very similar to the pre-requisite courses required in the AD program. At the same time that this occurred, a curriculum change has been implemented that decreases the number of nursing course credits. Upon graduation graduates are eligible to take the licensing exam to become a Licensed Practical Nurse (NCLEX-PN). Selection for admission is competitive. The program accepts 10 students per year. The C.A. in Practical Nursing program supports the mission of the College by teaching the knowledge, skills and attitudes necessary for student to become licensed Practical Nurses. Experiences throughout the program promote student growth as well as cultural competency. Graduates contribute to the Hawai'i island community through their work as nurses and well informed members of the community.

In the Fall of 2014, changes to the prerequisite courses for the PN Program were submitted to and approved by the Curriculum Committee. The previous three (3) credit anatomy and physiology pre-requisite course SCI 51 was deleted and replaced with BIOL 141/L (4cr) and BIOL 142/L (4cr) and Pharmacology 203 (3cr). This change was proposed because PN faculty felt that PN students needed a deeper understanding of human anatomy and pharmacology. To accommodate for the increased prerequisite course credits, nursing courses (Nurs 120 and 122) received credit reductions. NURS 120 went from 13 credits to 9 credits, and NURS 122 went from 14 credits to 11 credits.

This new curriculum was implemented in the Fall of 2015. After this cohort completes the program the PN faculty will be in a position to evaluate the effects of these changes, and the impact that they have had, if any, on student retention, NCLEX-PN passage rates, and movement of graduates into the workforce.

### Part I. Review of Program Data

The Practical Nursing (PN) program annually enrolls 10 students into the Hilo. In the fall of 2014 3 students were admitted from a Kau. This cohort did not meet the usual entrance requirements, and only one of the three completed the program, and another one failed in the Spring of 2015, and will return in the Spring of 2016 into Nurs 122.

<http://www.hawaii.edu/offices/cc/arpd/instructional.php?action=quantitativeindicators&college=HAW&year=2015&program=23>

Demand Indicators "Unhealthy"	Efficiency Indicators "Healthy"	Effectiveness Indicators "Healthy"
Students who are waiting to gain admittance into the AD Nursing program may elect to apply for the PN program also. If they are not	The program is scored as efficient based upon only one FTE being assigned to it. However, more than one FTE is used to deliver this	The ARPD data shows that this program has an 84% completion rate. This is not accurate.

selected for AD admission, they may get selected to take one of the 10 spots in the PN programs, even though they have no intention of becoming licensed or working as an LPN. This is causing a reduced number of students graduating who actually enter the workforce as PNs.	program. This program uses faculty assigned to ADN program to deliver part of the theory credits as well as the Summer courses. Therefore the program's efficiency is questionable.	Completion rates: 2015 – 83.3% (10) 2014 – 70% (7) 2013 – 80% (8)  Number of students licensed 2015 – 2 2014 – 6 2013 - 6
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The following Perkins Indicators were “not met”:

Student retention/transfer – In the fall of 2014 3 students (the “Kau cohort”) were admitted without meeting the usual entrance requirements. These students were at a great academic disadvantage, and were not prepared for the rigor of the program. Additional lecturer resources were hired to tutor these underprepared students throughout the program. As a result, 2/3 of the cohort passed.

Student placement – may be due to students not intending to work as LPNs after graduation and thus not entering the job market. The job market remains strong.

Non-traditional participation – the number of men entering the PN program averages 1 per year. Older students may be challenged by the physicality required by the program.

Non-traditional completion – The physical demands of the LPN job may make non-traditional students who enter the PN program reconsider their career choice once they are enrolled in the program and see how physically demanding it is.

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### Part III. Action Plan

**Describe in detail the Program's overall action plan for the current/next academic year. Discuss how these actions support the College's Mission and can lead to improvement(s) in student learning. Include specific action plans to address any ARPD Health Call scores of "Cautionary" or "Unhealthy," and any Perkin's Core Indicator(s) for which the Program's Goal was not met.**

*The action plan*

The Program's overall action plan is to:

1. Evaluate the effect of the PN curriculum change on: number of graduates, quality of graduates; movement of graduates into the workforce; number of graduates who attempt to transition directly into the AD program. It should be monitored to determine if in fact the PN class spots are being given to students who actually want the PN program, or is it being used as a "prep course" for students who did not place high enough to gain admittance into the AD program.
2. Analyze the changes made (adding Pharmacology and Biol 141 & 142) was worth losing nursing course credits (e.g. are the students at the end of the new curriculum as clinically competent, or better, than students completing the previous curriculum).
3. Review the 2015 "Kau cohort" data. Three students who were academically unprepared to enroll were admitted. With additional tutoring, two of these three students successfully completed the program. If the goal of the PN program is to prepare students who will take jobs as LPNs in the community, perhaps this provides a model for future investigation – take students who are currently in the health care workforce and offer a condensed curriculum with additional assistance.

### Part IV. Resource Implications

The PN program is not cost effective to run, requiring additional funding for lecturers due to the large number of credits. Additionally, only at most 6 students per year for three years, have become licensed as LPNs. Other models (e.g. alternate year offerings, partnerships with community agencies to supply students, alternate location scheduling etc.) should be considered in the future.

### Part V. Comprehensive Review Information

**Please provide a short summary regarding the last comprehensive review for this program. Discuss any significant changes to the Program since the last comprehensive review that are not discussed elsewhere.**

The PN program has changed dramatically in the past 3 years. Prior to this time the entire PN program could be completed within 11 months. Now, with the addition of 1 full year of anatomy & physiology, pharmacology, and English 100, the program now takes at least 23 months to complete.

The nursing course credits have been reduced to accommodate the added prerequisite credits. How this change will impact the student's performance at the end of the program is yet to be seen.

The former 11-month PN program fit the needs of a student that wanted quick access to skilled employment. Theoretically a student could enter with no prerequisites. That is no longer the case. Now a student must take prerequisite courses very similar to those required for the AD program. When a student has made this investment in time taking prerequisite courses, many will choose to enter the AD program instead of the PN, because the pay for an AD graduate far exceeds that of a PN. Graduates of this new curriculum will need to be tracked to see if they enter the workforce.

Over the past years the number of graduates who take the NCLEX-PN licensing exam and enter the workforce has been small. The community, particularly long-term care nursing facilities and community -based clinics, continue their demand for LPNs.

It would be worth investigating other delivery models for the PN program to meet community needs. This might involve offering the PN program in alternate sites around the island, or partnering with LTC facilities to create cohorts of current employees who desire professional development to become LPNs.

## **Part VI. Program Student Learning Outcomes**

**For all parts of this section, please provide information based on the PLOs (P-SLOs) that were assessed through PLO-aligned course assessments in AY 2014-15.**

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1. Retrieve, integrate, and apply relevant and reliable information, concepts from multiple disciplines, and standards of nursing as the basis for evidenced based nursing care.
2. Use the nursing process as a framework for critical thinking to assess, plan, prioritize, implement, and evaluate safe and effective nursing care for those who have predictable nursing needs.
3. Demonstrate compassion and caring 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.
4. Communicate and function as a member of a multi-disciplinary health care team.
5. 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.
6. Demonstrate professional behaviors and practice within the legal and ethical framework of licensed practical nursing.
7. Use self-reflection to evaluate their nursing effectiveness and personal experiences for ongoing learning and growth.

## A) Evidence of Industry Validation (CTE Programs)

[General Pre-Professional Programs can skip industry validation.]

2014-15 Nursing Advisory Committee (attached).

The PN program is accredited by the Hawaii State Board of Nursing, and reviewed annually.

## B) Expected Level of Achievement

**For each Course assessed in AY 2014-15: Discuss the rubric(s) standards and the benchmark goal(s) for student success (e.g., “85% of students will achieve Excellent or Good ratings in the assessed activity” or “90% of students will score Meets or Exceeds Standards on the assessment rubric”).**

In each of the courses assessed a standardized exam is given specific to the course content. Faculty have determined that the course benchmark will be that 100% of the students will achieve a level 2 (“readily meets standards of content area) or a level 3 (exceeds standards of content area).

## C) Courses Assessed

**List all Program Courses assessed during AY 2014-15. Also list Program Courses for which a follow-up “Closing the Loop” assessment was implemented in AY 2014-15.**

Assessed Course Alpha, No., & Title	Semester assessed	PLO-aligned CLOs that were assessed
Nurs 120, Practical Nursing I	F 14	PLO/CLO 1 – retrieves & applies info.
“Closing the Loop” Assessments Alpha, No., & Title	Semester assessed	PLO-aligned CLOs that were assessed
Nurs 120, Practical Nursing I	F 15	PLO/CLO 1 – retrieves & applies info.

Hawai'i Community College

Advisory Council Meeting Nursing & Allied Health

February 19, 2015

Present: From HawCC: Sharon Moran (Interim Division Chair), Luzviminda Miguel, Kelley O'Leary, Cindy Griswold, Petri Pieron, Erick Cremer (recorder), and via PolyCom at Kona NLRC Cheryl Puntill and Guests: Arthur Sampaga Asst of Director of Nursing HMC, Kelly Silva Hale Anuenue DON, Joyce Hamasaki Dean CTE in briefly

DISCUSSION	ACTION
<p>&gt;&gt;Welcome by Sharon Moran and Introduction of Advisory Council Members and HawCC nursing faculty</p> <p>&gt;&gt;Program Learning Outcomes AD &amp; PN explained to Advisory Committee</p> <p>&gt;&gt;Review of Program Data</p> <ul style="list-style-type: none"><li>➤ Completion Rates for ADN 2005-2013 discussed. Hilo and Kona data viewed combined and separately. Hilo completion rates in 50% to 60s. Kona completion rates 60 % to 30% (see attached tables and graphs)</li><li>➤ AD NCLEX rates 71%-83.3% in Hilo 80%-100% Kona. To help improve these numbers we have:</li><li>➤ integrated ATI learning program to help students prepare for NCLEX</li><li>➤ admitted smaller group of students 20 in hilo as opposed to 30 in the recent past</li><li>➤ LPNs get additional points who meet proficient</li><li>➤ Three high risk AD students in 2014 were given scholarships to take ATI personal NCLEX tutor course after graduation. Two of 3 passed NCLEX; the third has not taken it yet. Suggestion by Kelly Silva to have their ADN degree but are working LPNs because they have trouble passing NCLEX to take this ATI tutor course.</li><li>➤ Will not admit any students into Kona for the Fall of 2015</li><li>➤ Multiple summer orientations for new students to get "a dose" of what nursing is all about. This hopefully will prepare the new students a little better before they start the program</li></ul> <p>&gt;&gt;PN Completion Rates and NCLEX rates</p> <ul style="list-style-type: none"><li>➤ *Accept ~10 students per year. Completion rates 70% to 90%. NCLEX-PN pass rates 80%-100%</li><li>➤ Kau cohort admitted 3 PNs. 2 are still in program.</li><li>➤ For 2015 pre-requisites for PNs added 1 year A&amp;P and one semester of pharmacology</li></ul> <p>-Trends</p> <p>&gt;&gt;Agency Feedback</p> <ul style="list-style-type: none"><li>➤ Per Kelly needs for PNs in Long term care going down. RN needs going up.</li><li>➤ More short term patients coming in to HaleAnuenue now</li><li>➤ Per Arthur LPNs only hired on ECD unit.</li></ul>	

>> Trends

- How are HawCC grads doing? Per Arthur: Product of grads excellent time mgt, skills but need Improvement upon critical thinking. Get caught up on primary dx not looking at differential diagnoses. They tend to be more task oriented
- Trend at HMC>Phasing out ADNs for higher level positions.
- Working with ADN employees schedules so they can continue in BSN. Encourage students with Mgt or Leadership potential experience to go on to BSN before working.
- HMC Nurse Development Program (NDP) 2014 hired 12 students. 2015 projected to hire 12 more in NDP.
- HMC is hiring nurses to review Patient charts to correct documentation errors to help with reimbursement.
- MUSE system Modified Emergency Warning System initiated 3 months ago to catch down turning patients early
- Team concept, never alone, e.g. OB comes into ER call down OB nurse to help with patient
- HaleA hired 6 nurses that went to school on Oahu (came home to BI).
- HaleA's acuity is changing....getting admissions directly from ICU.

What agencies would like to see HawCC teach to students

- Students need an understanding costs and how the facility gets paid
- Expose students to core measures
- New RN grads need to communicate what their learning needs are. Teach students to fill out clinical skills sheet. Teach about skills sheets in orientation. Teach when to ask for help
- What do we teach on bioterrorism?
- Give students practice interviewing for nursing jobs

>>What agencies can offer us:

- Clinical coordinators can give talks to students on various topics, e.g. trauma

>>Others that could be invited to Advisory council meeting suggestions: ding DON from Life care, VA Gayle Green, Kaiser, Bay Clinic

-Meeting ended at ~1800.

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## D) Assessment Strategy/Instrument

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**For each Course assessed in AY 2014-15, provide a brief description of the assessment strategy, including the type of student work or activity assessed how and when the assessment was conducted, how and why assessed artifacts were selected, and how the artifacts were analyzed.**

The PN nursing program incorporates the use of standardized tests throughout the curriculum. These tests are offered through an independent testing service, Assessment Technologies Institute (ATI), and are considered the standard for nursing education. These exams match the course content in various nursing courses. Student results are compared to other students taking the exam nationwide. This allows the students, and the program, to evaluate how our students are doing compared to similar students across the nation. These exams provide faculty with detailed feedback regarding student performance. This allows faculty to determine areas of curricular weakness, and modify teaching in subsequent course offerings.

The first CLO for each nursing course states that the student will “retrieve, integrate and apply relevant and reliable information, concepts from multiple disciplines and standards of nursing...” Use of the ATI standardized exam requires that the student apply the knowledge that they have acquired during the course. The students’ scores on this exam evaluate how well this outcome was achieved.

ATI rates students overall results as either;

- Below 1 – below minimum content knowledge expected
- Level 1 - “just meets” the minimum content knowledge
- Level 2 - “readily meets” content knowledge)
- Level 3 - “exceeds standards” for this content area

When the ATI testing program was first integrated into the AD curriculum, faculty discussed the level of expected achievement desired. It was decided that the benchmark would be that 100% of the students would achieve a “Level 2 or a Level 3” on these exams.

## E) Results of Program Assessment

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**For each Course assessed in AY 2014-15, provide a summative description of the assessment results. Discuss how these results collectively demonstrate achievement of the Program’s Learning Outcomes and support the College’s Mission.**

Course	Percent of student s achieving Level 2 or 3
Nurs 120	81.8%

## F) Other Comments

## G) Next Steps

Based on the Program's overall AY 2014-15 assessment results, describe the Program's intended next steps to enhance instruction in order to improve student learning. Instructional changes may include, for example, revision to curriculum, teaching methods, learning outcome statements, student support, and other options. Please note here if proposed changes will involve Program and/or Course modifications requiring approval.

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1. Faculty will evaluate the effect of the curriculum change on student learning outcomes, retention, NCLEX-PN passage rates, and number of students being licensed.
2. The faculty is in discussion regarding the updating of all Nursing course CLOs.

## Part VII. Cost Per SSH

Please provide the following values used to determine the total fund amount and the cost per SSH for your program:

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General Funds	= \$	_____
Federal Funds	= \$	_____
Other Funds	= \$	_____
Tuition and Fees	= \$	_____

## Part VIII. External Data

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If your program utilizes external licensures, enter:

Number sitting for an exam	<u>2</u>
Number passed	<u>2</u>

[If your program does not utilize external licensures, skip Part IX.]