

University of Hawaii Maui College

2011 Annual Report of Instructional Program Data

Nursing: Associate Degree

Program Mission:

The University of Hawaii Maui College Nursing Program is committed to provide an educationally sound, comprehensive program of study which recognizes the trends in health care delivery that indicate increased complexity and variation in future health care settings and environments. The Career Ladder nursing program includes the Practical Nurse Certificate of Achievement exit, the Registered Nurse Associate of Science in Nursing exit, and the Bachelor of Science in Nursing exit (BSN graduates will receive the degree from University of Hawaii Manoa).

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	Healthy
2	New & Replacement Positions (County Prorated)	20	24	28	
3	Number of Majors	62	66	85	
4	SSH Program Majors in Program Classes	988	1,020	1,308	
5	SSH Non-Majors in Program Classes	50	88	27	
6	SSH in All Program Classes	1,038	1,108	1,335	
7	FTE Enrollment in Program Classes	35	37	45	
8	Total Number of Classes Taught	19	21	18	

Efficiency Indicators		Program Year			Efficiency Health Call
		08-09	09-10	10-11	
9	Average Class Size	27.4	26.2	36.5	Healthy
10	Fill Rate	82%	74%	87%	
11	FTE BOR Appointed Faculty	7	7	7	
12	Majors to FTE BOR Appointed Faculty	8.8	9.4	12.1	
13	Majors to Analytic FTE Faculty	44.9	45.7	63.4	
13a	Analytic FTE Faculty	1.4	1.4	1.3	
14	Overall Program Budget Allocation	Not Reported	\$469,638	\$646,154	
14a	General Funded Budget Allocation	Not Reported	\$502,638	\$572,654	
14b	Special/Federal Budget Allocation	Not Reported	\$0	\$0	
15	Cost per SSH	Not Reported	\$424	\$484	
16	Number of Low-Enrolled (<10) Classes	1	1	0	

Effectiveness Indicators		Program Year			Effectiveness Health Call
		08-09	09-10	10-11	
17	Successful Completion (Equivalent C or Higher)	93%	98%	96%	Healthy
18	Withdrawals (Grade = W)	22	2	15	
19	Persistence (Fall to Spring)	52%	57%	86%	
20	Unduplicated Degrees/Certificates Awarded	55	48	65	
20a	Degrees Awarded	55	48	65	
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	0	1	5	
21a	Transfers with credential from program	0	1	5	
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	1	0	0	
23	Enrollment Distance Education Classes	6	0	0	
24	Fill Rate	20%	0%	0%	
25	Successful Completion (Equivalent C or Higher)	33%	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	88.00	Met	
30	3P1 Student Retention or Transfer	55.50	87.50	Met	
31	4P1 Student Placement	50.50	87.93	Met	
32	5P1 Nontraditional Participation	16.00	12.63	Not Met	
33	5P2 Nontraditional Completion	15.10	15.19	Met	

Last Updated: January 4th, 2012

Part II: Analysis of the Program

Qualitative Indicators:

Demand: "Healthy"

The University of Hawaii Maui College Career Ladder Nursing Program is a high demand program with 150 qualified applicants for each cohort of 40 students admitted. The Quantitative Indicators indicate only 28 new positions for Maui County, however, data from HMSA Health Trends and Hawaii Center on Nursing project a much greater demand based on increase population for Maui County, aging of Maui County residents, expanded health care facilities, and most significantly aging of the nursing workforce. Hawaii Center on Nursing analysis in 2009 indicated that "30% of Maui County nurses will retire within 5-10 years." Retrieved from http://www.hinursing.org/pdf/NursingEducationCapacity_08-09.pdf. Board of Nursing documents 1,209 active Registered Nurses on Maui in 2011. Retrieved from http://hawaii.gov/dcca/pvl/reports/pvl_geo/WebGeo_100311.pdf. A retirement of 30% equals a need for 362 new nurses on Maui based solely on retirements.

Efficiency: "Healthy"

Effectiveness-Cautious-This evaluation is based on incorrect data in the persistence category. See analysis and correct data prepared by Dr. Jeannie Pezzoli, UHMC Institutional Researcher.

"Associate Degree Nursing (ADN or NURS code) Persistence is reported as: 64%. Practical Nursing (PN) Persistence is reported as: 47%. However, the ADN and PN programs at UHMC both accept a cadre of majors in both the Fall and the Spring terms. Coursework for Spring entrants ends after the subsequent Fall term with their graduation. Because Spring entrants who graduate at the end of the Fall term are not expected to persist to the subsequent Spring, including them in the Persistence analysis will artificially and negatively skew the Persistence rate downward. We propose removing from the Persistence base those students who graduate at the end of Fall."

Re-do:

UHMC recalculated the Persistence rate of these two programs, after removing the Fall graduates from the base, and found the following results:

ADN majors: Denominator:

79 Fall majors (includes both Fall and Spring entering cadres)

- 29 Of the 79 majors, this number graduated at end of Fall (i.e., Spring entrants)

50 Revised base: those expected to persist to Spring

Numerator:

42 Revised: Of the residual 50, this is the number who did persist to Spring

Calculation of Persistence:

42 Revised numerator

50 Revised denominator

84% Revised Persistence=Healthy

A. PLO being assessed and courses being used to assess.

Nursing Program Long Term Assessment Matrix

Assessment Period	Quantitative Reasoning	Written Communication	Critical Thinking	Inform Retrieval & Technology	Oral Communication
Admission	COMPASS Math NLN Prenursing Math Score	COMPASS English Score NLN Prenursing Test Verbal			Preadmission References Verbal Skills Reporting
	Nursing math Module	Writing in Clinical		Computer	Therapeutic Communication

During Program "Embedded"	Math in each course Math in clinical Performance-evaluated during medication administration Evaluated	Courses Documentation Rubric Writing in WI courses: N210, N320, N360	Clinical Judgment Rubric N210 – 360	generated assignments Use of computer in clinical to access information Laulima	Communication (TC) Rubric in clinical evaluation tool Evaluated Throughout the program HESI TC Scores
End of Program	HESI Test NCLEX-PN NCLEX-RN Outcomes	Cover Letters & Resumes N262 Writing Intensive (WI) Writing Rubric	HESI Critical Thinking Scores	Research for Health Fair Use of Evidenced based care data	Health Fair
Graduate Evaluation of Program	"Med & IV Administration"	"Documentation and Writing in Clinical Setting"	"Critical Thinking"	"Use of information systems in patient care"	"Case presentation & Oral Presentation"
Employer Evaluation of Graduation	"Administer Medications"	"Document Care"	"Problem Solving" "Analyze Simple Situations"	"Use of information systems in patient care"	"Communicate Effectively"

Career Ladder Nursing Program 5 Year Assessment Plan

Academic Year	NCLEX PN/RN Results	Clinical Judgment	General Education	Nursing SLOS
2009-2010	X	X N 256L & N257L	Standard 3 Information Retrieval N256L	Standard 5 Collaborates AD N grads Employer evaluations
2010-2011	X	X all clinical courses	Standard 2 Quantative Reasoning N210, 230 & N360	Standard 2 Reflective Practice Clinical Scores N230
2011-2012	X	X all clinical courses	Standard 1 Written Communication N211 & N362	Standard 3 Evidenced Based Care N320, N362
		X	Standard 4 Oral	Standard 4 Leadership

2012-2013	X	all clinical courses	Oral Communication N210 & N362	N360 Employer Evaluation
2013-2014	X	X all clinical courses	Standard 5 Critical Thinking CT Score N360, HESI CT	Standard 6 Broader Health Care System N210 & N360

B. Assessment tools or methods used to analyze the outcomes

University of Hawaii Maui College Registered Nurse Program Enrollment and Student Outcomes

Year	Number Enrolled	Number Graduated	Graduation Percent	Number Passed 1st Exam	Percent Passed 1st Exam	Total Passed
1994-95	26	24	92%	22/23 tested	96%	100%
1995-96	36	30	83%	26	87%	97%
1996-97	26	23	89%	18	78%	90%
1997-98	24	20	83%	16	80%	100%
1998-99	24	23	96%	20	87%	100%
1999-2000	26	23	88%	19	82%	100%
2000-2001	32	28	88%	28	79%	96%
2001-2002	36	33	92%	25	76%	96%
2002-2003	36	30	83%	23	77%	97%
2003-2004	22	20	91%	19	85%	96%
2004-2005	38	33	87%	31	94%	97%
2005-2006	42	38	91%	37	97%	100%
2006-2007	40	39	98%	37	95%	95%
2007-2008						
F08-Sp08	31	30	97%	28	93%	100%
Sp08-Dec08	30	30	100%	23	82%	93%
2008-2009	32	34	75%	32	85%	100%

F09-Sp09	32	24	15%	23	90%	100%
Sp09-Dec09	29	21 D23	72% D79%	29	90%	100%
2009-2010						
F09-Sp10	33	28	84%	21	75%	96.4%
Sp10-Dec10	36	29	81%	22	76%	96.4%
2010-2011						
F10-Sp11	43	36	84% D91%	23 of 30 tested	77%	83% pending
Sp11-Dec 11	37	37	Continuing			

D=deceleration=Graduation rate including student who do not complete with initial cohort, but graduate within 1 year. This increased in frequency with the twice a year admission.

UH Maui College Nursing Program Employer Survey

2010 Nursing Graduates

FACILITY: MMMC

Summary

Please rate the above graduate	EXCELLENT	ABOVE AVERAGE	AVERAGE	POOR	Above Average Excellent %
in the following areas:	(4)	(3)	(2)	(1)	
Ability to					
1. Apply the nursing process	12%	50%	35%	3%	62%
2. Communicate effectively	12%	58%	30%		70%
3. Demonstrate professional attitude	31%	46%	19%	4%	77%
4. Work effectively as a team member	23%	54%	19%	4%	77%
5. Problem solve/Think critically	8%	45%	40%	7%	53%
6. Provide basic care	8%	72%	12%	8%	80%
7. Perform clinical assessments	8%	53%	32%	7%	61%
8. Perform clinical skills	8%	44%	44%	4%	52%
9. Administer medications	4%	52%	36%	8%	56%
10. Document care	7%	56%	37%		63%
11. Organize care	4%	56%	27%	7%	60%

Compared to new graduates from other 13% 66% 8% 13% 79%

nursing programs, please rate this

graduate's preparation.

C. Summative Evidence

Due to the Career Ladder structure of the UHMC Nursing Program evidence most evidence collected will apply to both the PN and the RN program. The exceptions are the report of NCLEX and HESI Exit results.

Summary Evidence for AY 2011

Academic Year	NCLEX RN Results 1 st =first time T=Repeat	Clinical Judgment	General Education	Nursing SLOS	
2009-2010	Dec 09 90% 1 st >100% T May 10 75% 1 st >96.4% T	N 256L/257L All students 83.5% or > Employers 53% "Above Average or Excellent"	Standard 3 Information Retrieval N256L N256 students rated themselves "Proficiency or High Proficiency"	Standard 5 Collaborates/Team Employer evaluations 77% "Above Average or Excellent"	
2010-2011	Dec 10 76% 1 st >94% T May 11 77%>83% T 23 of 30 tested	N256/N257 All students 83.5 or >	Standard 2 Quantative Reasoning N210-100% pass N 230-96% pass	Standard 2 Reflective Practice Clinical Scores N230 -92% of class scored 80% or higher	
Assessment Period	Quantitative Reasoning	Written Communication	Critical Thinking	Inform Retrieval & Technology	Oral Communication
May 2010 Dec 2010	HESI RN Exit Exam Total %Score 60% 44.%	Cover Letters & Resumes N258 All student successful completed	HESI RN Exit Exam Critical Thinking Scores 879 820	See Above	Health Fair All students participated in Health Fair HESI TC 869 747
	"Med & IV Administration"	"Documentation and Writing in Clinical	"Critical Thinking"	"Use of information systems in	"Case presentation & Oral Presentation

Graduate Evaluation of Program		Setting”		patient care ”	Oral Presentation ”
2010	95% +	78% +	89% +	44% +	77%+
Employer Evaluation of Graduate	“Administer Medications”	“Document Care”	“Problem Solving”	“Use of information systems in patient care ”	“Communicate Effectively”
2010	56% “Above Average/Excellent ”	63% “Above Average/Excellent”	53% “Above Average/ Excellent	Not assessed	70% “Above Average/Excellent

D. Result of assessment evidence

- NCLEX RN pass rates for December 2010 and May 2011 were lower than previous graduates.
- Facility evaluation of graduate performance was “above average or excellent” in all categories, with lowest ratings in “Problem Solving/critical thinking” and “Perform clinical skills”.
- Graduate ratings were highest in “Providing basic care, Demonstrate professional attitudes, and “Work effective as team member.”
- Maui Memorial Medical Center evaluators stated that 79% of new graduate preparation was “Above average or Excellent” when “Compared to new graduates from other nursing programs.”
- New graduates responded positively when evaluating most activities and categories in the nursing curriculum. In the area of “preparation for use of information systems (computer-electronic medical record) 67% indicated the nursing program was “not helpful.”

E. Discovered about student Learning

- *NCLEX RN pass rates for December 2010 and May 2011 were lower than previous graduates.* Students in these cohorts were prepared using the “Traditional” curriculum. Although the lower scores were a national trend due to changes in the NCLEX RN test plan, these outcomes support the goals of the Hawaii Statewide Nursing Curriculum.
- *Facility evaluation of graduate performance was “above average or excellent” in all categories, with lowest ratings in “Problem Solving/critical thinking” and “Perform clinical skills”. Graduate ratings were highest in “Providing basic care, Demonstrate professional attitudes, and “Work effective as team member.” Maui Memorial Medical Center evaluators stated that 79% of new graduate preparation was “Above average or Excellent” when “Compared to new graduates from other nursing programs.”* These finding are gratifying to faculty who have expended tremendous energy to prepare excellent clinical graduates. The goal with the new curriculum will be to maintain the strengths and enhance areas needing improvement.
- *New graduates responded positively when evaluating most activities and categories in the nursing curriculum. In the area of “preparation for use of information systems (computer-electronic medical record) 67% indicated the nursing program was “not helpful.”* This is an area that UHMC must move forward on, integrating an Electronic Medical Record into our Simulation Program

Program Strengths:

- Continued accreditation by National League for Nursing Accreditation Commission. Next site visit will be in May 2015.
- Strong support for the Nursing Program from State, County, and the Maui medical community. The support includes financial resources, sharing of technical expertise, and joint planning to meet future workforce needs.
- Committed nursing faculty who recognized the need for change to respond to innovations in health care delivery. The faculty developed and implemented the new curriculum while delivering the “Traditional” curriculum. This work was done without release time or overload payments.
- Collaboration with Maui Memorial Medical Center (MMMC) Nursing Administration on “Clinical Redesign,” new strategies to ensure nursing graduates meet employer expectations. These strategies include “concept based clinical experiences” and “Integrative Practicum”. The “Integrative Practicum” allows students to work directly with MMMC staff nurses and gain more clinical skills. University of Hawaii Maui College and MMMC are working with other partners across the State to initiate a Nurse Residency Program in Spring of 2012. This program is a national initiative to improve and standardize new graduate nurse orientation.
- Continued partnership with HSNC nursing colleagues at UH Manoa, and Kauai Community College, for course implementation. The final new courses, N360 Health and Illness III and N362 Professionalism in Nursing II will be implemented in Spring 2012.
- New expanded facilities through dedication of portable classroom, nursing laboratory, and five faculty offices in January 2010.
- Continued integration of technology throughout curriculum including: 40 station nursing computer classroom/laboratory,

- clinical simulation in all courses, use of Nursing Toolkit, Laptop Project, and telehealth training.
- Active Nursing Advisory committees with members from all health care agencies on Maui.
 - High demand program with 150 qualified applicants for each cohort of 40 students admitted each semester.
 - Student retention and options for program exit options at Practical Nurse, Registered Nurse or Bachelor of Science in Nursing.
 - Faculty commitments to learning, four full-time faculty members are graduate students in the Master of Nursing Program and two faculty members are PhD students.

Program Weaknesses:

- Aging of experienced nursing faculty. Three full time nursing faculty members are on medical leave Fall 2011 semester.
- Difficulty recruiting Master's prepared, clinically qualified faculty.
- Perkins 5P1-Nontraditional Participation-nursing is traditionally a female occupation, however, each year more men are entering the program.
- NCLEX-RN first time pass rate has decreased for past three cohorts

Part III: Action Plan

The Mission of Maui College is: "University of Hawaii Maui College is a learning-centered institution that provides affordable, high quality credit and non-credit educational opportunities to a diverse community of lifelong learners."

The Career Ladder Nursing Program provides educational opportunities, for individuals desiring a health career, which will provide the graduate a lifelong career with meaningful contribution to the health of the community and above average income for their families.

Specific Action Plans for RN Program

- Continue implementation of new Hawaii State Nursing Curriculum in collaboration with UH System colleagues. Review the curriculum in relationship to the new NCLEX test plan. The first Cohort will graduate in May 2012 and take the NCLEX-RN in July of 2012. Most graduates plan to continue full-time into the BSN program.
- Continue to mentor new faculty members with goal of strengthen teaching/testing to enhance student learning and NCLEX success.
- Research and purchase EMR Electronic Medical Record companion to Simulation Program.
- Continue recruitment of male students into the nursing program.

Part IV: Resource Implications

The following requests will provide significant program enhancement:

- Continued support for recruitment and placement of Masters prepared clinically expert faculty.
- Continued lecturer support for replacement of faculty on medical leave.
- Addition of Electronic Medical Record (EMR) support for Simulation Program-\$20,000.
- Purchase of Netbooks for use in Kupaa 103 for on-line testing and classroom activities- \$16,000.

Program Student Learning Outcomes

During the Academic Year 2011 the Nursing Program initiated the new HSNC and continued courses in the "Traditional" curriculum. The table below compares the Student Learning Outcomes for each program.

HSNC Nursing Competencies Began Fall 2010 1st Level-N210, 211, 212, 220, 230 2nd Level N320, 360, 362	MCC 2009-2010 1st Level PN Program Outcome N153/153L, 155/155L, 240/240L, 156/156L, 157/157L, 158s	MCC 2009-2010 2nd Level Program Outcomes N253/253L, 256/256L, 257, 256L, 255/255L, 258
1. A competent nurse's professional actions are based on core nursing values, professional standards of practice, and the law.	Practice within the legal and ethical framework of nursing.	Evaluate nursing care based on the legal and ethical framework of state in which they practice and the American Nurses Association Standards of Practice and Code of Ethics.
2. A competent nurse develops insight through reflective practice, self-analysis, and self care	Value evidence-based practice, ongoing professional growth, and life-long learning.	Value evidence-based practice, ongoing professional growth, and life-long learning in the practice of professional nursing.
3. A competent nurse engages in ongoing self-directed learning and provides care based on evidence supported by research	Value evidence-based practice, ongoing professional growth, and life-long learning.	Value evidence-based practice, ongoing professional growth, and life-long learning in the practice of professional nursing.
4. A competent nurse demonstrates leadership in nursing and health care	Demonstrate proficiency in implementing and/or delegating basic nursing skills, as appropriate within the role.	Employ leadership skills in implementing and/or delegating the delivery of safe nursing care to clients and client systems.
5. A competent nurse collaborates as part of a health care team	Function in a collaborative manner as a member of the interdisciplinary team in the provision of cost effective health care.	Collaborate with the multidisciplinary team to advocate for clients, client systems, and groups in meeting their health care needs.
6. A competent nurse practices within, utilizes, and contributes to the broader health care system	Use a variety of technologies to access and interpret information.	Choose a variety of technologies in accessing, interpreting, and providing cost effective nursing care.
7. A competent nurse practices client-centered care	Practice caring behaviors, cultural sensitivity, and therapeutic communication to meet the psychosocial, physiological, developmental, and spiritual needs of clients and client systems.	Formulate therapeutic relationships based on mutuality, respect, cultural sensitivity, caring, and the beliefs and value systems of the client, client systems, and community.

8. A competent nurse communicates effectively	Practice caring behaviors, cultural sensitivity, and therapeutic communication to meet the psychosocial, physiological, developmental, and spiritual needs of clients and client systems.	Formulate therapeutic relationships based on mutuality, respect, cultural sensitivity, caring, and the beliefs and value systems of the client, client systems, and community. Engage in client education to promote the well being of clients, client systems, and the community.
9. A competent nurse demonstrates clinical judgment/critical thinking in the delivery of care of clients while maintaining safety	<p>Utilize physical, mental, psychosocial, and growth and development assessment skills in providing nursing care to clients throughout the life cycle.</p> <p>Apply basic principles of health promotion, disease prevention, restoration of health, and management of chronic conditions.</p> <p>Demonstrate critical thinking skills in using the nursing process to provide nursing care to clients and client systems.</p> <p>provide appropriate basic health care education to clients and client systems in a variety of settings.</p>	<p>Synthesize knowledge of physiological, psychosocial, sociocultural and developmental functioning of clients and client systems in providing safe, competent nursing care throughout the life cycle.</p> <p>Utilize health promotion, disease prevention, and restoration theory in assisting clients and client systems to maintain independence.</p> <p>Incorporate critical thinking skills in applying clinical judgment at the novice level of practice.</p> <p>utilize health promotion, disease prevention, and restoration theory in assisting clients and client systems to maintain independence.</p>