

Kapiolani Community College

2011 Annual Report of Instructional Program Data

Nursing: Associate Degree

Program Mission:

The **Associate in Science degree in Nursing (ANURS/ADN) Program** at Kapi'olani Community College is approved by the Hawai'i State Board of Nursing and accredited by the National League for Nursing Accrediting Commission (NLNAC).

The ADN Program is taught by Kapi'olani CC faculty each fall and spring at the KCC Diamond Head (DH) campus site and at the Leeward Community College (LCC) satellite campus site.

To graduate with an AS Degree in nursing, students are required to have successfully completed the program prerequisites and be admitted into the ADN program. The degree is a total of 72 credits which can be completed within four semesters and one summer term.

Effective fall 2012, the AS degree in Nursing will be aligned with the Bachelor of Science in Nursing (BSN) degree at the University of Hawai'i at Mānoa via the Hawai'i State wide Nursing Consortium Curriculum. The alignment will enable Kapi'olani ADN graduates to continue their nursing education in pursuit of a BSN degree. This also means that program graduates can career ladder into either the BA in Nursing at UH-Mānoa or the UH- Hilo.

Nursing Program Career Ladder and Licensure

A career ladder model is incorporated into the Associate in Science Degree in Nursing. Students are able to begin their career ladder by becoming a nurse aide, progressing to become a practical nurse and finally eligible to become a registered nurse. Students who are accepted into the Associates Degree Program and complete their first semester within the ADN program, acquire skills to become a nurse aide. After successfully completing the first year as well as the paediatric ADN course, students are eligible to take the National Council of Licensure Examination for practical nurses (NCLEX-PN) examination to become licensed practical nurses. Graduates of the Associate in Science Degree in Nursing Program are prepared to write the National Council for Licensure Examination for registered nurses (NCLEX-RN) examination and to perform as entry level registered nurses.

The mission of the Nursing Department and the ADN Program

The Nursing Department follows the College Vision of "preparing students for lives of critical inquiry and effective engagement and leadership careers which strengthen the health, well-being and vitality" of all those whom they help including the land and sea that sustains them. The AND Program mission is to prepares graduates to write the National Council of Licensure Examination for registered nurses (**NCLEX-RN**), which provides **certification to work as a Registered Nurse in that State of Hawai'i and across the US.**

Graduates who have successfully completed the Associate in Science degree in Nursing as well as the NCLEX-RN licensure exam become licensed registered nurses who are able to support the vision of Kapi'olani CC by:

- participating as a member of the health care team
- communicating effectively with clients, families, and members of the team;
- providing clients, families, and staff with information appropriate to learning needs, cultural values and beliefs, and level of life span development;
- providing safe, competent nursing care based on integration of facts and principles of biological, psychological, sociological, cultural and spiritual functioning of clients throughout the life span;
- demonstrating an awareness of ethical issues related to nursing care in various settings;
- utilizing all phases of the nursing process;
- being responsible and accountable for own learning and for participation in community and professional activities; and
- organizing and managing the care of a small group of clients.

Part I: Program Quantitative Indicators

Overall Program Health: **Healthy**

Majors Included: NURS

Demand Indicators		Program Year			Demand Health Call
		08-09	09-10	10-11	
1	New & Replacement Positions (State)	316	272	306	Cautionary
2	New & Replacement Positions (County Prorated)	255	199	232	
3	Number of Majors	182	153	156	
4	SSH Program Majors in Program Classes	3,556	2,885	2,914	
5	SSH Non-Majors in Program Classes	513	582	456	
6	SSH in All Program Classes	4,069	3,467	3,370	
7	FTE Enrollment in Program Classes	136	116	112	
8	Total Number of Classes Taught	30	37	45	

Efficiency Indicators		Program Year			Efficiency Health Call
		08-09	09-10	10-11	
9	Average Class Size	31.4	23.3	17.5	Healthy
10	Fill Rate	83%	99%	88%	
11	FTE BOR Appointed Faculty	18.7	30.2	27.4	
12	Majors to FTE BOR Appointed Faculty	9.7	4.6	5.7	
13	Majors to Analytic FTE Faculty	38.6	25.9	19.9	
13a	Analytic FTE Faculty	4.7	5.9	7.8	
14	Overall Program Budget Allocation	Not Reported	\$1,573,872	\$1,637,298	
14a	General Funded Budget Allocation	Not Reported	\$1,573,872	\$1,637,298	
14b	Special/Federal Budget Allocation	Not Reported	\$0	\$0	
15	Cost per SSH	Not Reported	\$454	\$486	
16	Number of Low-Enrolled (<10) Classes	2	3	11	

Effectiveness Indicators		Program Year			Effectiveness Health Call
		08-09	09-10	10-11	
17	Successful Completion (Equivalent C or Higher)	89%	82%	89%	Healthy
18	Withdrawals (Grade = W)	32	75	40	
19	Persistence (Fall to Spring)	74%	68%	86%	
20	Unduplicated Degrees/Certificates Awarded	77	74	61	
20a	Degrees Awarded	77	74	61	
20b	Certificates of Achievement Awarded	0	0	0	
20c	Academic Subject Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	0	0	0	
21	Transfers to UH 4-yr	4	2	0	
21a	Transfers with credential from program	4	2	0	
21b	Transfers without credential from program	0	0	0	

Distance Education: Completely On-line Classes		Program Year		
		08-09	09-10	10-11
22	Number of Distance Education Classes Taught	0	0	0
23	Enrollment Distance Education Classes	0	0	0
24	Fill Rate	0%	0%	0%
25	Successful Completion (Equivalent C or Higher)	0%	0%	0%
26	Withdrawals (Grade = W)	0	0	0
27	Persistence (Fall to Spring Not Limited to Distance Education)	0%	0%	0%

Perkins IV Core Indicators 2009-2010		Goal	Actual	Met
28	1P1 Technical Skills Attainment	90.05	100.00	Met
29	2P1 Completion	44.50	87.95	Met
30	3P1 Student Retention or Transfer	55.50	92.74	Met
31	4P1 Student Placement	50.50	72.28	Met
32	5P1 Nontraditional Participation	16.00	26.60	Met
33	5P2 Nontraditional Completion	15.10	28.57	Met

Last Updated: January 4th, 2012

Part II: Analysis of the Program

Program Demand

The number of majors in the nursing program (156) divided by the county new and replacement positions (232), show that the program demand indicator to be .67 or “cautionary”. To be defined as “healthy” the number of majors would need to increase by over 200 to meet the current demand. The data show that the number of new and replacement positions for registered nurses declined by over 55 positions between the 2008-09 and 2009-10 ARPD reports and increased by 33 positions from 2009-10 to the current 2012-11 reports. The last three ARPD reports show that the Kapi’olani CC nursing program like all other state nursing programs, have adjusted the number of students admitted into nursing in order to meet the State workforce needs.

The county prorated registered nursing positions need to be explained. Currently, new nursing graduates are more likely to obtain either part-time RN positions or work as an LPN and Nurse Aide. Assessment of the county and state nursing workforce indicates that nurses are remaining in workforce rather than retiring as expected due to the economic downturn. This means that full-time positions are not readily available and are not expected to be for 3 to 5 years. To increase the number of nursing majors would potentially increase the number of students in the ADN to BA career pathway or the applications to related health careers. Kapi’olani CC nursing program is aligning the curriculum content with the system-wide consortium as of fall 2012. The alignment will help new graduates unable to find full time work and wishing to continue on in their nursing education.

The demand for the Kapi’olani CC nursing program is also related to the accreditation status of the program. Department faculty are preparing the self study documentation and related curriculum changes as the 2013 accreditation team will be assessing the program at each campus location.

Program Efficiency

One of the ARPD efficiency indicators is class fill rate. The ADN program fill rate is 88% and as it falls within the 75 and 100 percent range the program can be considered “healthy” and efficient. The efficiency measure of majors to FTE BOR appointed faculty is 5.7 which means the program is unhealthy. This is explained by the number of FTE BOR faculty appointments reported to be 27.4 while the practical nurse program is reported to only have 0.5 appointments.

The data is explained in part by the structure of the nursing program found in the program description of this report. The nursing curriculum is an integrated career pathway program, meaning that faculty members are hired at the highest level of skill, which is the ADN program, but team teach across all nursing programs. The BOR faculty numbers need to be investigated based on which faculty position numbers are more likely to be identified with each nursing program. For example, given the current number of majors of 156 there would need to be 10 faculty teaching within the ADN program to be considered a healthy efficient program.

Program Effectiveness

The effectiveness of the ADN nursing is “healthy” at 39% based on the number of unduplicated degrees awarded (61) divided by number of majors (156). To be considered healthy the program needed to achieve greater than 20%. The second measure of effectiveness looks at the degrees awarded by the new and replacement positions for the county. The program effectiveness is .26 or “cautionary”. However, the county positions are perhaps a less accurate measure given the analysis of the need for registered nurses given the current workforce saturation. Finally, the program persistence is “healthy” at 86%. The nursing faculty counsellors and teaching instructors have worked very hard to increase this indicator. Their work is supported by the data which show that the persistence rate has increased over the last ARPD report by approximately 20 percentage points. In addition, the data appear to include withdrawals and lack of persistence by the non-nursing majors. This needs to be investigated as it would effect the persistence rate and the number of program withdrawals.

Perkins Indicator

To the credit of the ADN nursing program, all six Perkins Core Indicator goals were met; technical skills attainment, completion rate, student retention or transfers, student placement, non-traditional student participation and completion. The non traditional students are represented by males as well as Native Hawaiian students.

The higher successful completion rate and lower withdrawal rate indicate that actions taken since the last ARPD Report to address the declining on-time pass rate through curriculum change have been successful. Actions included 1) changing the selection criteria to give extra consideration to applicants with health care or care-giving experience; 2) all students who earn a theory exam grade of less than 72, who performed poorly in clinical or were absent from class received mandatory remedial assistance from the program counsellors and the Nursing Laboratory Resource Center.

Use of computerized assessment testing continued to be incorporated in all nursing courses.

Perkins core indicator of student retention/transfer rate at 92.74% is explained in part by the system approach to the integrated nursing career pathway which is reflected in the number of students progressing through the ADN program at the various campus sites. For example, the spring 2010 cohort students continued on into the fall 2010 and spring 2011 at the newly established satellite site at Leeward CC. Another new cohort of 20 students was admitted to the AS Program in fall 2010 at the satellite site.

Perkins core indicator of student completion at 87.95% is supported by program faculty teaching at both the main Diamond Head campus and the Leeward CC satellite site. Faculty implemented the last ARPD action plan to meet regularly, prepare for classes and laboratory sessions at each site, and establish a parallel Laboratory Resource Center for students needing to practice their clinical skills and receive remediation help from program faculty.

The drop in program withdrawals from 75 in the 2009-10 to 40 in the current ARPD report indicates that the action plan to address the declining on-time pass rate through curriculum change has been successful. These actions included 1) changing the selection criteria to give extra consideration to applicants with health care or care-giving experience; 2) all students who earn a theory exam grade of less than 72 or do poorly in clinical or are absent from class are provided with mandatory remedial assistance from the faculty counsellors as well as teaching faculty through the Nursing Laboratory Resource Center. Use of computerized assessment testing continued to be incorporated in all nursing courses.

Part III: Action Plan

Program Action Plan

1. Complete an ADN program self study report and curriculum changes as recommended by the last accreditation report and prepare for the 2013 site visits to each campus.
2. Complete the alignment of curriculum content with the system-wide consortium curriculum to be effective fall 2012, including the ADN program student learning outcomes (SLOs) aligned with course competencies.
3. Action plan for the next year is to complete the simulation laboratory and poly-communication system at the Leeward CC satellite site. Complete the implementation and alignment of the ADN curriculum by fall 2012 with the program UH-Manoa Bachelor of Science in Nursing (BSN) program via the Hawai'i State-wide Nursing Consortium Curriculum. This action will enable ADN graduates to continue their nursing education in pursuit of a BSN degree at UH-Manoa.
4. Obtain approval to administer and accept only the Assessment Technology Institute's Test of Essential Academic Skills (ATI-TEAS) exam. It is expected that the exam will be approved as a program pre-admissions requirement and effective as of March 20, 2012. Students applying to the KCC ADN program and the KCC LPN-RN Transition Program will be required to meet an individual total score of 78% or higher. This plan will alleviate the lack of resources to administer the current NLN pre-admissions exam as well as the current concern that ADN applicants are unable to access or secure their exam scores in a timely manner.
5. Obtain approval to eliminate the five-year time limit for the science prerequisite and co-requisite courses for the ADN Program and LPN-RN Transition Program. Effective June 2012 student applications for the ADN Program and LPN-RN Transition Program in the spring 2013 semester. This action parallels the system-wide prerequisites to ADN programs. In place of the current pre-requisites students will be required to complete the pathophysiology course.
6. Request the change in the status of the current 9 month faculty counselor to an 11 month position. Since the summer session of 2010 and 2011, the nursing counselor has worked in an overload position to provide teaching and student support for the ADN and PCRN Nursing Programs on three campuses. This work is not manageable by one counselor. In addition, well over 200 applications come in for the PN Program at Diamond Head and Windward CC, the ADN program at Diamond Head and Leeward CC, as well as the Surgical Technology Program. To date, the Nursing Department has managed to support the summer student needs by hiring a casual instructor APT, and two nine month faculty – one counselor and one instructor to serve as Nursing Lab Resource Center instructor at the three sites.
7. Hire the Department secretary.

Part IV: Resource Implications

Program Resource Implications

Funding to carry out the action plan includes the following:

- Expanding the 9 month nursing faculty counselor position to 11 month.
- Hiring in spring 2012, the secretary position.
- Purchasing a baby simulation mannequin for the pediatric course, perhaps through a Perkins Grant or Professional Fees.

For any additional fiscal resources, the Nursing Department had sufficient funds to purchase necessary office, medical equipment and supplies through College funds and Professional Fees. The costs of creating a simulation laboratory with simulation mannequin and technology at the LCC satellite site have been funded with Professional Fees.

Program Student Learning Outcomes

A. The ADN Student Learning Outcomes are aligned with course competencies and rubris. The chart below is based on the current curriculum and will be revised in fall 2012 based on the Consortium Curriculum program SLO's

Program SLO: Upon graduation the ADN student learning outcome	Evidence of Industry Validation	Expected Level of Achievement	Assessment Strategy/ Instrument	Results of Program Assessment	Plan for Improvement
1. Utilize ANA Standards of Practice and Code of Ethics to identify potential legal and ethical issues in the delivery of nursing care.	Employer Survey	100% of students will identify potential or actual legal and ethical issues in nursing care. 100% of students will practice legally and ethically correct nursing care. 80% of employers will cite graduates as meeting or exceeding expectations.	WSE/Clinical Evaluation Tool Employer Survey	Students cite their recognition and adherence to standards in objective #6.	Maintain ANA standards.
1. Develop a structured plan to reflect on personal nursing practice.		100% of students will identify learning needs and create a plan to meet	WSE/ Clinical Evaluation Tool.	All students submit reflective information about their clinical preparation and performance weekly. This information is also located in objective #7	In course evaluations, students consistently state that direct clinical instructor feedback is helpful to them in recognizing their strengths and determining areas in need of improvement.
1. Choose reliable sources of information to support nursing care decisions to individuals.	NURS153/158 and NURS258; evidenced-based practice	100% of students will select peer-reviewed, scholarly sources to support nursing care.	Written documents in these courses	Students are able to choose reliable sources of information to cite in their written papers and clinical paperwork.	NURS153 and 158 will continue to focus on identifying and utilizing reliable sources of information.
1. Specify nursing care situations requiring the need for delegation and leadership.	WSE NURS258 Employer Survey	100% of students will identify personal care and skills that can be delegated to others. 100% of employers cite appropriate delegation and leadership	Student and faculty will review in WSE.	Students will cite and follow-through with appropriate delegation and leadership skills.	Students and faculty will continue to seek opportunities for appropriate delegation and leadership.

1. Practice in the role of professional nurse as part of a health care team.	WSE Employer Survey	100% of students will contribute to the health care team every day while in a clinical setting. 100% of employers will state that graduates are able to function as a member of the team.	Student and faculty will review in WSE	Students cite opportunities and experiences in working as a member of the health care team. Employers cite that graduates are able to function as a member of the team.	Students and faculty will continue to seek opportunities for working as a member of the health care team.
1. Identify factors that influence access and continuity of health care.	NURS158 NURS258	100% of students will identify factors that influence access and continuity of health care.	Class discussion		Issues courses will continue to focus on health care issues affecting access and continuity.
1. Utilize therapeutic communication skills in the development of relationships with clients and families.	WSE Employer Survey	100% of students will communicate effectively with clients, their families, and the health care team. 100% of employers cite effective communication with clients and their families.	WSE/Clinical Evaluation Tool	The student and faculty member review opportunities and experiences for therapeutic communication weekly.	The student and faculty member will continue to seek opportunities and experiences for therapeutic communication.
1. Deliver client-centered care incorporating all of the nursing core values as defined by the NLN.	WSE Employer Survey	100% of students will deliver client-centered care incorporating the values defined by the NLN that include cultural sensitivity. 100% of employers will cite graduates delivering client-centered care	WSE/Clinical Evaluation Tool	The student and faculty member review opportunities and experiences for client-centered care weekly.	The student and faculty member will continue to seek opportunities and experiences for client-centered care

B. Course competencies and rubrics

The nursing curriculum is currently being revised and approved through Curriculum Central based on the NLN accreditation standards, national and state licensure standards and the UH system-wide nursing consortium curriculum. The ADN Program will begin the new curriculum in fall 2012.