

Kaua`i Community College Annual Program Review Update (APRU) for NURSING

At a minimum, each program or unit Annual Program Review Update shall include measures described in [UHCCP 5.202](#). Additional measures may also be used for program or unit assessment.

Program or Unit Mission Statement

The Kaua`i Community College Career Ladder Nursing Program provides access for the people of Kaua`i to quality nursing education within a caring environment. Our goal is to prepare nurses who, as critical-thinkers, can successfully practice in a 21st Century health care environment, and are prepared to progress upward through the career ladder.

Part I. Program Description

Date of Last Comprehensive Review	N/A because of Program Accreditation with Accreditation Commission for Education in Nursing (ACEN)
Date Website Last Reviewed/Updated	August 2018
Target Student Population	All individuals interested in the Nursing Profession, including LPNs, recent high school graduates, and those seeking career changes
External Factor(s) that Affected the Program or Unit	Faculty shortage as the program is down by two faculty; program administrators are teaching full-time and administering the program/division; Wellness Center Director retired

Part II. Analysis of Quantitative Indicators

Include the Annual Review of Program Data (ARPD; all [Instructional programs](#) and [Academic Support](#) programs - Library, Technology Resources, Testing Center, Tutoring, and Financial Aid), program-developed metrics (Institutional Effectiveness programs, Office of Continuing Education and Training, campus committees), or metrics required by [UHCCP 5.202](#) that are not provided as ARPD ([Administrative Service](#) programs and some Student Support [programs](#)) under review in table format below (EP 5.202 and UHCCP 5.202).

Demand Indicators		Program Year			Demand Health
		15-16	16-17	17-18	
1.	New & Replacement Positions (State)	885	794	843	Cautionary
*2.	New & Replacement Positions (County Prorated)	40	42	26	
3.	Number of Majors	48	43	43	
3a.	Number of Majors Native Hawaiian	10	8	8	
3b.	Fall Full-Time	48%	41%	2%	
3c.	Fall Part-Time	52%	59%	98%	
3d.	Fall Part-Time who are Full-Time in System	0%	2%	5%	
3e.	Spring Full-Time	19%	31%	50%	
3f.	Spring Part-Time	81%	69%	50%	
3g.	Spring Part-Time who are Full-Time in System	2%	2%	14%	
4.	SSH Program Majors in Program Classes	1,109	950	969	
5.	SSH Non-Majors in Program Classes	610	412	365	
6.	SSH in All Program Classes	1,719	1,362	1,334	
7.	FTE Enrollment in Program Classes	57	45	44	
8.	Total Number of Classes Taught	17	19	16	

NOTE: New & Replacement jobs updated ([View Methodology](#)).

Efficiency Indicators		Program Year			Efficiency Health
		15-16	16-17	17-18	
9.	Average Class Size	17	16	18	Cautionary
*10.	Fill Rate	68.9%	74.6%	80.5%	
11.	FTE BOR Appointed Faculty	10	8	8	
*12.	Majors to FTE BOR Appointed Faculty	4	5	5	
13.	Majors to Analytic FTE Faculty	16	14	22	
13a.	Analytic FTE Faculty	3	3	2	
14.	Overall Program Budget Allocation				
14a.	General Funded Budget Allocation				
14b.	Special/Federal Budget Allocation				
14c.	Tuition and Fees				
15.	Cost per SSH				
16.	Number of Low-Enrolled (<10) Classes	5	5	1	

Effectiveness Indicators		Program Year			Effectiveness Health
		15-16	16-17	17-18	
17.	Successful Completion (Equivalent C or Higher)	88%	89%	90%	Cautionary
18.	Withdrawals (Grade = W)	8	10	10	
*19.	Persistence Fall to Spring	76%	89%	89%	
19a.	Persistence Fall to Fall	42%	54%	68%	
*20.	Unduplicated Degrees/Certificates Awarded	27	25	23	
20a.	Degrees Awarded	23	17	14	
20b.	Certificates of Achievement Awarded	21	20	22	
20c.	Advanced Professional Certificates Awarded	0	0	0	
20d.	Other Certificates Awarded	0	0	0	
21.	External Licensing Exams Passed				
22.	Transfers to UH 4-yr	5	3	2	
22a.	Transfers with credential from program	0	0	0	
22b.	Transfers without credential from program	5	3	2	
Distance Indicators		Program Year			
		15-16	16-17	17-18	
23.	Number of Distance Education Classes Taught	0	0	0	
24.	Enrollments Distance Education Classes	n/a	n/a	n/a	
25.	Fill Rate	n/a	n/a	n/a	
26.	Successful Completion (Equivalent C or Higher)	n/a	n/a	n/a	
27.	Withdrawals (Grade = W)	n/a	n/a	n/a	
28.	Persistence (Fall to Spring Not Limited to Distance Education)	n/a	n/a	n/a	
Perkins Indicators (2016 - 2017)		Goal	Actual	Met	
29.	1P1 Technical Skills Attainment	92.92	96.43	Met	
30.	2P1 Completion	51.51	71.43	Met	
31.	3P1 Student Retention or Transfer	81.81	77.78	Not Met	
32.	4P1 Student Placement	64.51	43.24	Not Met	
33.	5P1 Nontraditional Participation	23	31.91	Met	
34.	5P2 Nontraditional Completion	22.22	30.56	Met	
Performance Indicators			Program Year		
			15-	16-	

		16	17	18	
35.	Number of Degrees and Certificates	44	17	14	
36.	Number of Degrees and Certificates Native Hawaiian	13	1	2	
37.	Number of Degrees and Certificates STEM	0	0	0	
38.	Number of Pell Recipients ¹	22	11	8	
39.	Number of Transfers to UH 4-yr	5	3	2	

The Overall Program Health is Cautionary.

Describe and discuss demand, efficiency, effectiveness, and overall health categories. What has been the trend over the past three years in each of these categories? What factors (internal or external) may have contributed to the program or unit health categories? For Career and Technical Education (CTE) programs, provide a discussion on any unmet Perkins Core Indicator that includes contributing factors (UHCCP 5.202).

Demand for this program is cautionary. Although the state had 843 new and replacement positions for registered nurses, EMSI data state there were 26 on Kaua’i. However, there were 14 graduates and almost two openings per graduate.

Efficiency was unhealthy. However, the State Board of Nursing faculty to student ratio is 1:8 – 1:10, as it is not safe to have more than 10 students in clinical settings and provide safe patient care under the direction of a faculty member. It is likely this metric that caused the unhealthy score because the program has less seats open in each class to meet state board requirements. Furthermore, one BOR Nursing faculty member instructs in the medical assisting program yet is assigned to Nursing. The majors to BOR Appointed faculty is actually 6 students. It is notable that the class fill-rate exceeds 80% and has continued to increase over the past three years.

Effectiveness is Cautionary. However, 14 students graduated, which exceeds the UH minimum of 11 students, completion rates were 90%, and persistence rates were 89% (fall-to-spring) and 68% (fall-to-fall). It is notable that fall-to-fall persistence has increased from 42% to 68% over the past three years. Faculty believe this is a direct result of changing admission requirements and curriculum changes.

Strengths include eight-year accreditation by ACEN (thru 2025), completion rate of 90%, course fill rates at 80%, and improving persistence rates. Additionally, there was only one low enrolled course.

Areas to improve are fall-to-fall persistence, retention, and NCLEX pass rate preparation.

Career and Technical (CTE) programs should provide an analysis for any unmet Perkins Core Indicators.

Perkins Indicators that were not met included 3P1 (student retention or transfer) and 4P1 (student placement). Although our 3P1 score did not meet the goal, it was an 18% increase from the previous year. We strengthen our admissions requirements in an effort to improve our retention rate, so students can handle the rigor of the program. Additionally to help improve the rate of transfer, we have our partner schools (UHM and UHH) hosting webinars to recruit students to continue on to their BSN degrees. Graduates are also seeking BSN online programs on the mainland. Our 4P1 scores are reflective of the challenges our graduates are incurring with waiting to take licensure exams and receiving their licenses after passing the exams. Graduates are reporting waiting 3- 4 months to get their access codes to take the exam and another 2-3 months to obtain their license in state. Graduates that go to Nevada can take their exam and get their license in the same week. Program coordinator has discussed the concerns with the ED of the SBON.

Part III. Assessment Data (EP 5.202)

Assessment results for Program Student Learning Outcomes (PSLOs).

Report on PSLO assessment for the prior year.

1. List of the PSLOs.
2. Indicate PLSOs that were assessed in the year of this APRU.
3. Assessment findings.
4. Changes that have been made as a result of the assessment findings.
5. Next planned assessment date.

PSLO	Assessed During this APRU Cycle (Y or N)	Findings	Improvements Implemented	Next Assessment Date
1	Y	88.7 % met or exceeded the benchmark	Assignments revised	2021-2022
2	Y	88.7 % met or exceeded the benchmark	No changes	2021 - 2022
3	N			2018-2019

4	N			2018-2019
5	N			2019-2020
6	N			2019-2020
7	N			2020-2021
8	N			2020-2021
9	N			2020-2021

Part IV. Results of Prior Year Action Plans (UHCCP 5.202)

Action Plan	Anticipated Outcome	Actual Outcome
Increase outreach for recruitment at high schools and College fairs by increasing awareness of courses and skills needed to be successful in the program	Program size will be at maximum of 24 students	24 students were accepted into the Nursing program; participated in all high school tours and college fair; more qualified applicants than seats available
Monitor effects of new admission requirements	Persistence would increase	Fall-to-fall persistence increased from 54% to 68%; continue to monitor
Increase the number of graduates that transfer	25% of graduates enroll in BSN program	27.3% of the Sp 17 cohort enrolled in BSN
Administer faculty opinion survey	100% of faculty will agree that the program supports respect for self and others, physical and emotional safety in the work environment	Survey not administered
Increase Job placement	85% will pass NCLEX on first attempt 50% of graduates will be employed as an RN within one year of graduation	80% of graduates passed NCLEX on their first attempt; 59% were employed as RN within one year of graduation
Enhance Facilities with appropriate technology and support 21 st century teaching	100% of Nursing Faculty will agree that program supports professional and personal	Survey not administered Professional development

and learning environments	growth; prepared to teach with updated technology	opportunities were provided to all faculty in Simulation and Teaching; Simulation equipment upgraded ; Classroom AV equipment was upgraded
Increase opportunities for Professional Development	100% of faculty will agree the program supports professional and personal growth	Professional development opportunities were provided to all faculty in Simulation and Teaching; Simulation equipment upgraded

List any additional significant actions that impacted your program (e.g., new certificate, loss or gain of faculty or staff, stop outs, etc.).

Impacts on our program were the loss of two faculty due to resignation and retirement. It is very challenging to find qualified applicants that meet the clinical needs and Hawaii SBON requirements to teach in the clinical areas and the high cost of living in the state. At the end of the spring semester we lost our Office Assistant and at this point the position still has not been filled.

Part V. Analysis of Alignment with CPR

List the goals that were identified to be initiated, continued, or completed during this APRU cycle, in your last CPR, and if they were achieved. Be sure to include the benchmark, desired outcome, actual outcome, and unit of measure. If you completed your last CPR prior to 2018, please refer to * in this section.

Describe any impacts these goals had on your health indicator(s).

*Based on findings in Parts I – IV, develop an action plan for your program or unit from now until your next CPR date. This should include goals that align with the College Mission, measurable outcomes, benchmarks, and alignment to the College’s Strategic Priorities, and/or Strategic Goals. Be sure to focus on weaknesses identified in ARPD data, PSLO outcomes, results of survey data, and other data used to assess your unit or program. This plan should guide your program and subsequent APRUs, but may be amended based on new initiatives, updated data, or unforeseen external factors.

Goal	Strategic Goal/Priority (List number)	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
Increase NCLEX pass rate	8 / 1	75%	85% or above the national average	NCLEX pass rates	2018-2019
Increase fall-to-fall persistence	1 / 2	68%	75%	Graduation rates	2018-2019
Increase on-time graduation rates	6, 7 / 3	ACTUAL	100% time is 80% 150% time is 60%	Graduation rates	2018-2019
Increase transfer to BSN	4 / 4	27%	25 % or more enrolled within one year of graduation	Graduate survey	2018 - 2019
Increase Job placement	8 / 5	59%	50% will be employed as RN within one year	Graduate Survey	2018-2019
Increase participation in Professional Development	16 / 6	Actual	100% of faculty will agree they are supported in professional and personal growth	Faculty Survey	2018-2019

Part VI. Resource Request(s) for next year (from CPR Plan for your program or unit, or one(s) developed in Part V above if CPR was completed prior to 2018).

If no resources are being requested, place an “X” here. _____

Program Goal	2,3,4, 6,7,8,9,10 and Accreditation Standard 1, 2, 4
Resource Requested*	1 FTE 9 month faculty position
Cost and Vendor	\$71160 pending experience per UHPA contract
Annual Recurring Cost	UHPA/ BOR CBA
Useful Life of Resource	10-20 years
Person(s) Responsible and Collaborators	PC / DC
Timeline	Fall 2019 desired time to hire

***An approved ITAC Request Form must be attached for all technology requests**

In spring 2017 we underwent our Accreditation ACEN visit and had recommendations in the following areas:

Standard 1, Criterion 1.8: Ensure the nurse administrator has sufficient time and resources to fulfill the role responsibilities.

Standard 2, Criterion 2.7: Ensure the number of staff within the nursing education unit is sufficient to support the nursing program.

Standard 4, Criterion 4.2 and 4.3: Ensure the end of program SLO’s are used to organize the curriculum, guide the delivery of instruction and direct learning activities and Ensure the curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor and currency.

In the following academic year (2017-2018) we lost two additional faculty to resignation and retirement. Due to the challenges of finding qualified nurses with the specific clinical expertise to meet the State board of nursing requirements and our program needs, we were unable to fill the approved 9 month position within the two year timeframe it was posted and lost the position to system rules. We are once again requesting the same previously approved position to ensure we have adequate coverage in all our courses so the Nurse Administrator (NA) has adequate time to fulfill the role and responsibilities to meet ACEN standards. Adequate staffing will allow us to ensure our PSLO’s and curriculum is reviewed as defined by the accreditation standards and allows us to make the appropriate revisions. In addition, the request from Early

College to develop more course/ programs to provide opportunity to our high schools as well as to develop other career pathways for our adults learners is impossible with maintaining the 1- 8 instructor to student ration by the SBON to ensure safe patient care is provided at clinical experiences. In addition, to ensure our students are “job ready” and transition into the working environment safely, we need them to care for two – three patients apiece. Having 6 – 8 students on the nursing unit at the same time is impossible to safely supervise them with 2- 3 patients (12-18 up to 16 – 24 patients total). The nursing program will also be mandated by the SBON to develop and deliver a remediation course to any graduate that fails the NCLEX licensure exam more than 3 times. We also anticipate that we may faculty that retire in the next 3 – 5 years, understanding the on boarding of new faculty to the role, responsibilities and standards to maintain takes more than a semester to solidify.