



Nursing: Associate Degree

1. Program or Unit Description

Program or Unit Mission or Purpose Statement

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.

What is the industry/higher ed path value of the certificate versus degree level?

RNs and LPNs in Hawaii find employment in hospitals, health system clinics, skilled nursing facilities, assisted living facilities, home health, hospice, and other settings. According to the [Hawai'i State Center for Nursing Informational Brief: The State of Hawai'i's Nursing Faculty in 2022](#): As of late September 2022, there were at least 820 open RN positions and 200 open LPN positions statewide. Further, the Hawai'i Department of Labor and Industrial Relations forecasts that employers will need to hire 10 more LPNs and 100 more RNs annually through 2030 in addition to their existing vacancies."

Students earning a Certificate of Achievement (CA) after one year of coursework are eligible to take the national licensure boards exam (NCLEX-PN) to become a Licensed Practical Nurse (LPN). Ten from UHMC did this last year. These 10 also plan to finish their RN year after one year of employment as an LPN. Those who complete the two-year AS degree nursing program are eligible to take the national licensure boards exam (NCLEX-RN) to become a Registered Nurse (RN). Thirty nine from UHMC did this last year.

According to the US Bureau of Labor Statistics, the annual mean [wage for Registered Nurses in 2021](#) in Hawaii is \$106,530. This is securely above the Hawaii 2018 [ALICE Household Survival Budget](#) which was \$90,828 for 2 adults with 2 children in daycare.

Provide graduate highlights based on recent graduate placement data.

We had 39 RN graduates in the May 2021 UHMC Cohort 14. The Nurse Residency Program (NRP) at MMMC was delayed from October 2020 to January 2021 due to the COVID-19 pandemic. The hospital hired 21 graduates from Cohort 13 who experienced delays in working as an RN. When Cohort 14 graduated, another 28 were hired, and as of this writing all from Cohort 13 and 14 have been hired onto individual units. Other graduates stayed at Hale Makua in their new role as an RN.

What is the target student or service population?

The current target population is students who have demonstrated aptitude in math, English, and science through prerequisite courses and TEAS testing, and have an interest in a healthcare career in Nursing.

Articulated Pathways for 4-year or graduate pathways:

The UHMC nursing program is a part of the Hawaii Statewide Nursing Consortium (HSNC). As such our students are provided seamless entry into the UH Manoa RN to BSN program to complete their coursework for a Bachelor's of Science in Nursing degree. This has become an industry standard and our own healthcare employers prefer this degree. We had 4 students who received a full scholarship (Zetta Zimmerman) for this program. There were another handful who went to Boise State to do an online version of the RN to BSN. This represents 25% of the class going forward to earn the BSN.

What effect has this program had on closing equity gaps?

Our nursing program cohorts are diverse, and we have in place various mechanisms to support students financially so that cost is not a barrier to pursuing their goal of becoming a nurse. A demographic survey of Cohort 15 (started F20, graduated SPR22) yielded responses from 34 out of 37 students. [Results](#) indicated that almost half (47.1%) of the cohort are the first in their family to attend college and half (50%) qualify for financial aid. More than 1/3 (38.2%) reported speaking more than one language. Self-identified ethnicities included Brazilian, Portuguese, Hawaiian, Filipino, Puerto Rican, Cambodian, Chinese, Japanese, Jewish, and White/Caucasian (and mixes thereof).

2. Analysis of the Program/Unit

Discuss the Program's or Unit's strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program's Quantitative Indicators or comparable unit-developed measures or program-developed metrics. Include a discussion of relevant historical-trend data on key measures (i.e., last three years).

2022 Maui Community College ARPD
Program: Nursing

ARPD Data Tables:

#	Demand Indicators	2019 - 20	2020 - 21	2021 - 22
1.	New & Replacement Positions (State)	864	848	848
2.*	New & Replacement Positions (County Prorated)	140	130	125
3.	Number of Majors ?	89	84	72
3a.	Number of Majors Native Hawaiian	18	19	19
3b.	Fall Full-Time	52%	61%	55%
3c.	Fall Part-Time	48%	39%	45%
3d.	Fall Part-Time who are Full-Time in System	0%	0%	0%
3e.	Spring Full-Time	38%	43%	18%
3f.	Spring Part-Time	62%	57%	82%
3g.	Spring Part-Time who are Full-Time in System	0%	0%	0%
4.	SSH Program Majors in Program Classes	833	1,714	1,424
5.	SSH Non-Majors in Program Classes	0	170	256
6.	SSH in All Program Classes	833	1,884	1,680
7.	FTE Enrollment in Program Classes	28	63	56
8.	Total Number of Classes Taught	5	13	48
	Demand Health	Healthy		

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

Demand:

Demand has been designated as “Healthy” and entry to our program remains competitive. Typically we have over 100 qualified applicants for 23-40 annual openings. The most recent RN admission yielded 101 qualified applicants and we were able to admit 32.

#	Efficiency Indicators	2019 - 20	2020 - 21	2021 - 22
9.	Average Class Size	32	27	12
10.*	Fill Rate	83.2%	92.2%	94.7%
11.	FTE BOR Appointed Faculty	11	10	9
12.*	Majors to FTE BOR Appointed Faculty	8	8	8
13.	Majors to Analytic FTE Faculty	89	28	14
13a.	Analytic FTE Faculty	1	3	5
14.	Overall Program Expenditures	\$1,677,959	\$1,721,945	\$1,427,503
14a.	General Funded Budget Allocation	\$1,386,052	\$1,400,592	\$1,258,424
14b.	Special/Federal Budget Allocation	\$187,531	0	0
14c.	Tuition and Fees	\$104,376	\$321,353	\$169,079
15.	Cost per SSH	\$2014	\$914	\$850
16.	Number of Low-Enrolled (<10) Classes	0	0	31
	Efficiency Health	Healthy		

Efficiency:

Efficiency has been designated as “Healthy.” One issue has been faculty turnover. We had one C4 retire in December 2021, and we had one C2 resign to take a different job. In the years during the pandemic, we also lost two C5s to retirement and one C2 to resignation. Due to the hiring freeze, we were unable to replace these losses until recently. We recruited and hired 3 C2s during Sp22, that started F22. We have vigorously recruited clinical lecturers to fill some of the gaps, as well. Recruitment has been difficult due to the lack of Master’s- prepared RNs on island and due to the

pay gap between teaching roles and practice roles. The [Hawai'i State Center for Nursing Informational Brief: The State of Hawai'i's Nursing Faculty in 2022](#) states on p.7: "the gap between community college faculty salaries and RN salaries [is] about \$20,000 annually."

#	Effectiveness Indicators	2019 - 20	2020 - 21	2021 - 22
17.	Successful Completion (Equivalent C or Higher)	99%	99%	100%
18.	Withdrawals (Grade = W)	1	1	1
19.*	Persistence Fall to Spring	88%	89%	87%
19a.	Persistence Fall to Fall	96%	76%	79%
20.*	Unduplicated Degrees/Certificates Awarded ?	36	53	47
20a.	Degrees Awarded	36	42	37
20b.	Certificates of Achievement Awarded	0	38	30
20c.	Advanced Professional Certificates Awarded	0	0	0
20d.	Other Certificates Awarded	0	0	0
21.	External Licensing Exams Passed ¹			
22.	Transfers to UH 4-yr	4	9	6
22a.	Transfers with credential from program	4	9	6
22b.	Transfers without credential from program	0	0	0
Effectiveness Health		Progressing		

¹ Campus to include in program analysis if applicable.

Effectiveness:

Effectiveness for this year is categorized as "progressing." The retention and graduation rates in our programs are consistently very high. The likely explanation for the lower percentage in persistence is the graduation of the 10 LPN students who stop to work for one year before returning to finish their RN year; this was a design in response to community need.

The count of awarded Certificates of Achievement (CA) in 21-22 fell due to us admitting only 22 students in 2020 due to the faculty shortage. All enrolled students earned the certificate. Starting in 2023, there will be *no* CAs conferred to ASN in Nursing students as the CA is going to be used by the (stand-alone) LPN program going forward.

The number of transfers with credential from program (6) is the number that pursued their BSN at UH Hilo or UH Manoa. Others did go to online universities. Wailea Community Association gave money to nine students that graduated in Sp22 to attend Boise State University.

[Discuss significant program or unit actions \(new certificate\(s\), stop outs, gain/loss of position\(s\), results of prior year's action plan, etc.\). Include external factors affecting the program or unit.](#)

The new stand alone LPN program will start in January 2023. As mentioned above, this will remove the CA from the ASN program.

Significant program actions have included the following:

- Retirement of 1 FT C5 faculty F21
- Resignation of 1 FT C2 faculty January 2022
- Recruited for 3 FT C2 in SP21 for a start date in F22

- 1 FT faculty unable to teach clinicals (medical note) F21 and SP22 requiring more clinical workload for remaining second year faculty

Instructional programs must include ARPD health indicators with benchmarks to provide a quick view on the overall condition of the program; CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level.

#	Perkins Indicators	Goal	Actual	Met	
29.	1P1 Postsecondary Placement	33	75	Met	
30.	2P1 Earned Recognized Credential	33	100	Met	
31.	3P1 Nontraditional Program Concentration	N/A	N/A	N/A	
32.	Placeholder - intentionally blank	N/A	N/A	N/A	
33.	Placeholder - intentionally blank	N/A	N/A	N/A	
34.	Placeholder - intentionally blank	N/A	0	N/A	

All performance indicators were met.

3. Program Student Learning Outcomes or Unit/Service Outcomes

List of the Program Student Learning Outcomes or Unit/Service Outcomes

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
7. A competent nurse practices patient-centered care.
8. A competent nurse communicates effectively.
9. A competent nurse demonstrates clinical judgment/critical thinking in the delivery of care of patients while maintaining safety.

- a) Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.

Nursing PLO 4: Demonstrate leadership in Nursing and health care
CASLO Standard 6: Creativity

b) **Assessment Results**

- a. PLO: Provide a summary of the method used for assessment i.e. exit project or capstone results, proficiency standards, stakeholders participating in the assessment process, how the data was collected/analyzed, and the results. For brevity, include a link to complete assessment reports from the Academic Affairs website or include your write-up in the appendix.
- b. **OPTIONAL CASLO:** Provide a summary of CASLO assessment in the year of this annual review.
 - i. Identify CASLO and program's assessment method CASLOs
 - ii. Provide a summary of the analysis, results, and recommendations

Complete Assessment Report on Academic Affairs Website:
[Program Assessment Report for Nursing: PLO4 Leadership](#)

In the NURS 360 course, students document examples of how they met each SLO in the **Clinical Evaluation Tool (CET)**. All 37 students in Cohort 15 passed with the minimum score of 3 (standing for “supervised”) for PLO 4, indicating that in the area of medical-surgical nursing they met this standard by providing two examples leadership behaviors. Individual clinical faculty evaluate the responses for the students they supervise in their hospital practicums.

Standardized test results: ATI RN Comprehensive Predictor 2019 and ATI RN Leadership 2019 are exams students take in May of their graduation semester. Results for the cohort graduating in SP22 as well as the one before for comparison can be seen in the tables below:

ATI RN Comprehensive Predictor

Cohort	Overall Adjusted Group Score (national mean)	Management of Care Score (national mean)
14 (n= 41)	72.8% (71.8)	80.3%
15 (n= 37)	64.7% (71.8)	75.5% (76.3)

ATI RN Leadership 2019

Cohort	Overall Adjusted Group Score (national)
14 (n= 41)	71.9% (72.9)

15 (n=37)	68% (72.9)
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Another measurement of achievement of PLO 4 is success on the **NCLEX-RN licensure** exam. Our pass rate for Cohort 15 (graduated in May 2022) so far is 78% (1st time), 88% (2nd time) whereas the [national pass rate](#) for Associate RN programs from April to June is 80.37% and July-September 77.10%, so we appear to be slightly on the low side. As of early November, five students still have not taken the exam.

There was a significant drop from Cohort 15 to Cohort 16 in both ATI Comp Predictor Scores and NCLEX-RN pass rates. The leadership scores did dip for both, but not nearly as much as the overall scores and licensure exam pass rates. Faculty will meet to discuss and plan related to these findings, and it will need to be addressed in our accreditation self-study which we are writing this semester.

We will further revise the curriculum in SPR23 in the NURS360 and NURS362 courses related to leadership based on the advisory board input as well as the details in these ATI scoring reports and we will once again review performance on these indicators.

c) [Changes that have been made as a result of the assessment results.](#)

For Clinical Judgment (PLO 9) that was addressed in the last cycle, we have added the NCSBN Clinical Judgment Measurement Model. Associated with the impending launch of the NexGen NCLEX-RN exam, it is a national standard for clinical judgment. It was introduced in lab and simlab for second year starting Summer 2022 and first year starting Fall 2022.

For Leadership (PLO 4) assignments were modified in the NURS362 course to more closely align with the course SLOs (as described in the Program Assessment Report) including return of the health policy assignment and reduction in emphasis (class time and percentage of grade) on the resume and cover letter assignments. A new guest speaker (UHMC faculty) was also brought in to facilitate a class session on conflict management. In NURS 360 the leadership roles in simlab was emphasized. As stated earlier, more revisions are planned for this coming Spring based on our ATI results.

4. Action Plan

[Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review date. Be sure to focus on areas to improve identified in ARPD data, student learning or unit/service outcomes, results of survey data, and other data used to assess your program or unit. This plan should guide your program/unit through to the next program/unit review cycle and must detail measurable outcomes, benchmarks and timelines. Include an analysis of progress in achieving planned improvements.](#)

* CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

Specify how the action plan aligns with the College's Mission and Strategic Plan.

UHMC's mission is to *inspire students to develop knowledge and skills in pursuit of academic, career, and personal goals in a supportive educational environment that emphasizes community engagement, lifelong learning, sustainable living, Native Hawaiian culture, and global understanding.*

The [2015-2021 Strategic Directions](#) identifies Student Success, Quality of Learning, Hawaii Papa O Ke Ao, Community Needs and Workforce Development, and Sustainability as the 5 themes.

see below in purple for how individual action item plans align with the college's strategic plan

Provide an update of last year's action plans, program advisory committee recommendations, and/or dean recommendations.

Results of last year's action plans:

1. Development of Stand-alone LPN program. Done.
2. Support DOE pathways program. Ongoing.
3. Support campus COVID-19 response. Great success so far, ongoing.
4. BSN program. On hold.

Dean's recommendations for more of last year's action plans with responses.

1. Share an update of the efforts to add more structure and rigor around unit exams

Use of exam blueprints which include mapping questions to Lesson Learning Outcomes (LLOs) and documentation and analysis of psychometrics (p-value and point biserial) is now routine for N210T, N220T, N320T, and N360T. We have also gone back and identified where we had missing data for F19-Su22 and are filling out the tables using reports generated from ExamSoft.

2. Address coming of NexGen NCLEX by continuing to review new product offerings by vendors (new question-type formats and activities focused on clinical judgment) and find ways to implement new item type questions into teaching/classwork

In SPR22 the students in NURS220 took the NexGen NCLEX Questions Overview
In SUM22 NexGen test items were included in the ATI Pharmacology and Med-Surg exams.

In SUM22 revised the Think Like a Nurse (TLAN) table to reflect the NexGen critical thinking process. This table includes question prompts used routinely in skills lab and simulation lab. Faculty have been participating in webinars to learn more about the new exam and vendor offerings to support students (ATI, Evolve-Elsevier, and ExamSoft). This Cohort (16) will be our first to take the NexGen NCLEX after graduating in SPR23.

3. Evaluation of PLO 9/Clinical Judgment to measure impact of the new tools we have implemented during COVID particularly Linda Caputi's "Think Like a Nurse" curriculum (new textbook started F20)

NLN, Nursing Judgment

Semester	National Mean Score	Cohort Mean Nursing Judgment Score
Sp20 (Cohort 13)	71.2%	76.3%
Sp21 (Cohort 14)	71.8%	71.4%
Sp22 (Cohort 15)	71.8%	61.8%

The student scores showed a significant decline from the previous two cohorts. The dip from Cohort 14 (n=39) to Cohort 15 (n=37) was seen in other content areas as well as in NCLEX pass rates, as well. The faculty shortage and related personnel disruptions (including onboarding of multiple short-term lecturers) is the only distinctly different variable between cohorts 14 and 15. Since Cohort 15 graduated we introduced a new NCSBN NCLEX Clinical Judgment Measurement Model to introduce the new national standard for teaching clinical judgment.

4. *Curate and cost control large volume of new and emerging learning resources (particularly Evolve/Elsevier and ATI)*

Evolve's Sherpath product for interactive reading and learning was piloted in the NURS320 course in F21; plans to implement in NURS210 in F22

At renewal of ATI product in August 2022 we changed from "Complete" to a package with fewer offerings, with a cost reduction from \$494 to \$364 per semester per student (for 4 semesters) to go into effect with Cohort 17 in F22.

5. *Provide an update on the number of faculty who have achieved certification as nurse educators*

Two faculty members achieved certification as nurse educators in Summer 2022

6. *Implementation of class offering by lab and clinical sections so faculty workload is documented in Banner for larger courses for NURS220 & NURS360*

Implemented in F21 for NURS 210 and NURS320

Implemented in Sp22 for NURS220 and NURS360

7. *Status of preparation for the ACEN Accreditation Self Study*

In-progress; leads have been assigned to each standard; Self-Study Due January 20th, 2023; site visit will be the week of March 6, 2023

8. *Integrate Ka'ao Framework into program for NURS 220 course*

Implemented Ka'ao reflections after each skills lab in SPR22. Students now share their journey in learning fundamental skills in both NURS 210 and NURS 220 (first and second semester, respectively).

9. *Create a clear plan for addressing the ongoing clinical instructor shortage.*

- the MQ for faculty lab or clinical instructor added a BSN with 3 years as qualified as an alternate to an MSN

- starting SPR 22 funding received from the state legislator for 3 part-time clinical lecturers
- hiring 2 full-time nursing faculty in F22 and 1 addition in SP23
- network and recruit current and retired nurses from the community to serve as clinical lecturers
- Hawaii State Center for Nursing (HSCN) is paying for a new clinical instructor bootcamp (30 hours) designed for practicing nurses new to clinical education. Participants will earn a certificate. Plan to implement Sp23.

New Action Plan:

- 1) Complete ACEN Self-Study in F22, submit in January 2023, and host site visitors in March 2023. Goal is 8-year accreditation with no recommendations.
- 2) Onboard 3 new full-time nursing faculty
- 3) Mentor at least 3 new clinical instructors (in addition to FT nursing faculty)
- 4) Support existing faculty to apply and achieve promotion and take on program leadership responsibilities
*Action Plan items 2, 3, & 4 support **Quality of Learning Objective 1: A college culture that promotes teaching and learning for students, faculty, and staff.***
- 5) Continue efforts to prepare Cohort 16 and Cohort 17 for new NexGen NCLEX-RN exam (first offering SP 23)
*Action Plan item 5 supports **Quality of Learning Objective 2: High quality degrees, certificates, and courses that meet student, industry, and relevant stakeholder needs***
- 6) *Create a 5-year vision for the ADN, LPN, and CNA programs that include capacity goals, facility needs, and a leadership plan for the nursing program deferred d/t accreditation*
- 7) *Compare exam psychometrics and student evaluation results in the next program review (comparing F21 to F22) deferred d/t accreditation*
- 8) *Begin your program's 2022-2023 course level assessment to be included next year deferred d/t accreditation*
- 9) PLO 7 will be due for review this next Spring: A competent nurse practices patient-centered care.

Address opportunities for re-envisioning the program. How does the plan address emerging or future economic opportunities? What is the projected industry/community demand in 5-6 years?

Demand is projected to remain strong and likely increase. We will have a stand-alone LPN program soon and once we return to full staffing we can return to admitting a full cohort of 40 in the Spring to prepare more nurses to meet community demand as well as meet the needs of more of our many applicants.

Discuss how these recommendations for improvement or actions will guide your program or unit until the next Comprehensive Review. Be sure to list resources that will be required, if any, in section 5 below.

Restoring staffing levels, readying existing faculty to take on additional roles and responsibilities, and getting through our accreditation are our priorities this semester. All are crucial to the long term sustainability and success of our nursing program.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors.

5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial). *Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

There are two requests:

1. To replace the C2 who will leave in December 2022. *This is budget neutral.* The F23 admission cycle will be the final cohort of 32 ASN students - to hold space for the final group of ten returning students who worked as LPNs. F24 should return to admitting 40 students and first year staffing levels will need to be restored.
2. Add a full time lab assistant to the program. Skills labs and simulation are paramount in the program curriculum and contribute heavily to student learning. The amount of physical time involved in setting up and breaking down the series of labs and sims each week for every different course, is time prohibitive for faculty who must design the activities to link to the learning outcomes, run them, and evaluate the students by them. Also the maintenance of the equipment, and inventory and ordering supplies is time consuming and mission critical. We currently have an emergency hire who has revolutionized the order and flow of labs and sims for faculty. This role is long overdue.

☐ 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.