# Nursing, Practical Nurse



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).**
PN graduates with the CA are prepared to work under the supervision of a registered nurse or physician 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).**

This data was not corrected by the Department Chair hence there are some misrepresentations.

Demand. It can be seen that the state and county needs PNs. There were 39 PN students that went straight into the ADN year in F18 and graduated Sp19, so they never record as PN grads though they earned the CA. Thirty new PN students were admitted F18 who earned their CA in SS19.  There were also 10 PNs who started in Sp18 and graduated in F18 and all went into the workforce immediately, and remain there today. This is VERY healthy for Maui County.

Efficiency. All the PN level classes were full and there was 1 FTE BOR for the 10 person PN class who did go into the workforce, and 4 BOR FTE faculty that taught the PN students that went straight into the ADN year after earning their CA. This is a 10:1 ratio of students to faculty, which is the highest the Board of Nursing allows our lab groups to be. So all seats are filled and all students are progressing: healthy!

Effectiveness. This is a very effective program. Since it is a one year program there is NO year to year persistence and all students earn the CA.

Perkins Indicators. Since all but 10 students continued in their academic pursuits, they were not placed in a job (though all completed the CA). Of the ten students in the PN program that requires one year of work as a PN to be allowed to continue to ADN, 100% got jobs and are working in the community.

**Significant Program Actions**
We did not introduce any new certificates; however, in response to community needs we introduced a new pathway to the certificate. This pathway includes the requirement to work for one year as an LPN which met the request of the community for practicing PNs. After this year, they will return to complete the 2nd year of the ADN. This first cohort, who graduated in December of 2018, produced 10 LPNs that are currently working in the community as LPNs

Stop outs:  2 students stopped out of NURS 220, 1 for a health reason and 1 for a family reason; both anticipate returning in 2020.
There were no gain/loss of positions from Fall 2018-Spring 2019.
**Results of Prior Year's Action Plan:** Plan was to start PN cohort who would work one year after CA before continuing to ADN. We did it!

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.**

   Pre-Entry Program for PN students. Program Coordinator hosts the new students for a morning before the semester starts and  introduces them to campus and program resources and staff (Library, TLC) as well as research on effective study and reading skills, mindset, and the power of habit. This, along with a chance to start to get to know the faculty and other students in their cohort, helps prepare them to start the program strong.

| 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 health care 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 Outcomes that have been assessed in the year of the Annual Review of Program Data.
PLO number 2: A competent nurse develops insight through reflective practice, self-analysis, and self-care.

### c) Describe the assessment activity
Faculty reviewed the 1st year courses for activities that would engage students in reflection, self-analysis, and self-care.

### d) Describe assessment results
We determined that there was a reflection component in theory and clinical portions of courses, but not in the laboratory component.

### e) Describe any changes that have been made as a result of the assessments.

Skills labs are numerous in the early Nursing courses as students learn and practice foundational skills. In the N210 course (1st semester), we added a pilot reflection to the

end of each major lab to encourage the students to think about how they felt, what they learned, and what they need to do to continue to improve their skills.

f) **Next Annual Program Review** will focus on PLO #6: A competent nurse practices within, utilizes, and contributes to the broader health care system

## 4. Action Plan

a) **Describe the action plan for the next academic year, including resource, curricular, professional development, or other next steps.**
1. Figure out how to incorporate the working PN group into the design of a UHMC BSN program.
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 in F19.

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

The working PN cohort emphasizes how we are working collaboratively with the community healthcare organizations to meet their identified workforce needs for Practical Nurses.

## 5. Resource Implications

**(physical, human, financial)**

2. This will require new teaching spaces.

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 instructor-led, nursing clinical experiences.

In addition:

1. 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 is 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: Practical Nursing
Status: Report Complete

**Program Quantitative Indicators**

## Overall Program Health: Cautionary

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

**Nursing: Practical Nursing**
**CIP Code =**

Print ARPD

| | Demand Indicators | 2016 - 17 | 2017 - 18 | 2018 - 19 | Demand Health |
|---|---|---|---|---|---|
| 1. | New & Replacement Positions (State) | | 154 | 169 | |
| *2. | New & Replacement Positions (County Prorated) | | 31 | 35 | |
| 3. | Number of Majors | | 1 | 0 | |
| 3a. | Number of Majors Native Hawaiian | | 0 | 0 | |
| 3b. | Fall Full-Time | | 100% | 0% | |
| 3c. | Fall Part-Time | | 0% | 0% | |
| 3d. | Fall Part-Time who are Full-Time in System | | 0% | 0% | |
| 3e. | Spring Full-Time | | 0% | 0% | Unhealthy |
| 3f. | Spring Part-Time | | 0% | 0% | |
| 3g. | Spring Part-Time who are Full-Time in System | | 0% | 0% | |
| 4. | SSH Program Majors in Program Classes | | 0 | 0 | |
| 5. | SSH Non-Majors in Program Classes | | 1,163 | 1,313 | |
| 6. | SSH in All Program Classes | | 1,163 | 1,313 | |
| 7. | FTE Enrollment in Program Classes | | 39 | 44 | |
| 8. | Total Number of Classes Taught | | 6 | 9 | |

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

| | Efficiency Indicators | 2016 - 17 | 2017 - 18 | 2018 - 19 | Efficiency Health |
|---|---|---|---|---|---|
| 9. | Average Class Size | | 35 | 27 | |
| *10. | Fill Rate | | 96.7% | 100% | |
| 11. | FTE BOR Appointed Faculty | | 8 | 0 | |
| *12. | Majors to FTE BOR Appointed Faculty | | 0 | | |
| 13. | Majors to Analytic FTE Faculty | | 0 | | |
| 13a. | Analytic FTE Faculty | | 1 | 2 | Cautionary |
| 14. | Overall Program Budget Allocation | | $289,349 | $0 | |
| 14a. | General Funded Budget Allocation | | $289,349 | $0 | |
| 14b. | Special/Federal Budget Allocation | | $0 | $0 | |
| 14c. | Tuition and Fees | | $0 | $0 | |
| 15. | Cost per SSH | | $0 | $0 | |
| 16. | Number of Low-Enrolled (<10) Classes | | 0 | 0 | |

| | Effectiveness Indicators | 2016 - 17 | 2017 - 18 | 2018 - 19 | Effectiveness Health |
|---|---|---|---|---|---|
| 17. | Successful Completion (Equivalent C or Higher) | | 100% | 98% | |
| 18. | Withdrawals (Grade = W) | | 1 | 0 | |
| *19. | Persistence Fall to Spring | | 0% | 0% | |
| 19a. | Persistence Fall to Fall | | 0% | 0% | |
| *20. | Unduplicated Degrees/Certificates Awarded | | 39 | 49 | |
| 20a. | Degrees Awarded | | 0 | 0 | |
| 20b. | Certificates of Achievement Awarded | | 39 | 49 | Cautionary |
| 20c. | Advanced Professional Certificates Awarded | | 0 | 0 | |
| 20d. | Other Certificates Awarded | | 0 | 0 | |
| 21. | External Licensing Exams Passed | | 0 | 0 | |
| 22. | Transfers to UH 4-yr | | 0 | 0 | |
| 22a. | Transfers with credential from program | | 0 | 0 | |
| 22b. | Transfers without credential from program | | 0 | 0 | |

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

| | Perkins Indicators | Goal | Actual | Met | |
|---|---|---|---|---|---|
| 29. | 1P1 Technical Skills Attainment | 0 | 0 | Met | |
| 30. | 2P1 Completion | 0 | 0 | Met | |
| 31. | 3P1 Student Retention or Transfer | 0 | 0 | Met | |
| 32. | 4P1 Student Placement | 66.25 | 0 | Not Met | |
| 33. | 5P1 Nontraditional Participation | 23.5 | N/A | Not Met | |
| 34. | 5P2 Nontraditional Completion | 23 | 0 | Not Met | |

| | Performance Indicators | 2016 - 17 | 2017 - 18 | 2018 - 19 | |
|---|---|---|---|---|---|
| 35. | Number of Degrees and Certificates | | 39 | 0 | |
| 36. | Number of Degrees and Certificates Native Hawaiian | | 4 | 0 | |
| 37. | Number of Degrees and Certificates STEM | | Not STEM | Not STEM | |
| 38. | Number of Pell Recipients[1] | | 21 | 0 | |
| 39. | Number of Transfers to UH 4-yr | | 0 | 0 | |

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

Glossary/Rubric