HAWAI'I COMMUNITY COLLEGE
PROGRAM ANNUAL REVIEW REPORT

Practical Nursing

April 18th, 2017

Review Period
July 1, 2015 to June 30, 2016

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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 and Institutional 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/files/program-unit-review/

Please remember that this review should be written in a professional manner. Mahalo.

PROGRAM DESCRIPTION

Describe the Program	
Provide the short description as listed in the current catalog.	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. 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. 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.
Provide and discuss the program's mission (or goals and objectives if no program mission statement is available).	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.

Comprehensive Review information: <mark>Required for ARPD Web Submission</mark>

Provide the year and URL for the location of this program's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	2013
URL	Practical Nursing - PRCN -Assessment Report -Board of Nursing Letter
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 in this review.	There have been some curriculum changes to the PN Program. Because of a knowledge deficit in some important academic areas, Biol 141 & 142 with labs (replaced SCI 51), plus Pharmacology and English 100 were added to the curriculum. To accommodate for the increased prerequisite course credits, nursing courses (Nurs 120, 122) received credit reductions. Nurs 120 went from 13 credits to 9 and Nurs 122 went from 14 credits to 11. This new curriculum was implemented in the fall of 2015.

QUANTITATIVE INDICATORS

<u>**ARPD Data**</u>

<mark>**Please attach a copy of the program's ARPD data tables and submit with the Program Review document.**</mark>

    a) **If you will be submitting the Program Review document in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.**
        OR
    b) **If you will be submitting the Program Review document in digital form, attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right side, just above the data tables.**

Program data can be found on the ARPD website: http://www.hawaii.edu/offices/cc/arpd/

ANALYSIS OF THE PROGRAM's DATA

Analyze the program's ARPD data for the review period. Describe, discuss, and provide context for the data, including the program's health scores in the following categories:	
Demand	The ARPD Demand Health Call is <u>Unhealthy</u>. The ARPD Number of Majors reported for the 15-16 program year was 26 and New and Replacement Positions was 11. The Admission and Records office confirmed the Number of "Primary and secondary" Nursing Majors was 30 for Spring 2015 and 28 for Fall 2016. Whereas, the "Primary" Nursing Major for Spring was 28 and Fall was 26. The CIP code used to measure the Positions data is accurate in that it is specific for Licensed Practice Nursing. We send out an annual Graduate nurse surveys which gives us job placement data. Our graduates are getting nursing positions in Long Term Care, Home Health, and physician clinics which might not be represented in the Position data. Our locally collected data indicates that all our graduates find nursing positions either on island or on the mainland.

	Based on our data, this Demand Health call would be determined as "Healthy".
Efficiency	The Efficiency Health call is <u>Healthy</u>. The average class size hasn't changed much as average is 9.4. The fill rate increased from 74.5% to 94%. The FTEBOR appointed faculty stayed the same at 2. The Division Chair position is not filled and being filled by Interim Faculty. The Majors to FTE BOR appointed faculty went from 17 to 12.7. Most of the courses are team taught (classes taught by more than 1 Faculty) which seems to be an effective way to present class material. The Board of nursing recommendation for the Faculty to student ratio is 1:10 which we follow, however challenging at times in clinical. The UH System policy 9.237 Teaching Equivalencies defines our teaching load each year.
Effectiveness	The Effectiveness Health call is <u>Healthy</u>. The ARPD shows the percentage of students with successful completion stayed the same as the previous year, 96%, with 1 withdrawal. The number of students transferring to a 4-year program went from 2 to 3. Our Nursing Division locally collected data indicates that our completion rate was 100% in 2015 and decreased to 70% in 2016. Another measurement indicating our programs effectiveness is our NCLEX 1st time pass rate. While we have been above 80% since 2012, in 2016 our pass rate dropped below 80%. 2015 - 83.33 % (National benchmark is 81.89%) 2016 - 75% (National pass rate is 83.73%)
Overall Health	The Overall Health call is <u>Cautionary</u>. Despite the "Unhealthy" call for the Demand category, there is an explanation in the data reported and believe the overall program health should be a "Healthy" rating as the other indicators are "healthy".
Distance Education	N/A

Perkins Core Indicators (if applicable)	The technical skills attainment, completion, and Nontraditional completion was met. However, the Student retention or Transfer, Student placement, and nontraditional participation was not met.
Performance Funding Indicators (if applicable)	The number of degrees and certificates increased from 7 to 10 and the number of degrees and certificates for native hawaiian went from 3 to 6. Our number of Pell recipients dropped from 17 to 8. The number of transfers to UH 4 year only increased by 1 (2 to 3).
Describe any trends, and any internal and/or external factors that are relevant to understanding the program's data.	A nursing faculty shortage still continues in the US. The nursing division continues to be without a Permanent Division Chair (since Spring 2015) and is being filled by Interim faculty. There has been external marketing for this position. There are not a lot of applicants particularly the pay is lower than the mainland and has been difficult to attract qualified applicants. The hours that faculty put in causes some concern for faculty burnout.
Discuss other strengths and challenges of the program that are relevant to understanding the program's data.	The strengths of our program is the hands on and practical approach. There is intensive individual instruction and opportunities to practice in different clinical facilities. The majority of our students are passing the NCLEX on their first try, which indicates they have gained a proficient amount of knowledge. The challenges are not having a stable and consistent leadership and faculty. To train and mentor new faculty, we need to develop a faculty training program. Other challenges will be to continue to work on increasing our completion rate and NCLEX pass rates.

Analyze the program's IRO data for the year under review.
Discuss how data/analysis provided by the Institutional Research Office has been used for program improvement. (For example, how results from CCSSE or IRO research requests have

impacted program development.)	
Describe, discuss, and provide context for the data.	N/A
Discuss changes made as a result of the IRO data.	N/A

Report and discuss all major/meaningful actions and activities that occurred in the program during the review period. For example:	
Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing	There have been some curriculum changes to the PN Program. Because of a knowledge deficit in some important academic areas, Biol 141 & 142 with labs (replaced SCI 51), plus Pharmacology and English 100 were added to the curriculum. To accommodate for the increased prerequisite course credits, nursing courses (Nurs 120, 122) received credit reductions. Nurs 120 went from 13 credits to 9 and Nurs 122 went from 14 credits to 11. This new curriculum was implemented in the fall of 2015.
New certificates/degrees	None
Personnel and position additions and/or losses.	Our Division Chair position has been filled by "Interim" Faculty since January 2015 which leaves Faculty positions open. We have been able to backfill positions with lecturers while we are in transition.

1 long time faculty retired December 2015.

Due to the challenges with hiring a Division Chair and maintaining compliance with our Accreditors in Nursing to have a "Nurse Leader" managing the program, a Program Coordinator position was created Spring 2016. |
| Other major/meaningful | Previous CERC feedback was that the report was not complete in its entirety and essential pieces of data and analysis were missing to |

activities, including responses to previous CERC feedback.	provide objective data supporting the program. This report will be more thorough and will provide supporting data with analysis.

Describe, analyze, and celebrate the program's successes and accomplishments. (For example, *more students were retained/graduated* **OR** *the program successfully integrated new strategies/technologies***.)**	
Discuss what the program has been doing well. Are there areas that needs to be maintained and strengthened? Please provide evidence if applicable (ex: program data reports, relevant URL links, etc.).	We do well in advocating for student success. It was noticed that there was a deficiency in their knowledge of basic anatomy and physiology and therefore we made a change in the curriculum to include a higher level biology course. In addition, a Pharmacology and English course was added. There were also adjustments made to the credit hours in the nursing courses as well (a decrease to accommodate the added courses). The outcome of this change in the curriculum is still yet to be determined. There has been only 1 cohort that has completed with this change in curriculum. The completion rate as well as the NCLEX pass rate did decrease in 2016.

Describe, analyze, and discuss any challenges and/or obstacles the program has faced.	
Identify and discuss the program's challenges/obstacles.	Adjusting to the curriculum change and making the appropriate adjustments to the courses (in Laulima & Curriculum Central) has been a challenge.

Discuss changes and actions taken to address those challenges, and any results of those actions.	Course documents (syllabus and schedule) have been updated. Lecture information has been condensed. Updated Curriculum Central.
Discuss what still needs to be done in order to successfully meet and overcome these challenges.	Curriculum changes approved by Curriculum committee and Senate were held back for edits. The curriculum changes (prerequisite information) still need to be changed and made official in Curriculum Central/Kuali Student Curriculum Management (as of 4/18/17).

PROGRAM ACTION PLAN

Discuss the program's prior year's (AY14-15) action plan and results.	
Describe the program's action plan from the prior review period and discuss how it was implemented in AY15-16.	1. Evaluate the effect of the PN Curriculum change on: number of graduates, movement of graduates into the workforce, number of graduates who attempt to transition directly in the AD program. 2. Analyze the changes made (adding Pharmacology and Biol 141, 142) was worth losing nursing course credits. 3. Review the 2015 "Ka'u cohort" data.
Discuss the results of the action plan and the program's success in achieving its goals.	1. We currently collect data on number of graduates as well as job placement information. What we need to understand is the number of graduates who attempt to transition directly into the AD program. 2. Since the curriculum changes are still new, there needs to be more time to evaluate the changes. 3. The Ka'u Cohort was a trial one-time grant funded class and has not been revisited as a feasible distant site at this time.

Discuss any challenges the program had in implementing that action plan or achieving its goals.	The challenge will be in supporting our PN students in their nursing courses if they are found to be struggling to manage the content now that 2 courses are fewer credits.

- Did the program review its website during AY15-16? Please check the box below that applies.

☐ Reviewed website, no changes needed.

☐ Reviewed website and submitted change request to webmaster on _____(date)_____.

X Reviewed website and will submit change request to webmaster.

> ==Please note that requests for revisions to program websites must be submitted directly to the College's webmaster at==
> HYPERLINK "http://hawaii.hawaii.edu/web-developer" \t "_blank"

Discuss the program's overall action plan for AY16-17, based on analysis of the Program's data and the overall results of course assessments of student learning outcomes conducted during the AY15-16 review period.	Benchmarks and Timelines for implementation and achievement of goals.
Action Goal 1: Hire a Division Chair	**Benchmarks/Timelines :Spring 2017**
How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)? Meeting this goal will lead to program stability and relieve faculty filling in as the Interim DC to focus more on their previous responsibilities with students. Without a DC, it is difficult to maintain the high quality of education for our students which might bring accreditation into question.	

Action Goal 2: Continue to evaluate changes to the Curriculum as compared to the completion rate and NCLEX pass rates.	**Benchmarks/Timelines : Summer/Fall 2017**

How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?

This goal promotes student success by encouraging and assisting struggling students earlier and as needed. It will also help determine if the curriculum changes were beneficial for student success.

Action Goal 3: Conduct a thorough needs assessment of demand for LPN's on the Big Island. There are increasing numbers of anecdotal reports of a shortage.	**Benchmarks/Timelines :AY 2017-18**

How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?

Achievement of this action will yield accurate demand results to be used for program planning.

RESOURCE IMPLICATIONS

NOTE: General budget asks are included in the 3-year Comprehensive Review. Budget asks for the following categories only may be included in the Annual review: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations.

Please provide a brief statement about any implications of or challenges with the program's current operating resources.

Our budget is standard for consumables (student supplies) and does not include personnel or big equipment expenses. Challenges are faculty don't understand the budget and how the money is spent, therefore it is difficult to plan and be proactive with the budget.

For budget asks in the allowed categories (see above):	
Describe the needed item(s) in detail.	Faculty development is an ongoing need and particularly urgent with the current rate of faculty turnover and new faculty on boarded who have no teaching experience.
Include estimated cost(s) and timeline(s) for procurement.	$8000 (this is a duplicate of the request in the NURS annual review). Faculty are not strictly assigned to a program. Faculty teach across the RN and PN programs.
Explain how the item(s) aligns with one or more of the strategic initiatives of 2015-2021 Strategic Directions.	

http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf

LEARNING OUTCOMES ASSESSMENT

For all parts of this section, please provide information based on CLO (course learning outcomes)

assessments conducted in AY 2015-16, and information on the aligned (PLOs) program learning outcomes assessed through those course assessments.

If applicable, please also include information about any PLO assessment projects voluntarily conducted by the program's faculty/staff.

Evidence of Industry Validation and Participation in Assessment (<mark>for CTE programs only</mark>)
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). **<mark>Please attach copy of industry validation for the year under review and submit with the document.</mark>**

Courses Assessed
- List all program courses assessed during AY 2015-16, including those courses for which a follow-up "Closing the Loop" assessment was implemented during the review year.

Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO# & text)	CLO-to-PLO alignment (aligned PLO# & text)
NURS 101	Summer 2016	1. Retrieve, integrate, and apply concepts related to Licensed Practical Nursing found in 'Standards of Clinical Practice' and in 'Scope of Nursing Practice.' 2. Discuss the evolution, current practice and trends of Licensed Practical Nursing. 3. Use self reflection to determine personal leadership/management style, conflict resolution strategies and resources available within the team. 4. Identify and discuss ethical dilemmas in health care and resources available to assist in addressing these. 5. Use accurate, clear and	1. The graduate will retrieve, integrate and apply relevant and rel iable information, concepts from multiple disciplines and standards of nursing as a basis for evidenced based nursing care. **CLO1** 2. The graduate will 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. **CLO2** 3. The graduate will demonstrate compassion and caring by developing and

			complete written communication in assignments and during on-line discussion with peers and faculty, reference resources used and as needed. 6. Assume responsibility for learning in an on-line environment.	maintaining therapeutic relationships based upon mutuality and respect for the health and healing practices, beliefs and values of the individual and community. **CLO3, 5** 4. The graduate will communicate and function as a member of a multidisciplinary health care team. **CLO5** 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, mana gement of chronic conditions, and the end of life. **CLO5** 6. The graduate will demonstrate professional behaviors and practice within the legal and ethical framework of licensed practical nursing. **CLO4** 7. The graduate will use self-reflection to evaluate their nursing effectiveness and personal experiences for ongoing learning and growth. **CLO3, 6**
NURS 120	Fall 2015		1. The graduate will retrieve, integrate and apply relevant and reliable information, concepts from multiple disciplines and standards of nursing as a basis for evidenced based nursing care. 2. The graduate will use the nursing process as a framework for critical thinking to assess, plan, prioritize, implement and evaluate safe and effective nursing care for those	1. The graduate will retrieve, integrate and apply relevant and rel iable information, concepts from multiple disciplines and standards of nursing as a basis for evidenced based nursing care. **CLO1** 2. The graduate will use the nursing process as a framework for critical thinking to assess, plan,

		who have predictable nursing needs. 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 communicate and function as a member of a multidisciplinary health care team. 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 the end of life. 6.The graduate will demonstrate professional behaviors and practice within the legal and ethical framework of licensed practical nursing. 7. The graduate will use self -reflection to evaluate their nursing effectiveness and personal experiences for ongoing learning and growth.	prioritize, implement and evaluate safe and effective nursing care for those who have predictable nursing needs. **CLO2** 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. **CLO3** 4. The graduate will communicate and function as a member of a multidisciplinary health care team. **CLO4** 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 the end of life. **CLO5** 6. The graduate will demonstrate professional behaviors and practice within the legal and ethical framework of licensed practical nursing. **CLO6** 7. The graduate will use self-reflection to evaluate their nursing effectiveness and personal experiences for ongoing learning and growth. **CLO7**
NURS 122	Spring 2016	1. The graduate will retrieve, integrate and apply relevant and reliable information, concepts from multiple disciplines and standards of nursing as a basis for evidenced based nursing	1. The graduate will retrieve, integrate and apply relevant and reliable information, concepts from multiple disciplines and standards of nursing as a basis for evidenced

		care. 2.The graduate will 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. 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 communicate and function as a member of a multidisciplinary health care team. 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 the end of life. 6.The graduate will demonstrate professional behaviors and practice within the legal and ethical framework of licensed practical nursing. 7. The graduate will use self -reflection to evaluate their nursing effectiveness and personal experiences for ongoing learning and growth.	based nursing care. **CLO1** 2. The graduate will 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. **CLO2** 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. **CLO3** 4. The graduate will communicate and function as a member of a multidisciplinary health care team. **CLO4** 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 the end of life. **CLO5** 6. The graduate will demonstrate professional behaviors and practice within the legal and ethical framework of licensed practical nursing. **CLO6** 7. The graduate will use self-reflection to evaluate their nursing effectiveness and personal experiences for ongoing learning and growth. **CLO7**
NURS 126	Summer	1.The graduate will retrieve,	1.The graduate will retrieve, integrate and apply relevant

	2016	integrate and apply relevant and reliable information, concepts and standards of nursing as a basis for evidenced based nursing care of children and families.	and reliable information, concepts from multiple disciplines and standards of nursing as a basis for evidenced based nursing care. **CLO1**
		2. The graduate will use the nursing process as a framework for critical thinking to assess, plan, prioritize, implement and evaluate safe and effective nursing care for children and families with predictable nursing needs.	2. The graduate will 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. **CLO2**
		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, family, and community.	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. **CLO3**
		4. The graduate will communicate clearly and functions effectively as a member of a multidisciplinary health care team.	4. The graduate will communicate and function as a member of a multidisciplinary health care team. **CLO4**
		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 the end of life.	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 the end of life. **CLO5**
		6. The graduate will demonstrate professional behaviors and practice within the legal and ethical framework of licensed practical nursing.	6. The graduate will demonstrate professional behaviors and practice within the legal and ethical framework of licensed practical nursing. **CLO6**
		7. The graduate will use self -reflection to evaluate personal experiences and how they contribute to effective performance as a licensed practical nurse.	7. The graduate will use self-reflection to evaluate their nursing effectiveness

			and personal experiences for ongoing learning and growth. **CLO7**
NURS 128	Summer 2016	1.The graduate will retrieve, integrate and apply relevant and reliable information, concepts and standards of nursing as a basis for evidenced based nursing care of women, children and families. 2.The graduate will use the nursing process as a framework for critical thinking to assess, plan, prioritize, implement and evaluate safe and effective nursing care for women, children and families with predictable nursing needs. 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, family, and community. 4.The graduate will communicate clearly and functions effectively as a member of a multidisciplinary health care team. 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 the end of life. 6.The graduate will demonstrate professional behaviors and practice within the legal and ethical framework of licensed practical nursing. 7. The graduate will use self -reflection to evaluate personal experiences and how they contribute to effective performance	1.The graduate will retrieve, integrate and apply relevant and reliable information, concepts from multiple disciplines and standards of nursing as a basis for evidenced based nursing care. **CLO1** 2. The graduate will 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. **CLO2** 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. **CLO3** 4. The graduate will communicate and function as a member of a multidisciplinary health care team. **CLO4** 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 the end of life. **CLO5** 6. The graduate will demonstrate professional behaviors and practice within the legal and ethical

		as a licensed practical nurse.	framework of licensed practical nursing. **CLO6** 7. The graduate will use self-reflection to evaluate their nursing effectiveness and personal experiences for ongoing learning and growth. **CLO7**
"Closing the Loop" Assessments Alpha, No., & Title	**Semester assessed**	**CLOs assessed (CLO# & text)**	**CLO-to-PLO alignment (aligned PLO# & text)**

Assessment Strategies

For each course assessed in AY 2015-16 listed above, provide a brief description of the assessment strategy, including:	
a description of the type of <u>student work or activity assessed</u> (e.g., research paper, lab report, hula performance, etc.);	NURS 101 - online discussions, ATI proctored exam NURS 120 - ATI proctored exam, final exam NURS 122 - ATI proctored exam, final exam NURS 126 - ATI proctored exam, final exam NURS 128 - ATI proctored exam, final exam, group project
a description of <u>who conducted the assessment</u> (e.g., the faculty member who taught the course, or a group of program faculty, or the program's advisory council members, etc.);	All program faculty participate in assessing the courses they are assigned to.
a description of <u>how student artefacts were selected for assessment</u> (did the assessment	All artifacts are assessed for every course each time the course is taught. All courses are taught each year.

include summative student work from all students in the course or section, <u>OR</u> were student works selected based on a representative sample of students in each section of the course?);	
a brief discussion of the <u>assessment rubric/scoring guide</u> that identifies criteria/categories and standards.	A rubric is used for grading ATI computer based activities. A student receives points if they complete modules by a certain date with a score of 70% or higher, they receive points based on the "level" they achieve on their proctored exam (the 14th week). Some courses provide "remediation" points (more studying based on their level) and retesting points. Clinical evaluations are scored with "meets standard" or "does not meet standard". A student must achieve "meets standard" in every category by end of the semester to pass the course. A rubric is used to grade end of semester projects as well as score on-line course postings (DE course only).

Expected Levels of Achievement
- For each course assessed in AY 2015-16, indicate the benchmark goal for student success for each CLO assessed.
  - ▪ example 1: "85% of students will Meet Standard or Exceed Standard for CLO#1";
  - ▪ example 2: "80% of students will attain Competency or Mastery of CLO#4."

Assessed Course Alpha, No., & Title	Benchmark Goal for Student Success for Each CLO Assessed
NURS 101	100% of students will achieve a level 2 or 3 on the ATI proctored Leadership exam for PLO1 Students will score as group ≥70% on identified ATI sub categories. Students will score as group ≥60% on identified ATI sub categories: Coordinated Care for PLO6.
NURS 120	The criteria below apply to all course CLO's. 100% of students will achieve a level 2 or 3 on the ATI proctored Fundamentals exam for PLO1 Students will achieve at least the national average in sub category:

	Psychosocial Integrity for PLO3 Students will achieve at least the national average in sub category: Coordinated Care for PLO4 Students will score as group ≥60% on identified ATI sub categories: Health Promotion for PLO5. Students will score as group ≥70% on identified ATI sub categories. 100% of students will meet the standard for PLO 2, 3, 4, 5, 6, 7 on the Clinical evaluation tool.
NURS 122	100% of students will achieve a level 2 or 3 on the ATI proctored Pharmacology & Medical Surgical exam for PLO1 Students will score as group ≥70% on identified ATI sub categories. Students will achieve at least the national average in sub category: Psychosocial Integrity for PLO3 Students will achieve at least the national average in sub category: Coordinated Care for PLO4 Students will score as group ≥60% on identified ATI sub categories: Health Promotion for PLO5. 100% of students will meet the standard for PLO 2, 3, 4, 5, 6, 7 on the Clinical evaluation tool.
NURS 126	100% of students will achieve a level 2 or 3 on the ATI proctored Children exam for PLO1 Students will score as group ≥70% on identified ATI sub categories. Students will achieve at least the national average in sub category: Psychosocial Integrity for PLO3 100% of students will meet the standard for PLO 2, 3, 4, 5, 6, 7 on the Clinical evaluation tool.
NURS 128	100% of students will achieve a level 2 or 3 on the ATI proctored Maternal Newborn exam for PLO1 Students will score as group ≥70% on identified ATI sub categories. Students will score as group ≥60% on identified ATI sub categories: Health Promotion for PLO5. 100% of students will meet the standard for PLO 2, 3, 4, 5, 6, 7 on the Clinical evaluation tool.

Results of Course Assessments

For each course assessed in AY 2015-16:

provide a <u>description of the</u> <u>summative assessment</u> <u>results</u> in terms of students' attainment of the CLOs and aligned PLOs.	The curriculum changes to the program went into effect Fall 2015. While the curriculum changes are still too new to evaluate, the 2016 ATI proctored exams indicate a general increase in scores, with the largest increase seen in Pharmacology and Medical Surgical. Pharmacology had a 37.1% increase in the overall score and Medical surgical increased by 35.7%. The areas that need improvement will be reinforced the following AY during lectures/lab/clinical. Despite an overall increase in ATI proctored exams, the NCLEX pass rate dropped to 75% in 2016. More time is needed to adequately assess & evaluate curriculum changes.

Other Comments

Include any additional information that will help clarify the program's course assessment results.	
Include comparisons to any applicable College or related UH-System program standards, or to any national standards from industry, professional organizations, or accrediting associations.	Our program did see a drop in the NCLEX pass rate for 2016. While we have been above the national rate since 2012, our comparison college would be Kauai Community College and their pass rates have been 100% in 2015 and 2016.
Include, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special studies, or other assessment instruments used that are not discussed elsewhere in this report.	

Next Steps – Assessment Action Plan

Describe the program's intended next steps to improve student learning, based on the program's overall AY 2015-16 assessment results. Include any specific strategies, tactics, activities, or plans for instructional change, revisions to assessment practices, and/or increased student support.	
Instructional changes may include, for example, revisions to curriculum, teaching methods, course syllabi, course outlines of record (CORs), and other curricular elements.	**No curriculum changes will be proposed until we assess the changes made from Fall 2015.**
Proposals for program modifications may include, for example, re-sequencing courses across semesters, or re-distribution of teaching resources, etc.	
Revisions to assessment strategies or practices may include, for example, revisions to learning outcome statements (CLOs and/or PLOs), department or course assessment rubrics (criteria and/or standards), development of multi-section/course summative assignments or exams, etc.	
Student support and outreach initiatives may include, for example, wrap-around student services, targeted tutoring and/or mentoring, etc.	

Part VI. 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 VII. External Data

If your program utilizes external licensures, enter:

Number sitting for an exam   _____
Number passed   _____