

HAWAI'I COMMUNITY COLLEGE PROGRAM ANNUAL REVIEW REPORT

[Associate of Science in 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 Associate of Science in Nursing Degree (AD) is a 72 credit program. 30 non-nursing prerequisite course credits are taken prior to admission into the program. Once admitted, students take 42 credits of nursing courses. Upon graduation graduates are eligible to take the licensing exam to become a Registered Nurse (NCLEX-RN). Selection for admission is competitive. The program accepts students into cohorts located in Hilo and Kona. Classes are held via poly-com, with all students attending simultaneously. Hospital rotations occur in the student's respective community. The mission of the program 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, the Pacific Basin, and the nation.

Part I. Review of Program Data

Go to the Annual Reports for Program Data (ARPD) website linked below and review the data for your program.

<http://www.hawaii.edu/offices/cc/arpd/>

Part II. Analysis of the Program

Based on the ARPD data in Part 1, analyze the Program in terms of Demand, Efficiency, and Effectiveness. Include significant Program actions (e.g., new certificates, stop out, gain/loss of positions) and results of prior year's action plan. Include analysis of any Perkin's Core Indicator(s) for which the Program's goal was not met. Also discuss any trends or other factors (internal/external) affecting the Program and analyze other Program changes or information not included elsewhere.

The Associate Degree program annually enrolls 20 students into the Hilo cohort and 10 into the Kona cohort. In fall of 2015 no students were admitted into the Kona site. Enrollment in Kona will resume in fall 2016. Relocation of nursing classrooms, faculty offices, and nursing labs occurred at both sites in the past year.

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

Demand indicators indicate that the program is "Unhealthy"

This indicator may appear as "unhealthy" due to the large number of "pre-nursing" majors – those students who are taking pre-requisite courses and desire enrolling in the AD Nursing program in the future. In the AY 2014-15 enrollments into the Kona cohort was "stopped out" for 1 year while strategies to improve retention were developed. This resulted in the loss of 10 AD students who normally would have been enrolled in the program.

One noteworthy change in this area is an increase of over 100% in the number of Native Hawaiian nursing majors. This is consistent with the Strategic Plan, Goal A: Strategic Outcome A1. Native Hawaiian Educational Attainment.

Efficiency indicators indicate that the program is "Healthy"

The "Major to BOR appointed faculty increased dramatically, most likely due to the fact that a current number of BOR Nursing positions remain unfilled. Lecturers have been used to fill teaching positions. Currently 3 nursing positions are being advertised.

Effectiveness indicators indicate that the program is "Cautionary"

The number of students completing their Associate Degree in Nursing has increased in the past year. To increase graduation rate, students who were at risk for not passing the licensing exam after graduation were identified. The Nursing Division purchased a tutorial program for the 10 lowest-scoring students in the program at the time of graduation. This program provided individualized tutoring and guidance in remediating nursing course content prior to taking the NCLEX-RN exam. This program was called the “ATI Virtual Coach”. All students in this sample group who have taken the NCLEX-RN exam passed successfully on the first time. The State Board of Nursing of Hawaii mandates that a certain percentage of graduates pass the NCLEX-RN exam on the first attempt. To keep our state accreditation, faculty have been hesitant to pass students who are academically weak. This pilot strategy enabled faculty to pass students who previously would have failed the course, by providing them with additional help. Additionally, 2 students were given “incompletes” instead of failing grades, and were allowed additional time to complete coursework. One of these students completed the work successfully and thus graduated – increasing our completion rate.

ARPD Data not reported:

	2013	2014	2015
External Licensing Exam passed	20	20	22

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.

Hawai'i Community College (HawaiiCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E 'Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.

The program data indicates that the number of Native Hawaii students enrolled in the AD program is increasing. We hold classes on both sides of the island. In these ways we are meeting the mission of the college.

The only Perkins Indicator "not met" is 'student placement'. This indicator is partially outside of our control, as we do not create the job market. Future plans to develop more community-based clinical placements may enhance recognition of the HawCC Nursing students, and their value as prospective employees.

The Program's overall action plan is to:

1. Enroll 10 students into the Kona site cohort Fall 2016.
2. Increase clinical placement sites across the island.
3. Have all students enroll in the ATI Virtual Coach in their final semester of the program. Student professional fees will be used to partially cover the cost of the program.

Part IV. Resource Implications

Please provide a brief statement about any implications of current operating resources for the Program. Budget asks are included in the 3-year Comprehensive Review, except for the following that may be included here: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations. Describe the needed item(s) in detail, including cost(s) and timeline(s). Explain how the item(s) aligns with one or more of the Strategic Initiatives of the Hawai'i Community College 2015-2021 Strategic Plan. Identify and discuss how the item(s) aligns with the Initiative's Goal, Action Strategy, and Tactic. [HAWCC Strategic Plan](#)

No program asks

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.

Since the last Comprehensive Review, the AD nursing program has suffered from the loss of experienced faculty and major faculty turn-over. The Program Director retired in Dec. 2013. A new Director filled the position from Jan. 2014 to Dec. 2014, when she resigned. From Jan. 2015 to the present an Interim Director has been in place. This Interim Director is retiring in Dec. 2015. Active recruitment is ongoing to fill the position. During this same time period 3 new full-time faculty have been hired, 2 of whom had no prior teaching experience.

The AD nursing program has relocated to the Hale Aloha building on the HawCC Manono campus.

Hawaii Community College at Palamanui in West Hawaii has opened. There is a small lab space dedicated to nursing. Some of the scheduled nursing classes are broadcast to or from the Palamanui campus to Hale Aloha via polycom. The Kealakekua NLRC is still used once a week for polycom nursing classes. Nursing office space is currently shared with lecturers due to overcrowding.

Required for ARPD Web Submission: Provide the URL to the specific location of this Unit's last Comprehensive Review on the HawCC Program/Unit Review website (see link on page 1):

http://hawaii.hawaii.edu/program-unit-review/docs/2011_nurs_adn_comprehensive_instructional_program_review.pdf

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.

1. The graduate will retrieve, integrate and apply relevant and reliable information, concepts from multiple disciplines and standards of nursing as the basis for evidenced base nursing care.
2. The graduate 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.
3. The graduate will 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. The graduate 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.
5. The graduate 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.
6. The graduate will demonstrate professional behaviors and practice within the legal and ethical framework of professional nursing.
7. The graduate will utilize self reflection to analyze personal practice and experiences for ongoing learning and professional growth.

A) Evidence of Industry Validation (CTE Programs)

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

Provide documentation that the program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, you may submit evidence of the program's advisory committee's/board's recommendations for, approval of, and/or participation in assessment(s).

2014-15 Nursing Advisory Committee (attached).

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

The AD program maintains external accreditation through the Accrediting Commission of Education for Nursing (ACEN). Accreditation is valid until June 2019. (attached).

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).

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>>>Welcome by Sharon Moran and Introduction of Advisory Council Members and HawCC nursing faculty</p> <p>>>Program Learning Outcomes AD & PN explained to Advisory Committee</p> <p>>>Review of Program Data</p> <ul style="list-style-type: none">➤ 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)➤ AD NCLEX rates 71%-83.3% in Hilo 80%-100% Kona. To help improve these numbers we have:➤ integrated ATI learning program to help students prepare for NCLEX➤ admitted smaller group of students 20 in hilo as opposed to 30 in the recent past➤ LPNs get additional points who meet proficient➤ 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.➤ Will not admit any students into Kona for the Fall of 2015➤ 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 <p>>>PN Completion Rates and NCLEX rates</p> <ul style="list-style-type: none">➤ *Accept ~10 students per year. Completion rates 70% to 90%. NCLEX-PN pass rates 80%-100%➤ Kau cohort admitted 3 PNs. 2 are still in program.➤ For 2015 pre-requisites for PNs added 1 year A&P and one semester of pharmacology <p>-Trends</p> <p>>>Agency Feedback</p> <ul style="list-style-type: none">➤ Per Kelly needs for PNs in Long term care going down. RN needs going up.➤ More short term patients coming in to HaleAnuenue now➤ Per Arthur LPNs only hired on ECD unit.	

>> 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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National League for Nursing Accrediting Commission, Inc.

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July 22, 2011

Elizabeth Ojala, PhD, RN
Director of Nursing Programs
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200 West Kawili Street, PB-6
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Dear Dr. Ojala:

This letter is formal notification of the action taken by the National League for Nursing Accrediting Commission (NLNAC) at its meeting on June 29-30, 2011. The Board of Commissioners granted the associate nursing program continuing accreditation and scheduled the next evaluation visit for Spring 2019.

Deliberations centered on the Self-Study Report, the School Catalog, the Site Visitors' Report, and the recommendation for accreditation proposed by the Program Evaluators and the Evaluation Review Panel. (See Summary of Deliberations and Recommendation of the Evaluation Review Panel.)

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 153, Nursing Concepts & Skills	F 14	PLO/CLO 1 – retrieves & applies info.
Nurs 157 Adult Health I	Sp 15	PLO/CLO 1 – retrieves & applies info.
Nurs 251, Mental Health & Psychiatric Nursing	Sp 15	PLO/CLO 1 – retrieves & applies info.
Nurs 257 Adult Health II	Sp 15	PLO/CLO 1 – retrieves & applies info.
Nurs 260 Nursing Management	Sp 15	PLO/CLO 1 – retrieves & applies info.
“Closing the Loop” Assessments Alpha, No., & Title	Semester assessed	PLO-aligned CLOs that were assessed
Nurs 153, Nursing Concepts & Skills	F 15	PLO/CLO 1 – retrieves & applies info.
Nurs 157 Adult Health I	Sp 16	PLO/CLO 1 – retrieves & applies info.
Nurs 251, Mental Health & Psychiatric Nursing	Sp 16	PLO/CLO 1 – retrieves & applies info.
Nurs 257 Adult Health II	Sp 16	PLO/CLO 1 – retrieves & applies info.
Nurs 260 Nursing Management	Sp 16	PLO/CLO 1 – retrieves & applies info.

D) Assessment Strategy/Instrument

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 AD 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

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 153	80%
Nurs 157	83.3%
Nurs 251	89%
Nurs 257	71.4%
Nurs 260	28.6%

F) Other Comments

Include any additional information that will help clarify the assessment results. Include comparisons to any applicable College or Program standards, or to any national standards from industry, professional organizations, or accrediting associations. Include, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special studies, or other assessment instruments used.

The exam that was used to evaluate Nurs 260 contained content that was not specific to the course. Upon further review by faculty it was determined that the content of this exam better matches the content covered in Nurs 158, which is offered in the first semester of the nursing program.

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.

1. The ATI Leadership exam, which was given to evaluate Nurs 260 will be given in the fall of 2015. The student results from this exam will be used as artifact to evaluate Nurs 158.
2. Faculty evaluated ATI exam analyses. Content areas in which students scored poorly will be emphasized more in subsequent course offerings.
3. 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:

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

Part VIII. External Data

If your program utilizes external licensures, enter:

Number sitting for an exam	<u>25</u>
Number passed	<u>22</u>

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