NURSING

ANNUAL
REPORT OF PROGRAM DATA
2021

UNIVERSITY *of* HAWAI'I®
KAUA'I
COMMUNITY COLLEGE

1. Program or Unit Description

Program or Unit Mission or Purpose Statement

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

What is the target student or service population?

All individuals interested in the Nursing Profession, including LPN's, recent high school graduates, and those seeking career changes

2. Analysis of the Program/Unit

#	Demand Indicators	2018 - 19	2019 - 20	2020 - 21	Demand Health
1.	New & Replacement Positions (State)	1026	718	981	
2.*	New & Replacement Positions (County Prorated)	90	27	53	
3.	Number of Majors	48	39	41	
3a.	Number of Majors Native Hawaiian	9	7	9	
3b.	Fall Full-Time	0%	0%	0%	
3c.	Fall Part-Time	100%	100%	100%	
3d.	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e.	Spring Full-Time	64%	74%	59%	**Healthy**
3f.	Spring Part-Time	36%	26%	41%	
3g.	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4.	SSH Program Majors in Program Classes	1,032	841	859	
5.	SSH Non-Majors in Program Classes	316	327	300	
6.	SSH in All Program Classes	1,348	1,168	1,159	
7.	FTE Enrollment in Program Classes	45	39	39	
8.	Total Number of Classes Taught	13	16	12	

Demand for the Nursing Program remains Healthy. The number of replacement positions continues to exceed the number of graduates we produce, meeting only 28% of the current workforce. With the ongoing pandemic surges, impacts we are seeing on healthcare workforce in our state as well as the nation, mandates for vaccinations, the median age of the workforce over 50, re-evaluation of work-life balance by healthcare workers, we anticipate the number of replacement positions will continue to rise particularly on Kauaʻi where the cost of living is the highest in the state and people are leaving to retire where is it more affordable. Our 100% Part time rate looks inaccurate due to all nursing students taking all their General Education courses before entering the program, so the amount of credits / semester is usually the full time standard, although the demand and rigor of the courses between class and clinical work is a full time load realistically. Persistence rate drops

because this is a career ladder program and students can opt out after the first three semesters. The pace and responsibility of becoming a Registered Nurse is overwhelming and not all students are ready for the second year, confidence-wise. Taking time off from the program and working as LPN's helps build upon fundamental skills, time management, and confidence which ensures these students return to the second year as academically stronger students.

#	Efficiency Indicators	2018 - 19	2019 - 20	2020 - 21	Efficiency Health
9.	Average Class Size	21	16	19	
10.*	Fill Rate	88.2%	72%	85.6%	
11.	FTE BOR Appointed Faculty	7	7	6	
12.*	Majors to FTE BOR Appointed Faculty	7	6	7	
13.	Majors to Analytic FTE Faculty	24	19	20	
13a.	Analytic FTE Faculty	2	2	2	**Progressing**
14.	Overall Program Expenditures	$922,561	$1,077,851	$1,087,980	
14a.	General Funded Budget Allocation	$878,429	$1,036,212	$1,062,580	
14b.	Special/Federal Budget Allocation	0	0	0	
14c.	Tuition and Fees	$44,132	$41,639	$25,400	
15.	Cost per SSH	$684	$923	$939	
16.	Number of Low-Enrolled (<10) Classes	3	4	2	

Efficiency is Progressing. The class average size and fill rate has increased to 85.6%, increased from the previous year. During this academic 2020- 21 year, the program hired a new 11-month faculty who started in January 2020 as an Assistant Professor (long difficult recruitment process, higher salary). Then Covid-19 Pandemic hit our shores and we had to switch to online education after March. At the end of the Spring 2020 semester, we had an unexpected faculty retirement. Due to the pandemic, our clinical agency partners limited how many students could be on the clinical units at one time (50% reduction) in the Summer 2020 semester, resulting in all 11-month faculty (3) working overload to accommodate the clinical agency requirements and achieving the clinical hours for the students to meet the SLO's. This increase in salary (Assistant professor hire, 11-month Faculty working overload) contributed to the higher cost per SSH. Our core Nursing Program courses are 9 or 10 credits (class and skills/ clinical), and are team taught with faculty whose clinical expertise best meets the course SLO's. Although the courses are team taught, all faculty are equally responsible for the skills/ clinical components and spend a minimum of 18 hours with students face to face. The *Instructor of the week* organizes the faculty as to the content/ skills and clinical objectives to be accomplished for the week. The Hawaii State Board of Nursing Regulations required faculty to have no more than a 1 : 8- 10 student ratio which requires our program to need more faculty and a lower FTE to BOR ratio. With the Pandemic, clinical sites that were allowing us to return to clinical practice would only allow us to bring 4 students at a time, essentially doubling the amount of time faculty spent with students at their clinical rotations. Nursing faculty work hand in hand with their students caring for the patients they are assigned; ensuring that their assessments are thorough and accurate before medications or treatments can be implemented. Nursing faculty

are nurses first and teachers second to their students to ensure safe patient care is being delivered to the community members that allow us to care for them. Our ACEN nursing accreditation standards require us to adhere to our HSBON regulations. Currently our program administrator teaches full time 100% in addition of her administrator duties. This was an area that was a concern at our last accreditation visit and if the same process continues, will find us in noncompliance to the standard.

Two courses that were under-enrolled were electives (NURS 100 and 100L) and not required for the nursing degree. Due to high demand in workforce needs for Nurse's aides, we chose to run the courses to help provide work opportunities to our community during the pandemic.

#	Effectiveness Indicators	2018 - 19	2019 - 20	2020 - 21	Effectiveness Health
17.	Successful Completion (Equivalent C or Higher)	90%	90%	90%	
18.	Withdrawals (Grade = W)	13	6	11	
19.*	Persistence Fall to Spring	94%	77%	93%	
19a.	Persistence Fall to Fall	64%	53%	63%	
20.*	Unduplicated Degrees/Certificates Awarded	26	20	24	
20a.	Degrees Awarded	21	11	15	
20b.	Certificates of Achievement Awarded	24	20	23	Healthy
20c.	Advanced Professional Certificates Awarded	0	0	0	
20d.	Other Certificates Awarded	0	0	0	
21.	External Licensing Exams Passed [1]	89%	100%	100%	
22.	Transfers to UH 4-yr	5	2	6	
22a.	Transfers with credential from program	5	2	5	
22b.	Transfers without credential from program	0	0	1	

Effectiveness indicators are Healthy. Successful completion rates have persisted at 90% the past three academic years. Persistence from fall to spring improved to 93% as well did persistence from fall to fall to 63%. The program awarded an increase in both Certificates of Achievement (24) and Degrees (15). There was an increase in withdrawals from the previous year, students that are struggling academically (test average below 70% despite remediation) are encouraged to withdraw versus failing the course. This is encouraged to preserve their GPA and maintain eligibility to return to the program. The Nursing program has a policy of a maximum of two (2) nursing courses may be repeated once, hence why we encourage students to withdraw to preserve their ability to return to the program. The pandemic impacted students emotionally and a few reported feeling unprepared for the semester due to limited clinical experience in the Spring and Summer semesters.

Our NCLEX-RN licensure pass rate has maintained at 100% the past two academic years as well as our NCLEX-PN licensure pass rate at 100%. We believe that the close monitoring of new clinical opportunities and use of Simulation provided our students the needed experiences and education to be successful on the licensure exam. The program also encourages students to continue for their

BSN degree, working closely with UHSON to adjust the pipeline requirements to continue that pathway and there is an increase over the previous academic year.

Distance Indicators show a 70% persistence rate which is comparable to our face-to-face persistence rate. Three of the five online courses are co-requisite courses within the nursing program. Two of the online courses (NURS 212) are taken before entering the core program and tend to have students withdraw due to the rigor of the course. Overall, there is an 88% successful completion rate.

Perkins Indicators 1P1 and 2P1 both met the goals this year.

Performance indicators show that 66% of the graduating class were Pell grant recipients, demonstrating the financial needs of our students to be able to afford school and why most students work some hours with employers to sustain food and shelter for themselves and their families.

Significant Program Actions

In addition to the late spring 2020 unplanned retirement, we had two additional unplanned faculty leave (retirement and resignation) at the end of the summer 2021 semester. This impacted our program by decreasing our fall 2021 admission to 18 students from 24 students, to maintain Faculty – Student Hawaiʻi State board of nursing ratio requirements. The program is now faced with a total loss of four faculty positions, whereas two positions were frozen and eliminated by the UH system budget cuts. Continued social distancing restrictions and limited numbers of students at clinical sites continue to burden the remaining faculty. Approval was received at the end of August 2021 to hire two faculty by the UH President, but it was too late to recruit, interview, and hire for the fall semester. Two part- time lecturers were hired (nurse's with no formal academic teaching experience) to help with skills lab and clinical to maintain the pandemic restrictions. Unfortunately, these lecturers could only provide limited assistance throughout the semester due to various circumstances. This required much onboarding and mentoring to the academic world. The Lecturers have been overwhelmed with the workload that is required and most likely will not return.

The last faculty hire (Spring 2020) stayed less than two years and it took 1.5 years to recruit and hire that individual. The remaining faculty are overloaded, overtaxed, and pushed to their limits. Nursing faculty burnout is a concern. Additionally, two more faculty are eligible for retirement.

The American Association of Colleges of Nursing (AACN) released a *Special Survey on Vacant Faculty Positions* for academic year 2018-2019 and results showed there were 1,637 nursing faculty vacancies across 892 surveyed nursing schools across the United States. Further, the AACN identified an anticipated surge in nursing faculty retirements over the course of this decade, and we are now seeing this occurring across the state of Hawaiʻi and at Kauaʻi Community College (KauCC). In a Hawaiʻi State Center for Nursing report on *Hawaiʻi's Nursing Workforce Supply* (2019), the report indicated that within the next five years, 12% of the state RNs plan to leave the nursing workforce for retirement or a non-nursing field. These circumstances will heighten our competition to attract and retain qualified faculty in competition with the private sector while at the same time create more student and county/state demand for nurses in order to maintain equilibrium.

Additionally, KauCC is competing with clinical and private-sector positions that offer more lucrative pay in comparison to our faculty and lecturer salaries. Because the cost of living in Hawai'i state is 32% higher than the national average, the private sector in Hawai'i pays 46% more than the national compensation in order to attract candidates (EMSI labor market analytics). Effectively competing for qualified nursing candidates thus becomes even further challenging and more so for Kaua'i because the county offers less job opportunities for faculty member spouses and there is an affordable housing and rental inventory shortage.

At our last ACEN accreditation visit, it was noted ACEN had concerns with the Program Coordinator not having sufficient time to run the program and recommended we fix this issue. This circumstance continues with the Program coordinator teaching 100% in addition to managing the program. Our island community needs the program to help fulfill workforce needs but unless additional faculty can be hired, we are forced to decrease enrollment, and the supply of RN's will not meet the demand. The college should grow, not shrink the program.

3. Program Student Learning Outcomes or Unit/Service Outcomes

A) KCC NURSING   Program Student Learning Outcomes (PSLOs)

1. A competent nurse's professional actions are based on core nursing values, professional standards of practice, and the law.
2. A competent nurse develops insight through reflective practice, self-analysis, and self-care.
3. A competent nurse engages in ongoing self-directed learning and provides care based on evidence supported by research.
4. A competent nurse demonstrates leadership in nursing and health care.
5. A competent nurse collaborates as part of a healthcare team.
6. A competent nurse practices within, utilizes, and contributes to the broader health care system (including the Global Community).
7. A competent nurse practices client-centered care.
8. A competent nurse communicates and uses communication technology effectively.
9. A competent nurse demonstrates clinical judgment / critical thinking in the delivery of care of clients while maintaining safety.

B- D) For the 2020/ 2021 Academic year, we focused on assessing PSLOs #7, #8 & #9.

Below is the cumulative data from all courses.

PSLO	Benchmarks	Assessment Results Cumulative of all courses	Changes implemented
PSLO #7	CJT score > 14 (N210, 220, 230 CJT score > 21 (N320, 360)	90 %	Continue to assess at the end of each semester with Course review; team discusses the challenges and revise teaching strategies as needed to improve scores.
PSLO #8	N210: Thera Journal > 80% N230: Grand rounds > 80% N220, 320, 360: Clinical evaluation tool (P/ F) PASS	98.8 %	Continue to assess each semester; team discusses the outcomes and revises assignments as needed. Clinical instruction strategies discussed and revised if indicated, students have to write remediation plans at midterm to improve
PSLO #9	All courses: Test average > 70 % to pass the course and move to the next semester AND Clinical evaluations: PASS	95.5 %	Continue to assess annually, revise assignments as needed.

4. Action Plan

In order to continue meeting the KauCC Strategic goals, the program needs to hire additional faculty members. Hopefully the interview process undergoing in the fall 2021 semester will result in hiring two new faculty for January 2022. Just hiring will not fix the situation initially because the program needs to provide a strong mentoring program to retain new faculty and ensure their success. Increasing the numbers of faculty will allow us to increase our enrollment in the following fall semester. If we can stabilize our faculty, we look for new initiatives to implement to support students' success. We will be requesting two more 9-month faculty approved (prior retirements) to get the program to the level we are supposed to be and admit 32 students / year. With the oncoming shortage across the state and nation, now is the time to be producing more healthcare workers to take care of our community at all levels. Recruitment and retention of new faculty will always be the challenge in our current state, whereas the need to encourage our graduates to continue on with their higher degrees to return and teach at KauCC (KauCC goal #1, 2,3,4).

The program will continue soliciting funding opportunities for students with new scholarships and encourage them to complete their FAFSA applications by having the financial aid office come to class and assist students with their applications. (KauCC goal #3).

Nursing Program coordinator and Health Science Counselor will continue to work with the UHSON to identify barriers for transferring and promote the process of continuing for their BSN degree. (KauCC #4).

The program continues assessing every course, every semester as required for our Accreditation and immediately address SLO issues. As demonstrated in the chart above, our students are achieving the PSLO's.

The program will be requesting Perkins grant support in hiring a part time Simulation Lab assistant (APT) to assist both levels of the nursing program. Having an APT to assist Faculty in setting up skills/ simulation labs, running simulations (technical aspects), managing equipment/ repairs, tracking inventory, and ordering supplies which will help faculty significantly. Ideally the APT would be a BSN or ADN RN who is working on their higher degree, who will understand the SLO's of the labs/ simulation, can anticipate needs of the faculty and assist with creating new ideas. Ideally this will promote interest in nursing education, and encourage them to pursue their Master's degree in Nursing Education. This would allow faculty to run more simulations to remediate students that may be struggling clinically to develop their critical thinking and clinical judgment in a safe learning environment. Additionally, this position can assist the faculty to develop and run a Refresher – Remediation Course for any student that has not been successful on their NCLEX-RN licensure exam and assist those non –practicing nurses (LPN or RN's) to refresh their skills to re-enter the workforce. This effort would bring in revenue for OCET for non-credit training. Additionally, the Hawai'i State Board of Nursing requires that remediation courses are provided for unsuccessful students. This is currently not an issue with our students but would help the many foreign-born/trained nurses in our community that need help passing the licensure exam. Costs associated with this would include salary for the APT. (KauCC #1, 2, 3, 5, 7, 8, 10, 16)

5. Resource Implications

The program will be requesting Perkins grant support in hiring a part time Simulation Lab assistant (APT) to assist both levels of the nursing program. Having an APT to assist Faculty in setting up skills/ simulation labs, running simulations (technical aspects), managing equipment/ repairs, tracking inventory and ordering supplies will help faculty significantly. Ideally the APT would be a BSN or ADN RN who is working on their higher degree, who will understand the SLO's of the labs/ simulation, can anticipate needs of the faculty and assist with creating new ideas. Ideally this will promote interest in nursing education and encourage them to pursue their master's degree in Nursing Education. This would allow faculty to run more simulations to remediate students that may be struggling clinically to develop their critical thinking and clinical judgment in a safe learning environment. Additionally, this position can assist the faculty to develop and run a Refresher – Remediation Course for any nursing student that has not been successful on their NCLEX-RN licensure exam and assist those non –practicing nurses (LPN or RN's) to refresh their skills to re-enter the workforce. This would bring in revenue for OCET for non-credit training that is necessary per the Hawaii State Board of Nursing to have remediation courses for our students that are nor successful. This is currently not an issue with our students but would help the many foreign

born/trained nurses in our community that need help passing the licensure exam. Costs associated with this would include salary for the APT. (KauCC #1, 2, 3, 5, 7, 8, 10, 16)

☐ **I am NOT requesting additional resources for my program/unit.**

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

☐ **I am requesting changes to the SOC codes/occupations listed for my program/unit.**