1 Year ASSESSMENT REPORT

WCC ETC

Health Program
Nurse Aide Training

for

Fiscal Year 2011

January 10, 2012

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An Equal Opportunity/Affirmative Action Institution
# Program Review Health Indicator Summary

**ETC Programs**  
Nurse Aide Training  
for Fiscal Year 2010-11

## Overall Program Status

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<thead>
<tr>
<th>Healthy</th>
<th>Cautionary</th>
<th>Unhealthy</th>
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## Overall Program Demand

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<tr>
<th>Healthy</th>
<th>Cautionary</th>
<th>Unhealthy</th>
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## Overall Program Efficiency

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## Overall Program Outcome

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<tr>
<th>Healthy</th>
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Considerations for ETC Program Reviews

The Employment Training Center offers non-credit vocational training programs designed to ease the transition to the workforce and prepare individuals for academic and/or professional careers. These programs operate year-round and have frequent entry and exit dates (at least five per year). The durations of the programs range from 3 weeks to 17 weeks. The training programs are terminal by design.

In addition to our programs, ETC is able to create, modify, and design customized workshops and courses tailored to meet the needs of Hawaii’s employers and the dynamic changing labor market.

As such, ETC programs do not generate data in semesters, majors, SSHs, transfer rates, persistence or other indicators used in credit-based program review. ETC intakes may also bridge fiscal years, i.e., a training program with an intake in June (with a course completion in September) may bridge into the next fiscal year; consequently, enrollment data for these training programs will not be detailed in this report.

The indicators used in this program review report have been modified and re-labeled to reflect the nature of ETC training program.
Mission Statements

College mission statement

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing culturally aware members of our community.

Employment Training Center mission statement

The mission of Windward Community College, Employment Training Center, is to serve the community by providing short-term, career-focused education and training in a flexible, learner-centered and supportive environment.

Health Program Mission Statement (pending approval)

Windward Community College, Employment Training Center’s Options in Health Careers Program is committed to increasing access to entry level health career training and excellence in instruction leading individuals to course completion and skill proficiency.

I. Executive Summary of Program Status
Review of the program rating

A. Overall Program Status

In PY 2010-11 the status of the E.T.C. Options in Health Careers Program, nurse aide course is healthy in all areas: demand, effectiveness, program efficiency, program effectiveness and overall program outcomes.

The nurse aide program continues to maintain an average 82% fill-rate. There was a .9% drop in completion from 88% to 80% with students needing to work more hours to meet economic challenges. Greater than 78% of the students enrolled are of Native Hawaiian ancestry.

In addition to fulfilling The UH and community needs for health career courses and enrollment of Native Hawaiians, data shows that an average of 87% of completers took the State examination. Of those that attempted the exam, 93% passed the State of Hawaii, American Red Cross (ARC) certification examination. In addition, 71% of completers successfully transitioned to college courses and/or employment.

It is critical to note that the economic crisis of 2010-11 impacted students’ ability to afford the $275 ARC CNA exam.

B. Overall Program Demand

Overall program demand for the CNA course is healthy as evidenced by an average of 100 telephone inquiries per month; however, economic constraints hinder students’ ability to pay for training without access to federal financial aide.
The State estimates that there will be a need for 821 new nurse aides and 703 new home health aides by 2014. The need for trained personnel is matched by a very high number of persons contacting the ETC Options in Health Careers Program requesting enrollment information. Enrollment in the nurse aide course has been as high as 92% capacity; unfortunately; students who might have been able to access entry-level training in the period 2010-11, have faced the need to hold more than one job.

Aggressive grant writing is responsible for maintaining enrollment at greater than 50% of capacity in 2011. When grant funds are available for tuition assistance, the program enjoys a three-month wait list for the course.

It is important to note that while credit courses are reporting record enrollments with increased financial aid counseling services, students accessing vocational training are not able to apply for federal financial aid. Instead, vocational students must rely on college-community partnerships to meet their needs for educational supports.

C. Overall Program Efficiency

Overall program efficiency is healthy. Enrollment stands at an average 82% of capacity. In the area of cost efficiency, the cost of employing a Registered Nurse faculty, as required by The State of Hawaii, to teach the nurse aide course is considerably higher than instructional costs for other E.T.C. courses. The analysis section of this report further addresses the cost efficiency of the program.

D. Overall Program Effectiveness

Overall program effectiveness is healthy. The average completion rate decreased from an average of 94% between 2007 and 2009 to an average of 88% for the reporting period. The program is responsible for identifying students who would not perform safely in a long-term care setting. Students not demonstrating skills proficiently were exited from the program. As noted above, 92% of course completers who took the State of Hawaii, American Red Cross (ARC) certification exam passed and became Certified Nurse Aides.

E. Overall Program Outcomes

Overall program outcomes are healthy. According to the Perkins data the E.T.C. CNA program exceeded two of the three applicable goals in the following areas of student attainment: 1) vocational and technical skill proficiencies; and 2) post-secondary credential. These accomplishments are inline with the E.T.C. mission statement.

The transition of students from the course to jobs and other training is 52 %. These accomplishments are responsive to the U.H. system strategic plan to increase enrollment and completion of underserved and underrepresented students.

The course has a completion rate of 88% and State certification pass rate of 92%. These accomplishments are in line with the CNA program mission statement.
II. Program Description

A. Description and history of the program

The description of the program: This State of Hawai‘i approved nurse aide program provides classroom and supervised clinical training in the basic fundamentals of safe and knowledgeable care giving. Nursing procedures such as taking vital signs; positioning; bathing; dressing and other personal care; and when/what to report to the nurse are covered in the classroom. Application of these procedures and skills are practiced in the clinical setting. Adult CPR training and job assistance services are included in the course. Integrated Academics sessions are included in the training, incorporating basic skills in medical vocabulary and math relevant to the nurse assistant field.

This program is focused on preparing students for the Hawai‘i State Nurse Aide Competency Evaluation Testing Program (testing fee not included in course) as well as providing job skills and developing attitudes and behaviors necessary for competent caregivers. After successful completion of the state examination, the graduate is a Certified Nurse Aide (CNA) as defined by state and federal laws under OBRA, long term care act of 1987. Certified Nurse Aides may obtain employment in hospitals, long-term care facilities (nursing homes), care homes, private homes, adult day care, and clinics.

The history of the program: The ETC nurse aide (NA) training program was developed in response to the State Department of Labor’s request to help fill the need for nurse aides in the labor market as well as to fill a training need on Oahu. In October 1999 ETC began a Nurse Assistant Training Program (NATP). Test for Adult Basic Education (TABE) scores of students referred to ETC showed that these students would not meet the minimum requirements of Kapi‘olani Community College’s nurse aide program. ETC developed an Integrated Academics component to complement the skills training and to increase successful completions.

In February 2005, Windward Community College’s, ETC’s nurse aide training program was the first on Oahu to be State approved.

The program was not offered during 2006-2007 academic year, due to inability to hire a qualified instructor.

In the summer of 2007, Dr. Jamie Boyd was hired as the Health Program Coordinator. In 2007, Dr. Boyd revised the 2005 NAPT course that was based on the American Red Cross curriculum; she restructured the curriculum to include fundamental concepts of nursing and Hawaiian health concepts.

The 2007-2010 has been a period of creative program planning to sustain student access to training in spite of severe economic constraints. With a capacity to enroll up to 50 students per year during the reporting periods, and average of 45 students (90%) were enrolled per program year and 40 (88%) completed the program. Graduate transition to jobs or college courses is down from an average of 78% in the first two-years of this report, to an average of 60% by the end of the reporting period.
One factor that contributed to decreases in transition is that some students who had minimal interest in ever working as a nurse aide enrolled in the course and later stated discomfort with the idea of caring for elder or medically fragile clients.

In 2007 the program received $150,000 in grant funds to support tuition waivers and pilot traditional Native Hawaiian healing practices in the curriculum. Student surveys revealed that Native Hawaiian values including: Ohana (family); Kuleana (responsibly to self and others); respect for Kupuna (elderly); and healing practices including: massage; healthy living; and connection to `Aina (land) enhanced their learning abilities in the classroom and clinical setting and their interactions with peers and family.

In 2009 the program made two significant gains in transitioning students from entry-level training and low-wage jobs ($12/hour) to advanced training and living-wage jobs ($35/hour): 1) we negotiated an MOA between WCC and KCC Nursing Program to reserve seats in the KCC nursing program for disadvantaged NATP completers to transition to higher academic training; and, 2) we secured over $500,000 in funds to help students cover education costs associated with advanced training.

Over the entire term of the nurse aide program’s existence, the program coordinator has been engaged in grant writing to secure $825,000 in funds from multiple funders (Office of Hawaiian Affairs, Kamehameha Schools, Queen’s Medical Center, and Perkins). Funds were used to subsidize tuition, maintain access to training for underserved students, and support underserved student to access advanced training.

B. Program goals/occupations for which this program prepares students

Program goals for students:

1) Students will be prepared to successfully complete a State of Hawai‘i Nurse Aide Competency Evaluation Testing Program.
2) Students will be prepared to meet workforce development demands to fill entry level nurse aide jobs.
3) Students will gain skills, attitudes and behaviors required by competent caregivers.

Program goals for program growth:

1) Students will have adequate career guidance supports to successfully enroll in vocational health careers training.
2) Maintain economic supports to sustain enroll. Growth at this time is difficult. Efforts are focused on sustaining current enrollment and completion successes.

C. ETC Student Learning Outcomes (SLOs)

Students who successfully complete ETC programs will:

1) Demonstrate career and employment readiness
Goal: 75% of students will successfully complete the course and pass the State of Hawaii, Nurse Aide exam for certification.

Attained: 80% of students successfully earned program certificates by completing at least 80% of the course competencies.

2) Broaden and enhance workforce capabilities
   Goal: 75% of students will be able to demonstrate proficiency in a minimum of 80% State required competency for CNA employment.

   Met: 80% of students demonstrated proficiency in a minimum of 80% of the State required competency (skills) for CNA employment.

3) Pursue further education and training opportunities
   Goal: 55% of students will successfully transition.

   Not met: 71% of students transitioned to jobs or enrolled in further training or college credit courses.

CNA Program Student Learning Outcomes (SLOs)

The competencies listed in the catalog have been approved by the State Department of Health. The competencies are in areas such as: personal care skills, basic skills, nutrition, elimination, safety measures and communication.

See attached Certified Nurse Aide Competencies.

D. Admission requirements
   1) Application form
   2) Physical exam
   3) Two step TB test: which is the TB Clearance at the health care provider level
   4) Proof of immunization or immunity to Mumps, Measles and Rubella.
   5) TABE and COMPASS Test
   6) Minimum 9th grade reading level based on College test scores
   7) Clinical agencies require a Criminal Abstract stating no criminal record found

E. Credentials, licensures offered
   Nurse assistants in the State of Hawaii are required to be certified. Certification is granted by passing the Hawaii State Nurse Assistant Competency Evaluation Testing Program.

   Effective January 2005, Nurse Aide graduates from State-approved programs are skills certified as required by Medicare. Each faculty teaching the C.N.A program must also be approved but the State Department of Health Medicare/Medicaid office.
F. Faculty and staff

Summary: One FT instructor, one casual-hire 0.75 FT instructor, and one FT APT position.

Dr. Jamie Boyd R.N. was hired in April, 2007 and approved by The State of Hawaii, Department of Health to instruct nurse aide courses, August, 2007. This faculty has been the lead instructor for the program during this report period. Casual hire instructors have been hired when grant funds supported Dr. Boyd’s reassignment to ‘out-of-class’ projects including research and professional development.

Dr. Boyd used professional development training to write grants that funded the transition of vocational students to WCC credit courses and KCC Nursing School. The cadre of supports is recognized and awarded locally and nationally as ‘The Nursing Pathway out of Poverty” program. Work to design supports, secure private and state funding, and build community networks could not be done with the support staff of an APT and nurse instructor.

There is one full-time casual hire (A.P.T) assistant for the program.

G. Articulation agreements

E.T.C. Director Bernadette Howard and Dr. Jamie Boyd at Windward Community College, and the Community College Chancellors have secured a Memorandum of Agreement to transition qualified ETC CNA students to the Kapiolani Community College Associate Degree in Nursing (R.N. program). The MOA will have to be revised and updated in 2012.

H. Community connections

The program has numerous community connections. One significant connection is the contract with our clinical facility “Ann Pearl”, a 110 bed long term care facility located in Kane‘ohe, Hawaii. Students participate in service learning with community partners including Ke Ola Mamo; Native Hawaiian health care system for `Oahu, and Kokua Kalihi Valley.

Dr. Boyd, the program coordinator has connections to other community boards and organizations including: Papa Ola Lokahi: Native Hawaiian Cancer Research Center, as IRB member; Queen Liliuokalani Childrens’ Center, as Hui Hanai board Vice President.

III. Quantitative Indicators for Program Review

A. Current and projected positions in the occupation and annual new positions in the State

According to the Bureau of Labor Statistics, the overall employment of nursing aides is projected to grow 18 percent between 2008 and 2018, faster than the average for all occupations, predominantly in response to the long-term care needs of an increasing elderly population. Financial pressures on hospitals to discharge patients as soon as
possible are expected to boost admissions to nursing care facilities. As a result, new jobs will be more numerous in nursing and residential care facilities than in hospitals, and growth will be especially strong in community care facilities for the elderly. Modern medical technology will also drive demand for nursing aides, because as the technology saves and extends more lives, it increases the need for long-term care provided by aides.

B. Program training hours

The program includes 100 hours of classroom lecture and 50 hours of clinical skill training in a long term care facility. Course curriculum was approved by The State of Hawaii Department of Health.

35 Demand – Program Data

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<tr>
<th>Demand – Program Data</th>
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<tr>
<td><strong>Reporting Period 211</strong></td>
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<tr>
<td><strong>DEMAND</strong></td>
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<td>A</td>
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<td>B</td>
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<td>C</td>
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<td>D</td>
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D. Demand – Perkins Core Indicators

According to the 2008 – 2014 Industry Employment Projection for the State of Hawaii EMSI data, our industry will have the following growth

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<td>Occupation title</td>
<td>5,644</td>
<td>6,465</td>
<td>821</td>
<td>15%</td>
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<tr>
<td>EMSI pos. #</td>
<td>31-1012</td>
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<tr>
<td>Nursing Aides</td>
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The industry trend demonstrates an urgent need to increase the capacity of C.N.A programs throughout the State to meet the growing need for nurse aides and home health aides.

E. Efficiency – Program Data

<table>
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<th>2007-2010 EFFICIENCY</th>
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<td>(K+L)/C</td>
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<tr>
<td>C:J</td>
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F. Effectiveness – Program Data

<table>
<thead>
<tr>
<th>2011 EFFECTIVENESS</th>
<th>Head count</th>
<th>Registrations</th>
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<tr>
<td>O</td>
<td>No. of enrolled students (B) scheduled to complete before reporting deadline</td>
<td>41</td>
</tr>
<tr>
<td>P</td>
<td>No. of scheduled completers actually retained in the program</td>
<td>33</td>
</tr>
<tr>
<td>P/O</td>
<td>Percent retained</td>
<td>80%</td>
</tr>
<tr>
<td>R</td>
<td>Number of scheduled completers receiving certificates</td>
<td>33</td>
</tr>
<tr>
<td>O/R</td>
<td>Percent of scheduled completers receiving certificates</td>
<td>80%</td>
</tr>
<tr>
<td>T</td>
<td>Number of scheduled completers who successfully transitioned</td>
<td>29</td>
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<tr>
<td>1O/T</td>
<td>Percent of scheduled completers who successfully transitioned</td>
<td>71%</td>
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G. Effectiveness – Perkins Measures

Program Outcomes - Perkins

<table>
<thead>
<tr>
<th>Perkins Measures</th>
<th>Performance (%)</th>
<th>Percentage (%)</th>
<th>+/-</th>
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<tr>
<td>Student attainment academic skill proficiencies (1P1)</td>
<td>33</td>
<td>80%</td>
<td>+</td>
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<tr>
<td>Student attainment of vocational &amp; technical skill proficiencies (1P2)</td>
<td>33</td>
<td>80%</td>
<td>+</td>
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<tr>
<td>Student attainment of a post-secondary credential (2P1)</td>
<td>33</td>
<td>80%</td>
<td>+</td>
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<tr>
<td>Placement into employment (3P1)</td>
<td>30</td>
<td>91%</td>
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### H. Attainment of Student Learning Outcomes

ETC’s Student Learning Outcomes  
The program exceeded enrollment, completion and transition goals.

1. **Demonstrate career and employment readiness**  
   **Goal:** 75% of students will successfully complete the course.  
   **Met:** 88% of students who were scheduled to complete their training before report submission successfully earned program certificates by completing at least 80% of the course competencies.

2. **Broaden and enhance workforce capabilities**  
   **Goal:** 75% of students will be able to demonstrate proficiency in a minimum of 80% State required competency for CNA employment.  
   **Met:** 80% of students demonstrated proficiency in a minimum of 80% of the State required competency (skills) for CNA employment.

3. **Pursue further education and training opportunities**  
   **Goal:** 55% of students will successfully transition.  
   **Not met:** 71% of students transitioned to jobs or enrolled in further training or college credit courses.

**Attainment of Program Student Learning Outcomes**

Program completers met the CNA Program Student Learning Outcomes (SLOs) when they successfully met the course competencies. The competencies listed in the catalog have been approved by the State Department of Health. The competencies are in areas such as: personal care skills, basic skills, nutrition, elimination, safety measures and communication.

A Program goal is to maintain a state of continual data collection and evaluation regarding the enrollment, retention, and completion students. It is projected that data will identify a need to secure funds to help the student population interested in CNA training cover tuition.

### IV. Graduate / Leavers

A. **Tracking data – successful transitions**

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<table>
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<tbody>
<tr>
<td>Total number of students</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td>30</td>
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</table>
V. Curriculum Revision and Review

In 2011, Dr. Jamie Boyd reviewed several nurse aide textbooks and found the “Textbook for Nursing Assistants”, Sorrentino, S.A., 7th Edition, published by Mosby Elsevier, 2010 to be the most appropriate for the W.C.C., C.N.A program. The curriculum has been updated to reflect the changes in the 7th edition text as well as upgrades to lecture and skills training as needed.

VI. Analysis of the Program

A. Alignment with the mission statement

The C.N.A. program is closely aligned with the mission statements of E.T.C., W.C.C. and the University of Hawaii system.

Additionally, recognizing community workforce development demands and the multiple barriers associated with enrollment and completion of students traditionally enrolled in ETC programs. The Health Program expands upon the ETC’s mission and stands committed to increasing access to entry level health career training and excellence in instruction leading to course completion, proficiency in skill demonstration and passing competency examination.

B. Analysis of Demand Data

Strengths:

External measurement of demand: According to Spring 2008 EMSI, State of Hawaii Employment Data (position type code number SOC 31-1012) there will be a 18% increase in the need for Nursing aids, orderlies, and attendants between 2008 and 2014. The State estimates that there will be a need for 821 new nurse aides and 703 new home health aides by 2014.

The State’s estimation is confirmed by the high numbers of job advertisements for nurse aides and other health care personnel in local newspapers.

Internal measurement of demand: The need for trained personnel is matched by a very high number of persons contacting the ETC Options in Health Careers Program requesting enrollment information. A website has been constructed to meet the growing need for information about CNA training. Enrollment in the nurse aide course is at 88% capacity in spite of economic hardship across the State and nation. There is also a three month wait list for the course.

Weaknesses:

1) Students want to enroll but have problems with covering tuition.
2) Students experience barriers with non-training costs (rent, transportation, child care, health care, etc.).
3) Program is currently heavily subsidized by grants.
4) There is a continual need to seek new funds for staff salaries, student tuition and supplies.

C. Analysis of Efficiency Data

Strengths:
1) Enrollment stands at 82% of capacity.
2) Cost efficiency

Beyond cost equations are the benefits of service to the community in fulfilling the high demand for nurse aides.

Weaknesses:

The cost of employing a Registered Nurse faculty, as required by The State of Hawaii, to teach the nurse aide course is considerably higher than instructional costs for other E.T.C. courses. Covering the CNA faculty salary with tuition fees alone is limited by multiple factors; 1) Increasing the cost of tuition will be another barrier for students already having problems with accessing entry-level training; an, 2) increasing the cost would put ETC’s nurse aide course out of competition with other nurse aide courses.

D. Analysis of Effectiveness Data

Strengths:

The CNA program is fortunate to have weathered the economic storm thus far with funding from community partners. We experienced a decrease in all measures but were able to report above average results.

Weaknesses:

The average data across the reporting period is marred by the impact of the economic crises that resulted in drastic reduction in tuition supports and students needing to work to meet household needs instead of attending college.

E. Evidence of student learning

The pass rate on the Hawaii State Board Nurse Assistant Competency Evaluation (Testing Program) for certification is the most important benchmark of a successful C.N.A. program. The pass rate for ARC exam is 87%.

F. Resource sufficiency

The program relies very heavily on grant funds to support the cost of tuition for the students, office support staff, and instruction.
G. Recommendations for improving outcomes

A program goal is to maintain current funding and access to training. In light of significant institutional changes at UH and WCC, the CNA program staff are focused on being flexible to the need for change and being diligent in securing resources to help students.

The following recommendations are made to improve enrollment, completion, and transition outcomes:

a. Improve intake process. Get feedback from potential students about barriers to enrollment using a survey at the point of intake
b. Explore potential training barriers related to scheduling (e.g. day versus evening or weekend courses) by piloting an on-line format using Laulima
c. Improve intake counseling so that students understand that those who do not demonstrate skill proficiency and dedication to work in long term care will not likely successfully complete the program.
d. Continue to integrate student feedback into curriculum design – esp with Laulima
e. Work more closely with the program counselor to implement support interventions for student retention and completion
f. As students have problems keeping cell phone and internet service active, address issues of barriers to contacting students after completion
g. Continue tracking completers
h. Continue to collaborate with transfer counselors and other supports
i. Continue to collaborate with employers
j. Continue to collaborate with Career Connections
k. Seek a general-funded APT position to support the office operations of the expanding health program.

VII. Action Plan

The plan is to adhere to UH Strategic Plan to provide access to education and training especially for students who have historically been underserved and underrepresented. We will continue to focus on students at risk for failure to access and complete workforce training.

1. Increase enrollments rates from 80% to 85%
2. Increase completion rates from 80% to 85%
3. Increase transition rates from 71% to 76%

VIII. Budget Implications

Approval is need for permanent faculty and staff support to grow health programs and the Nursing Pathway out of Poverty.

One general-funded APT $35,000
One .75 FTE Registered Nurse Instructor $56,000