**ANNUAL DEGREE PROGRAM ASSESSMENT** **REPORT**

# Overview

The emphasis of the report should be on PLO and CASLO assessment, action items emerging from those assessments, and a list of the top three equipment requests along with the estimated costs for each. Bullet points are certainly acceptable for the sections requiring written responses

**Please hold off uploading your report to the ARPD system website until we get further instructions from the system office (ignore the upload roman numerals listed)**

# 2017-18 Program Review preparation guidelines

Program Name: Nursing: Associate Degree

**DESCRIPTION**

1. Provide a description of your program

Prepares undergraduates to pass the NCLEX-RN and begin a career as a Registered Nurse in any setting.

Mission: The UHMC nursing program provides a collaborative learning experience with access to multiple levels of nursing education, offering personal enrichment and career opportunities for our students. We provide a learning milieu in which faculty, staff, and students from diverse backgrounds work together with the community to create state of the art nursing education and practice.

Vision: We envision a nursing education program that produces caring, competent, and professional nurse leaders prepared to meet the healthcare demands of a diverse community and the challenges of a dynamic healthcare environment.

**ANALYSIS (Part I)**

1. Briefly respond for each cautionary and/or unhealthy Quantitative Indicator (**Part II-Analysis of the Program**): **Please hold off discussing the health call elements until we get further instructions from the system office.**
   1. Demand Indicator: Healthy
   2. Effectiveness Indicator: Healthy
   3. Efficiency Indicator: Healthy
2. Analysis (**Part II)**

This data only reflects the second half of the program. Although there is a Nursing: LPN Program listed, in reality, all the students are in the RN program and move continuously through the coursework.

1. Briefly discuss any new significant program actions (new certificates, stop out, gain or loss of positions) as results of last year’s action plan (**Part II-Analysis of the Program)**.

ln response to the Community demand for LPNs, we admitted 10 students in January 2018 who will be required to stop after the first year and practice as an LPN for one year. Upon completion of this year of service, they will continue on to finish their Associate Degree.

1. Describe results from previous assessment goal and/or action implementation (**Part II-Analysis of the Program)**

Previous goals were met.

1. Describe Goals and/or actions from previous assessment results (**Part III-Action Plan):**

The pilot program of moving a group of students though the Associate Degree in a new manner, in order to provide the community some practicing LPNs, supports the college mission of emphasizing community engagement. It also demonstrated the college's responsiveness to the needs of the community. In response to this innovative curricular pathway, Hale Makua hired a Master's prepared RN to support the clinical progress of the UHMC students in their facility. This marked a new level of cooperation with the service partner shouldering some of the economic burden of admitting an extra ten students.

1. List the top three equipment requests for your degree program along with estimated costs for each (**Part IV-Resource Implications)**.
2. The program needs a fulltime lab technician, likely an APT with knowledge of medical terms and equipment. This would remove a great burden from the faculty and keep their focus on student learning and patient safety. This would be in the $45K range. However, the cost of having faculty do this work every semester is far higher.

What the progam needs is to update and fortify our Simulation Lab so we can accommadte clinical expereinces for the students as they shrink in the community.

**P-SLOs**

1. **PLO selected for this academic year:**

* Evidenced Based Practice
* Collaboration with members of the healthcare team

1. **Evidence of Industry Validation** (check all that apply):

Advisory Committee Meeting(s) X, How many? 1

Did Advisory Committee discuss CASLO/PLO? Yes

Clinical Placements: 160

Provide program services that support campus and/or community X

Outreach to public schools X

Partner with other colleges, states and/or countries X

Partner with businesses and organizations X

An annual Advisory Committee is held each spring. It was well attended in March 2017 by a wide variety of community service partners: Maui Memorial, Kaiser Clinics, Maui Medical Group. The main focus of the discussion surrounded future workforce needs for nurses. NCLEX pass rates and academic progression of the AON grads to BSN. We did discuss the need for interprofessional collaboration in the program as well and the clinics described their team approach to care and how a student could be oriented to that aspect during an experience there. The hospital validated the quality of the UH grads participation in EBP projects in their institution.

The topic of smaller clinical ratios was also discussed. The hospital only allows 4 students on any medical surgical unit at a time to pass mediciations (a requirement for second year students), they only allow three students at a time on the pediatric unit and five on the OB units. They cite safety and chaos control as their rationales. This increases the instructor hours considerably but imporvoes the student expereince as well.

The students and the faculty participate in a wide vareiety of community outreaches: Maui Marathon support stations and medical tent, Maui County Fair First Aid booth with the Maui Memorial hospital RNs, the Alzhiemr's Walk and Relay for life first aid stations, as well as the Da Kidney Da Kine event at the mall. Kaunoa Senior Center members volunteer to be live patients for the first year students to do historyies and physicals on.

We also hosted students from King K, Lahainaluna HS, and Hana High in the nrusing simulation and skills labs to give them a sense of the school rigor and profession practice.

The UHMC Nursing Program DC participated in the support team for the Maui County Heathcare Partnership in AT 2017-2018 as well. The finding of this effort validated the need for expanding the different nursing rotes the community needs and the need to collaborate. The Healthcare Association of Hawaii (they are a cotlalition of 172 providers in Hawaii - hospitals, nursing homes, clinics, post-acute facilities... ) reiterated these themes from the state wide perspective as well.

1. **Expected level of Achievement**:

For the PLO assessed, 100 % of students completing the assignment/course expected to meet expectations for the assignment/course.

All graduating nursing students are expected to know the basics of the Evidenced Based Practice process. We use the IOWA conceptual model and then teach them how to search and structure the literature (concentrating on CINAHL and PubMed), grade the evidence, write an annotated bibliography, write a problem statement with respect to triggers and priorities for change initiatives, and consider what team would best tackle the project. They also need to differentiate EBP from Quality Improvement and Research.

1. **Courses Assessed**:

NURS 210,211,220,320 and 360 measure SLO #3 (EBP)

NURS 210,220,230,320 and 360 measure SLO #5 (Interprofessional practice)

1. **Assessment strategy/Instrument/Evidence** (check all that apply):

Work Sample X Project X Writing Sample X

For EBP, the content is threaded through the curriculum and a specific component is assessed in each course with an assignment tailored to demonstrate the competency. For example, students write Annotated Bibliographies in NURS 320 for their Obstetric and Pediatric papers.

For interprofessional practice, every course has an SLO and incudes evaluation of this in its' clinical evaluation tool. Reflections on the relationships with healthcare team members in the service organizations that they participated in and observed.

1. **Results of program assessment**:

The students have successfully progressed through the Statewide EBP curriculum. Those that have progressed directly into the Hawaii Statewide Nursing consortium (HSNC) Bachelor year, execute a full EBP project at Maui Memorial Medical Center with great success. their projects have addressed real life practice needs and have impacted the organization for the good.

We were lacking in our interprofessional education and have actively recruited local physicians and medical students into the simulation lab with our students to address this. These outcomes are being enjoyed this current fall and are on the books again for Sp19.

1. **Other comments:**

Describe CASLO assessment findings and resulting action

CASLO Assessment: Creativity (AY 2017-2018) plans.

NURS 210 was used to assess this learning outcome. The findings were that there are MANY levels of creativity required as the student begin their studies in nursing. A plethora of examples were provided demonstrating the student’s exploration and development of ideas that were new to them, and them expressing new ideas that working with the material stimulated in them. Though nursing is not traditionally thought of as a creative practice, the individuality of each patient, team member, and situation that the students will encounter, does require some creative application of the science. We will continue to use these assignments and encourage the students to articulate the "art of nursing" side of practice.

1. **Next steps:**

For program learning outcomes (check all that apply):

The collaboration with other health professions should be reassessed next year again to document the progress made with the new initiatives we have started this AY.

Next year we will assess Healthcare systems alongside this interprofessional evaluation. Students have a relatively small exposure to the varied levels of care in the County healthcare system and we will quantify and qualify these to plan with.

1. **Please list any professional development needs you may have for your program.**

Given the complexity of the healthcare arena locally, statewide, and nationally, and the ever changing demands from the community, the accreditors, our Hawaii State Board of Nursing, and the National Councils of State Boards of Nursing, our faculty need continuing education on the systems level. We need role definition and training to most resourcefully use our faculty talent pool, and we need curriculum development support to address the continuous change in the fields of nursing education and practice. We are required to teach to pass the licensure exam but what the communities are asking of graduates is evolving. It is a dynamic effort to keep both goals healthy.

In addition, the current TE formulas do not represent our workload accurately. In our 9 and 10 credits course we have 3 or 4 credits lecture, 3 or 4 credits lab and 2 or 3 credits clinical. Summing all the categories of hours together and dividing by 24 gives an erroneous low measure of workload. This is causing increasing levels of frustration and animosity amongst the faculty. It would be more equitable to use the specific denominator for each category to calculate the TE. Though this would indeed cost the college more, but it is unfair and laborious to have the nursing faculty bear the brunt of these savings.

This part of the TE discussion only refers to actually student contact hours; it does not even address the amount of prep work required for the running of these labs and clinicals. Faculty spend at least 2 hours a week doing just that. Furthermore, the ordering, inventory and care of all the equipment and supplies is a constant task. Finally, there is the regular task of knowledge and behavioral evaluation done for each lab and clinical that requires assessment and feedback for each individual student.