Nursing, Associate Degree

2019
ANNUAL REPORT OF PROGRAM DATA

UNIVERSITY *of* HAWAI‘I®
MAUI COLLEGE

1. Program Description

   a) **Statement and brief description of the program including a listing of the program level Student Learning Outcomes (SLOs).**

   RN graduates with the ASN degree are prepared for beginning level positions in hospitals, extended care facilities, clinics, physician offices, private nursing agencies, and home health agencies.

   Program Learning Outcomes (PLOs):
   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.

   b) **Program 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.

   c) **Date Program Website Last Reviewed/Updated.**
   10/09/19 revision request submitted via e-mail to webmaster

   d) **Date Program Page Reviewed/Updated in Catalog**.

   10/19/19 revision request submitted via Google Form

2. Analysis of the Program

   a) **Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators. CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level. Include Significant Program Actions (new certificates, stop outs, gain/loss of positions, results of prior year's action plan).**

   Demand, Efficiency, and Effectiveness are all "Healthy."

All Perkins Core Indicators are met except Nontraditional Participation and Completion which were close (approximately 4% below the 23% goal for each). With the Fall 2019 admission, 45% (13/29) of the students are male.

Significant Program Actions

There were no gain/loss of positions from Fall 2018-Spring 2019.

Results of Prior Year's Action Plan: Continued implementation of ATI. We are increasing in our familiarity and use of the many products. The first graduates who used the program their whole Nursing Program had a 94% first- time RN board pass rate. This is 14% higher than the previous years.

b) **Discuss course offering modality including online, hybrid, and skybridge.**
All courses are offered in person utilizing the Laulima Course Management System.

c) **Highlight new innovative student support efforts including FYE, etc.** The implementation of the ATI software is an ongoing effort; we are adding tools one at a time and the recent graduates' success on their RN licensure exam indicates the effort is producing positive outcomes.

NURS	391.95 Total TEs taught in		
		0 TEs taught by non-NURS BoR instructors	
		0 TEs taught OUT	
	2,294 total SSH taught from NURS courses		
		Estimated Tuition Total of $476,344.5	
		Estimated Salary Total	1,343,229.52
		2,257 SH taught to NURS majors	
		37 SH taught to Non-NURS majors	

3. Program Student Learning Outcomes

a) List of the Program Student Learning 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.

b) **Program Student Learning Outcome that have been assessed in the ADN year of the Annual Review of Program Data.**
PLO #3: A competent nurse engages in ongoing self-directed learning and provides care based on evidence supported by research.

c) **Describe the assessment activity.** The students are required to do an evidence-based project based on their rotations in clinical. They learn and do formal problem definition (PICO questions), literature searching, annotated bibliographies, APA references and citations, etc.

d) **Describe assessment results.** All students successfully executed evidenced- based practice (EBP) papers on specialty- specific topics both in groups and individually.

e) **Describe any changes that have been made as a result of the assessments.** The components of the EBP process are being reviewed *throughout* the program and linked to specific assignments so we can demonstrate competence in all steps of the EBP process by the completion of the degree.

f) **Next Annual Program Review** will focus on PLO#2: A competent nurse develops insight through reflective practice, self-analysis, and self-care.

4. Action Plan

a) **Describe the action plan for the next academic year, including resource, curricular, professional development, or other next steps.**

1. The design of a UHMC BSN program. This includes bringing the Hawaii Statewide Nursing Consortium Curriculum into UHMC Kuali and bringing the many stakeholders into alignment. Planned implementation for F21 admission.
2. Twice a year admission of smaller cohorts and create faculty teams who stay with a course. This will facilitate curriculum improvement as faculty are afforded continuity in their teaching assignments. It will also ease the transition of new faculty into the program (we will have 7 probationary faculty by F20) by not requiring them to teach different material every semester.
3. Implement class offerings by lab and clinical sections so faculty workload is documented in Banner.
4. Nursing PCC to submit TE Memo to Deans.
5. Strengthen the Simulation Program.
   Sim lab affords students specific experiences in specialty areas, and in high risk situations, that not every student may see during regular clinical rotations. This increases the level of safety in the new graduate nurse as proven by a large nationwide study completed by the National Council of State Boards of Nursing (NCSBN). In our small community with one one hospital, the specialty experiences are limited, as well.

b) Include how the actions within the plan support the college's mission. In addition to the overall action plan for the program, including specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

The BSN program will provide the strongest preparation for entry level nursing to our students and community. This ensures excellent knowledge and skills for students pursuing the RN role, a role which ensures them a lifelong sustainable income and will have a direct impact on the health and safety of our community.

5. Resource Implications

(physical, human, financial)

For action plan items:

1. This will require assigned time or sabbatical for the DC to accomplish the necessary steps. The BSN will only require filling of all the 13 nursing positions already in our department. It will bring in more upper division tuition revenue, and it will be a 9-month program which will decrease faculty costs.
2. This will require new teaching spaces; twice as many but smaller classrooms. We will have to run labs days and evenings to accommodate the new course flow.
3. This will require a new approach to Banner which is complicated in the large, mixed credit courses that anchor the program. One immediate step is to separate the lecture credits out, but there is still complexity to separating the lab and clinical portions, as well as the basic error in the definition for the clinical time as it applies to multi-student, instructor-supervised nursing clinical experiences.
4. This will help address action plan point 3.
5. Simulation Program updates:
   a. The program needs a Simulation Lab Coordinator/Director. Likely an APT, and preferably with the national certification in simulation. This would be in the $80K range, depending on FTE percentage.
   b. We also need a lab tech, which could be a student or a casual hire. They would need to have knowledge of medical terms and equipment. They would manage the physical environment and supplies in the 4 labs. This would remove a technical burden from the faculty and keep their focus on student learning and patient safety. This would be in the $20-30K range depending on FTE percentage. However, the cost of having faculty do this work is far higher.
   c. The program needs to update and fortify our Simulation Lab so we can accommodate clinical experiences for the students as they shrink in the community, particularly the specialties of obstetrics and pediatrics. Our current high fidelity manikin is aging out, so we need to plan in the next 5 years how to replace this $100K piece of equipment.

Appendix: ARPD data

College: University of Hawai'i Maui College
Program: Nursing: Associate Degree
Status: Report Complete

Program Quantitative Indicators

Overall Program Health: Healthy

❓ **Workforce Alignment:** Classification of Instructional Programs (CIP) -to- Standard Occupational Classification (SOC)

Nursing: Associate Degree
CIP Code = 51.3801 → 29-1141 - Registered Nurses

Print ARPD

	Demand Indicators	2016 - 17	2017 - 18	2018 - 19	Demand Health
1.	New & Replacement Positions (State)	802	880	910	
*2.	New & Replacement Positions (County Prorated)	100	121	144	
3.	Number of Majors	77	82	93	
3a.	Number of Majors Native Hawaiian	8	18	23	
3b.	Fall Full-Time	77%	71%	60%	
3c.	Fall Part-Time	23%	29%	40%	
3d.	Fall Part-Time who are Full-Time in System	3%	0%	0%	
3e.	Spring Full-Time	53%	41%	48%	Healthy
3f.	Spring Part-Time	47%	59%	52%	
3g.	Spring Part-Time who are Full-Time in System	4%	8%	0%	
4.	SSH Program Majors in Program Classes	771	830	888	
5.	SSH Non-Majors in Program Classes	0	32	0	
6.	SSH in All Program Classes	771	862	888	
7.	FTE Enrollment in Program Classes	26	29	30	
8.	Total Number of Classes Taught	5	5	5	

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

	Efficiency Indicators	2016 - 17	2017 - 18	2018 - 19	Efficiency Health
9.	Average Class Size	26	31	33	
*10.	Fill Rate	78.6%	82.8%	96.5%	
11.	FTE BOR Appointed Faculty	5.5	5	12	
*12.	Majors to FTE BOR Appointed Faculty	14	16	8	
13.	Majors to Analytic FTE Faculty	14	16	8	
13a.	Analytic FTE Faculty	1	1	1	**Healthy**
14.	Overall Program Budget Allocation	$788,638	$1,074,851	$0	
14a.	General Funded Budget Allocation	$725,252	$1,032,813	$0	
14b.	Special/Federal Budget Allocation	$0	$0	$0	
14c.	Tuition and Fees	$63,386	$42,038	$0	
15.	Cost per SSH	$1,023	$0	$0	
16.	Number of Low-Enrolled (<10) Classes	1	0	0	

	Effectiveness Indicators	2016 - 17	2017 - 18	2018 - 19	Effectiveness Health
17.	Successful Completion (Equivalent C or Higher)	97%	94%	93%	
18.	Withdrawals (Grade = W)	0	1	0	
*19.	Persistence Fall to Spring	96%	99%	93%	
19a.	Persistence Fall to Fall	88%	97%	96%	
*20.	Unduplicated Degrees/Certificates Awarded	35	39	41	
20a.	Degrees Awarded	35	39	40	
20b.	Certificates of Achievement Awarded	0	0	0	**Healthy**
20c.	Advanced Professional Certificates Awarded	0	0	0	
20d.	Other Certificates Awarded	0	0	1	
21.	External Licensing Exams Passed	0	0	0	
22.	Transfers to UH 4-yr	17	18	14	
22a.	Transfers with credential from program	17	18	14	
22b.	Transfers without credential from program	0	0	0	

	Distance Indicators	2016 - 17	2017 - 18	2018 - 19	
23.	Number of Distance Education Classes Taught	0	0	0	
24.	Enrollments Distance Education Classes	0	0	0	
25.	Fill Rate	0%	0%	0%	
26.	Successful Completion (Equivalent C or Higher)	0%	0%	0%	
27.	Withdrawals (Grade = W)	0	0	0	
28.	Persistence (Fall to Spring Not Limited to Distance Education)	0%	0%	0%	

	Perkins Indicators	Goal	Actual	Met	
29.	1P1 Technical Skills Attainment	93	100	Met	
30.	2P1 Completion	55	97.44	Met	
31.	3P1 Student Retention or Transfer	81.9	100	Met	
32.	4P1 Student Placement	66.25	77.78	Met	
33.	5P1 Nontraditional Participation	23.5	19.1	Not Met	
34.	5P2 Nontraditional Completion	23	18.75	Not Met	

	Performance Indicators	2016 - 17	2017 - 18	2018 - 19	
35.	Number of Degrees and Certificates	35	39	40	
36.	Number of Degrees and Certificates Native Hawaiian	3	4	12	
37.	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	
38.	Number of Pell Recipients[1]	17	24	26	
39.	Number of Transfers to UH 4-yr	17	18	14	

* Used in Rubric to determine Health Indicator   Date Last Modified: 2019-10-15 11:43:06

Glossary/Rubric