UNIVERSITY of HAWAI'I

HAWAI'I
COMMUNITY COLLEGE

Associate Degree Nursing Program

National League for Nursing Accrediting Commission

Self-Study Report

February 2011

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EXECUTIVE SUMMARY

A. General Information

Program:	Associate of Science Degree
Purpose of Visit:	Re-accreditation
Dates of Visit:	February 8-10, 2011
Parent Institution:	Hawai'i Community College
	200 West Kawili Street
	Hilo, HI 96720-4091
Chief Executive Officer:	Noreen Yamane, B.Ed., M.Ed.
Regional Accreditation Body:	Accrediting Commission for Community Colleges of the
	Western Association of Schools and College
Most Recent Accreditation:	July 2006
Nursing Education Unit:	Nursing & Allied Health
	200 West Kawili Street
	Hilo, HI 96720-4091
Nurse Administrator:	Elizabeth Ojala, R.N., Ph.D.
Telephone Number:	808-974-7560
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State Board of Nursing:	Lee Ann Teshima, Executive Officer
	Board approved Annual Report on October 2010
Standards & Criteria Used:	NLNAC 2008 Standards & Criteria

B. Introduction

Hawai'i Community College (HawCC), located on the Island of Hawai'i, is one of seven community colleges that make up the Community College System of the University of Hawai'i. It is the only comprehensive, open-door, community-based college on the Island of Hawai'i. The College offers a range of academic and technical training programs that include degrees, certificates, and short term training options in Hilo, Kona and various other locations on the island. Fall semester enrollment at the College is approximately 3815 students.

The administrative structure of the College consists of a Vice Chancellor for Academic Affairs, Vice Chancellor for Student Services, Vice Chancellor for Administrative Services, Director of Continuing Education and Training, Director of the UH Center at West Hawai'i all of whom report directly to the Chancellor of the College. A Dean for Liberal Arts and a Dean for Career and Technical Education report to the Vice Chancellor for Academic Affairs.

The Division of Nursing and Allied Health, in addition to the Associate of Science Degree (ADN) in Nursing, offers a Certificate of Achievement in Practical Nursing, non-credit nurse's aide preparation and credit care home operator courses. Students are admitted to the ADN program each Fall. Each class has two sections, one in Hilo and one in Kona. Up to 30 students may be admitted in Hilo and up to 10 students in Kona.

There are fourteen full-time faculty positions and one full-time secretarial position in the Division of Nursing and Allied Health. Of the fourteen positions, nine are allocated to the Associate Degree Nursing program (ADN), two are dedicated to Nursing Learning Resource Center Coordinators, one is dedicated to the Practical Nursing program, one is allocated to Adult Residential Care Home Operator and non-credit Nurses' Aide classes and one is dedicated to the Director of Nursing Programs/Nursing & Allied Health Division Chair position. Associate Degree faculty may also assist with theoretical instruction in the Practical Nursing program as part of their workload. Two 11 month ADN faculty teach the Practical Nursing courses in the summer.

The State of Hawai'i is the most remote land mass anywhere in the world. The remote location and large service area (4000 square miles) of Hawai'i Community College present challenges that set it apart from other community colleges. Situated on the Island of Hawai'i, the College's Hilo campus is separated from the University of Hawai'i (UH) System offices on the Island of Oahu by over 200 miles of ocean. The Hilo campus is approximately 100 miles from the UH Center at West Hawai'i, the location of the Kona campus. Drive time from one side of the Island to the other is approximately 5 hours round trip.

The Island of Hawai'i remains the poorest county in the state. 13.3 percent of the population of all ages live in poverty compared to the state average of 9.3%. 11.9% of the island population under the age of 65 have no medical insurance; 9.8% of the state population under age 65 have no medical insurance. In 2003 the population of the Island over the age of 65 was 13.6%; in 2007 it was 14.1%.

The economic status of ADN students in the Division of Nursing and Allied Health reflect the statistics of the Island. In order to meet their financial obligations some students are employed in addition to going to school full time. A survey of associate degree students done in Spring 2010 revealed that 63% of the students responding were employed. The number of hours worked per week ranged from 2 to 48, with the majority of students working 20 or more hours per week. Interestingly, the 2010 first year class enrolled in Hilo has not followed the same pattern. Of the 24 students who applied to participate in the HRSA project "*Program for the Retention of Nursing Students (PRNs)"* only 8 of 24 or 33.3% indicated on the application survey that they were employed. This may be a reflection of the high unemployment rate on the Island. The number of nursing students receiving financial aid has risen from 56% in Fall 2008 to 66% in Fall 2010.

C. History of the Division of Nursing and Allied Health

Hawai'i Community College admitted its first class of Associate of Science Degree nursing students in 1974. At that time Hawai'i Community College was part of the University of Hawai'i at Hilo. The Associate of Science Degree in Nursing Program was offered through the Nursing Department which was administratively housed in the College's General Education Division. The nursing unit has, since its beginning, maintained an Associate in Science (RN) degree program and a distinctly separate Practical Nursing (LPN) program. The Practical Nursing program began in 1966. In 1990 Hawai'i Community College became one of seven community colleges in the University of Hawai'i System, independent of the University of Hawai'i at Hilo.

With this reorganization, a separate Division of Nursing was established in 1991. In 2001 the Division was renamed the Division of Nursing and Allied Health. The Associate Degree Nursing Program received its initial NLNAC accreditation in 1998.   In 2003 the Division received a continuing eight year accreditation.

The Associate of Science degree program requires four semesters of work in nursing (42 credits and 30 credits of non-nursing prerequisite and co requisite courses for a total of 72 credits. Students complete the program in four semesters or 2 academic years once they have completed the prerequisite courses. It is possible to complete the prerequisite courses in two years.

Hawai'i Community College offers outreach nursing classes at the University of Hawai'i Center at West Hawai'i in Kona. All classes of the Associate Degree of Science in Nursing Program are offered over interactive television with faculty on both sides sharing lecture time. Course standards and program outcomes are not differentiated between the two sections. All students must meet the same learning and program outcomes. Faculty meet weekly via video conferencing to plan comparable learning experiences and coordinate expectations for class time and student learning outcomes.

All courses use the University of Hawai'i internet site, Laulima, to distribute course materials, manage assignments, and communicate with students. At registration, the students from Kona and Hilo are listed in two individual sections. Most faculty who have course coordination responsibilities prefer to merge the two sections into one section for purposes of Laulima communication. This ensures that all students see and hear the same material at the same time.   All course materials for all courses are identical and developed by faculty from both Kona and Hilo working together.

Administrative responsibility for all aspects of the Associate Degree in Science for Nursing is maintained in Hilo.

D. **Summary of Standards and Criteria**

   Standard 1: Mission and Administrative Capacity

   The Mission and Outcomes of the Division of Nursing and Allied Health are congruent with those of the University of Hawai'i System, the University of Hawai'i Community Colleges System, and Hawai'i Community College. The governing organization of the College has nursing faculty and nurse administrator participation in collegiate governance and community activities.

   Annual advisory council meetings allow community health facility representation and participation in guiding the curriculum and program objectives. Community partnerships broaden and strengthen the Division ties to the community.

   The nurse administrator of the Division holds a doctorate degree in communication and a master's degree in Public Health Nursing.

   The College administration is supportive of the nurse administrator and Division and allows for adequate input into budget preparation to fulfill responsibilities, execute policies and respond to students.

   Standard 2: Faculty and Staff

   There are fourteen full-time faculty positions and one full-time secretarial position in the Division of Nursing and Allied Health**.** All current full-time ADN faculty members who are responsible for teaching theory and clinical hold a minimum of a Masters Degree in Nursing. In addition, the Director/Chair and one other ADN faculty member have doctoral preparation. Two ADN faculty members are enrolled at University of Hawai'i at Manoa in the Ph.D. in nursing program. At this time there is only one part-time faculty teaching in the ADN program. This individual teaches only in the clinical portion of courses and is mentored by full-time faculty coordinating the courses. The part-time faculty has earned an Associate Degree in Nursing and is enrolled in an ADN to MSN program that does not award a BSN in the process. She is scheduled to complete the MSN program in 2011 and has essentially completed all the

requirements for a BSN at this time. There are two Nursing Learning Resource Center (NLRC) faculty, one assigned to Hilo and one assigned to Kona.   In addition to the faculty mentioned above, one of the NLRC coordinators also is enrolled in an ADN to MSN degree program.

Because there is a great challenge in recruiting qualified nursing faculty, the Division has chosen to mentor former graduates who have remained in the area.

Faculty are assigned to teach 20 contact hours per week which includes 2 clinical lab days where faculty student ratios do not exceed 1:10 per Hawai'i State Board of Nursing regulation. Classroom ratios may be 1: 30 which is congruent with all College teaching loads.

Faculty evaluations occur with the same criteria and frequency as other faculty at the College. New faculty apply for reappointment after two years of teaching before beginning the review and self assessment that comes with the tenure process. If not applying for promotion, tenured faculty submit a self assessment to the Division Chair every five years.

Faculty participate in continuing education to maintain certification in specialties as well as workshops that promote greater understanding of teaching methodologies and student needs.

Standard 3: Students

The Division of Nursing and Allied Health has more stringent policies relating to progression and clinical safety than the College.   Division policies are consistently and non-discriminately enforced. The College's Code of Student Conduct is upheld by the Division. Deviations from College policies specific to nursing students are explained in the Nursing Student Policies.

Student services support the academic and personal development of students. Qualified, dedicated staff provide student services. Hilo and Kona students have access to student services on their respective campuses. Student educational and financial records are maintained according to the appropriate governing organizations' rules and regulations.

Financial Aid officers are available to students for financial aid questions and conform to necessary regulations regarding student repayment and responsibilities.

The web page for the Division contains program information for all potential and incoming students, community members and anyone interested in the program. It is the goal of the Division to provide clear, consistent information about the status of NLNAC in all published materials.

Nursing students depend on technology for course delivery and communication with faculty.   Orientation to Laulima is provided early in the first semester of the nursing program. Access to computers is provided in the NLRC. All changes in policies and/or procedures are communicated to students in a timely manner.

Standard 4: Curriculum and Instruction

The curriculum is organized around a framework using the nursing process which the faculty chose in order to promote critical thinking.   *The National League for Nursing 2010 Competencies for Graduates of Associate Degree and Diploma Nursing Programs* were reviewed and faculty believe that the curriculum is congruent with the competencies.   The framework was used to write learning outcomes for the program and each course. The learning outcomes are the base for the clinical evaluation tool used in each clinical course.

The faculty conduct ongoing reviews of the program for rigor and currency. Assignments within each course are periodically discussed as part of the review to assure that outcomes are being met and evaluated. The curriculum includes concepts regarding patient-centered care, cultural diversity, collaboration, communication using S-BAR and patient teaching.

Faculty work closely with clinical sites to ensure that students have a variety of learning experiences and patient assignments. All clinical agencies are accredited by the Joint Commission on Accreditation of Health Care Organizations (JCAHO).   The National Safety

Goals (hospitals and clinics) are introduced to students and used as part of the clinical evaluation tool each semester.

The nursing program meets all the requisites for an associate degree in science set forth by Hawai'i Community College and all requirements set forth by the Hawai'i Board of Nursing. The course requirements and credits meet the NLNAC and Hawai'i State Board of Nursing requirements for Associate Degree Nurses.

Standard 5: Resources

The administration of Hawai'i Community College is supportive of the Division of Nursing and Allied Health and provides resources necessary to meet program goals. The program budget is adequate to meet the needs of the Division. The program review process allows for the Division to request additional equipment and resources as needed. Most recently the Division was able to build and equip a new NLRC in Hilo on the lower campus of the College which has both high and low tech mannequins, computer resources and two large class areas. Monies have been budgeted for a similar NLRC in Kona.

There is a NLRC for each campus, one in Hilo and one in Kona. Each NLRC has computers for student use, access to the internet, printers and other resources. Each campus has a library, classrooms and studios for interactive television transmission. A new Kona campus is in the planning process.

Students have access to Assessment Technologies Institute (ATI) which is purchased with student professional fees assessed each semester. The ATI site can be accessed on campus or at the student's home.

Standard 6: Outcomes

A written plan for systematic evaluation of nursing programs that reflects the 2008 NLNAC Standards and Criteria has been developed and is being implemented.

NLCLEX first time pass rates for the past three years range from 95% in 2007 to 84.21% for 2010. A total pass rate for the same period ranges from 100% to 94.74%.   ATI testing and NCLEX preparation was initiated in 2009 as a response to lower student pass rates. Faculty are using the ATI reports as one means to look at achievement of learning outcomes and plan learning exercises to better prepare students for practice and licensure.

It is the goal of the Division that 75% of each class will graduate on time or within 150% of the program length. The graduation rate has ranged from 76.7% to 77.1% using the benchmark just stated. The Division is participating in the Health Resources Services Administration (HRSA) grant which targets students who are academically weak and need extra remediation to be successful in the nursing program. Faculty closely monitor all student progress and meet with students who are having difficulty completing the course requirements. Learning prescriptions may be given which a student takes to the NLRC for extra work with the coordinator or HRSA tutor.

The majority of graduates who respond to the graduate survey indicate that the program prepared them for practice. Many compare their education with new graduates from other programs and comment that the Hawai'i Community College Nursing Program prepared them as well or better than graduates of other programs. A majority of graduates are employed as RN's one year after graduation and employers indicate that they too are satisfied with the graduates' performance.

Analysis and Summary of Strengths and Areas Needing Improvement:

Strengths

- The policies, procedures and learning outcomes are strongly aligned with those of the System and College especially with regard to workforce development and access to learning.
- The faculty has many years of experience with distance education using it to expand learning opportunities and communication with students all over the island.

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- There is a core faculty who have been with the program for many years providing stability for student learning.

- There is a great diversity of students from different backgrounds, cultures and economic levels which both challenge and provide opportunities for faculty and students.

- Faculty are actively engaged in the curriculum and have worked diligently to incorporate student learning as a focus for development of learning outcomes and evaluation.

- The Division is funded adequately and has available resources to meet organizational and Division goals.

- The program, the graduates and the faculty are well respected in the community.

- The Division has excellent clerical support to meet the needs of faculty and students.

- There is strong support from the administration of the governing organization enabling outcomes to be met.

Areas Needing Improvement

- With the increase in student numbers new faculty have been hired and mentoring needs to be strengthened.

- The physical resources of the Division are aging and will need to be replaced in the future. There is a plan and funding to renovate classroom and lab space for the Division on the lower campus which will take several years to complete.

- The faculty are aging and several are planning retirement within the next three years. A plan for replacement needs to be developed.

STANDARD 1: MISSION AND ADMINISTRATIVE CAPACITY

THE NURSING EDUCATION UNIT'S MISSION REFLECTS THE GOVERNING ORGANIZATION'S CORE VALUES AND IS CONGRUENT WITH ITS STRATEGIC GOALS AND OBJECTIVES. THE GOVERNING ORGANIZATION AND PROGRAM HAVE ADMINISTRATIVE CAPACITY RESULTING IN EFFECTIVE DELIVERY OF THE NURSING PROGRAM AND ACHIEVEMENT OF IDENTIFIED OUTCOMES.

Criterion 1.1   The mission/philosophy and outcomes of the nursing education unit are congruent with those of the governing organization.

Hawai'i Community College (HawCC), located in Hilo, Hawai'i, is one of seven community colleges in the University of Hawai'i system (the System). Each community college, headed by a chancellor, has unique roles and relationships in the community where it is located. The community college chancellors report to the Vice President for Community Colleges at the System. The System is governed by a Board of Regents appointed by the Governor. A web page identifying the University of Hawai'i leadership is at www.hawaii.edu/admin/. Organizational charts of the institution can be found in Appendix A.

In addition to the community college campus in Hilo, there is a University of Hawai'i Center located in West Hawai'i in the Kona district approximately 100 miles from the Hilo campus. The Chancellor for Hawai'i Community College has administrative responsibility for the University Center in West Hawai'i. The primary purpose of the University Center at West Hawai'i is instructional, providing access to multiple disciplines, serving as a receive site for courses, course sequences and/or a limited number of complete Board of Regents authorized credential programs which originate from other campuses in the System. Hawai'i Community College offers the Associate of Science Degree in Nursing through the University Center at West Hawai'i. Administrative and programmatic responsibility for the nursing outreach class in Kona rests with the Division of Nursing and Allied Health in Hilo.

Planning and goal setting take place at four levels: The University of Hawai'i (UH) System, The University of Hawai'i Community College (UHCC) System, Hawai'i Community College (HawCC), and the Division of Nursing and Allied Health. All mission statements, goals

and objectives are shared throughout each level both for preliminary discussion and adoption of the final documents. Planning at the system level is broad and inclusive in order to give direction to the many different constituencies which make up the University of Hawaiʻi. More specific plans, goals and objectives are developed at individual campuses to reflect the unique nature of the community and individuals which make up the diverse communities of the state.

The University of Hawaiʻi was founded in 1907 on the model of the American system of land-grant universities. At that time Hawaiʻi was a territory of the United States and only nine years post the overthrow of its monarchy. Statehood was achieved in 1959. Over the last half-century there has been a major resurgence and recognition of native Hawaiian culture and practices which influence the vision of the System and Hawaiʻi Community College.

UH System Strategic Plan: Entering the University's Second Century, 2002 – 2010 sets forth a plan to take the University into its second century. The plan describes the University's vision, mission, commitments, core values and goals. It can be viewed at http://www.hawaii.edu/ovppp/stratplan/UHstratplan.pdf.

A core concept embraced at the University is the ahupuaʻa. In ancient Hawaiʻi ahupuaʻa were sections of land which extended from the mountain summits down to the ocean. Within the ahupuaʻa a wise conservation system was practiced to prevent exploitation of the natural resources while allowing the people to use what they needed for sustenance. Living in harmony with the land was the Hawaiian way. The University of Hawaiʻi system of public higher education embraces the Native Hawaiian reverence for the land, the ahupuaʻa practice of sharing diverse, but finite resources for the benefit of all.

The common purpose of the University of Hawaiʻi system of institutions is to serve the public by creating, preserving, and transmitting knowledge in a multi-cultural environment. At all levels in the academy, students and teachers engage in the mastery and discovery of knowledge to advance the values and goals of a democratic society and ensure the survival of

present and future generations with improvement in the quality of life. Functioning as a system, the purposes of the University of Hawai'i are to:

Provide all qualified people in Hawai'i with equal opportunity for high quality college and university education and training.

Provide a variety of entry points into a comprehensive set of postsecondary educational offerings, allowing flexibility for students to move within the system to meet individual educational and professional goals.

Advance missions that promote distinctive pathways to excellence, differentially emphasizing instruction, research, and service while fostering a cohesive response to state needs and participation in the global community.

As the only public higher education institution in Hawai'i, the UH system bears a special responsibility to prepare a highly educated citizenry. In addition, the system supports the creation of quality jobs and the preparation of an educated workforce to fill them. Building on a strong liberal arts foundation, the UH system prepares the full array of workers from technicians, physicians, and scientists to artists, teachers, and marketing specialists – who are needed in a technologically advanced and culturally diverse state.

The contemporary opportunity for the University is to be a system that is knit into a single network, a global as well as a local ahupua'a. With sensitivity to the mission, identity, and diversity of present campuses, the University's function and structure is evolving to maximize its ability to meet the needs of its clients and constituents for the second century of its existence.

The University of Hawai'i Community Colleges Strategic Plan 2002-2010 identifies the philosophy, mission and goals of the organization. The University of Hawai'i Community Colleges enable the University of Hawai'i system to meet its mission mandate of putting postsecondary education within the reach of every resident who wants and can benefit from it. As open door, low tuition institutions, they offer state residents access through seven degree-granting campuses, affiliated outreach centers, and flexible, short-term, workforce training centers. Opportunity is afforded those who can benefit and either have completed high school or are 18 years of age. For some, community college classes are the first step toward a

baccalaureate or postgraduate degree; for others, they provide training or retraining in skills

tailored to Hawai'i's job market. This document can be viewed at

http://www.hawaii.edu/ccc/Docs/CC_Strategicpl/strategic%20plan.pdf

The instructional, scholarship, and service missions of the Community Colleges are

inseparable. Presenting knowledge through effective teaching is a special strength. This

requires scholarship that focuses on the instructional enterprise, ensuring that students are

prepared for advanced baccalaureate work, employment, and/or job upgrading. Achieving this

outcome, while providing for students' personal enrichment, is the fundamental service mission

of the University of Hawai'i Community Colleges.

Within the overall mission of the University of Hawai'i, the Community Colleges have as

their special mission:

1. Access: To broaden access to postsecondary education in Hawai'i, regionally, and
    internationally by providing open-door opportunities for students to enter quality
    educational programs within their communities.

2. Learning and Teaching: To specialize in the effective teaching of
    remedial/developmental education, general education, and other introductory liberal
    arts, pre-professional, and selected baccalaureate courses and programs.

3. Work-Force Development: To provide the trained work-force needed in the State,
    the region, and internationally by offering occupational, technical , and professional
    courses and programs which prepare students for immediate employment and
    career advancement.

4. Community Development: To contribute to and stimulate the cultural and intellectual
    life of the community by providing a forum for the discussion of ideas; by providing
    leadership, knowledge, problem-solving skills, and general informational services;
    and by providing opportunities for community members to develop their creativity and
    appreciate the creative endeavors of others.

5. Diversity: By building upon Hawai'i's unique multi-cultural environment and
    geographic location, through efforts in curriculum development, and productive
    relationships with international counterparts in Asia and the Pacific, UHCC students'
    learning experiences will prepare them for the global workplace.

As established in the UHCC Policy for Strategic Planning, it is within the context of this

mission and the University of Hawai'i established priorities, strategic academic planning within

the community colleges is designed to periodically assess both internal institutional practices and evolving community needs, and to establish community college goals and priorities in response to the outcomes of those assessments. This policy is available at http://www.hawaii.edu/offices/cc/docs/policies/UHCCP_4.101_CC_Strategic_Academic_Planning.pdf.

In 2006, the UH Office of the Vice President for Policy and Planning undertook the Second Decade Project to determine the State's higher education needs and to bring UH strategic planning and the biennium budget processes into alignment. During the 2007 – 2008 academic year, members of the University community and the general public participated in discussions that reaffirmed the UH System Strategic Plan 2002 – 2010. The product of these discussions has resulted in a strategic plan that assigns performance measures to strategic outcomes and extends the plan to 2015.

In November 2008 the UH Community College Strategic Outcomes were changed to align with the UH System plan while reaffirming the primary and special mission of the community colleges. The UHCC Strategic Plan has been updated most recently in April 2010 and can be viewed at http://www.hawaii.edu/offices/cc/strategicplan/Appendix_B_UHCC_Strategic_Outcomes_and_Performance_Measures_2008_2015%20.pdf.

The strategic outcomes are:

1. Native Hawaiian Educational Attainment – Position the University of Hawai'i as one of the world's foremost indigenous-serving universities by supporting the access and success of native Hawaiians.

2. Hawai'i's Educational Capital – Increase the educational capital of the state by increasing the participation and completion of students, particularly low-income students and those from underserved regions.

3. Globally Competitive Workforce – Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.

4. Economic Contribution – Contribute to the state's economy and provide a solid return on its investment in higher education through research and training.

5. Hawaiʻi's Educational Capital/Resources and Stewardship – Recognize and invest in human resources as the key to success and provide them with an inspiring work environment.

Using the strategic outcomes of the Community College System, the faculty and staff of Hawaiʻi Community College wrote institutional learning outcomes which state:

1. Graduates will be able to connect with their communities and contribute to the creation of healthy communities.

2. Graduates will be able to contribute to the workforce of their communities and the creation of healthy economic and social environments.

3. Graduates will be able to connect with their communities in a culturally competent manner that respects diversity and Hawaiian culture and values.

4. Graduates will be able to connect with their natural environments and create sustainability.

5. Graduates will be able to use technology to connect, contribute, and create value in their communities.

As part of the strategic planning process generated by the System review of its strategic plan, Hawaiʻi Community College also reviewed and aligned its mission and vision statements with those of the UHCC and System and developed strategic outcomes that reflect its unique community.

The mission of Hawaiʻi Community College is to promote student learning by embracing our unique Hawaiʻi Island culture and inspiring growth in the spirit of E ʻImi Pono. Aligned with the UH Community College system's mission, we are committed to serving all segments of our Hawaiʻi Island community. The College's vision states: To promote student learning, Hawaiʻi Community College will emphasize the knowledge, skills and experience necessary for students to pursue academic achievement and workforce opportunities. As lifelong learners, the students will become productive and engaged citizens capable of meeting the complex challenges of a global community. The mission and vision statements can be found in the

College catalog (pg.6). The catalog is available on site or can be viewed at

http://hawaii.hawaii.edu/learningresources/pdf/catalog10-11.pdf.

In addition to the mission and vision, an important concept to the College is Kauhale.
"Hawai'i Community College embraces the concept of Kauhale that traditionally means the
Hawaiian village. Kauhale is an 'ohana of administrators, faculty, staff, students, their families,
and the Hawai'i Island community that contributes measurably to the success of our college's
mission and outcomes. Kauhale enables all members of the college 'ohana to recognize and
celebrate our own individual skills, knowledge, and experiences as well as skills, knowledge,
and experiences of others. Kauhale unites all components of Hawai'i Community College into
an 'academic village without walls' for the overall success of our learners, the learners'
communities and their families, in the spirit of E 'Imi Pono (seeking excellence)" (HawCC
Catalog 2010 – 2011, pg 6).

The mission of the Division of Nursing and Allied Health's Associate Degree of Science
in Nursing Program is to provide a continuous and adequate supply of registered nurses for
employment in the health care delivery system of Hawai'i County, the State of Hawai'i, the
Pacific Basin and the nation.

Faculty in the Division of Nursing and Allied Health are part of the planning processes of
the College. As such, all changes in the mission and vision statements for the College are
discussed and compared to the mission of the Division of Nursing and Allied Health. Table 1.1A
displays the relationship of the mission and vision statements for the UHCC system and College
to the mission of the nursing Division.

Table 1.1A Relationship of Mission/Vision Statements

University of Hawai'i Community Colleges	Hawai'i Community College		Division of Nursing and Allied Health Associate of Science in Nursing
Mission Constructs	Mission	Vision	Mission
Access Learning and Teaching Work Force Development Community Development Diversity	To promote student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of E 'Imi Pono. Aligned with the UH Community College system's mission, we are committed to serving all segments of our Hawai'i Island community.	To promote student learning, Hawai'i Community College will emphasize the knowledge and experience necessary for students to pursue academic achievement and workforce opportunities. As lifelong learners, the students will become productive and engaged citizens capable of meeting the complex challenges of a global community.	To provide a continuous and adequate supply of registered nurses for employment in the health care delivery system of Hawai'i County, the State of Hawai'i, the Pacific Basin and the nation.

The values and outcomes of the College are reflected in The Philosophy of the Nursing Program which further clarifies the values that the nursing faculty have about nursing and the education of nurses. It states:

We believe that humans are unique, holistic beings with bio-psycho-social-cultural and spiritual needs. Individuals possess self-worth, dignity, the right to self-determination and distinctive life styles. Individuals exist as members of interacting social groups with mores, beliefs and behaviors that are learned and shared. Each human moves through the life span experiencing predictable stages of development and potential for growth.

We believe that health exists when the individual is able to function at maximum potential physiologically, developmentally, psycho-socially and socio-culturally. A state of illness exists when an individual experiences disruption in any of these areas resulting in a less than optimal level of functioning. An individual's ability to adapt to disruptions in functioning affects the intensity and duration of the state of illness.

Nursing is a caring profession, the practice of which is based upon a growing body of evidence based knowledge unique to nursing as well as knowledge of the biological, physical and behavioral sciences. Nursing is both an art and a science. The practice of nursing requires

critical thinking which is guided by the organizing framework of the nursing process. The goal of nursing is to work with clients to maintain and restore the client's health and, where appropriate, to assist them to die with dignity. Nursing interventions are aimed at supporting and promoting individuals' abilities to adapt to disruptions in functioning. A therapeutic relationship that involves mutuality between the client and the nurse and takes into consideration the client's health practices, beliefs and values is desirable. The role of the nurse as a health educator is essential in promoting the client's self-determination. Nursing values integrity, honesty, safety and a commitment to the profession of caring.

We believe that nursing education is an accessible learning partnership with a foundation in the arts and sciences. Faculty facilitate learning and critical thinking by presenting a curriculum that has an overall structure, clearly identified learning outcomes, consistent methods of evaluation, frequent feedback and varied teaching methodologies. Nursing education encompasses the teaching of cognitive, interpersonal and psychomotor skills as well as professional attitudes and beliefs. Students are unique and come to nursing education with different life experiences, learning styles and socio-cultural backgrounds. Nursing education must account for this diversity in the student population while ensuring safety standards of practice and the rigor of the profession. It is the responsibility of nursing educators to be aware of trends in health care and to educate students for the workplace of the future. We believe students will need to adapt to future practice using self reflection and lifelong learning.

The Division of Nursing and Allied Health at Hawai'i Community College continues to participate in discussions about the College outcomes and the outcomes unique to the Associate Degree Nursing Program. The faculty of the Division of Nursing and Allied Health reviewed the program philosophy and a previous document of graduate outcomes to write program learning outcomes that are used as a base for all teaching within the Division. As this self-study is being written the College is also reviewing and preparing to finalize the General Education Learning Outcomes. Nursing faculty have been part of that process and review. As the college has discussed and written learning outcomes, the nursing faculty have also examined the nursing philosophy, goals and desired outcomes of the nursing program. The resulting program student learning outcomes have been written to be in congruence with the learning outcomes of the college as well as address the needs of an ever expanding knowledge base and expectations of professional practice.

Table 1.1B provides a side-by-side view of the learning outcomes for the nursing program and the general education learning outcomes for the College. Nursing students benefit

from a solid foundation of general education course prerequisites. The general education

outcomes reflect essential skills, attitudes, behaviors and a base of knowledge required of all

students at the College. They are the achievements upon which the student builds while in the

nursing program. The nursing program learning outcomes are specific to the skills, attitudes,

behaviors and knowledge base unique to the nurse graduate.

Table 1.1B   Learning Outcomes

Hawai'i Community College General Education Learning Outcomes	Associate of Science Degree Nursing Program Learning Outcomes
1. Communication – Speak and write to communicate information and ideas in professional, academic and personal settings. 2. Critical Reading – Read critically to synthesize information to gain understanding. 3. Critical Thinking – Make informed decisions through analyzing and evaluating information. 4. Information Competency – Retrieve, evaluate and utilize information. 5. Technological Competency – Employ computer technology to perform academic and professional tasks. 6. Quantitative Reasoning – Apply mathematical concepts, methods, and problem-solving strategies to analyze, synthesize, and evaluate real-world problems in quantitative terms. 7. Areas of Knowledge – Utilize methods, perspectives, and content of selected disciplines in the natural sciences, social sciences, and humanities. 8. Self and Community – Engage in activities demonstrating understanding of one's	1. The graduate will demonstrate professional behaviors and practice within the legal and ethical framework of professional nursing. 2. The graduate will utilize standards of professional practice and the nursing process as an ongoing framework for critical thinking to assess, plan, prioritize, provide and evaluate safe evidenced based care. 3. The graduate will utilize knowledge of natural, social, and nursing sciences and humanities to plan and deliver care for healthy clients and clients with complex disorders who need the expert assessment of a professional nurse. 4. The graduate will demonstrate caring and compassion by developing and maintaining therapeutic relationships based upon mutuality and respect for the health and healing practices, beliefs and values of the client and the community. 5. The graduate will demonstrate the ability to function in a collaborative manner as a member of a multidisciplinary health care team to effectively manage care for individuals, families and groups of clients in a variety of settings. 6. The graduate will demonstrate the ability to plan and deliver effective health education as an integral part of promotion, maintenance and restoration of health,

relationship with one's communities and environment.	management of chronic conditions and end of life care.
9. Cultural Diversity – Articulate and demonstrate and awareness and sensitivity to cultural diversity.	7. The graduate will utilize self-reflection to analyze personal practice and experiences to demonstrate ongoing learning and professional growth.
10. Ethics – Behave in an informed and principled manner.	

The faculty of the Division have reviewed and refined the outcomes and feel that the program philosophy and program learning outcomes, together, are congruent with the mission, vision and outcomes of the College.

Criterion 1.2   The governing organization and nursing education unit ensure representation of student, faculty, and administrators in ongoing governance activities.

The faculty of the Division of Nursing and Allied Health participate in the governance of the College through faculty membership on the Academic Senate and its standing committees: Curriculum, Educational Policy and Faculty Policy. Because the total number of faculty in the Division is small, all faculty have the opportunity to participate and provide input into the governance of the College. The Academic Senate is a committee of the whole and all faculty are encouraged to attend and participate. Minutes are published for all faculty to review. There is an Executive Committee for the Senate which meets in between meetings of the full Senate to set the agenda and discuss matters that may need to be reviewed by the Senate as a whole. There are Division representatives to the Executive Committee of the Senate and each of the standing committees.

The Chair of the Division participates in governance through attendance at bi-weekly meetings of the Vice Chancellor for Academic Affairs and the College's division and department chairs. The Chair of the Division gives input at these meetings regarding course scheduling, faculty hiring and evaluation, development of policies and procedures and academic matters. In addition there is a College Council whose members represent all the constituencies of the

College. Nursing is represented at those meetings, currently, by the representative for Career and Technological Education programs of which nursing is a part.   Minutes of the College Council are published on the college-wide list serve for all faculty and staff to review and can be found at http://www.hawaii.hawaii.edu/collegecouncil/ccminutes.htm.

The Chair of the Division is also a member of the College's ad hoc Assessment Committee which meets to oversee the College's assessment process. The committee established a 5 year cycle to integrate biennium and supplemental budget planning with assessment through comprehensive program reviews. In addition, standards and criteria from the Accrediting Commission for Community and Junior Colleges (ACCJC), as well as accrediting bodies providing oversight for career and technical education programs, serve as the overall guidelines within which the college establishes and revises its assessment activities.

Within the Division of Nursing and Allied Health all faculty have committee assignments for Division committees which contribute to the functioning of the Division. Those standing committees are Curriculum, Admissions and Progression, and Division Personnel. Nursing faculty also participate as needed, on Personnel Screening committees to screen and interview applicants for hire. Faculty of the Division meet monthly to discuss matters of concern including issues raised by the Senate, the College Council, the Division Chairs, and the students. Tables 1.2A and 1.2B illustrate the wide representation of nursing faculty on College and Nursing Division committees.

Table 1.2A   Faculty Participation on Committees of the Governing Organization 2007-2010

Committee of the Governing Organization	Faculty Member	Term
HawCC Assessment Committee UH Statewide Nursing Consortium Haw CC Division Chairs Hawai'i State Center for Nursing Leadership Program Hawai'i State Center for Nursing Workforce Summit UH CC Tenure & Promotion Review Committee HawCC College Council HawCC Student Recognition Ceremony	Elizabeth Ojala	2007 – present 2007 – present 2007 - present 2009 2007 2007 2007 – 2008 2007 - present
Academic Senate Curriculum Committee	Laura Boehm	2009 - present
HawCC Academic Senate Executive Committee Education Policy Committee of Academic Senate Ad Hoc Committee on Distance Education for Academic Senate Ad Hoc Committee on Online Learning UH CC Tenure & Promotion Committee VP UHCC Academic Review Committee (representing the College) Hawai'i State Center for Nursing Education & Practice Collaborative Hawai'i State Center for Nursing Workforce Summit	Joyce Hamasaki	2008 -2010 2010 – present 2006 – 2010 (chair 2008 - 2010) 2006 -2007, 2010-present 2007 – 2008, 2008 – 2009 2009 – 2010, 2010 - 2011 2010 – present 2006 – 2009 2007
Academic Senate Faculty Policy Committee	Janene Jeffrey	2010 -
HawCC Academic Senate Faculty Policy Committee Tenure & Promotion Committee American Recover & Reinvestment Act – State-wide Committee looking at curriculum for newly graduated nurses	Kathleen Kotecki	2007 – 2009 (Chair) 2007 – 2008, 2008 – 2009 2009 – 2010 2009
UH CC Tenure & Promotion Review Committee	Sharon Moran	2007 – 2008, 2008 – 2009, 2009 -2010
UHCC Tenure & Promotion Committee	Petri Pieron	2008-2009
Student Recognition Committee	Hazel Reece	2008 – 2010
Academic Senate Executive Committee UH CC Tenure & Promotion Review Committee	Jane Sherwood	2006 – 2008 (Secretary for Exec Committee & Senate as whole) 2007 – 2008, 2008 -2009, 2009 - 2010

Table 1.2B Faculty Participation on Committees of the Division of Nursing and Allied Health

Division Committee	Faculty	Term
Admissions & Progression Community Advisory Committee	Elizabeth Ojala	2007 – present 2007 - present
Admissions & Progression Personnel Screening/Interview Committee	Laura Boehm	2010 2009, 2010
Admissions & Progression Personnel Screening/Interview Committee	Erick Cremer	2009 – 2010 2009, 2010
Division Personnel Committee Personnel Screening/Interview Committee Admissions & Progression	Joyce Hamasaki	2007 – 2008 2008, 2009 2007 -2008
Division Curriculum Committee	Janene Jeffrey	2010 - present
Division Curriculum Committee Division Personnel Committee Personnel Screening/Interview Committee	Sharon Moran	2007 – present 2007 – 2010 2007, 2008, 2009
Division Curriculum Committee Division Personnel Committee Personnel Screening/Interview Committee Clinical Agency Affiliation Agreement Task Force	Petri Pieron	2009 – present; 2010 (chair) 2008 – present 2008 2010
Division Curriculum Committee	Hazel Reece	2008 - present
Division Curriculum Committee Division Personnel Committee Personnel Screening/Interview Committee	Jane Sherwood	2007 – 2010 2009 – 2010 2008, 2009, 2010
Admissions & Progression	Ann Taylor	2010
Division Curriculum Committee	Diane Van Hoose	2010

Faculty of the Division are also active in the community and serve to represent the

College and Division to promote careers and education in nursing and health care. A more

detailed listing is available in the Faculty Profile Folders onsite.

Students are encouraged to be active in student government. Members of student government

serve on search committees, student grievance committees and student conduct committees. It

is difficult for students to participate in student government once they are in the nursing courses

but several of the nursing students have participated in student government activities when they were enrolled in pre nursing classes.

Once in the nursing classes students participate in the Nursing Student Visioning group. Students are invited to give input into the program processes through the Nursing Student Visioning group. The purpose of the group is: To envision and create a perfect learning environment for Hawai'i Community College nursing students through partnering with faculty to create a student centered learning environment, advocating for students, and serving as the liaison between faculty and students. Representatives from each class are elected to serve on the group which meets with the Division Chair usually once a month. Meetings are conducted via video conference to enable participation of students in both Hilo and Kona. The student input is documented in minutes and brought to the faculty meetings for further discussion and action.

Criterion 1.3   Communities of interest have input into program processes and decision making.

Hawai'i Community College believes that input from advisory committees is an invaluable tool to assist with continuous quality improvement. The Nursing and Allied Health Advisory Council is comprised of nurses and administrators representing the various constituencies of nursing and agencies of the Island of Hawai'i. Meetings of the Advisory Council are convened at least once a year to discuss trends in education, employment, and individual needs of the institutions that are represented. Usually the representative is the chief nursing administrator or a designee. Advisory Council members are listed in the Hawai'i Community College 2010-2011 Catalog (pg 80).

At the end of each semester faculty survey the staff of the clinical agencies for feedback about the semester and their experiences with the students and faculty. The form used is standardized for all clinical sites. Recommendations for improvement are reviewed by the Division chair and faculty for each course. Division faculty greatly value this input for the

relationships with staff at clinical agencies are critical to the success of the program. In many

instances facility staff serve as role models for students and provide insight into current issues

of practice.

Other faculty of Hawaiʻi Community College dialog with the Division's nursing faculty

representative on the Academic Senate Curriculum Committee. As the College develops and

revises expectations about learning outcomes, the Curriculum Committee incorporates the new

standards into the guidelines for course syllabi. Any course changes or revisions are initiated

within the Division before being sent to the Senate's Curriculum Committee for review and

acceptance. Once finally accepted by the Curriculum Committee, the full Academic Senate

must vote on the change or revision. In this manner all faculty have the opportunity to offer

insight and input into basic course requirements for all courses in the College curriculum.

Each semester students have the opportunity to evaluate the course and the instructor

through the online evaluation system, eCafé. While many of the questions are fixed by the

process, there is opportunity for faculty to individualize questions which are more course

specific. In addition to eCafé, the Division uses a questionnaire evaluation which asks students

to evaluate their individual learning as it relates to each learning outcome for the course. All

evaluations are tallied and reviewed by the course faculty.

Criterion 1.4   Partnerships exist that promote excellence in nursing education, enhance the profession and benefit the community.

The Division of Nursing and Allied Health greatly values the partnerships that have

developed within the communities of the Island of Hawaiʻi. An island community presents great

challenges for faculty who seek the broadest possible clinical experiences for students. Faculty

appreciate the contribution each clinical facility makes in helping prepare students for

graduation and practice. Designated faculty are assigned to serve as clinical liaisons with the

three hospitals used for clinical experiences. The clinical liaisons serve as contacts for

scheduling, orientation and evaluation of clinical experiences. Faculty work closely with the

agency staff and supervisors to make each experience meaningful and productive. A listing of

clinical agencies can be found in Standard 4.8.

A strategic partnership in which the Division participates is the University of Hawai'i

Statewide Nursing Consortium (UHSNC). This partnership began in 2004 when the directors of

the University of Hawai'i nursing programs began meeting in order to address the nursing

shortage and plan for the future. In 2006 the group became more formalized and the UHSNC

composed of the University of Hawai'i at Manoa, University of Hawai'i at Hilo, Hawai'i

Community College, Kauai Community College, Kapi'olani Community College, and Maui

College was created. The UHSNC, with assistance from the UH Pacific Business Center

Program, met on a monthly basis and drafted a Strategic Business Plan. Strategic initiatives

included doubling the number of RN graduates statewide by 2010, designing a state-wide

learning outcomes based curriculum culminating in a bachelor's degree with an exit point at the

associate degree, and integrating innovative teaching strategies that make efficient use of

technology and simulation. Contingencies included: faculty salary adjustments for equity and

one system-wide salary scale; designated system and campus funding to accomplish the goals;

adequate classroom, clinical and simulation laboratory facilities; expanded student services

support for advising to accommodate enrollment increases; and, timely access to prerequisite

courses on cooperating campuses.

The UHSNC, representing the common purpose of the nursing leadership from each

campus, gave a presentation March 20, 2006 to the Council of Chancellors requesting support

and funding for the UHSNC and its initiatives. As a result of support from the university

administration and the legislature, faculty salaries were raised, additional faculty positions were

allocated, modular buildings for new facilities were funded for the community colleges nursing

programs, and high fidelity patient simulation mannequins were purchased for the programs.

Funding for travel was also made available so that nursing faculty from the UH programs

could participate in the process of developing a statewide curriculum. The nursing faculty of

Hawai'i Community College participated in work groups, workshops and discussions about the curriculum. Although not all the nursing programs adopted the statewide nursing curriculum, cooperation among the nursing programs is ongoing. More information about the statewide nursing curriculum can be found in Standard 4.

The Island of Hawai'i has a relatively small population with a sense of concern and care common to rural communities. There are many invitations for faculty and students to help with health fairs and screenings island wide. The partnerships that have developed and endured over a number of years are delineated in Table 1.4A. Student participation in each of these health fairs is supervised by faculty who forge these community partnerships so that the nursing program is visible and welcomed in the community.

Table 1.4A   Community Activity Partnerships

Organization/Event	Activities
Heart Association Heart Walk – Annually in February	Blood pressure screening, glucose and cholesterol screening
Life Care of Hilo Senior Citizens Health Fair Annually in September	Blood pressure screening, glucose and cholesterol screening
North Hawai'i Community Hospital Senior Health Fair-Annually in November	Flu shots, blood pressure screening, foot checks
Hawai'i Community College E Ola Youth Health and Future Fair-Annually in January	Blood pressures, Information about careers in nursing

Criterion 1.5   The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing.

The nursing unit is administered by a doctorally prepared nurse with over 35 years of experience in nursing education. This individual holds a Ph.D. in Speech Communication, a Master's of Science in Public Health and a Bachelor's of Science in Nursing. The Masters of Science in Public Health was focused on public health nursing with a functional area of nursing

administration. This individual holds the title of Director of Nursing Programs and also serves as the Chair of the Nursing and Allied Health Division.

Criterion 1.6   The nurse administrator has authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities.

The nursing unit administrator was hired as the Director of Nursing Programs in 1992. In addition, she is the Nursing and Allied Health Division Chair. These positions are both considered to be faculty positions, not administrative. The Director/Chair oversees the Associate of Science and Practical Nursing programs as well as the Adult Residential Care Home Operator courses, non-credit Nurses' Aide courses and the recently developed Medical Office Assisting program. She is responsible for the management and oversight of the associate degree program offerings in both Hilo and Kona.

As Director of Nursing Programs the nursing unit administrator was granted full release time. However, in order to establish and maintain contact with the students she has chosen over the years to teach a two credit beginning level course during the first semester of the program and more recently has taught a one credit online course during the last semester of the program. Due to the increased workload related to NLNAC accreditation, the Director did not teach any courses during Fall 2010 but plans to continue teaching the one credit online Issues and Trends II course during spring semester 2011.

The roles and responsibilities of Director of Nursing Programs include program planning, evaluation and accreditation; preparing and submitting documents to the Hawai'i Board of Nursing, NLNAC, NLN, and the Hawai'i Center for Nursing; budgeting and procurement of additional funding; faculty recruitment, retention and evaluation; development and evaluation of curricula; student admissions and progression; development and maintenance of clinical teaching sites; planning, development and maintenance of physical facilities in Hilo and Kona; and academic advising and counseling of nursing students. In addition, the Director interacts

with other nursing leaders locally and statewide and advocates for nursing education with appropriate entities such as the Nursing and Allied Health Advisory Council, University of Hawai'i administration and legislature.

The roles and responsibilities of the Division Chair are carried out as part of a multidisciplinary team composed of the division and department chairs for Liberal Arts, Hospitality, Business Education and Technology and Applied Technical Education. The chairs meet regularly with the deans and Vice Chancellor of Academic Affairs to deal with instructional issues; ACCJC accreditation and College-wide planning and evaluation; course scheduling; academic advising and registration and assessment. The frequent interface with other chairs provides an opportunity for the nursing unit administrator to learn about other programs and educate colleagues about the nursing programs while advocating for the needs of the division.

The nationwide effort to establish student learning outcomes, increase assessment, and formalize program review at the institutional and program level have added to the workload of the Director/Chair. She has been very involved at the institutional level, through membership on the Assessment Committee, in the development, evaluation, and revision of institutional, general education, program and course student learning outcomes; development and revision of learning outcome assessment methods; and the development, evaluation and revision of annual and comprehensive program reviews. Although worthwhile, the process is ongoing, has been arduous and has required increased orientation and guidance of faculty; additional data collection, and increased analysis and reporting.

Criterion 1.7   With faculty input, the nurse administrator has the authority to prepare and administer the program budget and advocates for equity within the unit and among other units of the governing organization.

The State of Hawai'i has a two year budget cycle. In odd numbered years the biannual budget is prepared and approved by the legislature. In even numbered years a supplemental budget is prepared to make up for short falls, new programs, and changing financial needs.

Prior to each of these cycles all State of Hawaiʻi agencies and organizations prepare a budget and prepare to defend it.

The College uses data from the Comprehensive Program Reviews in preparing budget requests. The College Effectiveness Review Committee (CERC) establishes budget priorities based on comprehensive program reviews which are prepared by each program or unit every five years. The program review process asks each program or unit to describe how it supports the College's mission and Institutional Learning Outcomes, to summarize changes and why they were made, describe program/unit strengths and weaknesses, discuss progress made in meeting goals set at the last program review, list goals for the next review period, and develop an action plan to meet those goals. The program/unit is then asked to list and prioritize budget requests for personnel and equipment to address the needs of the program/unit. The CERC members are faculty members who review and evaluate the program reviews to formulate biennium and/or supplemental budget requests to the State legislature, consider internal allocation of budget items, evaluate program/unit effectiveness, and review the possible need for revision of the strategic development plan. In addition, feedback is give to the individual program/unit for quality improvement. Faculty in the Division participate in the Comprehensive Program Review which is spearheaded by the Division Chair.

Requests for additional positions, and new or replacement equipment are made through this process. A Comprehensive Program Review for the Associate of Science in Nursing program was submitted in 2007. Annual Program Reviews are also submitted and may be consulted by administration during the budgetary process. Program reviews can be viewed at: http://hawaii.hawaii.edu/assessment/Program%20Reviews/2010%20Program%20Review/2010 _program_reviews_page.htm.

The primary source of funding for instructional division and departments is the instructional B-Budget. Funding for supplies for the Division are determined by a formula

outlined in Standard 5. Table 5.1A delineates the B-Budget allocations for the Division for the last three academic years.

While money, state-wide, is tight, the Division of Nursing and Allied Health has been able to purchase supplies, recruit and hire new faculty, build a new Learning Resource Center and furnish it, and maintain existing classrooms. The faculty may request teaching materials for their courses as well as give input into the overall budget for the Division. The Division Chair is a strong advocate for equity within the Council of Division Chairs, the Assessment Committee and with the Vice Chancellor for Academic Affairs. The Division of Nursing and Allied Health has been financially well supported by the College and the administrator and faculty have input into the preparation of the budgets.

Criterion 1.8   Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing education unit.

The majority of the policies of the Division are consistent with those of the College. All faculty are members of the University of Hawai'i Professional Assembly (UHPA). The collective bargaining agreement negotiated by UHPA covers conditions of service, faculty responsibilities and workload, duty periods, leaves of absence with pay, leaves of absence without pay, faculty travel, academic freedom, tenure, promotion and contract renewal, intellectual property, and grievance procedures. All faculty of the College are mandated by statute to pay dues to UHPA.

Salaries are negotiated by UHPA and salaries of nursing faculty are subject to those negotiations. Until 2006, nursing salaries were in line with all faculty of the College. That year because of the UHSNC advocacy, the University recognized that nursing faculty should be paid a salary competitive with nursing clinicians, nursing faculty salaries across the University of Hawai'i system were adjusted. The base for nursing faculty salaries was raised to more closely reflect salaries of advance practice nurses in clinical and community settings. The higher base was maintained in the most recent negotiations for the 2010 – 2015 contract. In addition

nursing faculty must meet clinical agency requirements for background checks, drug testing, proof of immunity to measles, mumps, rubella, varicella and Hepatitis B. It is also the policy of the Division that faculty maintain biannual CPR certification at the BCLS level. Further details about salaries are found in Standard 5.

Criterion 1.9   Records reflect that program complaints and grievances receive due process and include evidence of resolution.

Program complaints and grievances are taken seriously. Any complaint or grievance is reviewed with due process. The faculty also believe that clear policy statements in the Student Handbook and the Catalog prevent misunderstanding.

The policies regarding application and admission to the Division are published in the College Catalog. The deadline for application is March 1 for admission in the class beginning in August of the same year. Applications must be complete to be considered. The Admissions and Progression Committee of the Division begins the review process shortly after March 1. Students are notified of admission early in May.

Policies regarding progression in the program are clearly defined in the Student Handbook which is distributed each Fall to all students who sign that they have received it and are responsible for the contents. Faculty teaching in the Fall also review the policies with students to ensure understanding and field any questions.

Since the last accreditation visit, one complaint was received from a student who was misinformed that he could use CLEP scores for prerequisite courses. It has been a long standing policy that admission to the nursing program is partly scored on grades achieved in prerequisite courses. Courses that are taken for credit/no credit and CLEP scores, therefore, cannot be included in the admission rating system. This student was told that the Division would accept CLEP scores. While the student did not submit a formal grievance, he wrote a letter to the Chancellor expressing concern. After review of the situation, it was decided to make an exception and admit the student into the program.

After a thorough discussion of the CLEP issue and a review of printed admission policies which are stated in the catalog, the Division Chair and faculty have reinforced the policy with counselors and advisors in all areas where students seek advice about admission to the nursing programs. Prior to submitting the catalog for printing for the next academic year, the Division Chair reviews the draft to ensure that the policies are clearly stated along with all other prerequisite and application requirements. The Catalog page reference (pg 74) can be seen at http://www.hawcc.hawaii.edu/learningresources/pdf/catalog10-11.pdf.

The web page of the Division also clearly states that all courses taken for the degree must be taken for a letter grade. This page can be viewed at http://www.hawaii.hawaii.edu/nursing/HawCC/index.html#anurs.html.

All formal grievances are handled according to the College's published grievance policy in which procedures are clearly outlined for handling student complaints and can be found at http://www.hawcc.hawaii.edu/studentsvcs/agp.htm.

Criterion 1.10   Distance education, as defined by the nursing education unit, is congruent with the mission of the governing organization and the mission and philosophy of the nursing education unit.

Part of the overall mission of UH Community Colleges is providing access. The mission states: *Access: To broaden access to postsecondary education in Hawai'i, regionally, and internationally by providing open-door opportunities for students to enter quality educational programs within their communities.* Executive and Board of Regents distance learning policies can be found at www.hawaii.edu/ovppp/distlearn/policy~1.htm.

While the island of Hawai'i is one county, it is also geographically the largest county in the State of Hawai'i. The area of the County of Hawai'i is more than that of all the other counties in the state combined. The distance between communities is great and travel is on two lane highways. Kona and Hilo are 100 miles apart. Distance modalities for education are crucial for meeting the mandate of the mission of the community colleges.

In order to meet the needs for a continuous, stable nurse workforce in Kona, the Division of Nursing and Allied Health has offered outreach classes of the Associate of Science Degree in Nursing over Hawai'i Interactive Television Service-2 (HITS-2). The Division Chair in Hilo is responsible for all aspects of the program including classes in Hilo and Kona. There are three faculty based in Kona who work closely and share team teaching responsibilities with Hilo faculty for all courses in the curriculum. Lectures and assignments may originate from either location.

In addition to HITS-2, faculty use online learning/teaching resources over the internet using Laulima. Laulima is the University of Hawai'i's distance learning web site. Literally, Laulima means *"many hands*." The Laulima site is a set of web based tools for learning, instruction, and collaboration. These tools are based on the open source Sakai collaborative learning environment.

All courses use Laulima to post course materials, communicate with students, and post grades. NURS 158, NURS 251, and NURS 258 are entirely web-based courses for which all course activities are conducted online.

Nursing faculty have been active in the Academic Senate where distance education policies for the College have been reviewed and adopted. Currently a Division faculty is a member of the Senate's ad hoc Committee on Online Learning. Hawai'i Community College Academic Senate recently adopted a policy statement that *Distance education at Hawai'i Community College supports the College's mission of "serving all segments of our Hawai'i Island community" by using alternative methods of delivery to offer higher education credit courses and programs to underserved areas.* This statement can be viewed at http://www.hawcc.hawaii.edu/senate/sen.agendasupport._10_11-12_DEstatement.pdf. The statement will be incorporated in the HawCC policy entitled Support Services for Distance Education Students which can be viewed at http://hawaii.hawaii.edu/adminsvcs/admin-

manual/haw5-200.pdf. Each of these documents describes the core values of access to

learning for all students, and academic and student services support.

The use of distance education by the Division of Nursing and Allied Health is congruent

with policies of the College and the mission and philosophy of the nursing education unit.

Distance education is a valued and important part of the College's mission to promote quality

learning experiences and the Division's vision to provide an adequate supply of registered

nurses.

STANDARD 2: FACULTY AND STAFF

QUALIFIED FACULTY AND STAFF PROVIDE LEADERSHIP AND SUPPORT NECESSARY TO ATTAIN THE GOALS AND OUTCOMES OF THE NURSING EDUCATION UNIT.

Criterion 2.1   Full-time faculty are credentialed with a minimum of a master's degree with a major in nursing and maintain expertise in their areas of responsibility.

There are fourteen full-time faculty positions and one full-time secretarial position in the Division of Nursing and Allied Health. Of the fourteen positions, nine are allocated to the Associate Degree Nursing program (ADN), two are dedicated to Nursing Learning Resource Center Coordinators, one is dedicated to the Practical Nursing program, one is allocated to Adult Residential Care Home Operator and non-credit Nurses' Aide classes and one is dedicated to the Director of Nursing Programs/Nursing & Allied Health Division Chair position. Associate Degree faculty may also assist with theoretical instruction in the Practical Nursing program as part of their workload. Two 11 month ADN faculty teach the Practical Nursing courses in the summer.

All current full-time ADN faculty members who are responsible for teaching theory and clinical hold a minimum of a Master's Degree in Nursing. In addition, the Director/Chair and one other ADN faculty member have doctoral preparation. Two ADN faculty members are enrolled at University of Hawai'i at Manoa in the Ph.D. in nursing program. See the following Faculty Profile.

							ACADEMIC TEACHING (T) AND OTHER (O) AREAS OF RESPONSIBILITY

FACULTY PROFILE

FACULTY NAME	FT/PT	DATE OF INITIAL APPT	RANK	BACCALAUREATE DEGREE AND NAME OF INSTITUTION GRANTING DEGREE	MASTER'S DEGREE AND NAME OF INSTITUTION GRANTING DEGREE	DOCTORATE DEGREE AND NAME OF INSTITUTION GRANTING DEGREE	AREAS OF CLINICAL EXPERTISE	ACADEMIC TEACHING (T) AND OTHER (O) AREAS OF RESPONSIBILITY
Boehm, Laura	FT	1/1/09	Instructor	B.S. Nursing, Marquette University 1980	M.S. Nursing Leadership & Mgmt, Walden University 2007	Ph.D. Nursing (Candidate 2013) University of Hawaii at Manoa	Med/Surg, Critical Care, Leadership	Nursing 151, 153, 157, 158, 257, 258
Hamasaki, Joyce	FT	8/1/85	Associate Professor	B.S. Nursing, University of Hawaii at Manoa 1980	M.S. Nursing, University of Hawaii at Manoa 1990		Med/Surg, Clinical Specialist, Critical Care	Nursing 153, 157, 257, 254, 255, 110
Jeffery, Janene	FT	8/1/10	Instructor	B.S. Nursing, Texas Christian University 1969	M.S. Nursing, University of Texas at Austin 1984			Nursing 153, 157
Kotecki, Kathleen	FT	8/1/97	Associate Professor	A.S. Nursing, Chabot College 1980, B.A. Psychology & Sociology, Mills College 1977	M.S. Nursing Management, University of Phoenix- Hawaii 1996		Med/Surg, Emergency Care	Nursing 151, 153, 157, 251, 254, 255, 257, 260
Moran, Sharon	FT	1/1/89	Associate Professor	B.S. Nursing, Consortium of the California State University 1985	M.S. Public Health, University of Hawaii at Manoa 1990; M.S. Nursing, Samuel Merritt University, 2005		Med/Surg, ANCC Advanced Public Health Nursing	Nursing 153, 158, 157

FACULTY PROFILE								

FACULTY NAME	FT/PT	DATE OF INITIAL APPT	RANK	BACCALAUREATE DEGREE AND NAME OF INSTITUTION GRANTING DEGREE	MASTER'S DEGREE AND NAME OF INSTITUTION GRANTING DEGREE	DOCTORATE DEGREE AND NAME OF INSTITUTION GRANTING DEGREE	AREAS OF CLINICAL EXPERTISE	ACADEMIC TEACHING (T) AND OTHER (O) AREAS OF RESPONSIBILITY	
Ojala, Elizabeth	FT	10/1/92	Professor	B.S. Nursing, University of Minnesota 1968	M.S. Public Health (Nursing), University of Minnesota 1972	Ph.D. Speech-Communication, University of Denver 1983	Family Health, Community Mental Health	Nursing 151, 258	Director of Nursing Programs/Division Chair Nursing & Allied Health
Sherwood, Jane	FT	8/1/93	Associate Professor	B.S. Nursing, Stanford University 1968	M.S. Nursing, University of Hawaii at Manoa 1996		Pediatrics, Med/Surg , Nursing Management	Nursing 157, 255, 257, 260	Practical Nursing Program in summer
Taylor, Margaret Ann	FT	1/1/10	Instructor	B.N. Nursing, Dalhousie University 1989	M.S. Nursing, University of San Diego 1995	Ph.D. Nursing, University of San Diego 2009	Med/Surg, Oncology	Nursing 151, 153, 157	
VanHoose, Diane	FT	3/8/10	Instructor	A.S. Nursing, College of the Redwoods 1979, B.A. Social Science & Psychology, California State University-Humboldt 1972	M.S. Nursing, CA State Univ.-Dominguez Hills 2009	Ph.D. Nursing, (Candidate 2013) University of Hawaii at Manoa	Obstetrics	Nursing 254, 257	Practical Nursing Program in summer
Fry, Tambra	PT	1/10/10	Lecturer	A.S. Nursing, Hawaii Community College 2003	M.S. Nursing (Candidate 2011), Grand Canyon University		Med/Surg, Nursery, Mental Health	Nursing 255, 251	

								ACADEMIC TEACHING (T) AND OTHER (O) AREAS OF RESPONSIBILITY	
FACULTY PROFILE									
FACULTY NAME	**FT/PT**	**DATE OF INITIAL APPT**	**RANK**	**BACCALAUREATE DEGREE AND NAME OF INSTITUTION GRANTING DEGREE**	**MASTER'S DEGREE AND NAME OF INSTITUTION GRANTING DEGREE**	**DOCTORATE DEGREE AND NAME OF INSTITUTION GRANTING DEGREE**	**AREAS OF CLINICAL EXPERTISE**	**ACADEMIC TEACHING (T) AND OTHER (O) AREAS OF RESPONSIBILITY**	
Cremer, Erick	FT	8/14/08	Acting Instructor	A.S. Nursing, Hawaii Community College 1994, B.S. Biological Science, University of California-Davis 1973	M.S. Public Health, University of Hawaii at Manoa 1997, M.S. Nursing (Candidate 2012) Gonzaga University		Med/Surg, Dialysis	High fidelity Simulation Instruction	NLRC Coordinator-Hilo
Reece, Hazel	FT	8/1/08	Instructor	B.S. Nursing, University of Maryland at Baltimore 1979	M.S. Nursing, University of Incarnate Word 2006		Med/Surg	High fidelity Simulation Instruction	NLRC Coordinator – Kona

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Criterion 2.1.1 The majority of part-time faculty are credentialed with a minimum of a master's degree with a major in nursing; the remaining part-time faculty hold a minimum of a baccalaureate degree with a major in nursing.

At this time there is only one part-time faculty teaching in the ADN program. This individual teaches only in the clinical portion of courses and is mentored by full-time faculty coordinating the courses. As graduate nursing education has become more creative and offered various tracks to a master's in nursing such as ADN to MSN and non-nursing bachelor's degrees to MSN, the need to earn a BSN prior to a MSN has been diminished. The part-time faculty has earned an Associate Degree in Nursing and is enrolled in an ADN to MSN program that does not award a BSN in the process. She is scheduled to complete the MSN program in 2011 and has essentially completed all the requirements for a BSN at this time. Transcripts are available onsite.

Criterion 2.1.2 Rationale is provided for utilization of faculty who do not meet the minimum credential.

As the nursing programs in Hawai'i have expanded enrollment in order to meet the anticipated nursing shortage, it has become more challenging to recruit and retain clinically current nursing faculty with a master's in nursing. Nursing programs in Hawai'i compete with each other for qualified faculty. University of Hawai'i at Hilo is located on the same campus as Hawai'i Community College. The UH-Hilo BSN program offers a more attractive physical space, as well as, the status of teaching in a four year program. Therefore, applicants for faculty positions often choose UH-Hilo over Hawai'i Community College. Recruitment and retention is also influenced by the fact that long serving experienced nursing faculty members are beginning to retire. Applicants who are prepared with master's degrees focused on the nurse practitioner role with no experience as staff nurses or formal teaching experience cannot fill the shoes of faculty who retire. Applicants who are experienced teachers typically find the transition from teaching and living on the Mainland to teaching and living on the island of Hawai'i challenging due to cultural differences and the high cost of living. Some faculty members have found the

challenge too great and chosen to leave positions after a short time. Therefore, in some cases the faculty has chosen to "grow their own".

The one part-time clinical faculty is a graduate of the Hawai'i Community College ADN program. She is a competent, up to date, experienced clinician who worked in the float pool at Hilo Medical Center, one of our key clinical facilities, for several years and is familiar with almost all the clinical units. She has shown leadership in her position at Hilo Medical Center and has assumed responsibility for orienting other nursing staff. She has also shown herself to be a natural born teacher. The faculty believes that we must "mentor" individuals who show interest and talent for teaching. Students have been very positive about her teaching abilities. This individual has stated that she is pursuing higher education due to her love of teaching and the encouragement of the faculty. She is progressing steadily towards the MSN and will be an excellent replacement for current faculty who will soon retire. Mentoring this person and allowing her to teach prior to achieving a MSN is an investment in the future of nursing education at Hawai'i Community College.

Criterion 2.2   Faculty (full- and part-time) credentials meet governing organization and state requirements.

The Hawai'i Board of Nursing Hawai'i Administrative Rules Chapter 89, Hawai'i Administrative Rules, Nurses, Subchapter 8; 16-89-45) http://hawaii.gov/dcca/pvl/har/ describes requisite qualifications and preparation for nursing faculty in the various programs. Qualifications for associate degree nursing program faculty include: a master's degree in nursing with one year of nursing experience in their area(s) of teaching responsibility or if a bachelor's degree in nursing is the highest degree at least 3 years of nursing experience in the area(s) of teaching responsibility; and preferably education in curriculum development, evaluation or teaching methods or related experience in the above; and an active Hawai'i RN license. The University of Hawai'i follows these rules for recruitment and hiring of nursing faculty.

All Nursing and Allied Health faculty positions are advertised with a minimum qualification of a master's in nursing. However, if there is a lack of qualified applicants someone without a master's in nursing may be hired as an "acting instructor".   Acting instructors must develop a professional improvement plan detailing how they plan to meet the minimum qualification of a master's in nursing within three years. If acting instructors do not meet the minimal qualifications in three years, they will not be reappointed. One of the NLRC Coordinators was hired as an acting instructor. That person is currently enrolled in a master's in nursing program having previously earned an A.S. in Nursing, B.S. in Biology, and Master's in Public Health. In addition this individual has experience teaching at the high school level of education. A sample advertisement is available onsite or online at http://workatuh.hawaii.edu.

Criterion 2.3   Credentials of practice laboratory personnel are commensurate with their level of responsibilities.

In general, the roles of the NLRC Instructor/Coordinators are coordination and maintenance of the Nursing Learning Resource Centers in Hilo and Kona, assistance of faculty with student learning activities occurring within the NLRCs and provision of a learning environment within the NLRCs that supports student learning. The NLRC Instructor/Coordinators are not assigned to teach classes. They serve as an additional resource to faculty who are teaching theory and clinical. The Nursing Learning Resource Centers exist as a place where students can practice skills, study, do group work, access multimedia and online resources and receive tutoring. Faculty use the NLRC's for teaching skills, presenting clinical information and conducting high fidelity and low tech patient simulations as well as seminars. The NLRC Coordinators assist faculty with the technical aspects of developing and conducting simulations. The NLRC Coordinator in East Hawaiʻi serves all programs within the Division of Nursing and Allied Health. The NLRC Coordinator in Kona serves only the ADN program. The NLRC Coordinator job description can be found in Appendix B.

Although the NLRC Coordinators do not teach any courses or assume responsibility for evaluation of students, they are expected to meet the requirements for a faculty position. One of the NLRC Coordinators has a MSN. As previously mentioned, the other NLRC Coordinator does not have a bachelor's or master's in nursing. This individual was hired as an acting instructor and is currently in the third year of acting status. This person is enrolled in an ADN to MSN program and must complete the requirements for the MSN by the end of the third year. Progress toward degree and evidence via transcripts and written plan is available onsite.

Criterion 2.4   The number and utilization of faculty (full and part-time) ensure that program outcomes are achieved.

The primary role of UH community college faculty is teaching. Nursing faculty workload is determined by contact hours (face-to-face time with students). The Nursing and Allied Health Chairperson determines faculty workload for each semester based upon faculty expertise, interest, equity and availability.   A typical workload for faculty is 20 contact hours per week. Clinical/lab credits involve a ratio of 3 contact hours per credit per week. Theory credits involve a ratio of 1 contact hour per credit per week. Faculty workload documents are available onsite. According to the University of Hawaiʻi Assembly (UPHA) contract faculty may teach up to 6 credits on an overload basis per academic year. The UPHA contract may be accessed at http://www.uhpa.org/uhpa-bor-contract/100129-2009-2015-agreement-for-website.pdf/view.

The primary site of the ADN program is on the East side of the island in Hilo. An outreach site, on the West side of the island, operates out of the University of Hawaiʻi Center-West Hawaiʻi in Kealakekua, Kona. The Nursing Director/Chair Division of Nursing & Allied Health and secretary are based in Hilo along with the majority of the ADN faculty, a NLRC coordinator and a part-time HRSA grant supported nursing tutor. Two ADN faculty members and a NLRC coordinator are based in Kona. Many of the nursing faculty members reside in Waimea, a small town halfway between Hilo and Kona. This facilitates more frequent face-to-

face meetings between faculty from Hilo and Kona and promotes use of clinical facilities in the North side of the island as well as the East and West.

Approximately thirty students in Hilo and ten in Kona are admitted each year. Most courses are taught by a team composed of faculty from the program sites in both Hilo and Kona. Clinical/lab instruction and seminars are offered via face-to-face instruction. The majority of theoretical instruction is offered to both sites simultaneously via Hawai'i Interactive Television Services-2 (HITS-2).   Some courses are offered entirely online. All courses use Laulima, the university's web based platform, to provide course information and communicate with students. Use of distance learning modalities promotes efficient use of faculty. It also provides a means for students at both sites to receive an equivalent experience.

In accordance with Hawai'i Board of Nursing rules, faculty student ratios in clinical settings do not exceed 1:10. Faculty student ratios in the classroom do not exceed 1:30 in Hilo plus 10 in Kona during the delivery of theoretical instruction via HITS-2. Faculty to student ratios are in accordance with the desire of faculty to ensure safety in the clinical setting, provide individualized teaching and assessment and promote student learning. Information regarding faculty to student ratios can be found in Appendix C.

Criterion 2.5   Faculty (full- and part-time) performance reflects scholarship and evidence-based teaching and clinical practices.

The nursing faculty generally concurs with the definition of scholarship as described in the *NLNAC Accreditation Manual 2008 Edition*. However, at the community college level application of knowledge, teaching, service and practice are the focus, rather than research. Faculty in the University of Hawai'i Community Colleges are evaluated on teaching, community service and professional development with teaching being the primary responsibility.

Teaching in a small nursing program requires that faculty be flexible and teach out of their clinical specialty areas. Faculty members spend time on the clinical units in order to orient themselves prior to teaching students in that clinical area and participate in pertinent in-services

at the various clinical facilities. For example, faculty received training in the use of the new electronic medical record system and Pyxis medication system adopted by Hilo Medical Center in summer 2010. In accordance with the UHPA contract, faculty are allowed to work as clinicians or serve as consultants one day a week. Some faculty members take advantage of this to work as clinicians or provide continuing education for staff nurses. Several faculty members also maintain nationally recognized clinical certifications.

Faculty members also maintain expertise through self study and attendance at conferences and workshops. Due to the economic conditions of the state of Hawai'i there was a freeze on use of state funds for out of state travel during 2009-2010. That restriction has continued into the 2010-2011 academic year. In the best of times it is costly and time consuming to travel outside of Hawai'i to attend conferences and workshops. Therefore, faculty find it difficult to attend professional events outside of Hawai'i. However, faculty involvement in the University of Hawai'i Statewide Nursing Consortium deliberations have allowed faculty to participate in events on Oahu that featured nationally recognized experts.

Learning about the latest ideas in nursing education such as focusing on student learning versus teaching, spiraling concepts throughout the curriculum and using interactive learning strategies has been a major focus for faculty over the past few years. Faculty members have shifted their perspective from offering a content based curriculum to a conceptually based curriculum. They have shifted their perspective from teaching to learning. They have also learned how to incorporate the use of high fidelity patient simulations into the curriculum. New faculty members have learned how to offer course information via HITS-2 and the Laulima online platform. Faculty members who have longevity with the program have learned how to shift from the use of WEB-CT to the use of Laulima. With the adoption of the Assessment Technologies Institute (ATI) Comprehensive Assessment and Review Program in Fall 2009, faculty members have been challenged to learn how to maximize its benefits throughout the curriculum.

Several faculty members are engaged in scholarly activity through enrollment in doctoral programs. Other faculty members have participated in research conducted through University of Hawai'i at Manoa and the Hawai'i Center for Nursing. Information regarding faculty professional/scholarly activities is available onsite in individual Faculty Profile Folders.

Criterion 2.6   The number, utilization and credentials of non-nurse faculty and staff are sufficient to achieve the program goals and outcomes.

The program has no non-nurse faculty. A full-time secretary with the assistance of student help 20 hours per week supports the operation of the Nursing & Allied Health Division. The secretary, based in Hilo, works with faculty on both sides of the island and also supports the Practical Nursing Program and Adult Residential Care Home Operator courses. The use of technology to bridge the miles between the two program sites is crucial to the operation of the Division. A need for clerical help dedicated to nursing at the Kona site has been identified. A request for more secretarial help was included in the budget request of the 2006 Comprehensive Program Review of the Associate of Science Nursing Program. However it was not funded. The purchase of a copier/scanner machine for the Kona site in Fall 2010 will help relieve the problem.

The state budget shortfall has resulted in salary cuts and staff and faculty furloughs. Scheduling of furlough days over Christmas and Spring breaks along with concurrent campus closures hinders the ability of faculty to meet on campus between semesters and during spring break for planning. It also means that there are no clerical services available between semesters. Faculty and staff will have to find creative solutions to this situation.

Criterion 2.7 The faculty (full- and part-time) are oriented and mentored in their areas of responsibilities.

At Hawai'i Community College a new nursing faculty is expected to assume the roles of a University of Hawai'i community college faculty member, a teacher of nursing, a member of the island community and an expert nursing professional. Each of the roles is complex and

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individuals grow into them over time. Each new faculty member is unique. Some may come to the job having familiarity with one or more of the roles but still needing to adapt to the new situation. Others may come to the job as novices in all the aforementioned areas.

The ADN nursing program reaped the benefits of having a stable, long serving faculty for many years. There was little need for orientation and they mentored each other. However, due to program expansion and retirement, the hiring of two new NLRC instructor/coordinators in Fall 2008, the addition of one new ADN faculty in spring 2009 and the addition and replacement of faculty through Fall 2010, the need for orientation and mentoring came to the forefront. As new faculty were recruited, hired and brought into the teaching team it became clear that a more systematic and formal means of orienting new faculty needed to be developed.

Orientation involves provision of essential information, specific activities and an ongoing opportunity to interface with people "who know".   Discussion with new faculty and a review of the Faculty Handbook indicated that the Faculty Handbook did not provide essential information and needed improvement. Senior and newer faculty reviewed, updated and converted the Faculty Handbook to an electronic format during the 2009-2010 academic year. Informal feedback from new faculty continues to be sought regarding the helpfulness of the document.

An orientation check list outlining specific orientation activities was also developed by the Division Chair to assure that more systematic orientation of new faculty occurs. The importance of the role of the course coordinators in the orientation of new faculty in relation to theoretical and clinical instruction was identified and incorporated into the orientation check list along with revision of the course coordinator role description. The ability of the Chair to share her broad based knowledge and experience in relation to all levels of the University system was identified and incorporated into the orientation plan as well. The Faculty Handbook including the orientation check list is available onsite.

The establishment of a formal faculty mentoring program at the College level is in process of being developed which should benefit new nursing faculty. Mentoring at the Division

level has always occurred informally with new faculty choosing their mentor rather than having one assigned to them. This practice is consistent with the intent of mentoring and is being continued.

Criterion 2.8 Systematic assessment of faculty (full- and part-time) performance demonstrates competencies that are consistent with program goals and outcomes.

Assessment of faculty performance occurs at several levels. Students evaluate faculty each semester via online Electronic Course Feedback and Evaluation (e CAFE) surveys. Faculty members evaluate each other in the classroom or clinical setting and complete written peer evaluations. The Nursing and Allied Health Division Personnel Committee and Division Chair evaluate faculty for contract renewal, tenure, and promotion. Tenure and Promotion Committees (TPRC's) composed of faculty from across the community college system as well as the Hawai'i Community College Administration evaluate faculty for tenure and promotion.

The contract renewal process involves producing a self-assessment of the faculty member's teaching ability, accomplishments, activities, and goals. A summary of student evaluations and peer evaluations of classroom or clinical teaching is a required part of the contract renewal document. Contract renewal, tenure and promotion and post tenure evaluation guidelines are available onsite in the Faculty Handbook and online at

http://hawaii.hawaii.edu/employeeservices/employment.html.

The process for tenure and promotion follows the University of Hawai'i Professional Association (UHPA) contact and Guidelines for Tenure and Promotion. Faculty members are evaluated on the basis of their primary responsibility, which are instruction as well as college and community service and professional self development. Promotion to successive ranks can be sought by faculty in accordance to the UHPA contract that spells out timelines and expectations for each rank. A process for post tenure review is also in place for faculty who have not sought promotion or been evaluated for a period of 5 years.

Criterion 2.9 Non-nurse faculty and staff performance is regularly reviewed in accordance with the policies of the governing organization.

No non-nurse faculty members are employed by the Division. The Division secretary is evaluated by the Chair in accordance with Civil Service policies utilizing the Performance Appraisal System. Information regarding this system can be found at https://www.pers.hawaii.edu.

Criterion 2.10 Faculty (full- and part-time) engage in ongoing development and receive support in distance education modalities including instructional methods and evaluation.

The nursing program faculty members rely heavily on technology to carry out the nursing program. All University of Hawai'i faculty members are given a user name and password that allows them to access the UH Portal via their own My UH account. Students register online through the UH Banner system. The Banner system is linked to Laulima, the learning and collaborative server used for enhancing face-to-face courses, conducting fully online courses and facilitating collaborative groups. All University faculty members are provided with course sites on Laulima through which class lists may be viewed, communication with and among students may occur, course materials may be posted and grades are entered and published. Nursing faculty utilize Laulima as well as Hawai'i Interactive TelevisionService-2 (HITS-2), an interactive two way video system, to offer nursing courses in East and West Hawai'i.

Orientation, support and assistance in the use of Laulima are available to faculty through the Laulima site at https://laulima.hawaii.edu/portal as well as the distance education site at http://www.hawaii.edu/dl/. Faculty may also attend regularly scheduled workshops. Nursing faculty experienced in the use of Laulima also assist new faculty to learn how to use the system. The media staff overseeing HITS-2 is available to provide orientation and ongoing onsite assistance to faculty in the use of that teaching modality.

STANDARD 3: STUDENTS

STUDENT POLICIES, DEVELOPMENT, AND SERVICES SUPPORT THE GOALS AND OUTCOMES OF THE NURSING EDUCATION UNIT.

Criterion 3.1   Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the goals and outcomes of the nursing education unit.

The policies of Hawai'i Community College apply to the Division of Nursing and Allied Health students with a few exceptions. College policies are described in the **Hawai'i Community College 2010-2011 Catalog** in the **General Policies** section pages 34-44. The catalog, updated and published each year, is available to the public in hard copy at the UH-Hilo Bookstore as well as online via the Hawai'i Community College web site at http://www.hawaii.hawaii.edu/ . Policies and procedures specific to admission, orientation, academic advisement, registration, tuition and fees, withdrawal, repeating or failure of courses, and distance education are also described in the Registration Information booklet published each semester for the benefit of students. Copies of the Fall 2010 and Spring 2011 Registration Information booklets are available onsite.

Although most policies for the College apply to nursing students, there are exceptions. These relate to the need to maintain the standards of the nursing program, limited program space, and safety and health requirements. These policy exceptions are displayed in Table 3.1A Exceptions to College Policies for Nursing Students. In addition, placement in health agencies for clinical learning mandates that nursing students be subject to specific policies that are not pertinent at the College level such as professional attire and behavior, proper identification, and confidentiality. The Nursing and Allied Health nursing program policies are described in the Nursing Student Policies 2010-2011 document commonly referred to as the student handbook is available onsite.

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Table 3.1A   Exceptions to College Policies for Nursing Students

Application Deadline	The application deadline for acceptance into the nursing programs is earlier than the application deadline for admission to the College. Students enter into the nursing courses once a year, in the Fall. The Nursing Admissions and Progression Committee meets during the previous Spring Semester to review applications and select students for entrance in the subsequent Fall. Therefore, the deadline for submission of all application materials and academic records is March 1. Notification of this difference in application deadlines is described in the Hawaii Community College 2010-2011 Catalog (HawCC 2010-2010) page 14 and on the Nursing and Allied Health web site at http://www.hawaii.hawaii.edu/nursing/
Admission/ Acceptance Criteria	Hawai'i Community College is open to any high school graduate or person 18 years of age or older who can benefit from the instruction offered. Students enrolled in pre nursing coursework meet the same broad criteria of the College. However, In order to be accepted into the nursing programs, students must submit additional materials, meet specified academic requirements and go through a selection process. Notification of this difference in admission criteria is described in the HawCC Catalog 2010-2011 pages 14 and 15. The admission process and requirements for the nursing programs are described in the HawCC 2010-2011 Catalog pages 73-75 and on the Division of Nursing and Allied Health web site. The application process for consideration for acceptance into the Associate of Science nursing program begins with a letter sent to the director of the nursing programs that states the student's intent to apply for acceptance into the ADN program for the following Fall semester. If a student does not send a letter of intent the student is not placed on the list of students applying to the program. A complete application includes the letter of intent, current NLN Pre-admission-RN test scores, an up to date STAR report, and optionally, a copy of a current LPN license. The STAR report contains a record of all courses taken within the University of Hawai'i system, all courses accepted for transfer, and all UH system courses in which a student is currently enrolled. Applicants who do not have a complete file are sent letters and given a window of opportunity in which to submit information regarding courses or NLN scores. Applications that remain incomplete are not considered in the selection process. The selection process for the Associate of Science nursing program is based upon a system that awards points for grades earned in required nursing support courses (completed by March 1), points for AD percentile scores in verbal, math and science on the NLN Pre-Admission Exam-RN, and a small number of extra points for applicants who are licensed practical nurses. The Nursing Admissions and Progression Committee reviews the official STAR reports supplied by the Hawaii Community College registrar in order to insure that applicants will complete the 27 credits of prerequisite courses by the end of spring semester and be ready to enter the nursing program the following Fall. Grades, NLN Pre-Admission-RN test scores and nursing licenses are reviewed and points awarded. Scoring sheets absent any names or application information are used to rank the applicants for admission. A wait list is established and used to fill any openings that occur but not carried over from one year to the next. Applicants who are not accepted one year must reapply

	the following year. A copy of the Admissions Committee Scoring Sheet is available onsite.
Repeating Courses and Academic Progression	The College policy indicates that students can repeat courses once without restrictions. Nursing support courses can be repeated according to College policy. Nursing program courses may only be repeated once. If a student fails a nursing course the second time, the student is not allowed to enroll again in the nursing course. At that time the student is considered to be ineligible for the nursing program (Nursing Student Policies 2010-2011, p. 9). Nursing faculty believe that students who are unable to pass the nursing course a second time should not be allowed to again enroll in the course because the chances of their success are unlikely.
Health and Safety Requirements	In accordance with Hawai'i Department of Health regulations the College requires all students to show proof of health clearance for Tuberculosis, measles (Rubeola), mumps and Rubella prior to registration. (HawCC 2010-2011 Catalog, p. 19). Students accepted into the nursing programs must meet additional health and safety requirements in order specified by the clinical agencies utilized for student learning. Health and safety requirements for nursing students are described in Nursing Student Policies 2010-2011 page 1-4.
Attendance	College policy states that regular and prompt class attendance is expected of all students. It is the student's responsibility to inform the instructor of anticipated or unavoidable absences and to make up work missed as a result of absences (HawCC 2010-2011 Catalog, p. 25.) Nursing students are held to more stringent criteria. As stated in the Nursing Student Policies (2010-2011, p.6) regular attendance in class and lab sessions is expected of nursing students. A student whose consecutive or cumulative absences exceed the number of the weekly lecture sessions or the weekly clinical experiences of the course may be dropped from the course at the discretion of the nursing faculty. If unable to attend class, the student is to notify the nursing office or faculty before class time. Students who are not adequately prepared for clinical experiences may be sent home. This is deemed a clinical absence and treated as such. This policy is reiterated on the course syllabi. Nursing faculty believe that attendance at all class, lab, and clinical sessions is critical to the student's learning and successful completion of courses. Absences jeopardize the student's academic and clinical performance and compromise the delivery of safe care in the clinical area.
Credit/no credit grades	Students enrolled in programs that are not considered Career and Technical Education (CTE) may take courses on a credit/no credit basis as specified by the program. In line with the other CTE programs, all courses required for nursing program degrees or certificates must be taken for a letter grade unless the course is only offered on a credit/no credit basis. In addition, students may earn a "D" in a course and have it be considered passing. A "C" is considered passing for all courses required for the nursing degree or certificate. Nursing faculty believe that the significant role that nurses assume in practice justifies holding nursing students to a higher standard. This policy is described in the HawCC 2010-2011 Catalog page 74, on the Nursing and Allied Health web site and in the Nursing Student Policies 2010-2011 page 8.

The College observes a policy of Equal Opportunity and Affirmative Action. Educational opportunities are offered without regard to race, color, national origin, sex or disability (Hawai'i Community College Catalog 2010-2011, pp. 35-36). Age, ethnicity, and gender are not considered in selection of students for the nursing programs.

Criterion 3.2   Student services are commensurate with the needs of students pursuing or completing the associate program, including those receiving instruction using alternative methods of delivery.

All students have access to a wide range of services designed to assist them throughout their college experience. The College has an Office of Student Services that provides information and assistance regarding college regulations, requirements, financial matters, academic matters, and personal concerns. Descriptions of the various special programs and services are given in the HawCC 2010-2011 College Catalog (pp.31-33).

The University of Hawai'i system has a Medical Plan designed for students that is generally less expensive than most other health plans available to them. Health services are available to all students in East Hawai'i on campus at the Student Health Center. West Hawai'i students are referred to several community health centers in the area. Nursing students injured at the clinical site are seen in the emergency room, Student Health Center, their primary care provider's office or a combination thereof.

Counseling and support services are designed to help all students develop academic and personal skills to promote success in college. Information and/or counseling is provided by appointment or walk-in for the following areas: admissions, academics, careers, financial aid, personal issues and on campus student employment. Support services are available for all students who are physically and/or learning disabled, low income, academically underprepared, or returning older non-traditional students. The Ha'awi Kokua program has a counselor who specializes in assisting students with a disability by coordinating reasonable accommodations, providing adaptive equipment, and helping to ensure that programs and activities are accessible to students with a disability.

Faculties of all instructional Divisions, including nursing, provide academic advisement. Nursing Division faculty designate two hours a week for student advising by appointment or walk-in. The Admissions and Registration Office does general transcript evaluations with the assistance of Division Chairs when needed. New, returning, and transfer students have the opportunity to attend Student Orientation, Advising and Registration (SOAR) sessions (HawCC 2010-2011 Catalog, pp. 20-21). Placement testing (COMPASS) in mathematics, reading, writing and ESL is required for new students and administered according to established College Learning Center policies and procedures. There are some exceptions to this rule (HawCC 2010-2011 Catalog, p.20). The College's Learning Centers, located in Hilo and Kona, administer all placement tests on campus by appointment.

The financial aid program at Hawai'i Community College helps those students who can benefit from higher education but who may have difficulty attending the College without financial help. The majority of financial aid awarded by the College is federal and based on demonstrated financial need. Eligibility requirements are determined by federal rules. All students must demonstrate satisfactory progress towards completion of their academic program to continue receiving financial aid for which they are eligible. Information regarding financial aid can be found in the HawCC 2010-2011 Catalog (pp. 45-47).

Students at UH Center at West Hawai'i have full access to all services described above. The Office of Student Services has a full time counselor available to provide counseling, career planning, and academic support. The library and Learning Center at West Hawai'i (Kona), though separate services, are housed in one location. The library has a full time librarian, and the Learning Center is staffed by a full time coordinator. The Learning Center at the West Hawai'i Center offers placement testing along with other learning support services and is adequately equipped to support students taking classes in West Hawai'i.

The individuals responsible for providing support services to students in East Hawai'i and West Hawai'i are professionally and educationally qualified. All personnel records are

confidential and are maintained in a secure, locked location in the College's Human Resources Office. Access is restricted. The Vice Chancellor for Student Services has a doctorate degree in education. There are a total of eight counselors each having a Master's degree in counseling, psychology, education or related field. All counselors meet the University of Hawai'i Community College's minimum qualifications for their positions in terms of educational preparation and/or work experience. A listing of Student Services personnel and their degrees is available on site. The two individuals in charge of placement testing and financial aid have master's degrees in education and business administration respectively, along with numerous years of experience in their fields. The College's full time librarians hold masters' degrees in library science. The Student Health Nurse has a Master's Degree in Nursing and is a Board Certified Family Nurse Practitioner (APRN-Rx).

It is important to understand the demographics of students in the nursing program when considering whether their needs are being met. Table 3.2A displays the Average Age and Gender of Associate Degree Nursing Students 2008-2010.

Table 3.2A   Gender and Average Age of Incoming ADN Students

Academic Year	Average Age	Gender	
Fall 2008	30.5	Male 6	Female 33
Fall 2009	32.4	Male 6	Female 26
Fall 2010	37.7	Male 12	Female 21

The average ages of incoming students indicate that nursing students are entering the program later in life which is in line with community college students nationwide. The average age of incoming students increased over the three year period from slightly over 30 years to almost 38 years. During the same time period the number of males relative to females increased as well with a significant increase in Fall 2010. This data may suggest that due to the

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severe economic climate and high unemployment rate, more students are returning to school seeking a new career that will guarantee them employment.

Older students are more likely to come into the nursing program having the responsibilities of parenthood, home ownership and marriage. A survey of nursing students in Spring 2010 indicated that 58% of those responding had childcare responsibilities. Some students indicated they had responsibility for extended family members as well. Nursing students are adults, who are highly motivated to attain their goals but also have to juggle multiple roles and responsibilities while they are in the program. The rigor and heavy workload is challenging for all nursing students and they struggle to manage their time and resources.

The students of the College and the nursing program are ethnically diverse, as is the population of Hawai'i Island and the state of Hawai'i. A comparison of the ethnicity of the students of the College with the ethnicity of incoming nursing students in Hilo and Kona can be found in Appendix D. Table 3.2B displays the ethnic distribution in the five major ethnic groups for entering nursing students in Hilo and Kona for 2008-2010. The table identifies the total number of students in the class but only the largest ethnic groups are displayed with remaining members belonging to other ethnicities. Appendix D displays the entire nursing student class population by entering year.

Table 3.2B   Ethnicities of Entering Students in Hilo and Kona 2008-2010

Ethnicity	Fall 2008			Fall 2009			Fall 2010		
	Nursing n=39			Nursing n=32			Nursing n=33		
	Hilo	Kona	Total	Hilo	Kona	Total	Hilo	Kona	Total
Caucasian or White	9	2	11 (28%)	6	8	14 (44%)	11	4	15 (45%)
Filipino	7	1	8 (21%)	5	0	5 (16%)	4	1	5 (15%)
Japanese	3	1	4 (10%)	0	1	1 (3%)	2	0	2 (6%)
Native Hawaiian or Part Hawaiian	5	4	9 (23%)	8	0	8 (25%)	5	0	5 (15%)
Mixed Race (2 or more)	4	0	4 (10%)	2	1	3 (9%)	0	2	2 (6%)

There appears to be no real difference between the students in Hilo and Kona in relation to ethnicity. The ethnic makeup of the classes in Hilo and Kona demonstrates similar diversity in both classes over the three year period. Obvious diversity exists in both groups with five major groups consistently represented. This degree of diversity presents interesting teaching and learning challenges including language mastery expectations and personal values held by students and faculty. As a result of the ethnic diversity of the nursing students, some of whom have English as their second language and are the first generation of their family to attend college, nursing faculty must adapt their teaching to accommodate a diverse group of students. The cultural and ethnic diversity of nursing students provides a living laboratory for students and faculty as they learn how to adopt a culturally relativistic perspective.

To further understand the nursing students it is important to be aware of the socioeconomic characteristics of the island of Hawai'i and the State. Hawai'i is a paradise in many ways but the State and island are dependent on agriculture and tourism and have had more downturns than upturns over the years. The recent recession has severely affected the Hawai'i tourism and air travel dependent economy. The island of Hawai'i unemployment rate in 2009 averaged 10.1%, considerably higher than the 6.8% reported for the State. According to the *Hawai'i County Community Health Profile 2010*, the island of Hawai'i leads the State in socioeconomic risk factors that include the highest rates for child abuse and neglect, domestic violence, teenage pregnancy, and substance abuse. The people of the island of Hawai'i have the lowest per capita income in the state and the highest percent of population below the poverty level. About 26% of households receive food stamps and/or welfare assistance. Local food banks cannot keep up with requests for food. Information is available online at www.nhop.org.

Although we do not have data regarding the socioeconomic risk factors of nursing students, the number and percentage of associate degree nursing students on some type of financial aid is 50% or higher, seems to be increasing and reflects the income level of the

population. The number and percent of associate degree nursing students on financial aid upon

entering the program for the years 2008-2010 is displayed in Table 3.2C.

Table 3.2C   Associate Degree Entering Students on Financial Aid 2008-2010

YEAR	NUMBER	PERCENT
Fall 2008	22 of 39	56%
Fall 2009	16 of 32	50%
Fall 2010	22 of 33	67%

In order to meet their financial obligations some students are employed in addition to

going to school full time. A survey of associate degree students done Spring 2010 revealed that

63% of the students responding were employed. The number of hours worked per week ranged

from 2 to 48, with the majority of students working 20 or more hours per week. Interestingly, the

2010 first year class enrolled in Hilo has not followed the same pattern. Of the 24 students who

applied to participate in the HRSA project "*Program for the Retention of Nursing Students*

(PRNs)" only 8 of 24 or 33.3% indicated on the application survey that they were employed.

This may again be a reflection of the high unemployment rate. The results of the spring 2010

Nursing Student Survey are available on site.

When all the aforementioned factors are taken into consideration a profile of the typical

nursing student emerges as an individual who is struggling to balance time and resources

needed to meet basic family functions with the intense demands of the nursing program. The

pressure on each and every student is immense. Because of these factors many of the nursing

students do not successfully pass all the nursing courses the first time and must return to repeat

courses the following year. Table 3.2D displays ADN Program Completion Rates for Classes

Admitted 2005-2008. The completion rate for the class admitted in 2008 is not identifiable at

this time because second year students who were unable to successfully complete courses last

year have the option to return this Spring. However, if all students currently enrolled in the

second year and all students scheduled to return to the second year progress to graduation the

program completion rate will be 79.3% in Hilo and 75% in Kona with a combined rate of 78.3%.

Actual completion rates for the class of 2008 will be determined after graduation in May 2011.

Table 3.2D   ADN Program Completion Rate for Classes Admitted 2005-2008

Year Admitted	Year Graduated	Number of Students Admitted		Number of Students Completed		Completion Rates (150% of program length)		
		Hilo	Kona	Hilo	Kona	Hilo	Kona	Total
2005	2007-2008	20	10	14	8	75%	80%	76.7%
2006	2008-2009	26	0	18	0	69.2%	0	69.2%
2007	2009-2010	25	10	20	7	80%	70%	77.1%
2008	2010-2011	29	8	13	4	Yet to be determined		

With all they are facing, students must be highly motivated to pursue an associate

degree in nursing. They also need a lot of support from the nursing faculty, other College

resources, each other and their families. Initial support to nursing students is provided via an

orientation to the nursing programs during the summer prior to entering the nursing courses.

Once in nursing courses, students are advised of the availability of nursing specific and college

wide learning resources and are encouraged to utilize them. Students who are having problems

that are nonacademic in nature are referred to counselors and other community resources.

Study groups are encouraged and classrooms are made available to students for such use.

Nursing Learning Resource Centers (NLRC) exist in both Hilo and Kona and are staffed

by a full-time Nursing Learning Resource Instructor/Coordinator. The NLRC's provide a

physical space for students to practice a wide range of hands-on clinical skills. They also

provide multimedia and computer assisted resources for student learning. Lap top computers

are available for student use in the NLRCs. Students may also use the NLRCs' for group study

and working on group projects as well as for individual study. The NLRCs are the students

"learning spaces".

One of the strategies that faculty have adopted to increase student success in the Hilo

class has been participation in a HRSA project "*Program for the Retention of Nursing Students*

(PRNs)". The project, implemented in Fall 2008, provides tutoring and scholarships, or stipends

and equipment to students identified as financially or academically disadvantaged. The purpose

of the project is to improve student success as measured by graduation rates and NCLEX-RN

pass rates. Six students were enrolled in the project in 2008. Three of those six students have

graduated and the other three are on track to graduate in 2011. Seventeen students were

involved in the project in 2009. Of those, twelve have progressed through the program on

schedule. One returned Fall 2010 and withdrew a second time. Four more are scheduled to

return in spring 2011. Twenty-three students are involved in the project in 2010. The HRSA

project has benefited students financially and through the availability of tutoring. However, it is

proving difficult to make any valid comparisons regarding completion rates of HRSA and non-

HRSA students since the numbers have changed over the three years of the project and at this

point all students enrolled in Fall semester 2010 are part of the project. One of the benefits of

the project has been the establishment of a better system for tracking the progress of individual

students throughout the program. More information about the HRSA project is available onsite.

**Criterion 3.3   Student educational and financial records are in compliance with the
policies of the governing organization and state and federal guidelines.**

The College maintains educational and financial records according to federal, state and

system policies and guidelines. The College adheres to and publishes in the College catalog a

policy pursuant to Section 99.6 of the rules and regulations governing the Family Educational

Rights and Privacy Act (FERPA) of 1974. The office of Admissions and Registration maintains

all official nursing student files. Unofficial nursing student files are kept in the Nursing Division

Office in a locked file cabinet. These files contain information regarding admissions and

progression and are maintained for three years after students graduate. The College Office of

Financial Aid maintains student financial records for three years. Admissions and Registration

office maintains student files for five years after a student graduates. Academic transcripts for

all students are permanently maintained by the Office of Admissions and Registration. Release

of information regarding students complies with the FERPA law.

The two NLRC Instructor/Coordinators assume responsibility for checking and

maintaining files that document nursing student health and safety requirements. These files are

kept in the Nursing and Allied Health Division office in a locked file cabinet and are maintained

up to graduation.

In conclusion, the College through its policies follows criteria established by federal,

state, and the UH system. Nursing student policies are established to meet information needs

of the faculty while maintaining utmost security and confidentiality of student data.

Criterion 3.4   Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.

3.4.1 A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.

The Hawai'i Community College Office of Financial Aid administers approximately $2

million dollars in loans in 2009-2010 to over 500 individuals. Hawai'i Community College

qualifies to participate in Federal financial assistance. The program participation agreement

and certification are located in the Office of Financial Aid and may be viewed upon request.

Hawai'i Community College's official default rate is 14.4%. While the College is not

required to have a formal written Default Management Plan it has elected to keep one which is

available on the web site. Standard Operating Procedures for the Office of Financial Aid include a

series of activities and events that occur throughout the student's college experience. These

activities are designed to promote student loan repayment. A full description of the College's

financial aid services and the application process can be viewed at

http://hawaii.hawaii.edu/financialaid/index.html .

All first time borrowers must complete loan entrance counseling prior to disbursement of loan proceeds. This entrance counseling is conducted on the federal government's direct loan website at www.studentloans.gov. Students must then sign an electronic master promissory note with the federal government. The third requirement is to complete three Life Skills Modules with USA Funds to learn about borrowing, budgeting and repaying loans. Exit counseling is conducted in person in the Financial Aid Office's computer center so that students can go online to the National Student Loan Database System to review their loan portfolio, servicers and projected repayment options. In March, Congress passed legislation mandating all student loans will have the federal government as the lender. The College's Financial Aid Office completed the transition to the Federal Direct Loan program in July 2010.

All students must demonstrate satisfactory academic progress towards completion of their academic program in order to receive financial aid. The College's Financial Aid Satisfactory Academic Progress Policy is available at the Financial Aid Office and on the Financial Aid web site. Satisfactory academic progress is checked twice a year after the publication of grades. Students are monitored electronically to verify their continued registration. Student Status Confirmation Reports (SSRC) are submitted regularly according to federal guidelines by the National Clearinghouse.

Each borrower receives a summary of their obligations from the Hawaiʻi Community College Office of Financial Aid. The Office of Financial Aid notifies the lender that the student has exited. Hawaiʻi Community College receives delinquency and default reports from lenders. These reports are reviewed and, where possible, the students are contacted. Academic transcripts and other college services are denied to students who default on a loan at Hawaiʻi Community College. Samples of student information materials relating to loan repayment are available on site.

3.4.2   Students are informed of their ethical responsibilities regarding financial assistance.

Students are informed of their ethical responsibilities at various points during the application and exit processes, and with the award notice. Students are verbally reminded of their obligations and repayment options during the exit interview. All of the program information is available on the Financial Aid web site.

Criterion 3.5   Integrity and consistency exist for all information intended to inform the public, including the program's accreditation status and NLNAC contact information.

Hawai'i Community College publishes an annual Catalog which is clearly dated with the academic year for which it applies. The catalog provides general information about the College, its programs and services. The catalog also summarizes those major policies and procedure of relevance to the student. Information about University of Hawai'i system and college specific graduation and persistence rates is published in the catalog. The catalog provides information about curricula, programs and courses of study. The program information for each major lists the courses and electives necessary to complete each major as well as other graduation requirements. The catalog also provides a section of course listings, descriptions and prerequisites or co-requisites. Because the catalog provides general information, and opening disclaimer clearly states that information in the catalog may not be complete. The reader is then directed to contact the appropriate unit.

Crime awareness and campus security information is published in a brochure that all students receive upon entry into the College. New students are also given a College Catalog. All students receive the Registration Information booklet each semester. The same information is available at the Hawai'i Community College web site.

In addition to the Catalog, a Registration Information booklet is published each semester and is specific to the term for which it is printed thus providing information needed by students for scheduling and registering for classes.

The College maintains a web site that provides general information consistent with the College's Catalog. The webmaster, located in the Office of the Vice Chancellor for Academic Affairs, updates this general information and maintains the website in accordance with college policy. The web site also contains information specific to divisions and/or departments, and includes a posting of current and past College Catalogs.

The College's Catalog is revised each year and is current for the year of which it is published. The Office of the Vice Chancellor for Academic Affairs coordinates the annual review, revision and publication of the catalog with input from all divisions and support areas. The Catalog is the "gold standard" for all other College publications and the web pages. Terminology is consistent throughout the catalog and college/division/department publications and all other documents and publications are consistent with the Catalog.

Accuracy and consistency of information about the nursing program are maintained by several means. The Nursing Division Chairperson is responsible for maintaining consistency of Nursing Division information in the College Catalog, the Nursing Division's print materials, and written student policies. Before changes are published, the Vice Chancellor's for Academic Affairs and for Student Services are consulted for consistency with College and University of Hawai'i system policies.

The current nursing curriculum and admission requirements are printed in the Catalog that is updated annually. In addition, the Catalog publishes information about the application and admission process for the Division of Nursing and Allied Health. At Hawai'i Community College, nursing faculty are responsible for advising all new and continuing prenursing students. Division program information sheets are referred to directly during advising sessions and advisees are given the information sheets as part of the advising process. Course descriptions, credits, and sequence are drawn from the Catalog.

Because it is published annually, the Catalog reflects current College admission and registration information, along with tuition and fees. Academic, scholarship, financial aid and

general College policies are included. The Catalog also contains a current course listing. Current registration information, and tuition and fees are also published in the semester specific Registration Information booklet issued to students and faculty.

There is a Division of Nursing and Allied Health web site which is designed and managed by a nursing faculty web master. A Division home page links to pages containing information about applying to the nursing programs, admission requirements, student's web pages, and the College home page. Accuracy and currency of information appearing on the Nursing Division web pages are maintained by the web master in conjunction with the Division Chairperson. The accreditation status of the program through NLNAC is documented in the Catalog, on the Nursing Division home page and print materials with the address, phone number, and web address of the accrediting agency.

Students in the Division of Nursing and Allied Health are given a Nursing Student Policies handbook annually. The handbook contains information about requirements for student health and safety; requirements for CPR certification and malpractice insurance; the Student Conduct Code for the College; and policies regarding clinical experiences, grading and examinations, and academic progress. There is a final section which contains a copy of Hawai'i's professional and vocational nursing licensing law. This handbook is reviewed by the faculty each spring and summer for revisions and updates.

Because of the importance of the material contained in the Nursing Student Policies handbook, students sign annually for receipt of the handbook as well as the responsibility for knowing the material contained therein.

The philosophy of the Division of Nursing and Allied Health is not published in the catalog or the Division print materials.

Hawai'i Community College is accredited by ACCJC, the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (WASC). A comprehensive evaluation of the College occurred in the Fall of 2006 in keeping with a six

year cycle. A copy of the latest self study report and written documentation verifying

accreditation is available on site or can be viewed at

http://www.hawcc.hawaii.edu/accreditation/.

Hawai'i Community College's Associate of Science Degree nursing program is currently

approved without qualification by the Hawai'i Board of Nursing. The approval is given at the

time of acceptance of the program's annual report each Fall.

Criterion 3.6   Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.

The Office of Student Services communicates with students in a variety of ways

including mass email, face book, personalized letters, and the Kukui News. The Kukui News is

published each semester for the College's student body. It contains important dates and

deadlines, the semester's academic calendar, reminders about campus safety/security rules

and policies, important campus and community phone numbers, links to important websites,

and counseling, advising, and support services information. Kukui News can be viewed from

the College's main web page at http://hawaii.hawaii.edu/.

Every student has a hawaii.edu email account. The Kukui News, special

announcements, and security alerts are sent via email. Also, early registration information is

announced via email.

Nursing student contact information is maintained by the Nursing Division office.

Information is communicated to currently enrolled students via announcements by faculty in

classes, by email and by telephone contact. Nursing faculty maintain a list of phone numbers

for nursing students currently enrolled in their classes should emergency information need

dissemination.

Nursing students are encouraged to participate in the Nursing Student Visioning group in

the Division. Each class elects representatives to the group which usually meets monthly with

the Division Chair during the academic year. The purpose of the group is to envision and create

a perfect learning environment for the nursing students. Class representatives speak for their classmates at meetings. Over the years the group has addressed various issues and recommendations pertaining to improvement of their learning environment.

Criterion 3.7   Orientation to technology is provided and technological support is available to students, including those receiving instruction using alternative methods of delivery.

New entering nursing students are given an orientation to the Nursing Learning Resource Center (NLRC) during the first week of instruction. They are given instruction regarding accessibility to the computers designated for their use. Information is provided about computer based learning resources including web and DVD/CD formats, and a small library of print materials. Orientation also includes basic instruction about the use of NLRC supplies and equipment including SimMan. The NLRC instructor provides assistance in accessing these resources, as well as, the nursing courses offered online.

Computers are available in the NLRC for student use, however, many students bring their own laptop computers to campus where wireless internet service is available. The College's Academic Computing Unit (ACU) provides technical support for the NLRC computers in Hilo and Kona.

College Librarians in Hilo and Kona provide a hands-on class in the library's computer lab for accessing Laulima and nursing database websites. This orientation is conducted during the first week of the Fall semester for incoming students and any others needing a refresher.

Laulima is the University of Hawai'i's distance learning web site. Technical support is available for faculty and students. Laulima means "Cooperation, joint action; group of people working together; community food patch; to work together, cooperate". Literally, Laulima means *"many hands*." The Laulima site is a set of web based tools for learning, instruction, and collaboration. These tools are based on the open source Sakai collaborative learning environment.

Assistance and support for students in the use of Laulima is available through the Laulima site at https://laulima.hawaii.edu/portal , the distance education site at http://www.hawaii.edu/dl/ , and through the learning centers. Support for Laulima use is provided to students and faculty. Online technical support is available 24/7. Students may access online orientation to Laulima and tutorials based on many of the tools instructors commonly add to their courses. Also, the Information Technology Services (ITS) Help Desk is available by phone and email.   ITS offers a broad range of computing and communications technologies that support learning, teaching, research, public services and administration. Information technology support is available to faculty, staff and students of the UH system.

Nursing faculty are available to assist students with navigating their particular courses in Laulima. Most students enter the nursing program already familiar with Laulima having used it in prenursing courses.

Criterion 3.8   Information related to technology requirements and policies specific to distance education is clear, accurate, consistent, and accessible.

The online nursing course listings in Banner contain basic information about the internet access requirement for all nursing courses. Students can find more specific information on the web site for Information Technology Services (ITS) at www.hawaii.edu/its/. This link is available from MyUH Portal, the main student access to all UH information and support services. The ITS student support page includes links for general services and support such as username and password management, email, software and hardware info; learning with technology includes links to the distance learning website and Laulima; security information includes a safety guide, UH Alert emergency notification system, and more. In addition there is a link to the UH system Distance Education (DE) site which is found at http://www.hawaii.edu/dl/.

Several courses in the nursing curriculum are offered only as online classes via the Laulima website. It is desirable for students to have access to broadband technology for their

online classes, but there are portions of the Big Island where the only internet access is a dialup connection. Computers are made available in the campus NLRC's for all nursing students.

Nursing classes at the UH West Hawai'i Center are offered via Hawai'i Interactive Television Service-2 (HITS-2). Classrooms are equipped with two-way video and open mic communications. Classes may originate from either the Hilo campus or the West Hawai'i Campus. New entering nursing students are provided training in the use of microphones on the first day of class by way of introducing themselves to their classmates on the other side of the island.

The nursing program faculty, staff and students rely heavily on technology to carry out the nursing program. All University of Hawai'i students and faculty are given a user name and password that allows them to access the UH Portal via their own My UH account. Students' My UH account allows them to register online through the UH Banner system. The Banner system is linked to Laulima, the learning and collaborative server used for enhancing face to face courses, conducting fully online courses and facilitating collaborative groups. Laulima is used to deliver instruction and communicate with students online throughout the UH system. All University faculty are provided with course sites on Laulima through which class lists may be viewed, communication with students may occur, course materials may be posted and grades are entered and published. Nursing faculty use Laulima as well as Hawai'i Interactive Television Services-2(HITS-2) to offer nursing courses. Use of the technologies provides a means for students and faculty in Hilo and Kona to all stay on the same page.

STANDARD 4: CURRICULUM

THE CURRICULUM PREPARES STUDENTS TO ACHIEVE THE OUTCOMES OF THE NURSING EDUCATION UNIT, INCLUDING SAFE PRACTICE IN CONTEMPORARY HEALTH CARE SETTINGS.

Criterion 4.1   The curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning and program outcomes.

The curriculum of the associate of science nursing program is displayed in the Associate of Science Degree Program Map in Appendix E as well as in Table 4.1A Associate Degree Nursing Program Courses. The thirty credits of support courses and forty-two credits of nursing courses provide an adequate basis for an Associate of Science in Nursing licensure as a registered nurse and entry into practice as a novice nurse. Support courses for the nursing program have been carefully chosen to provide a basis for the subsequent nursing courses. Students must complete twenty-seven credits of support courses before entering the nursing program. Anthropology 200, a co-requisite, may be completed along with the nursing courses once accepted into the program.

Table 4.1A   Associate Degree Nursing Program Courses

Pre-requisite Non-Nursing Courses		Total Course Credits	Lecture Credits	Lab Credits
Year 1- Prenursing				
Biol 141, 141L	Human Anatomy and Physiology I	4	3	1
Biol 142, 142L	Human Anatomy and Physiology II	4	3	1
Micr 130, 130L	Microbiology	4	3	1
Phrm 203	General Pharmacology	3	3	0
FamR 230	Human Development	3	3	0
Psy 100	Survey of Psychology (Introductory)	3	3	0
SpCo 151	Intro. to Speech & Communication	3	3	0
Anth 200	Cultural Anthropology	3	3	0
Eng 100	Expository Writing	3	3	0
	Total Credits (42% of Program)	**30**	**27**	**3**

Nursing Course Sequence		Total Course Credits	Lecture Credits	Lab Credits
Year 2 – First Level **Fall Semester**				
Nurs 151	Mental Health Nursing	2	1	1
Nurs 153	Nursing Concepts and Skills	8	3	5
Nurs 158	Issues and Trends I	1	1	0
Spring Semester				
Nurs 157	Adult Health Nursing	10	4	6
Year 3 – Second Level **Fall Semester**				
Nurs 254	Family Health Care I	5	2	3
Nurs 255	Family Health Care II	5	2	3
Student may take NCLEX-PN EXAM **upon completion of Nurs 254 & Nurs 255**				
Spring Semester				
Nurs 251	Mental Health & Psychiatric Nursing	3	1	2
Nurs 257	Advanced Adult Health Nursing	5	2	3
Nurs 258	Issues & Trends II	1	1	0
Nurs 260	Nursing Management	2	2	0
	Total Credits (58% of Program)	**42**	**19**	**23**

The support courses provide students with a foundation of knowledge and skills in the biological, physical, and behavioral sciences. Courses in Human Anatomy and Physiology (Biol141 and 142 lec and labs) provide students with a foundation in the structure and function of the human body that allows them to understand the pathophysiology presented in the nursing courses. Microbiology (Micr 130 lec and lab) provides students with a foundation in infectious diseases, immunology, genetics, morphology and microbial taxonomy, ecology and applied microbiology that prepares them to understand microscopic processes in the people for which they later provide care. Pharmacology (Phrm 203 lec) provides students with a foundation in the actions, sites, toxicity, and uses of the major therapeutic agents they will later administer.

Calculation of drug dosages is also included in the Phrm 203 course. In combination the science courses provide students with foundational knowledge about the physiological functioning of humans.

Psychology (Psy)100 provides students with a foundational understanding of human behavior and motivations. This foundation allows them to better understand concepts about psychosocial aspects of nursing care later on. Family Resources (FamR) 230 provides students with a foundation in human growth and development from birth to death. It allows them to better understand the importance of growth and development throughout the lifespan of individuals and families. Anthropology (Anth) 200 provides students with an understanding of humans as cultural and social beings. This foundation prepares them to better understand concepts about socio-cultural aspects of nursing care.

Courses in English (Eng 100) and Speech Communication (SpCo 151) provide students with skills in written and oral communication. These skills provide the foundation for the development of therapeutic communication, team communication, written documentation, patient teaching and academic writing during the nursing courses. Competency in mathematics through placement testing or course completion assures that students enter nursing courses prepared for the drug and dosage calculations required throughout clinical nursing courses. Course descriptions for the support courses can be found in the Hawai'i Community College 2010-2011 Catalog.

Forty-two credits of nursing courses are taken during the second and third year of the nursing program. Nursing courses are sequential and use the nursing process as a framework. Unit objectives provide more detail of units of study for each course. Each course has course student learning outcomes. The courses are the building blocks of the curriculum leading to program outcomes and are closely aligned with the program student learning outcomes. The program student learning outcomes reflect what students can do at the end of the nursing program. The course student learning outcomes reflect what students can a do upon

completion of a nursing course. Table 4.1B displays the Program Student Learning Outcomes.

Course student learning outcomes are listed in the course syllabi. Course syllabi for Fall

semester courses can be found in Appendix F. Course syllabi for Spring semester courses are

available onsite.

Table 4.1B   Associate of Science Nursing Program Student Learning Outcomes

1. The graduate will retrieve, integrate and apply relevant and reliable information, concepts from multiple disciplines and standards of nursing as the basis for evidenced based nursing care.

2. The graduate will utilize the nursing process as an ongoing framework for critical thinking to asses, plan, prioritize, implement and evaluate safe and effective nursing care for healthy individuals and individuals with complex disorders who need the expert care of a professional nurse.

3. The graduate will demonstrate compassion and caring by developing and maintaining therapeutic relationships based upon mutuality and respect for the health and healing practices, beliefs and values of the individual and community.

4. The graduate will demonstrate the ability to function and communicate in a collaborative manner as a member of a multidisciplinary health care team to effectively manage care for individuals, families, and groups of individuals in a variety of settings.

5. The graduate will demonstrate the ability to plan and deliver effective health education as an integral part of promotion, maintenance and restoration of health, management of chronic conditions, and end of life care.

6. The graduate will demonstrate professional behaviors and practice within the legal and ethical framework of professional nursing.

7. The graduate will utilize self reflection to analyze personal practice and experiences for ongoing learning and professional growth.

The curriculum incorporates the American Nurses Association, *Nursing: Scope and

Standards of Practice* (ANA, 2004). These standards include *Standards of Practice* and

Standards of Professional Performance. National Safety Standards are also incorporated into

the clinical component of nursing courses. Students are introduced to the *ANA Standards of

Practice, Standards of Professional Performance and Code of Ethics* during the first semester of

the program. The standards are reinforced in clinical courses throughout the curriculum. The

framework of the *ANA Standards of Practice* is the nursing process. Even though the

curriculum has evolved to reflect its emphasis on student learning outcomes, the nursing

process continues to serve as the curriculum framework for nursing practice. Clinical evaluation tools incorporate the program student learning outcomes, national safety standards and the ANA Standards of Practice emphasis on nursing process. ANA Standards of Practice are also evident in textbooks and are displayed on posters in the Nursing Learning Resource Centers.

During the preparation of this self-study report the faculty became aware of the NLN Education Competencies Model monograph of the revised competencies for nursing programs. The faculty discussed the four broad competency areas of human flourishing, nursing judgment, professional identity, and spirit of inquiry comparing them with the program student learning outcomes. It was determined that the program student learning outcomes, upon which the curriculum is based, are congruent with the competency areas. Further review of the integrating concepts of teamwork, relationship-centered care, quality and safety, personal professional development, knowledge and science, and context and environment determined that the concepts were integrated into the curriculum. The core values of caring, diversity, ethics, excellence, holism, integrity and patient-centeredness were also determined to be those presented to students throughout the curriculum.

Criterion 4.2   The curriculum is developed by the faculty and regularly reviewed for rigor and currency.

Faculty members developed the curriculum and have engaged in extensive review of the curriculum for both rigor and currency. The Nursing & Allied Health Division Curriculum Committee deals with specific issues and tasks for all Division programs, drafts curriculum policies for review and approval by the program faculty and takes responsibility for any curricular changes that need to be approved by the Academic Senate Curriculum Committee. The Associate Degree nursing faculty is small and all faculty members are involved in reviewing and discussing curricular matters on an ongoing basis. To accommodate faculty members located in Kona, meetings are held using videoconferencing between Hilo and Kona. Minutes of Faculty Meetings, Curriculum Committee and ADN Faculty Meetings are available onsite.

The College, and nursing programs, has been engaged in the process of understanding and developing student learning outcomes since 2004. The Director of Nursing Programs/Chair of the Nursing & Allied Health Division has been involved since the beginning of this process as a continuing member of the College-wide Assessment Committee. The Assessment Committee worked to define the difference between a student learning outcome and an objective or competency. At the same time the Assessment Committee also developed a College-wide process for assessment of student learning outcomes and systematic program review processes. This work took many hours of the Director/Chair's and faculty's time as there were many changes in thinking and revisions of the processes along the way. During this time the College has also undergone changes in administration and its strategic plan.

The process of developing student learning outcomes within the College has been challenging as it was complicated by the College's slowness in developing institutional and general education learning outcomes. The College's philosophy of general education and general education student learning outcomes were only very recently approved by the College's Academic Senate (October 29, 2010). At the College level, ideas of what constituted a proper student learning outcome have evolved. Consequently there have been several revisions of the nursing programs' student learning outcomes. Nursing faculty attempted to align the nursing programs' student learning outcomes with the College's learning outcomes while maintaining the standards of the nursing profession. The relationship between the associate degree nursing program learning outcomes, the College's institutional learning outcomes and the general education learning outcomes is described in Standard 1. Assessment Committee Meeting minutes are available on the Hawai'i Community College website.

In line with the Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges (WASC) mandate to create Student Learning Outcomes (SLOs) at the College level, the associate degree faculty engaged in an analysis and revision of the curriculum at the program level. Looking at the curriculum from the perspective of student

learning the nursing faculty shifted their focus from asking ourselves "What should be taught?" to "What should students learn?" The shift in focus led to formally asking "How do students learn?" and the subsequent question "How do we assure that students learn what we think they are learning?" As a result of the shift to student learning the Graduate Outcomes were revised to become Program Student Learning Outcomes. The program student learning outcomes are listed in Table 4.1B Associate of Science in Nursing Program Student Learning Outcomes.

Concurrent with the development of student learning outcomes, the faculty has been involved in the University of Hawai'i Statewide Nursing Consortium (UHSNC). Faculty workgroups from all the University of Hawai'i (UH) nursing programs have been involved in the development of a statewide nursing curriculum based on the model adopted by the Oregon Consortium for Nursing Education (OCNE). The statewide curriculum was adopted by UH at Manoa, Kauai Community College and Maui College with the first cohort of students admitted into nursing courses Fall 2010. The UH statewide curriculum is integrated, offers the same nursing courses during the second and third year of the program and provides ADN graduates automatic entry into the fourth year of the curriculum culminating in a BSN from UH at Manoa.

The Hawai'i Community College Director/Chair and faculty were involved in the UHSNC as the UH statewide curriculum was being developed. For numerous reasons both the UH Hilo BSN and this ADN program decided not to adopt the UH statewide curriculum. The option of joining with the University of Hawai'i at Manoa, Kauai Community College and Maui College in offering the statewide curriculum remains open. This program's faculty is currently working with UH-Hilo's BSN faculty to develop an online ADN to BSN curriculum. This curriculum will meet the needs of this program's and Kapi'olani Community College's ADN graduates interested in a seamless attainment of their BSN.

This program's faculty has learned a lot about current thinking regarding nursing education and adopted many of the best practices identified during retreats, workshops and UHSNC work groups. Discussions of student learning versus teaching led to the refinement of

this ADN program's and course student learning outcomes. Educational research and the most recent publication of NLN's educational competencies continue to stimulate faculty discussions. The ideas that students develop a professional identity, learn how question or inquire, and develop their nursing judgment are woven through this program's student learning outcomes. This faculty group has been glad to see traditional patient safety, collaboration within the healthcare team and patient education revived as focus areas for medical and nursing education as they remain rooted in the curriculum.

The idea that faculty should promote "deep learning" has led faculty to shift towards focusing less on teaching content and more on teaching fundamental concepts throughout the curriculum. The paradigm shift from a content based curriculum to a concept based curriculum has been a challenge and has to be adopted with a "leap of faith" until the outcomes are measured. The idea that concepts should be "spiraled" throughout the curriculum rather than content leveled throughout the curriculum has also been adopted by this program's faculty. Basing the clinical evaluation tools for all clinical courses on the program student learning outcomes has been an initial step in this direction. The curriculum continues to evolve as faculty evaluate the outcomes of curricular changes and make adjustments.

Faculty members have also been involved in rethinking clinical teaching and learning. They have been exposed to the idea of dedicated education units (DEUs) and changing the way in which clinical learning occurs. However, the faculty has determined that, given the clinical facilities that are available, significant changes to clinical instruction involving patient care is not a realistic option at this time. The acquisition of high fidelity mannequins (SimMan) for both Hilo and Kona has allowed faculty to integrate high fidelity patient simulations into the clinical portion of courses. Although simulation of clinical situations was done in the past, especially in foundational courses of the curriculum, the high fidelity mannequins allow more complex and realistic simulations to be integrated throughout the curriculum.

A recent curricular change has been the adoption of the Assessment Technologies Institute, LLC (ATI) Comprehensive Assessment and Review Program (CARP) and Skills Modules in Fall 2009. ATI-CARP replaced, and greatly improved upon, the Meds Publishing Learning Systems program that had been used previously. The goals of ATI-CARP include helping students to master academic content and successfully pass the NCLEX – RN through ongoing assessment and remediation of identified deficits. The CARP program is comprised of three components: an Entrance/Orientation component, a Content Mastery Series, and an NCLEX Preparation/Exit component. Through proctored assessments, students' areas of weakness are identified. Proctored assessments aid the student in identifying where to focus their remediation efforts. Students are provided with review modules, a DVD review series, online practice assessments and books that work in tandem to aid the student in review and remediation throughout the nursing program. During the last semester of the program students take the ATI Comprehensive Predictor assessment. This tool provides information about the student's probability of NCLEX success. Detailed diagnostic score reports are produced for each student, giving specific item descriptors for strengthening content knowledge. Scores for each assessment are reported to compare the individual student's performance to other students across the U.S. Group reports of individual and class results are available via the internet for faculty to review at anytime. ATI CARP and the Skills Modules are regularly updated and are evidence based. The ATI CARP program provides a systematic method for tracking student performance and providing remediation.

At the curriculum level the ATI products allow faculty to assess the rigor and currency of the ADN curriculum. Detailed descriptions of how ATI results are used to assess the curriculum can be found in Standard 6 within the Systematic Evaluation Plan for Standard 4. At the end of each course students are also asked to reflect and rate on a scale of 0-2 whether they feel they have met the course level learning outcomes. This allows faculty to view whether or not learning took place from the perspective of the student at the end of each course. This strategy

gives faculty immediate feedback regarding areas of weakness that need to be addressed

before the next course offering. Thus the faculty has developed a system to regularly review

the curriculum for rigor and currency.

Criterion 4.3   The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.

The development and adoption of student learning outcomes have been used to refocus

the nursing curriculum. Program student learning outcomes describe what students will be able

to do upon completion of the program. Course student learning outcomes describe what

students will be able to do as a result of completing each course. The support courses (pre and

co requisites); nursing course descriptions, overall course objectives; credits; and course

sequencing have not changed with the development of student learning outcomes. What has

changed is how the curriculum is put into practice. The student learning outcomes guide the

delivery of instruction, direct learning activities and are used to evaluate student progress.

Program student learning outcomes are identified in Table 4.1B. Course student learning

outcomes can be found in Appendix G. Table 4.3A lists learning activities and evaluation

methods across the curriculum.

Table 4.3A Learning Activities and Evaluation Methods Across the Curriculum

COURSE	LEARNING ACTIVITIES	EVALUATION METHODS
Nursing 151 First year first semester	Communication assessments/process recordings on psychosocial areas	Mid-term Exam
	Family Assessment paper	Final Exam
	Cultural Group Presentation & assessment of group process	
	Environmental Assessment	
	Communication Role plays/seminar activities	
	Journal self-reflections	
	ATI practice exams	
Nursing 153 First year first semester	Clinical skills practice	Clinical Skills Performance Exams Clinical Skills Performance Exams

		using the high fidelity simulator
	Nursing assessments	Clinical Competency Exam
	Nutrition Project	Pre-clinical prep papers
	High fidelity Patient Simulations	Exams
	Weekly Self-reflections	ATI Fundamentals Proctored Exam
	Nursing Learning Portfolio	Midterm and Final clinical evaluations
	ATI Practice Exams	Final Exam
	ATI Skills Modules	
Nursing 158 First year first semester	Online activity participation relevant to weekly topics:	Final Exam
	Unfolding case study to demonstrate legal and ethical issues, nursing roles and standards of practice	
	Case studies focusing on delegation and accountability	
	Analysis of validity and reliability of internet resources	
	Insurance brochure/poster	
Nursing 157 First year second semester	Clinical Skills practice	Pre clinical prep
	Nursing care Plans	Clinical Competency Exam
	Nutrition Teaching Project	Exams
	High Fidelity Patient Simulations	ATI Pharmacology Proctored Exam
	Weekly self-reflections	Midterm and Final clinical evaluations
	Nursing learning Portfolio	Final Exam
	ATI Practice Exams	
	ATI Skills Modules	
Nursing 254 Second year first semester	Concept maps	Pre clinical prep
	Transcultural web page group project	Exams
	Nursing care plans	ATI Maternal/Newborn Nursing Proctored Exam
	Review of videos	Clinical Competency Exam
	Nursing Learning Portfolio	Midterm and Final clinical evaluations
	Clinical self-reflections	Final Exam
	High fidelity patient simulations	
	ATI Practice Exams	
Nursing 255 Second year first semester	Family Assessment paper	Exams
	Grand Rounds Research presentation	ATI Nursing Care of Children

	Nursing care plan	Clinical Competency Exam
	Nursing Learning Portfolio	Midterm and Final clinical evaluations
	ATI Practice Exams	Final Exam
	High fidelity patient simulation	
Nursing 251 Second year second semester	Communication process recordings	Exams
	Analysis of movies	ATI Mental Health Nursing Proctored Exam
	Nursing care plan & community resource paper	Clinical Competency Exam
	Outpatient experience papers	Midterm Exam
	Weekly self-reflections	Final Exam
	Multidisciplinary & group meeting experiences	
	Group meeting teaching experience	
	ATI Practice Exams	
Nursing 257 Second year second semester	Research paper	Exams
	Mini nursing care plans	ATI Adult Medical Surgical Nursing Proctored Exam
	Case management assignment	Clinical Competency Exam
	Clinical Observation papers-ED, ICU/CCU	Final Exam
	Weekly self reflections	
	ATI Practice Exams	
Nursing 260 Second year second semester	Case studies review group projects & assessment of group process	ATI Leadership and Management for Nursing Practice Proctored Exam
	Quality assurance project	
	Employment portfolio including resume, clinical exemplars, mission statement, other previous course projects	
	High fidelity patient simulations (multidisciplinary health team, patient management)	
	ATI Practice Exam	
Nursing 258 Second year second semester	Online discussions: nursing theory, issues & trends, ethical dilemmas	Final Exam Paper on NCLEX-RN prep, mentoring, & burnout prevention
	Review of legal aspects of practice	

As can be seen in Table 4.3A, there are recurrent learning activities and evaluation methods throughout the curriculum. Nurs 151 and Nurs 251, courses heavily focused on therapeutic communication use communication process recordings to help students learn how to communicate with patients. To build upon the understanding and skills for working with families from the first to the second year, family assessment assignments are assigned in Nurs 151 and Nurs 255. Cultural competence is introduced in Nurs 151 and reinforced in Nurs 254, courses that integrate group assignments on culture. To reinforce the value and skill of self-reflection, journal and weekly self reflections begin in the first semester and continue throughout the program. Assignments regarding nutrition during the first and second semesters reinforce the importance of nutrition and health teaching during the first year. High fidelity patient simulations are used in the clinical courses throughout the curriculum. Student learning portfolios are used to help students summarize what they have learned in each clinical course and ultimately as a capstone experience when they prepare their employment portfolio. Legal and ethical aspects of nursing care are presented in Nurs 158, reinforced throughout clinical courses and reinforced in Nurs 258 as students face the reality of entering into professional nursing practice. Assignments in Nurs 255 and Nurs 257 reinforce the importance and skill of searching nursing research for the latest findings and presenting them orally and in writing. The quality assurance project and emphasis on case management during Nurs 260 recall the information learned in Nurs 158 where students created an insurance brochure.

High fidelity patient simulations are used across the curriculum to hone student's therapeutic nursing skills on a life-sized human mannequin. Linked to a computer program, this tool provides realistic responses to treatments during various nursing care scenarios. Use of the high fidelity mannequin allows: student practice without patient risk; reproduction of critical situations that may not be routinely available to students; recreation of actual clinical environments complete with interpersonal interactions of the clinical staff; and videotape ability for recording of the student's responses for later review. Faculty design interactive high fidelity

clinical scenarios that facilitate students' understanding and application of nursing care concepts reflected in the learning outcomes.

In the first semester students are introduced to the high fidelity patient simulator. Simulations at this level primarily involve development of patient rapport and patient assessment. In subsequent semesters, the high fidelity simulation experience expands to include: nursing interventions and responses; roles of various health care team members; communication of patient care findings; and prioritization of nursing care needs. The ability to reproduce the same "clinical experience" for all students, regardless of location and availability of real life experiences, has been profound. Feedback is obtained from students after each simulation that is linked to specific learning outcomes at the curriculum level, allowing faculty to continuously improve the learning activity. Additionally 'debriefing' is used after each class has gone through simulations. This 'debriefing' activity has also proven to be a rich learning activity for all involved.

Student learning outcomes drove clinical paperwork and assignments to reinforce spiraling of critical thinking abilities, evidence-based practice and relationship-centered care across all clinical courses in the curriculum. To ensure students safely administer medications clinical competency exams, with an emphasis on drug dosage calculations, are given in all clinical courses. Therapeutic nursing interventions are reinforced and built upon throughout the curriculum. 'Therapeutic Nursing Skills Across the Curriculum' is a list developed by the faculty to help students understand where the various therapeutic nursing interventions are emphasized during the curriculum. The list is available on site. Students record their progress on their individual list to track their personal progression of skill acquisition and therapeutic interventions. Students add their list to learning portfolios each semester. The culmination of the list at the end of the program is available for students to place in their 'employment portfolio' to share with potential employers and/or academic advisors.

The ATI program is used throughout the curriculum in clinical courses to reinforce knowledge and skills by providing students with skills modules, practice exams, and tutorials. ATI proctored exams provide students with opportunities for taking online exams that mimic the NCLEX-RN and provide remediation guidance. The proctored exam results allow faculty to measure student achievement in relation to other nursing programs involved with ATI. This standardized assessment tool allows for a systematic method of assessing student achievement of the course learning outcomes as they progress throughout the curriculum.

Criterion 4.4   The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.

The mission of Hawaiʻi Community College is to promote "…student learning by embracing our unique Hawaiʻi Island culture…" The mission of the Associate of Science in Nursing program is to provide a continuous and adequate supply of registered nurses for employment in the health care delivery system of Hawaiʻi County, the State of Hawaiʻi, the Pacific Basin, and the nation. In keeping with the mission of the institution and program, there is an emphasis on cultural diversity with particular emphasis on those cultures present in Hawaiʻi and the Pacific Basin. Hawaiʻi Community College is located in the middle of the Pacific Ocean. Local communities provide ethnically diverse populations of which the students are members. Diversity of the nursing students is previously described in Standard 3. In turn, the patients for which students care provide a living laboratory of cultural diversity.

One of the seven Program Learning Outcomes states, "The graduate will demonstrate compassion and caring by developing and maintaining therapeutic relationships based upon mutuality and respect for the health and healing practices, beliefs and values of the individual and community." Course learning outcomes are based on the program learning outcomes. Course learning outcomes provide direction for student learning activities. Projects that address cultural diversity and health care are found in each year of the program. In Nurs 151, offered in the first semester of the program, students complete a group project wherein they research and

present the cultural health beliefs and practices for a specific cultural group in order to identify key elements for delivery of culturally sensitive nursing care. In the third semester, in Nurs 254, students work in groups to create websites on the culture-specific childbearing practices for various cultures prevalent in Hawai'i as reported to them by primary sources. The transcultural web site projects were presented, as an example of how student learning can be assessed, at the WASC Workshop: Retreat on Student Learning & Assessment Level II in January 2010. Student transcultural pages can be accessed via the Division web page at http://www.hawaii.hawaii.edu/nursing. Students also take Cultural Anthropology (Anth 200) as a support course which provides them with foundational knowledge for looking at cultures.

National nursing perspectives and trends are largely reflected in the learning resources that students use. Required textbooks and the ATI product bundle heavily emphasize the national drive and trend to ensure nursing care is evidence-based. Periodically students have been asked to participate in disaster drills with local emergency preparedness teams. More recently Hawai'i Community College campus has welcomed the Pacific Regional Disaster Preparedness Center as their home base is now located on our Manono Campus. Their close proximity may allow us to collaborate with them concerning regional disaster preparedness activities in the future.

One of the newer ADN faculty members has participated as a disaster-relief provider post-earthquake in Haiti several times. Her experiences as a "real nurse" working in a third-world disaster zone were shared with nursing faculty and students providing the students with a global cultural perspective. Despite the cultural diversity found within the Hawaiian Islands and Pacific Region, it is recognized that global nursing perspectives could be strengthened within the curriculum as future opportunities arise.

Criterion 4.5   Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of student learning and program outcomes.

Students are evaluated using multiple methodologies. Table 4.3A displays the learning activities and major assessment of learning methodologies utilized across the curriculum. Evaluation occurs in an ongoing fashion throughout the program.

Evaluation methodologies of student learning reflect established professional practice and competencies. Summative evaluation occurs through written exams. Many of the ADN faculty have attended test question and exam writing workshops as reflected in Standard 2. Clinical evaluation tools reflect national standards of practice and are based on course student learning outcomes. These evaluation tools provide a roadmap for faculty to use to evaluate student clinical performance at midterm and final during each clinical course. Clinical evaluation tools are shared with students at the beginning of each semester so they are also aware of national standards they must adhere to, how they will be evaluated and clinical performance expectations.

Although high fidelity simulations are primarily used as a learning activity, during Fall 2010 the high fidelity manikin was piloted for "skills testing" in the fundamentals course. "Skills testing" has long been used in this foundational course as an evaluation tool. Use of the high fidelity manikin to evaluate student abilities is now being considered for incorporation and spiraling throughout all clinical courses in the program for the purpose of evaluation. Simulations also allow faculty to assess curricular progress and point out areas of strengths and weaknesses within the courses and curriculum as a whole. Evaluation of student performance in the scenario and the scenario itself provides direction for additional teaching.

Since our last reaccreditation the Nursing Learning Portfolio has been added to evaluate learning across the curriculum. In the first semester of the program students begin creating their Nursing Learning Portfolio. Each semester students submit: a nursing philosophy, an evidence-based nursing journal assignment, a clinical exemplar, the therapeutic nursing skills

list for that semester, and course specific assignments. Throughout the curriculum students add to the portfolio, reflecting learning, perspectives and perceptions gained through the program's experiences. Evidence-based article assignments enable the students to directly relate the scientific underpinnings of therapeutic nursing interventions. By the end of the program the students have evolved to understand the complexities contributing to the art and science of nursing.

The faculty recognized the need to evaluate student learning and competencies against those of similar students in the nation. For this reason, the ATI product was chosen and purchased in Fall 2009. As discussed in previous sections, the ATI program allows faculty to assess individual student progress and attainment of learning outcomes as well as evaluate how individual courses and the curriculum as a whole assist students in attainment of national standards and competencies. The faculty are eager to utilize the systematic program evaluation plan designed for continuous quality improvement of the individual courses and curriculum as a whole. The systematic evaluation plan is found in Standard 6.

Lastly, every year the faculty discuss NLN's 4 main program outcomes in terms of program completion, NCLEX pass rates, job placement and student satisfaction rates. Faculty recognize that program completion rates often reflect poor academic performance. To address this faculty use ATI in assisting students to identify areas of weakness. The ATI product allows students to target their own areas of weakness through structured remediation activities. Additionally the ADN program participates in a statewide Health Resources and Services Administration (HRSA) grant. This grant provides scholarships and stipends, and equipment to students identified as high risk for attrition. The personalized resources greatly assist students who struggle financially and thus often academically. The HRSA grant also funds a ½ time tutor to provide one to one and group assistance to grant participants. All other ADN students are welcome and encouraged to attend and participate in with the HRSA tutor as well.

In summary, the evaluation methodologies used to assess student learning and progress throughout the curriculum are varied and reflect established professional and practice competencies. As the systematic course and curriculum evaluation plan gets underway it is envisioned that changes and modifications to evaluation strategies will likely be required. The shift to focusing on student learning is an exciting nursing educational development that the ADN faculty welcomes and embraces to enhance student learning, achieve professional competencies and student success.

Criterion 4.6   The curriculum and instructional processes reflect educational theory, interdisciplinary collaboration, research, and best practice standards while allowing for innovation, flexibility, and technological advances.

As previously described in Criterion 4.2, collaboration with the UHSNC in designing a statewide nursing curriculum facilitated revisions to this ADN curriculum that reflect educational theory, research and recent recommendations to reform nursing education. Faculty members have worked diligently to make revisions to the curriculum that promote student learning and incorporate best education and nursing practice standards. Table 4.6A displays instructional processes reflecting the best practice standard used across the nation to facilitate learning. Nursing research articles and monographs describing these educational trends and associated implementation methodologies are available to all program faculty and onsite in the Division office's reference library.

Table 4.6A   Instructional Processes and Best Standards

Interactive / Group Learning	*Self-Reflective Learning*	*Evidence Based Practice & Practice Standards*
• Simulations • Therapeutic skills practice • "Unfolding Case Study" • Online discussions • Grand rounds	• Weekly self –reflections • Online discussions • Portfolio exemplars • Portfolio philosophy	• ATI modules • Nursing research analyses • Quality assurance presentation • Simulations • Safety standards • Nursing Practice Standards • Safety Standards

Criterion 4.7   Program length is congruent with the attainment of identified outcomes and consistent with the policies of the governing organization, state and national standards, and best practices.

There is a logical, sequential curriculum plan. Nursing courses are offered in sequence every semester. A semester is 15 weeks in length with an additional week for final examinations. Once they have finished the prerequisite support courses, students complete the program in four semesters. Classes are not offered during the summer. Each course is equated with semester credit hours and is congruent with other programs in the college system. A lecture credit is one hour per week. Each lab credit is three hours per week.

The nursing program is designed with one year of pre-requisite courses followed by two years of nursing courses. In total the program requires 72 credits. The Hawaiʻi State Board of Nursing provides specific requirements for both prerequisite and nursing courses. Information regarding the requirements can be found online at the BON web site http://hawaii.gov/dcca/pvl/pvl/har/har_89-c.pdf. Chapter 89 mandates that nursing programs include "…courses in the biological and physical sciences, social and behavioral sciences, and the arts or humanities." (§16-89-47) The prerequisite courses provide students with foundational knowledge upon which nursing knowledge is built, and communication skills upon which therapeutic relationship skills develop. The minimum curriculum for programs preparing registered nurses requires that Associate Degree nursing programs contain at least 64 credits, of which forty percent (40%) of the nursing credits shall be earned in laboratory or clinical instruction. Our nursing program requires 72 credits. Of the 42 credits earned in nursing courses, 23 credits or 55% of the nursing credits are earned in clinical or laboratory instruction.

The program allows enough time for students to attain the learning outcomes, is consistent with that of the State Board of Nursing and the College. Table 4.7A demonstrates the requirements of Hawaiʻi's State Board of Nursing, the College and the ADN program. These requirements are consistent with national standards and best practices in nursing education.

Table 4.7A   Associate Degree Nursing Requirements in Relation to Board and College Requirements

Hawai'i Board of Nursing (51 Credits)	HawCC Associate in Science Degree (60 Credits)	HawCC Associate of Science in Nursing Program (72 Credits)
Scientific Understanding (8 credits)	Natural Sciences (3 credits)	BIOL 141 Human Anatomy & Physiology I(3cr lec) BIOL 141L Human Anatomy & Physiology I(1cr lab) BIOL 142 Human Anatomy & Physiology II (3cr lec) BIOL 142L Human Anatomy & Physiology II(1cr lab) MICR 130 Microbiology (3cr lec) MICR 130L Microbiology Lab (1cr lab) PHRM 203 General Pharmacology(3cr lec)
Social Sciences (9 credits)	Social Science (3 credits)	FAMR 230 Human Development (3cr lec) PSY 100 Survey of Psychology (3cr lec) ANTH 200 Cultural Anthropology (3cr lec)
	Humanities (3 credits)	ENG 100 Expository Writing (3cr) SPCO 151 Into to Speech Communication (3cr)
Professional Development and Responsibility (2 credits)		NURS 158 Issues & Trends I (1cr lec) NURS 258 Issues & Trends II (1cr lec) NURS 260 Nursing Management (2cr lec)
Nursing (32 credits including 16 units of lab)	Courses required by major program or electives (51 credits)	NURS 153 Nursing Concepts & Skills (3cr lec, 5cr lab) NURS 151 Mental Health Nursing (1cr lec, 1cr lab) NURS 157 Adult Health Nursing (4cr lec, 6cr lab) NURS 254 Family Health Nursing I (2cr lec, 3 cr lab) NURS 255 Family Health Nursing II (2 cr lec, 3 cr lab) NURS 257 Advanced Adult Health Nursing (2cr lec, 3cr lab) NURS 251 Mental Health & Psychiatric Nursing (1cr lec, 2cr lab) Total Support Course Credits: 30 Total Nursing Course Credits: 19 lecture & 23 lab/clinical credits

Criterion 4.8   Practice learning environments are appropriate for student learning and support the achievement of student learning and program outcomes; current written agreements specify expectations for all parties and ensure the protection of students.

Off campus practice learning environments or clinical sites are selected to match student

learning outcomes of the various courses and the ADN program. As discussed in criterion 4.5

the on-campus Nursing Learning Resource Center (NLRC) environment, with high fidelity simulation capability, is proving to also be a rich practice learning environment for students. Nursing Learning Resource Center Coordinators at both sites coordinate with faculty and the designated course coordinators, to ensure that lab and simulation experiences are the same.

Clinical learning environments found off-campus differ with respect to the variety of primary diagnoses, client acuities, documentation systems, and channels of communication. Clinical sites are chosen to match the course learning outcomes and student abilities to ensure a level of success is achieved promoting confidence in having achieved the various course outcomes. For example, students are taken to long term care facilities for their first rotations as acuity levels are lower, residents are generally stable and students can hone their assessment and basic care skills. As students progress throughout the curriculum, clinical sites and their patient acuities reflect increasing complexities of patient therapeutic nursing care needs. For example, during their first two semesters, students spend time in structured, institutional adult resident/patient environments with low to moderate patient acuities. During their third semester students need to apply their therapeutic intervention skills to infants, children and the family unit. Their third semester also exposes them to the outpatient environment, requiring them to adapt their nursing judgment to an entirely different environment. During their last semester students are introduced to some specialty environments and are challenged with higher patient acuities and loads. The variety of practice learning environments and the experiences they offer reinforce students to become flexible, adaptable, and knowledgeable about various organizational systems of care. Nursing courses and their related clinical sites are illustrated in Table 4.8A Nursing Courses and Corresponding Clinical Sites.

Table 4.8A   Nursing Courses and Corresponding Clinical Sites

COURSE	SITE	UNITS
Nurs 153 Nursing Concepts & Skills	Hilo Medical Center	Extended Care Division Medical & Surgical Units Cardiovascular Unit

	Hale Anuenue (Hilo)	Extended Care Division
	Hale Ho'ola Hamakua (Honokaa)	Extended Care Division
	Kona Community Hospital	Extended Care Division Medical / Surgical
Nurs 157 Adult Health Nursing I	Hilo Medical Center	Medical & Surgical Units Respiratory Therapy Radiology
	North Hawai'i Community Hospital	Medical / Surgical Operating Room
	Kona Community Hospital	Medical / Surgical Respiratory Therapy Operating Room
Nurs 254 Family Health Nursing Care I	Hilo Medical Center	Labor, Delivery & Post-Partum
	Kona Community Hospital	Labor, Delivery & Post-Partum
	Primary Care Provider Offices	Outpatient Provider Offices
Nurs 255 Family Health Nursing Care II	Hilo Medical Center	Nursery
	Hamakua Health Center	Outpatient Community Clinic
	Kona Community Hospital	Nursery, Labor & Delivery, Post partum
	Primary Care Provider Offices	Outpatient Provider Offices
Nurs 257 Advanced Adult Health Nursing	Hilo Medical Center	Medical & Surgical Units Cardiovascular Unit Emergency Department
	Kona Community Hospital	Emergency Departments Critical Care Units
Nursing 251 Mental Health & Psychiatric Nursing	Hilo Medical Center	Acute Psychiatric Unit
	Kona Community Hospital Veteran's Clinic	Acute Psychiatric Unit Outpatient Psych Observation

Clinical sites are located in proximity to both campuses and include long term care, acute care, and community based settings. The Hilo campus, having a larger nursing cohort than the Kona campus, also uses clinical agencies in the towns of Honokaa and Waimea. The Division of Nursing & Allied Health maintains memorandum of agreements (MOAs) between the University of Hawai'i and clinical agencies. The MOAs specify the responsibility of both parties as well as legal considerations. Provision is made for either party to terminate the agreement with one semesters notice but provides for students to continue to use the agency until they

have completed any courses in which they are enrolled. Copies of all current agreements are available on site.

Prior to the start of every semester, nursing faculty provide each clinical unit's nursing leader with documentation of agreed-upon dates and times of clinical rotations. This paperwork also includes student learning expectations for the rotation, faculty responsibilities during the rotation, and faculty contact information. This verbal and written communication facilitates understanding of the roles and responsibilities of facility staff, nursing faculty and students. Documents outlining the responsibilities of all involved ensure that students are protected in that they are not counted as "staff" and that the purpose of the clinical experiences is to facilitate their learning, not relieve clinical agency staff of their duties. A sample Affiliation Agreement can be found in Appendix H.

Criterion 4.8.1 Student clinical experiences reflect current best practices and nationally established patient health and safety goals.

All institutional clinical agencies that students are exposed to reflect current best practices and nationally established patient health and safety goals as required by the Centers for Medicare and Medicaid Services (CMS) and The Joint Commission (JAHCO). Table 4.8.1a Clinical Facilities: Brief Descriptions and Accreditation Status reflects the accreditation status of the applicable clinical sites through which students rotate during the program. National safety and nursing care standards are taught via classroom instruction, required readings and reinforced during clinical experience. Exposure to clinical practice reinforces how standard concepts are applied in clinical practice. Students and faculty participate in standardized, mandatory, acute care clinical orientations and staff development activities on an ongoing basis at the clinical facilities as schedules allow. Standards of care are also reinforced throughout the curriculum via the Clinical Evaluation Tools. As discussed previously (4.5), the clinical evaluation tool is used in all clinical courses and operationalizes the course level student learning outcomes. These evaluation tools incorporate the American Nurses Association

standards of care as well as national safety standards. Use of this document in every clinical

course emphasizes to students the paramount importance of these standards and they are held

accountable to ensure they comply with these significant quality indicators of nursing practice.

During clinical evaluations with faculty, at least twice per semester, students and faculty

evaluate how their therapeutic nursing interventions reflect these standards. A sample clinical

evaluation tool can be found in Appendix I.

Table 4.8.1a   Clinical Facilities: Brief Descriptions and Accreditation Status

In-patient Clinical Facilities / Institutions	Number and Types of Beds	Location	Certification/Accreditation Status
Hilo Medical Center	100 Acute Care Beds 10 Intensive Care Beds 20 Behavioral Health Care Beds 22 Skilled Nursing Care Beds 112 separate Skilled Nursing / Intermediate Care Beds 24hours/7days per week Physician-Staffed Emergency Department Care	Hilo	Accredited by The Joint Commission 2005 HMSA Quality Award Recipient: Hilo Medical Center was recognized in 2005 by HMSA (Hawai'i Medical Service Association) for its efforts to improve the quality of hospital care over the past year.
Hale Anuenue	120 Skilled / Intermediate Care Beds	Hilo	Medicare and Medicaid Certified
Hale Ho'ola Hamakua	Critical Access Hospital (December 2005) 4 Acute/Long Term Care Beds 46 Skilled Nursing / Intermediate Care Beds 24hours/7 days per week on call (within 30 minutes) Emergency Room Services	Honokaa	Medicare and Medicaid Certified
North Hawai'i Community Hospital	39 Acute Care Beds 24hours/7days per week Physician-Staffed Emergency Department Care	Waimea / Kamuela	Accredited by The Joint Commission
Kona Community Hospital	33 Acute Care Beds 9 Intensive Care Beds 7 Obstetric Beds 11 Behavioral Health Care Beds 34 Skilled Nursing / Intermediate Care Beds 24hours/7days per week Physician-Staffed Emergency Department Care	Kealakekua / Kona	Accredited by The Joint Commission 2005 HMSA Quality Award Recipient: Kona Community Hospital was recognized in 2005 by HMSA (Hawai'i Medical Service Association) for its efforts to improve the quality of hospital care over the past year.

Out-patient Clinical Facilities / Institutions	Number and Types of Beds	Location	Certification / Accreditation Status
Hamakua Health Center	N/A Provides comprehensive, culturally competent, quality primary health care to medically underserved communities and vulnerable populations.	Honokaa	Federally Qualified Health Center (FQHC) - participate in the Federal Government's Health Disparities Collaborative and are held to rigorous performance and accountability standards including administrative, clinical and financial operations.
Veteran's Administration Mental Health Clinic	N/A VA Pacific Islands Health Care System serves veterans in the Pacific Basin, a geographic service area of 4.8 million square miles. Care is provided from its main clinic on Oahu and through five community based outpatient clinics in the Hawaiian Islands and Guam.	Kona	Affiliated with the University of Hawai'i and Tripler Army Medical Center (TAMC) and John A. Burns School of Medicine University of Hawai'i at Manoa.

Criterion 4.9   Learning activities, instructional materials, and evaluation methods are appropriate for the delivery format and consistent with student learning outcomes.

The delivery methodologies of learning activities and instructional materials are congruent with the curriculum design and allow students to attain the learning outcomes regardless of location.

To facilitate offering the nursing program to students in both Hilo and Kona, the lecture portion of nursing classes is offered via Hawai'i Interactive Television Services-2 (HITS-2), a two way interactive video system. Use of HITS-2 increases efficiency and ensures that students at both sites receive the same instruction simultaneously. Presentations via HITS are broadcast between both sites and originate from both sites, although more presentations typically originate in Hilo due to the larger class size and number of faculty assigned to the course. The HITS presentations are recorded for student viewing at a later time. HITS technology has been utilized by the nursing faculty since 2001 to serve nursing outreach classes in Kona.

In conjunction with HITS-2 the nursing program uses Laulima, the learning and collaborative server that houses course materials, allows for faculty-student and student-student

interaction and enhances face to face classes. Laulima also allows the program to conduct fully

online nursing theory courses that do not have a clinical component. Three credits of theory are

offered completely online. The remainder of the classes use a combination of Laulima and/or

HITS-2, face to face seminars and clinical instruction. Laulima is used in all nursing courses to

deliver instructional materials, link students to web sites and communicate with students. HITS-

2 and Laulima facilitate students understanding that they are all part of one island-wide nursing

program and allow them to experience classes simultaneously. The combination of these two

distance education technologies, coupled with on-site faculty at both locations, allow learning

activities to be identical regardless of location. Delivery methods for the various nursing

courses are displayed in Table 4.9A Delivery Methods for Nursing Courses.

Table 4.9A   Delivery Methods for Nursing Courses

Course	On-line delivery of lecture credits	HITS delivery of lecture credits	On-site clinical and/or face to face seminars
Nurs 151 – 1 lec, 1 lab		X	Seminar
Nurs 153 – 2 lec, 3 lab		X	Seminar and Clinical
Nurs 158 – 1 lec	X		
Nurs 157 – 4 lec, 6 lab		X	Seminar & Clinical
Nurs 251 – 1 lec, 2 lab	X		Clinical
Nurs 254 – 2 lec, 3 lab		X	Clinical
Nurs 255 – 2 lec, 3 lab		X	Clinical
Nurs 257 – 2 lec, 3 lab		X	Clinical
Nurs 258 – 1 lec	X		
Nurs 260 – 2 lec			Seminar

Most faculty use *Power Point* outlines to enhance their HITS-2 presentations. Outlines

are typically posted on Laulima and allow students to prepare ahead of time for class as well as

take notes during class. Faculty expect that students will be independent learners and be able

to retrieve information from Laulima and other online sources and be prepared to ask questions

and engage in discussions during the HITS-2 classes. The HITS-2 technology allows students to use microphones to ask questions and engage in discussion with faculty and classmates at both sites. It also allows faculty to display what is on the computer or ELMO and play DVDs. Instructional materials that are used for display can also be scanned and posted on Laulima for student viewing.

Laulima allows students to access course information and communicate from wherever they are via their own computers and PDAs. It allows faculty the flexibility to post course information and communicate with students 24 hours a day 7 days a week. Students who live in areas where high speed internet is not available have access to the computers in the NLRCs as well as other computers at campus labs in both Hilo and Kona.

For completely online courses, Laulima is used to present course materials, facilitate student discussions and communicate with individual students and the entire class. Some faculty members have used the technology to provide audio presentations in conjunction with *Power Point* slides to present theoretical content. Laulima does not currently have the capability for video streaming.

Learning outcome evaluation methods for nursing courses are displayed in Table 4.3A. Exams are given in-person and proctored by faculty on site except in courses that are entirely online. Evaluation tools and methods are identical regardless of location and reflect best practices in nursing and distance education. Student evaluation of faculty are done via an online University wide system called eCafé. Students are e-mailed the link and instructions during the last two weeks of instruction each semester. Faculty cannot access the evaluation results until after semester grades are posted. All students have the same access to E Café for giving formal feedback to faculty regardless of location.

STANDARD 5: RESOURCES

FISCAL, PHYSICAL, AND LEARNING RESOURCES PROMOTE THE ACHIEVEMENT OF THE GOALS AND OUTCOMES OF THE NURSING UNIT.

Criterion 5.1   Fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization.

The fiscal resources of the Nursing Education Unit are dependent on the resources allocated to the Hawaiʻi Community College as part of the University of Hawaiʻi system. The University resources are dependent on the economic conditions of the state. As is true in most states at this time, the state of Hawaiʻi has a fiscal shortfall. As a result, the university's biennium budget was reduced by $154 million. Hawaiʻi Community College has not fared badly during this time however. As is true across the nation, the state unemployment rate is high, the Big Island having the highest unemployment rate in the State. This has caused many more people to return to college for more education or a second career. As a result, the University is one of the few sectors of the state that has grown as a result of the economic conditions. Compared to three years ago there are over 9000 more students attending the University of Hawaiʻi campuses. The enrollment of Hawaiʻi Community College began increasing dramatically during the 2009-2010 academic year bringing the student headcount to an all time high of 3,315 students. That trend has continued into Fall 2010 with enrollment showing a 16.1% increase and a headcount of 3850.

In spite of the economic conditions of the state the Nursing Education Unit has had sufficient fiscal resources to support its program outcomes. The funding for the Nursing Education Unit comes from several sources. The primary source of funding for instructional divisions and departments is the Instructional B-Budget. This funding is determined each October using a formula that takes into account FTEs, student semester hours, whether a program requires labs or not, whether a program has intensive equipment needs, and whether there are supplies needed for the intensive lab classes. The B Budget allocations are expected

to be used for instructional and office supplies, duplication expenses, equipment purchase and maintenance, and some staff development and travel expenses.

The formula used to determine the B Budget is applied equitably to the different divisions and departments but does not take into consideration the additional expenses unique to the Nursing Education Unit such as NLN and NLNAC dues and accreditation expenses, the need to duplicate resources at the outreach site in Kona and the development of new physical resources. The Nursing Director/Division Chair has dealt with this by advocating for additional funding for the separate facilities, obtaining additional federal funding, using student fees and other sources of funding available. A comparison of the B Budget allocations with the other Career and Technical programs is available onsite.

A major source of additional funding unique to the Nursing Education Unit is a $49,000 annual allocation that was granted by the legislature to pay for the increase in physical resources necessary for growth of the ADN program. This supplemental budget allocation has paid for upgrades in older facilities, outfitting of new facilities and high fidelity patient simulators. It will continue to be essential source of funding as new facilities continue to be developed.

In addition to the B Budget and supplemental funds, the Nursing Unit receives funding from nursing student professional fees. All UH nursing students pay a professional fee each semester. Hawai'i Community College's fee is $200/semester, the lowest in the UH system. These fees are utilized to provide student malpractice insurance, multimedia and online resources, and instructional supplies and equipment for student use. The largest area funded by the professional fees has been the online tutorial and testing programs utilized by students. As of Fall 2009, the faculty adopted the use of the Assessment Technologies Institute's (ATI) Comprehensive Assessment and Review Program (CARP) and Skills Modules. Prior to the adoption of ATI, its predecessor, Meds Publishing Learning Systems was used for online tutorials, learning, and testing.

Another source of funding stems from a partnership between the Nursing Education Unit and the Office of Continuing Education and Training (OCET) to offer the non-credit and Nurses' Aide training course. The non-credit Nurses' Aide courses in Hilo are taught by a full time nursing faculty. The Director of Nursing/Division Chair oversees the hiring of faculty who teach the course in other locations on the island, assures the State that the curriculum is in compliance with federal standards, and provides facilities for OBRA testing/certification of nurses' aides. In return for the provision of these services OCET allocates a portion of the tuition collected to the Nursing Education Unit. These funds are used to provide supplies and learning resources for the nurses' aide courses but also provide a cushion for the Nursing Education Unit in that the funds can be rolled over from one year to the next.

Federal funding also supplements the state allocated funding. During the past three years the Nursing Unit has benefited from over $23,000 in additional funding through Perkins projects. Perkin's project funds paid for the Director/Chair to attend the 2009 NLNAC Self-Study Forum in Las Vegas, in spite of the statewide restriction on out of state travel. Other Perkin's projects have funded faculty professional development activities within the state. An additional Perkin's project assisted in funding the ATI Comprehensive Assessment and Review Program (CARP) and Skills Modules for students for the 2009-2010 and 2010-2011 academic years.

Since Fall of 2008, a U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA) project has provided another source of funding. The HRSA project: *Program for the Retention of Nursing Students (PRNs)* was granted to the University of Hawaii at Manoa School of Nursing and Dental Hygiene and involves a partnership among Manoa and the three outer island associate degree nursing programs. The project targets educationally or financially disadvantaged students from the associate degree programs, awards student stipends and scholarships, provides a half time tutor position and a small amount of funding for supplies. As a Project Associate the Director/Chair receives a 2.5% salary and benefits replacement for her work with the project. The project is in its third and final

year. However, a request for continuation of the project has been submitted. Information about the HRSA project is available onsite.

The Nursing Unit Budget allocations for three years are displayed in Table 5.1A Nursing Unit Budget Allocations for 2008-2009, 2009-2010, & 2010-2011. As can be seen, the B-Budget has increased in accordance with program growth. Professional fees reflect the number of students enrolled in the program. The OCET allocations have grown over time and continue to provide a cushion. Perkins project funding is dependent on the number of projects submitted and funded each year and also reflects some statewide projects for nursing staff development.

Table 5.1A   Nursing Unit Budget Allocations for 2008-2009, 2009-2010, & 2010-2011

SOURCE	AY 2008 -2009	AY 2009-2010	AY 2010-2011	
B-Budget	$18,957	$19,422		$20,325
Supplemental	$49,000	$49,000		$49,000
Professional Fees	$32,000	$28,200	*estimate*	$34,000
OCET	$14,016	$7,733	*estimate*	$10,000
Perkins Projects	$2800	$13,902		$7,152

Faculty determine supplies and equipment needed for their courses and work with the NLRC Coordinators, division secretary and the Director/Chair to set priorities for purchases based upon identified needs and costs. The Director/Chair has the final say in all expenditure of funds. Faculty members have the opportunity to review potential multimedia learning resources and make recommendations regarding purchases. As of Fall 2010, all recommended learning resource materials have been purchased. However, the process is ongoing. As of Fall 2008, an outreach class of 10 students has been admitted each year in Kona. Since that time a separate allocation for office supplies has been provided to the faculty in Kona.

Faculty development is supported by the Vice Chancellor of Academic Affairs Office funds, Perkins funding and Division funds. The outer island community colleges are in a unique situation in that much of the work of the University takes place on Oahu. Although some meetings take place via videoconferencing, a substantial amount of money is spent each year sending faculty to Oahu to attend meetings. In addition, most of the faculty development opportunities take place on Oahu necessitating the addition of roundtrip airfare to the cost of attendance. With only one major airline providing interisland service the cost of roundtrip airfare between the islands of Hawai'i and Oahu has risen to over $200.

Nursing faculty members have been able to attend staff development events on Oahu, many of which are sponsored by the UHSNC or Hawai'i Center for Nursing. Travel to out-of-state conferences is very expensive. Out-of-state travel was restricted during the 2009-2010 academic year and the restriction remains during the current year. The Director/Chair was able to attend a 2009 NLNAC Self-Study Forum in Las Vegas only because it was funded by a Perkin's project proposal. In spite of the limitations, nursing faculty have participated in a number of staff development offerings pertinent to ongoing efforts to focus on student learning outcomes, new ways of teaching, high fidelity patient simulation, and the OCNE curriculum model adopted by some of the UHSNC nursing programs. Some faculty members have attended staff development events on the mainland using their own funds. Some faculty members also maintain professional nursing certifications. Documentation of faculty professional development activities and certifications is available onsite in individual Faculty Profile Folders.

The salaries and benefits of faculty and staff are determined by the collective bargaining agreements negotiated between the unions (University of Hawai'i Professional Assembly (UHPA) and Hawai'i Government Employees Association (HGEA) and the Board of Regents of the University of Hawai'i. The current UPHA agreement went into effect January 2010 and extends to 2015. Due to the state's fiscal crisis all faculty received a temporary 6.667%

reduction of their base salary effective January 1, 2010. According to the UPHA agreement,

effective July 1, 2011 the base salaries of all faculty members subject to the temporary salary

reduction will be restored to their previous levels. In addition, there is a mechanism set forth in

the contract that provides for faculty members to be paid back for some or all of the salary lost

due to the reductions. In addition to the salary reduction, a payroll lag was also instituted for

faculty resulting in one less pay check for the 2010 calendar year. In return for the decrease in

pay the University declared that all non instructional days and breaks would be considered

furlough days for both 9 month and 11 month faculty. The division secretary is a member of the

HGEA. HGEA members were subject to a 5% salary reduction for 2009-2010 with restoration of

their 2009 base salaries as of June 2011. In recompense HGEA members working at the

University were granted thirteen leave with pay days that fell within time periods over holidays

and breaks. The *2009-2015 Agreement between the University of Hawai'i Professional*

Assembly and the Board of Regents of the University of Hawai'i is available at website:

http://www.uhpa.org/uhpa-bor-contract.

As a result of the advocacy of the University of Hawai'i Statewide Nursing Consortium

the University recognized that nursing faculty should be paid a salary competitive with nursing

clinicians, nursing faculty salaries across the University of Hawai'i system were raised in 2006.

About this time the legislature allocated and funded additional nursing faculty positions for the

ADN program. As a result, the College has been able to hire additional nursing faculty and pay

them a reasonable salary. Over the past three years the Director/Chair has been consulted

regarding salary levels for new faculty. However, she does not have control over the personnel

budget for the Nursing Education Unit.

One secretary provides clerical services for the Nursing Education Unit. She is assisted

by part time (20 hours per week) student assistants. The secretary is based in Hilo but provides

services to faculty in both Hilo and Kona. Faculty members in Kona do not have clerical

services onsite. Assistance with purchasing of office supplies is available through the UHCWH

business office. The division secretary in Hilo handles all purchasing, travel, entry of class

schedules into Banner, phone inquiries and referrals, record keeping and filing, and assists

faculty with numerous other needs. Faculty and staff have determined a need for additional

clerical services, especially in Kona. A request for a Clerk-Typist II was included in the 2006

Associate of Science in Nursing Comprehensive Program Review and the 2007 Annual

Program Review, however it was not granted. It is the impression of the Director of Nursing that

additional clerical positions are more difficult to obtain than additional faculty positions. Until

such time more clerical support is available faculty must rely on technology to supplement the

clerical services available. They are encouraged to prepare their own instructional materials,

post them online in Laulima for students to access, send files to be duplicated directly to the

duplication machine, and use email attachments to send files back and forth between Hilo and

Kona. The nursing unit personnel expenses are displayed in Table 5.1B.

Table 5.1B   Nursing & Allied Health Division Personnel Expenses 2009-2011

CATEGORY	AY 2008 -2009	AY 2009-2010	AY 2010-2011 *Projection*
Faculty	$889,774	$855,670	$837,352
Lecturer	$13,893	$14,400	$28,800
Clerical	$42,684	$39,480	$40,548
Student Assistants	$4,910	$5,259	$7,521
Total	$951,261	$914,809	$914,221

Faculty have determined that the total allocations are sufficient to ensure the

achievement of the nursing education unit outcomes and commensurate with the fiscal

resources of the College.

Criterion 5.2   Physical resources (classroom, laboratories, offices, etc.) are sufficient to ensure the achievement of the nursing education unit outcomes and meet the needs of faculty, staff, and students.

The physical facilities of the Division of Nursing & Allied Health, or nursing education unit, are located both in Hilo and Kona. Hawai'i Community College (Haw CC) and the University of Hawai'i at Hilo (UHH) share campuses in Hilo. Therefore, classrooms, offices and labs are co-located on what are commonly called the upper and lower or the Manono and UHH campuses. The Division of Nursing and Allied Health main office, nine faculty offices, two classrooms, a nursing learning resource center (NLRC) and the Director/Division Chair office are located on the upper or UHH campus. A second nursing learning resource center with two classrooms, two offices, and a simulation suite, occupied in August 2010, is located on the lower or Manono campus.

The Division of Nursing and Allied Health physical facilities in Kona are located within the University of Hawai'i Center at West Hawai'i (UHCWH). The UHCWH is one of three University Centers whose mission is to broker educational offerings from all University of Hawai'i programs to outer island residents. The UHCWH is administered by the Chancellor of Hawai'i Community College but serves all University of Hawai'i programs interested in offering degrees and certificates to the residents of Hawai'i Island. The UHCWH is located in rented space in a shopping center in Kealakekua, Kona. The Hawai'i Community College nursing faculty and students currently have three offices and a small nursing learning resource center at the UHCWH. A modular building that will house a new nursing learning resource center in Kona is presently under construction with a projected occupancy date of Fall 2011. The new NLRC will be conveniently located on the grounds of Kona Community Hospital where nursing students receive the majority of their clinical instruction. It will be a welcome replacement for the small NLRC currently in use and will provide space for four patient bed units, the NLRC Coordinator office, a classroom area, a simulation suite and faculty workspace.

Faculty and students in both Hilo and Kona had been using NLRC's that were too small with makeshift spaces for high fidelity simulation. With the addition of the new NLRCs the faculty and students will have adequate space, simulation facilities and clinical skills practice areas. A continuing issue for both Hilo and Kona will be the separation of faculty offices from the NLRC's. In Hilo, faculty must travel between their offices on the upper campus to the NLRC on the lower campus, a distance of about one mile. In Kona faculty must travel ¼ mile from their offices at the UHCWH to the Kona Community Hospital.

Long range plans for both Hilo and Kona include new or renovated facilities that would provide spaces large enough to house all the offices, classrooms and nursing learning resource centers at one location on each side of the island. Ten million dollars was released on July 1, 2010 part of which is to be used for renovation of Hale Aloha, a two story building on the Manono campus that will house the entire Division of Nursing and Allied Health. The Division's new home in Hilo will provide two high fidelity simulation suites, videoconferencing capabilities, a large clinical skills practice area, a classroom that will accommodate forty students, faculty and staff offices, storage and a conference room. The contract has been awarded with construction to start in January 2011.

In Kona, plans for a Hawai'i Community College campus on land near the airport are slowly proceeding to fruition. Part of the $10 million dollars released in July is for a mid level road on what is called the Palamanui site. Plans for the nursing program space at this new campus include a large clinical skills practice area, high fidelity simulation suites, classrooms, and offices. The completion date for the campus at Palamanui is not known. The current physical spaces of the nursing unit are described in Table 5.2A.

Table 5.2A   Physical Spaces in Hilo and Kona

Upper Campus UH-Hilo Physical Spaces	Classrooms	Offices	NLRC used by Practical Nursing & Nurses' Aides	Faculty/staff work rooms
	PB5-1 seating for 30 (Video-conferencing capable)	PB6-103 Division Office for secretary & student workers with 2 computers and networked printing	PB7 NLRC with 4 computer workstations, 4 patient bed units, seating for 20, sinks, cupboards and storage	PB6-103 One workroom adjacent to the Division Office with networked duplication, fax, scanning and printing capabilities
	PB5-2 seating for 20	PB6-103 Director/Division Chair Office with 1 computer and networked printing	4 computer work stations and a printer	PB 7 faculty lunchroom
	HITS room in library seats 30	PB6- Six faculty offices with 6 computers and networked printing		
		PB5-3 Three faculty offices in converted classroom with 3 computers, a printer and networked printing		Restrooms nearby
Lower Campus HawCC Manono Physical Spaces New Nursing Learning Resource Center	Classroom	Offices	Clinical Skills/Simulation Practice Areas	Faculty/staff work rooms
	396A seating for 40 in tablet armchairs	396A NLRC Coordinator's Office with lap top and printer	396A clinical nursing skills practice area with 6 patient bed units, sinks, cupboards, counters and storage areas	396B workroom with duplication, printing and scanning capabilities; 1 laptop computer
	396B seating for 30 in flexible learning space with tables and chairs	396B HRSA tutor office in faculty work room; lap top computer	396B high fidelity simulation room & separate technical room for simulations with one high fidelity simulation mannequin	
	30 laptops for use in NLRC and testing			One unisex rest room with others nearby

Physical Spaces at UH Center at West Hawai'i (Kona)	Classroom	Offices	NLRCs	Faculty/staff work rooms
	HITS room-seating for 12	3 faculty offices with lap tops, two with printing capabilities	One facility with 2 patient bed units and a gurney, a sink, storage, cupboards, seating for 10 and 1 high fidelity simulation mannequin	One area shared with other faculty in main office of UHCWH with duplication and fax services
	10 laptops for use in NLRC and testing		Three computer work stations with printer	
New NLRC Kona Community Hospital	Classroom	Offices	NLRCs	Faculty/staff work rooms
	seating for 20 in tablet armchairs	One NLRC Coordinator's Office with laptop computer	One room with 4 patient bed units, 2 sinks, storage and cupboards	1 workroom with duplication, printing and scanning capabilities; 1 laptop computer
			high fidelity simulation room & separate technical room for simulations and 1 high fidelity simulation mannequin	
	10 laptops for use in NLRC and testing			One unisex restroom with others nearby

With the addition of the two new NLRC's the ability of the program to meet its outcomes has been enhanced. With the new spaces in Hale Aloha and at Palamanui the program will have more luxurious spaces than ever before and more than enough space to meet its needs and program outcomes.

Criterion 5.3   Learning resources and technology are selected by the faculty and are comprehensive, current, and accessible to faculty and students, including those engaged in alternative methods of delivery.

Hawai'i Community College provides facilities, resources, and services necessary to support the nursing program in both Hilo and Kona. Academic Support services for the College include the Library, Learning Centers, Academic Computing Unit, and Institutional Research.

Hawai'i Community College is fortunate to share the Mookini Library with the University of Hawai'i at Hilo increasing the access to information for both students and faculty. The library is generally open seven days a week. However, furloughs instituted as a result of salary decreases have caused the hours to be limited over all campus breaks. Up to date Mookini library hours can be accessed at http://library.uhh.hawaii.edu/library_hours.htm. Hawai'i Community College has a full-time librarian who works closely with faculty and students to ensure resource needs related to the library are met. Students have access to approximately 47,500 square feet at the library. Mookini Library has approximately 232,000 volumes including approximately 1,400 volumes in the field of nursing, greater than 90 paid subscriptions, federal depository, and state issued periodicals supporting nursing and medicine. Included in the library are separate collections for Hawaiian (including State Health Department materials), reference (including medical and nursing dictionaries, drug handbooks and encyclopedias), U.S. government documents (selective depository), and reserve readings and restricted materials (closed shelves) which are kept behind the circulation desk. All collections, except those kept behind the circulation desk, are available to students and faculty as open shelf materials. Video titles are also searchable on Hawai'i Voyager, the University of Hawai'i System Libraries' web-based book and audiovisual catalog. Hawai'i Voyager is accessible from the library's home page: http://library.uhh.hawaii.edu. Students can view videos/DVD in the library at the audiovisual playback carrels. Faculty members may reserve and check videos/DVD out for classroom showing. Faculty also have access to University of Hawai'i at Manoa's (located on the island of Oahu) video collection by requesting specific titles for specific dates of showing. Students and faculty also have access to Films on Demand, which streams educational videos on many health related topics. The UH Manoa Library periodical articles and circulating books are all available to students and faculty as interlibrary loans.

Indexing for nursing journal literature is accessible through CINAHL. Besides CINAHL, the University of Hawai'i system libraries are members of EbscoHOST through Hamilton Library

at the University of Manoa. The EbscoHOST databases, which can also be accessed from home, include, MEDLINE, Academic Search Premiere, Health Source: Nursing/Academic Edition, Health Source: Consumer Edition & USP DE Volume II which have indexing to periodicals including a large percentage of full-text, online articles. The Hawai'i Community College librarian consults the nursing faculty annually for identification of content area gaps in the periodicals and receives feedback on existing subscriptions and requests for new periodicals. Revisions to subscriptions are made based on faculty recommendations.

Mookini Library annually issues a series of database guides and finding aids. Guides for using Hawai'i Voyager, Intra Systems Loans (ISL), DVD's and selected finding aids by subject are available on site. A regular program for library instruction exists for faculty to schedule individualized sessions for specific courses.

Mookini Library has 47 PCs dedicated to Web, e-mail, and Hawai'i Voyager use with printing capabilities, and 2 express terminals that access Hawai'i Voyager but without printers. One PC provides ADA (Americans for Disabilities Act) access and a multi-media PC to access CD-ROMs and the library's scanner. The library also houses the PC lab for both campuses, so that access via the lab's 38 PCs for Web, Hawai'i Voyager and microcomputer software with printing capabilities, are available during regular library hours. The library classroom houses 27 PCs that are available to students anytime there is not a class in session. The library also has photocopiers, microfiche and microfilm readers.

Media Services, located on the third floor of the library and is also shared with University of Hawai'i at Hilo's students and faculty. It offers access to the Hawai'i Interactive Television System (HITS). There are four studios. Receiving and transmitting sites are located on the various islands and classes are taught in a two-way interactive mode. The nursing program uses the HITS system for presentation of theory between the classes in Hilo and Kona. Technical assistance is available onsite for transmission of all HITS classes. HITS staff are always happy to provide faculty new to the HITS system with an orientation and ongoing

guidance as well as trouble shoot transmission issues as they may occur.

In addition to the Nursing Learning Resource Center (NLRC) in Hilo, available only to nursing students, there are two learning centers available to all students. The Learning Center (TLC), located on the UH-Hilo campus, provides services to all Hawai'i Community College students. Its mission is to help students to be successful in their college experience. Its objective is to provide students with guidance and support to assist them in becoming independent learners. Services it provides include tutoring; instruction regarding use of Laulima, email and the internet; and computer assisted instruction. The Learning Center provides computer access on approximately 36 terminals (with no printing services) for students in a variety of modalities including three server systems, a software library for remedial skills and special a CD-ROM server, and access to the Internet. The Learning Center (TLC) located on the Manono Campus, Hale Kea Advancement and Testing Center (HKATC), provides 25 computers, a study area, and free testing services (COMPASS placement testing, distance education testing, and makeup testing) as well as printing services for current and prospective Hawaii Community College students. Both TLC's and HKATC are open to students Monday to Friday from 0800 to 1630. They are closed on weekends and holidays as well as during the semester breaks.

In Kona, in addition to the NLRC, there is one other learning center. The University of Hawai'i Center at West Hawai'i Library and Learning Center offers basic computer literacy and research instruction, reference services, a small on-site collection of books and DVDs, intra-system loans, and access to full-text periodicals. Other services include proctoring of tests, assistance with Laulima, and tutoring in English and Mathematics. The Library contains a small collection of circulating material and reference material in the fields of nursing and medicine. The Library/Learning Center home page http://www.hawcc.hawaii.edu/ucwh/library.html has links to both the Hawai'i Voyager catalog and electronic journal databases. Nursing students and faculty can request books from any of the University of Hawai'i Libraries including UH

Manoa, the Health Sciences Library at the UH School of Medicine, UH Hilo and all of the community colleges. As of June 30, 2008 the UH library system contained over 4 million volumes. Requests placed for intra-library loans are usually received at the UHCWH library within 5 days. UHCWH Library is part of UH Library Consortium which provides electronic resources including books, journals, and databases. Students are able to access these resources on campus or at home. AltHealthWatch, CINAHL, and Health Source: Nursing/Academic are a few of the electronic databases available to nursing students and faculty. Most of these databases contain a large percentage of full-text articles specific to the health professions. Instructional guides to using both Voyager and the electronic databases are available for students.

The UHCWH Library and Learning Center is open to students Monday through Friday from 1746 to 1630 and closed on holidays, weekends and during semester breaks. There are 12 computer work stations for students, all with Internet access and printing capabilities. One station provides ADA access. A scanner is available for use by students. Faxing of school related material is provided at no cost to students. Wireless access to the Internet is available on campus for students with laptops. A DVD/VCR player is available for student use. The Library has a full-time librarian who provides scheduled library instruction sessions at the request of the faculty. Individual assistance is also available.

The Academic Computing Unit composed of six IT Specialists, an Office Assistant and one Media Specialist provides support for computing and media in Hilo and Kona. Having to travel between locations adds to the workload of this staff. Faculty and staff submit work requests online and can view the status of their work request in the same manner. Most work requests are fulfilled in a timely manner. However the use of technology has grown with the huge influx in enrollment and it is difficult for the staff to stay on top of it all. The Media Specialist provides support for the system of videoconferencing utilized by Hawai'i Community College, but not the HITS system. At this point nursing does not use videoconferencing to

broadcast classes. Future plans do include use of videoconferencing for classes. There is a videoconferencing system set up in one of the upper campus nursing classrooms in Hilo that is used to conduct nursing meetings between Hilo and Kona. Onsite assistance is readily available upon request.

There is one institutional researcher for the College. He serves both administration and faculty. With the increased demands for ongoing assessment, annual and comprehensive program reviews, and submission of grants this person is very busy. The fact that most meetings occur on Oahu necessitating a whole day's travel eats into the time of all faculty and staff from the neighbor islands including the institutional researcher. However, in the typical spirit of Hawai'i Community College, this person took time out of his overbooked schedule to help the nursing unit convert to administering graduate surveys online and developed a prototype for a potential nursing blog.

The nursing program is heavily reliant on technology to achieve its program outcomes. The NLRCs in Hilo and Kona provide a place for students to receive assistance, practice skills, and access learning resources. The NLRCs in Hilo and Kona are typically open from 0900-1600 Monday through Friday. However when classes are scheduled or during Coordinator lunch breaks the NLRCs may also be closed for general student use. The NLRCs are closed on holidays and during semester breaks. The NLRCs provide a small number of desk top computers and enough laptop computers to accommodate one class of students; 30 in Hilo and 10 in Kona. There are designated student printers at both sites as well. Televisions, VCRs, and DVD players and computers are provided in all classrooms. All classrooms have the capability to display whatever is on the classroom computer. The new NLRC classrooms provide the capability to transmit directly from a computer to the HDTVs. Wireless internet access is provided in the NLRCs as well as multiple places in both Hilo and Kona.

Each site has a high fidelity simulation mannequin. The new NLRC's have simulation suites that include a room for the mannequin equipped with video and audio, a technical room

114

and one way mirrors for viewing. The NLRC Coordinators are responsible for maintaining the

simulation mannequins and assisting faculty with developing and running the simulations. The

manufacturer of the mannequins has provided onsite training and ongoing technical assistance.

Annual maintenance is available for a fee. A library of patient simulations has been developed

by faculty and is available onsite.

Faculty strive to have comprehensive, current and relevant learning resources at each

nursing program delivery site. DVDs, videos, CD-ROMS and a small library of nursing

reference books are available at both sites. Films on Demand (streamed educational videos)

are available through the Mookini library. Students can access resources in the NLRCs or in

some cases online. Many of the new textbooks also offer online learning resources. Faculty

members understand that learning resources at the two sites need to be equitable and

accessible to students. Faculty and students have determined that online learning resources

best meet the needs of students since they can access them anytime and anywhere there is

internet. Online resources are usually updated more frequently and more interactive. However,

online programs may not user friendly and may not provide technical assistance based on

Pacific Time. Some students also have difficulty accessing online programs from their home

because high speed internet access is not available in that location. These students must rely

on campus technology resources including the lap tops available in the NLRCs.

Faculty and the NLRC Coordinators preview newly available learning resources and

identify gaps. Requests to purchase learning resources are made to the NLRC Coordinators

who then forward a request to purchase to the Director/Chair. The Director/Chair works with the

NLRC Coordinators and faculty and considers the format, cost, relevance, extent of use and

currency of the learning resources prior to approval. As a result of this self study, faculty

realized that student input into learning resources, including textbooks, had not routinely been

sought. Therefore, a questionnaire seeking student input into learning resources has been

developed for administration at the end of each semester. A listing of the learning resources

available online or at the NLRC's is available in Appendix J.

A learning resource, that has been used throughout the nursing program since Fall 2009, is the Assessment Technologies Institute Comprehensive Assessment and Review Program (ATI-CARP) and Skills Modules. Prior to Fall 2009, the nursing program used Learning Systems, the precursor of ATI-CARP. ATI-CARP is a comprehensive assessment and review program that prepares students for the NCLEX by strengthening their knowledge base, identifying deficits and providing remediation. Proctored assessments, review modules, practice assessments, and interactive skills modules are all available online through this resource. With the adoption of ATI-CARP and Skills Modules the need for a large number of other videos or DVDs has been reduced. The ATI content is kept up to date and is very accessible to faculty and students. Students receive an onsite orientation from ATI each Fall and there is ongoing technical assistance for both faculty and students even during proctored exams that occur outside of typical ATI hours of operation.

Faculty members have ample opportunity to request additional learning resources for their classes and believe that the current learning resources are accessible and current. Plans for purchasing student and faculty access to a number of pediatric and obstetric online case studies were cancelled during late Fall 2010 when it was discovered that the desired purchased product was not what was made available and the technical support was very poor. A recent faculty discussion of current resources revealed that because of this cancellation there is a current need for more obstetric and pediatric learning resources. Faculty and the NLRC Coordinators are currently searching for those resources.

Criterion 5.4   Fiscal, physical, technological, and learning resources are sufficient to meet the needs of faculty and students and ensure that students achieve learning outcomes.

The nursing program faculty, staff and students rely heavily on technology to carry out the nursing program. Technological resources are discussed in criterion 5.2. Learning

resources are discussed in criterion 5.3. The nursing program uses HITS and Laulima to provide distance education to the outreach class in Kona. These modalities provide a way for students and faculty in Hilo and Kona to all stay on the same page and understand that they are all part of one island-wide nursing program.

University of Hawai'i students and faculty are given a user name and password that allows them to access the UH Portal via their own My UH account. Students' My UH account allows them to register online through the UH Banner system. The Banner system is linked to Laulima, the online platform used to deliver instruction and communicate with students throughout the UH system. All University faculty are provided with course sites on Laulima through which class lists may be viewed, communication with students may occur, course materials may be posted and grades are entered and published. All nursing courses use Laulima and two one credit courses in the nursing curriculum are offered entirely online via Laulima. Laulima allows faculty to post announcements, provide learning resources, and communicate with students in Hilo and Kona simultaneously. It also provides a means for students to participate in online discussions or communicate with each other privately. One course provides power point presentations accompanied by audio for student viewing.

The online nursing course listings contain basic information about the internet access requirement for all nursing courses. Students can find more specific information on the Web site for Information Technology Services (ITS) www.hawaii.edu/its/ is available from MyUH Portal, the main student access to all UH information and support services. It is desirable for students to have broadband but in some parts of the island only dial up internet service is available. These students must use technology resources available at the campus and nursing learning centers. Students are oriented to Laulima at the beginning of the nursing curriculum, although many students are already familiar with it because they have used it in pre-requisite classes. Assistance and support for students and faculty in the use of Laulima is available at https://laulima.hawaii.edu/portal through the learning centers or at the UH systems DE at

http://www.hawaii.edu/dl/ . Workshops on the use of Laulima are made available to faculty on a regular basis. Faculty experienced in the use of Laulima also assist new faculty.

Most nursing classes use Hawai'i Interactive Television (HITS) to broadcast lectures live between Hilo and Kona. The HITS classroom in Hilo is located in the media center on the 3rd floor of Mookini Library. T he room includes tables and seating for 30 students. Every two chairs share a microphone that is used to broadcast questions or comments from the students to the Kona site. There are two large screen televisions at the front of the classroom. The classroom has the capabilities to use PowerPoint and other computer generated material, including an Internet connection. An ELMO is also available. The HITS room in Kona located at the UHCWH is equipped in a similar but smaller fashion and only has seating for 12 students. Previously there have been complaints from students and faculty regarding the video transmission from Hilo to Kona. The video transmission was improved in 2009 when two new 52 inch televisions were installed. There are also plans to upgrade the entire HITS-2 statewide system to high definition. When both new Nursing Learning Resource Centers (NLRC's) are fully equipped they will each have a videoconferencing system. At that point the nursing classes will be transmitted via videoconferencing rather than HITS. The change will allow more flexible scheduling and a dedicated system for students and faculty to interact between the sites.

In team taught courses HITS lectures originate from both Hilo and Kona. When theory is taught by a single instructor most HITS lectures originate in Hilo. However, Hilo based faculty make every effort to visit Kona to meet students as well as broadcast a lecture or two from Kona each semester. Several Hilo based faculty members live in Waimea, halfway between Hilo and Kona, so visits to Kona can be managed more easily than for faculty members who live in Hilo. Teaching via HITS challenges faculty to use teaching methods that promote interaction between the students in Hilo and Kona. HITS lectures are videotaped and available for student viewing.

As with any technology, things do not always go smoothly. Technical assistance is available onsite during HITS broadcasts.

The resources available for offering the nursing program to Hilo and Kona are sufficient to allow the program to achieve its outcomes. Although the outreach site is smaller it has adequate resources. Program outcomes between Hilo and Kona do not suggest that the outcomes in Kona are not achieved.

STANDARD 6: OUTCOMES

EVALUATION OF STUDENT LEARNING DEMONSTRATES THAT GRADUATES HAVE ACHIEVED IDENTIFIED COMPETENCIES CONSISTENT WITH THE INSTITUTIONAL MISSION AND PROFESSIONAL STANDARDS AND THAT THE OUTCOMES OF THE NURSING EDUCATION UNIT HAVE BEEN ACHIEVED.

Criterion 6.1   The systematic plan for evaluation emphasizes the ongoing assessment and evaluation of the student learning and program outcomes of the nursing education unit and NLNAC standards.

A systematic plan for program evaluation has been developed by faculty to evaluate student learning and program outcomes. The plan is organized in accordance with NLNAC standards and criteria. The systematic plan is based upon the 2008 NLNAC standards and is reflective of the emphasis on student learning outcomes. The additional systematic evaluation plans for the program student learning outcomes is reflective of this faculty's belief that student learning outcomes are the core of the curriculum. The program's previous systematic evaluation plan was found to be incongruent with the 2008 NLNAC standards. Therefore, the current systematic evaluation plan is in the early stages of being implemented. See Appendix K for the Systematic Evaluation Plan for Standards 1-5 and its addendum addressing the Systematic Evaluation Plan for Program Learning Outcomes.

Criterion 6.2   Aggregated evaluation findings inform program decision making and are used to maintain or improve student learning outcomes.

Aggregated evaluation findings are compiled from the Board of Nursing monthly NCLEX-RN reports, graduate and employer surveys, ATI proctored exams, and faculty developed evaluation tools.

Licensure pass rates for the past three years are displayed in Table 6.5A Program Outcomes Summary Table. The first time pass rates for 2007 and 2008 exceeded the National Mean. The first time pass rate for 2009 was below the National Mean but within the benchmark set by the Hawai'i Board of Nursing. The first time pass rate for 2010 may also be below the

National Mean but exceed the 2009 rate. Total pass rates for the past three years are 90-100%. Pass rates informed the decision to adopt the use of the ATI-CARP program beginning Fall 2009. The 2011 first time pass rate will be an indicator of the usefulness of this program.

Program completion rates are displayed in Table 6.5A Program Outcomes Summary Table. The classes admitted 2005 and 2007 exceeded the 75% benchmark. However, the class admitted for 2006 fell below the benchmark. These findings informed the decision to participate in a three year HRSA project, *Program for Retention of Nursing Students,* as well as adopt ATI-CARP as an ongoing method for systematic testing and remediation of students.

Graduate and employer satisfaction is displayed in Table 6.5A Program Outcomes Summary Table. Formal feedback from all graduates has been difficult to obtain. Review of the return rate for the 2007 and 2008 graduate surveys informed the decision to utilize the online tool, Survey Share, to administer the graduate survey in 2009. The poor return rate on the employer survey for 2009 informed the decision to change the methodology for obtaining feedback in 2010.

Criterion 6.3   Evaluation findings are shared with communities of interest.

Communities of interest are a very important part of the Hawai'i Community College nursing program. The Nursing and Allied Health Advisory Council, composed of representatives from key clinical facilities, meets annually with faculty. The status of the nursing program is shared at these meetings and members are informed of the availability of program and annual review documents posted on the Hawai'i Community College web site and provided with statistics regarding the program. The Advisory Council assists in the development and review of program learning outcomes, provides feedback regarding employer satisfaction and availability of jobs and shares pertinent information about their own agencies. It is the intent of the Hawai'i Board of Nursing to institute sharing of NCLEX pass rates with the community at large via the internet. Division news is shared with the broad campus community via the

Kauhale newsletter as well as the local newspaper. NCLEX pass rates are also shared via

University of Hawai'i status reports to the community. Students are informed of news via

Laulima and the coconut wireless.

Criterion 6.4   Graduates demonstrate achievement of competencies appropriate to role preparation.

Preparation of graduates to achieve the competencies appropriate to role preparation is

the priority of faculty. The graduate survey asks graduates to respond to statements regarding

role preparation. The responses of graduates over the years have indicated that the graduates

feel prepared to assume the role of an entry level registered nurse. Informal feedback over the

years has supported the survey results. Graduates report that the program prepared them well

in comparison to many of their peers educated elsewhere. Results of the graduate surveys are

available onsite.

Criterion 6.5   The program demonstrates evidence of achievement in meeting the following program outcomes: Performance on licensure exam, Program completion, Program satisfaction, and Job placement. See Table 6.5A Program Outcomes Summary Table.

Table 6.5A   Program Outcomes Summary

PROGRAM OUTCOMES SUMMARY				
Required Program Outcomes	**Expected Level of Achievement**	**Actual Level of Achievement**	**Resulting Action(s) Taken/To be Taken With Time Frame For Implementation**	
			Action(s)	**Time Frame**
Performance on NCLEX and/or Certifying Examinations	NLNAC: National Mean/AD Mean 2007: 85.5%/84.8% 2008: 86.7%/86.2% 2009: 88.42/87.61 2010: not available	First time Pass Rate/Total Pass Rate 2007: 95%/100% 2008: 94.1%/100% 2009: 82.8%/93.1% 2010: 84.21%/94.74%	The use of ATI-CARP was instituted as means of predicting and increasing success on the NCLEX as of Fall 2009. The accuracy of the predictions will be assessed after two years of usage in	Students who graduated in spring 2010 used ATI for one year and took the NCLEX-Predictor spring 2010. The predictor underestimated the number of 2010 graduates who would pass the NCLEX-RN.

	Hawai'i Board of Nursing (BON): 10% below National Mean but request explanation on annual report for first time pass rates below 80%.	Pass rates for 2007 & 2008 exceeded National and AD Means. First time pass rates for 2009 were 5.3% below the AD Mean & 6.4% below the National Mean but still within the parameters of the BON. First time pass rates for 2010 cannot be compared to the National or AD Means at this time but exceed the rates for 2009.	spring 2011.	Students in the first year began using ATI-CARP Fall 2009. Those students will graduate in spring 2011and will have used the program for two years.
Program Completion	75% of each class will graduate on time or within 150% of the program length	Year Class Admitted: Rate 2005: 76.7% 2006: 69.2% 2007: 77.1%	The use of ATI-CARP was instituted as a means of identifying and remediating weak students as of Fall 2009. Participation in the HRSA project, *Program for the Retention of Nursing Students* began in Spring 2009 with the participation of six first year students in Hilo. Participation of first year students for years two and three was increased to 15 and 24 respectively.	Students in the first year began using ATI-CARP Fall 2009. Those students will graduate in spring 2011and will have used the program for two years. At this point 70% of the class is on track to complete the program on time. Three more students are returning for a potential completion rate of 80%. Program will continue to participate in HRSA project through end of June 2011. Chair will continue to monitor the completion rate for students participating in the project to determine if project strategies made a difference.
Program Satisfaction 　• **Graduate Satisfaction**	The majority of respondents to the	The graduates of 2007, 2008 & 2009	In order to increase the response rate to	Continue to use Survey Share for

	graduate survey indicate they are satisfied with the program. Informal feedback indicates graduate satisfaction.	who responded to the graduate survey indicated 100% satisfaction with the program. Informal feedback confirms satisfaction with the program.	the graduate surveys (50 % for 2007 and 35.3% for 2008) use of Survey Share was employed for 2009 with a response rate of 41.4%.	2010 and maintain record of graduate email addresses after graduation.
• **Employer Satisfaction**	The majority of the respondents to the employer survey indicate they are satisfied with graduates' performance. Informal feedback indicates employer satisfaction.	Employers who responded to the employer survey in 2009 and 2010 indicated that they were satisfied with graduates' performance.	Employer feedback is very difficult to obtain. In 2009 graduates responding to the graduate survey were asked to forward the employer survey to their employer. The response rate was very poor (21.4%) using this method. Advisory Council members were asked to complete the survey in spring 2010. The response rate was only 33.3%. Informal feedback regarding graduates continues to reflect satisfaction. Eight 2010 graduates are currently participating in the Hilo Medical Center Nursing Development Program indicating employer satisfaction with Hawai'i CC graduates.	Continue to seek information regarding employer satisfaction. Develop a more productive method of obtaining feedback from employers. Make informal contact with Hilo Medical Center regarding graduates participating in the Nursing Development Program initiated Summer 2010.
Job Placement	The majority of respondents to the graduate survey are employed as registered nurses one year post graduation. Informal data enhances	The majority of respondents to the graduate survey indicated they were employed as RN's one year post graduation. Informal data indicates that the	In order to increase the response rate to the graduate surveys (50 % for 2007 and 35.3% for 2008) use of Survey Share was employed for 2009 with a response rate	Continue to use Survey Share for 2010 and maintain record of graduate email addresses after graduation. Continue to gather informal data from graduates

| | survey responses. | majority of graduates were employed as RN's one year post graduation.

According to informal data in spite of the depressed job market for RN's in Hawaii 11 of the 19 2010 graduates are employed as RN's at this time. | of 41.4%. | regarding employment. |
|---|---|---|---|---|
| **Other Outcome(s); identified by program (optional-not required by NLNAC)** | none | | | |

Criterion 6.5.1 The licensure exam pass rates will be at or above the national mean.

Licensure pass rates for the past three years are displayed in Table 6.5A Program Outcomes Summary Table. The first time pass rates for 2007 and 2008 exceeded the National Mean. The first time pass rate for 2009 was below the national mean but within the benchmark set by the Hawai'i Board of Nursing. The first time pass rate for 2010 may also be below the national mean but exceed the 2009 rate. Total pass rates for the past three years are 90-100%.

Criterion 6.5.2 Expected levels of achievement for program completion are determined by the faculty and reflect program demographics, academic progression, and program history.

Using the NLNAC definition of program completion rate the faculty have set the program completion rate benchmark at 75%. The benchmark is relatively low and reflects the demographics of the student population and the island of Hawai'i. The island of Hawai'i is poverty stricken island with a population that it poorly educated and highly reliant on government assistance for survival. Nursing students are a microcosm of the island population. They have many family responsibilities and may also be employed. They are on financial aid

and struggle to make ends meet. These factors affect student success. The nursing program is very intense and time consuming. One event such as birth of a child, death of a family member, illness of oneself or a family member, or a spouse losing a job can put these students into a crisis situation causing them to perform poorly and fail a course or withdraw from a course knowing they cannot continue and be successful. Students are allowed to return and repeat courses the next time it is offered.   If students return the next year, successfully repeat the course and proceed through the program without any other failures, they fall within the 150% time of the program completion rate. The students admitted Fall 2010 appear to be more academically qualified than previous classes. However, they are financially and socially at risk in line with previous classes.

Criterion 6.5.3   Program satisfaction measures (qualitative and quantitative) address graduates and their employers.

Program satisfaction data is obtained via the graduate and employer surveys. The graduate survey is sent to students one year post graduation and has questions regarding their employment, continued education and membership in professional organizations. Other questions ask them to rate their satisfaction with achievement of role preparation and overall satisfaction with the nursing program. More detailed data regarding can be found in Table 6.5A Program Outcomes Summary. Information about the employer survey can be found in Table 6.5A Program Outcomes Summary. Informal discussions with employers indicate that overall they are satisfied with the graduates that the program produces. The island of Hawai'i is nicknamed the "Big Island" because it is the largest island in the state. However, the island is small when it comes to hearing about our graduates from clinical staff.

Criterion 6.5.4   Job placement rates are addressed through quantified measures that reflect program demographics and history.

The Division conducts a graduate satisfaction survey one year after graduation.   As part of the survey, graduates are asked about job placement when first employed as a RN and the place of employment at the time of the survey. For graduates from past academic years, informal records are kept about employment and ongoing education. For the academic year ending in 2007, the survey conducted in summer of 2008 revealed that of the seven respondents, three were employed as RN's in the six months after graduation; seven were employed as RN's at the time of the survey and one was enrolled in a BSN program. For the academic year ending in 2008, the survey conducted in summer of 2009 revealed that of the six respondents, three were employed as RN's in the six months after graduation; six were employed as RN's at the time of the survey, and one was taking prerequisites for entry into a BSN program. For the academic year ending in 2009, the survey conducted in the summer of 2010 revealed that of 12 respondents, eight were employed as RN's in the six months after graduation; eight were employed as RN's at the time of the survey, and four were taking prerequisites for entry into a BSN program. Graduate surveys and Informal records of graduate employment are available onsite.

The economy of the Island of Hawai'i has been depressed for the past two years.   One of the hospitals on the island had a reduction in force of 67 permanent employees during that time. The two remaining hospitals have greatly reduced their hiring. Kona Community Hospital and Hilo Medical Center are both part of the Hawai'i Health Systems Corporation, a state subsidized hospital system which is dependent on legislative budgeting which, according to the Department of Taxation, was 11% less than expected for the year 2009. In spite of the economic downturn, Kona Community Hospital has consistently held positions for new graduates from the two nursing programs on the island. Two new RN's from the class of 2010 are employed at Kona Community Hospital.

For the past two years, Hilo Medical Center has required that new graduates apply for a volunteer position which allows them to observe nurses in practice. The nurses explain their work and question the new graduate about their understanding and hypothetical actions in specific situations. The three weeks of volunteer observation constitute phase 1 of a Nursing Development program. If chosen to progress in the Nursing Development Program, Phase II is a six to sixteen week intensive paid experience focused on a specific clinical department. Upon successful completion of Phase II, the graduate will continue on to Phase III, supplementing the first working year with advanced certifications and continued mentoring. Of the 18 new RN's participating in the Hilo Medical Center Nursing Development Program 8 are 2010 graduates of Hawai'i Community College. Three more are graduates of earlier classes who have been working in areas of non-acute nursing.

Because the majority of the graduates have family and/or work ties to the island, most expect and want to be employed as RN's on the island. Many of the graduates find it difficult to even contemplate working on another island in the state. For graduates of Hawai'i Community College nursing program, it is preferential to wait on the island piecing work together until a full time RN position becomes available.

While reports from national sources indicate that jobs for new graduates on the mainland are also now very difficult to find, faculty have encouraged graduates, where possible, to consider looking on the mainland for work and some graduates have done so. Graduates have also been encouraged to consider seeking work in the community at community health centers and temporary agencies. These strategies have resulted in almost all graduates finding work within the first year after graduation even if it is not the "ideal" job according to the graduate.

Criterion 6.6   The systematic plan for evaluation encompasses students enrolled in distance education and includes evidence that student learning and program outcomes are comparable for all students.

The Division of Nursing and Allied Health has maintained an outreach class of the Associate of Science Degree in Nursing since 2003.   Students were admitted to the Kona class in alternate years from 2003 to 2007.   Beginning in Fall 2008, a section has been admitted annually.   Students apply to the Nursing Program through the Hilo Division office and are all considered part of one nursing program.

All classes of the Associate Degree of Science in Nursing Program are offered online, over interactive television, or with faculty on both sides sharing lecture time.   Course standards and program outcomes are not differentiated between the two sections. All students must meet the same learning and program outcomes. Faculty meet via video conferencing to maintain comparable learning experiences and coordinate expectations for class time and student learning outcomes.

All courses use the University of Hawai'i internet server, Laulima, to distribute course materials, manage assignments, and communicate with students. At registration, the students from Kona and Hilo are listed in two individual sections. Most faculty who have course coordination responsibilities prefer to merge the two sections into one section for purposes of Laulima communication. This ensures that all students see, and hear the same material at the same time.   All course materials for all courses are identical and developed by faculty from both Kona and Hilo working together.

The systematic plan for evaluation includes both Hilo and Kona students who must meet the same standards in order to successfully pass courses and complete the nursing program. Data regarding achievement of the classes is looked at separately as well as in total.

STATE OF HAWAII
UNIVERSITY OF HAWAII
HAWAII COMMUNITY COLLEGE
ACADEMIC AFFAIRS

Position Organization Chart

Chart III

OFFICE OF THE CHANCELLOR
Chancellor ^

ACADEMIC AFFAIRS
Vice Chancellor for Academic Affairs, #89108
Secretary III, SR16, #22235
Office Assistant III, SR08, #900321

CAREER & TECHNICAL EDUCATION
Chart III-A-1

LIBERAL ARTS & PUBLIC SERVICES
Chart III-A-2

ACADEMIC SUPPORT
CHART III-B
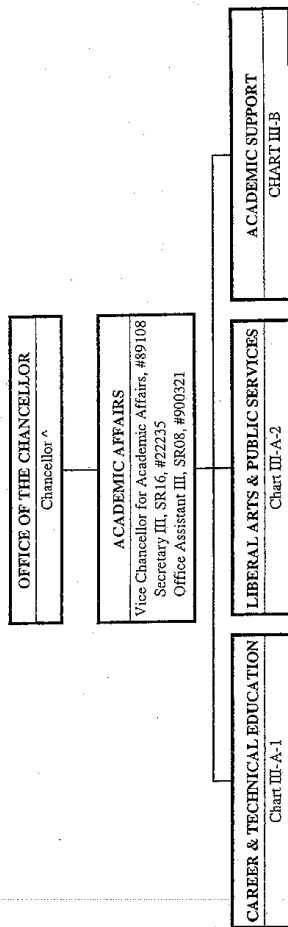
CHART UPDATED
DATE ___ JUL 01 2015

General Fund   Perm
3.00

^ Excluded from position count this chart

STATE OF HAWAII
UNIVERSITY OF HAWAII
HAWAII COMMUNITY COLLEGE
ACADEMIC AFFAIRS

Position Organization Chart

Chart III-A-1

ACADEMIC AFFAIRS
Vice Chancellor for Academic Affairs ^

CAREER & TECHNICAL EDUCATION
Dean of Career & Technical Education, #89456
Secretary II, SR14, 96226F$

NURSING & ALLIED HEALTH
Faculty (Director of Nursing), #84774
Secretary II, SR14, #26806
Faculty (13.00)

Faculty: #74809, #83348@, #83535
#83664@, #83741, #84001,
#86476, #86567, #86568
#86571, #86858, #74862@
#74863

BUSINESS EDUCATION & TECHNOLOGY
Chairperson**
Secretary II, SR14, #25059
Faculty (9.50)

Accounting
Faculty: #83312, #84647, #84969

Business Technology
Faculty: #82108, #82362, #84664

Information Technology
Faculty: #82785

Marketing
Faculty: #82451, #83899,
#82703(.50)

HOSPITALITY & TOURISM
Faculty (West Hawaii Coordinator), #83156@
Faculty (4.00)

Culinary Arts
Educational & Academic Support
Specialist, PBA, #80013T*

Faculty: #83973, #84140, #86363@,
#88032@

APPLIED TECHNICAL EDUCATION
Transportation & Applied Techology
Chairperson**
Faculty (8.00)
Auto Body Repair and Painting: #83638, #84328
Automotive Mechanics Technology: #83704, #94296
Diesel Mechanics: #83550
Electronics Technology: #83030
Machine Welding & Industrial Mechanics: #82527, #83701

Construction Technology
Chairperson**
Faculty (7.00)
Agriculture: #83047
Architectural Engineering & CAD Tech: #84151, #84624
Carpentry: #74799, #84331
Electrical Installation & Maintenance Technology: #83143, #83871

Clerical Staff*
Secretary II, SR14, #22236
Office Assistant III, SR08, #44169

Construction Academy
Faculty(Construction Academy Coordinator), #83774
Office Assistant III, SR08, #900375
Faculty (8.50)
Faculty: #74774, #74775, #74776, #74778,
#74779, #74780, #74781, #74819
#74777 (.50)

CHART UPDATED

DATE   JUL 01

General Fund   Perm   Temp
                60.00   1.00

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^ Excluded from position count this chart
* Temporary Position
** Chairperson is appointed from among faculty positions within the department.
*** Clerical staff serve all units in the division but each position has only one immediate supervisor.
@ Position located at University of Hawaii Center, West Hawaii
$ To be established

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STATE OF HAWAII
UNIVERSITY OF HAWAII
HAWAII COMMUNITY COLLEGE
ACADEMIC SUPPORT

Position Organization Chart

Chart III-B

ACADEMIC SUPPORT
Vice Chancellor for Academic Affairs ^

LEARNING CENTER
Faculty: #84380
Educational Specialist, PBB, #80021
Educational Specialist, PBA, #78277
Educational Specialist, PBA, #79120
Clerk Steno II, SR09, #47357

LIBRARY
Faculty: #87075

ACADEMIC COMPUTING
IT Specialist, PBB, #81948
IT Specialist, PBA, #78110
IT Specialist, PBA, #80735T*
IT Specialist, PBA, #78560
IT Specialist, PBA, #81784 (.50), #79124T* (.50)
Office Assistant III, SR08, #900464
IT Specialist, PBB, #78546
Media Specialist, PBA, #78534

INSTITUTIONAL RESEARCH
Educational Specialist, PBA, #81066
Institutional Researcher, PBB, #78399
IT Specialist, PBB, #80621

INSTITUTIONAL SERVICES
Faculty: #84622

CHART UPDATED

DATE _____

	Perm	Temp
General Fund	16.50	1.50

^ Excluded from position count this chart
* Temporary Position

STATE OF HAWAII
UNIVERSITY OF HAWAII
HAWAII COMMUNITY COLLEGE
STUDENT AFFAIRS

Position Organization Chart

Chart IV

OFFICE OF THE CHANCELLOR
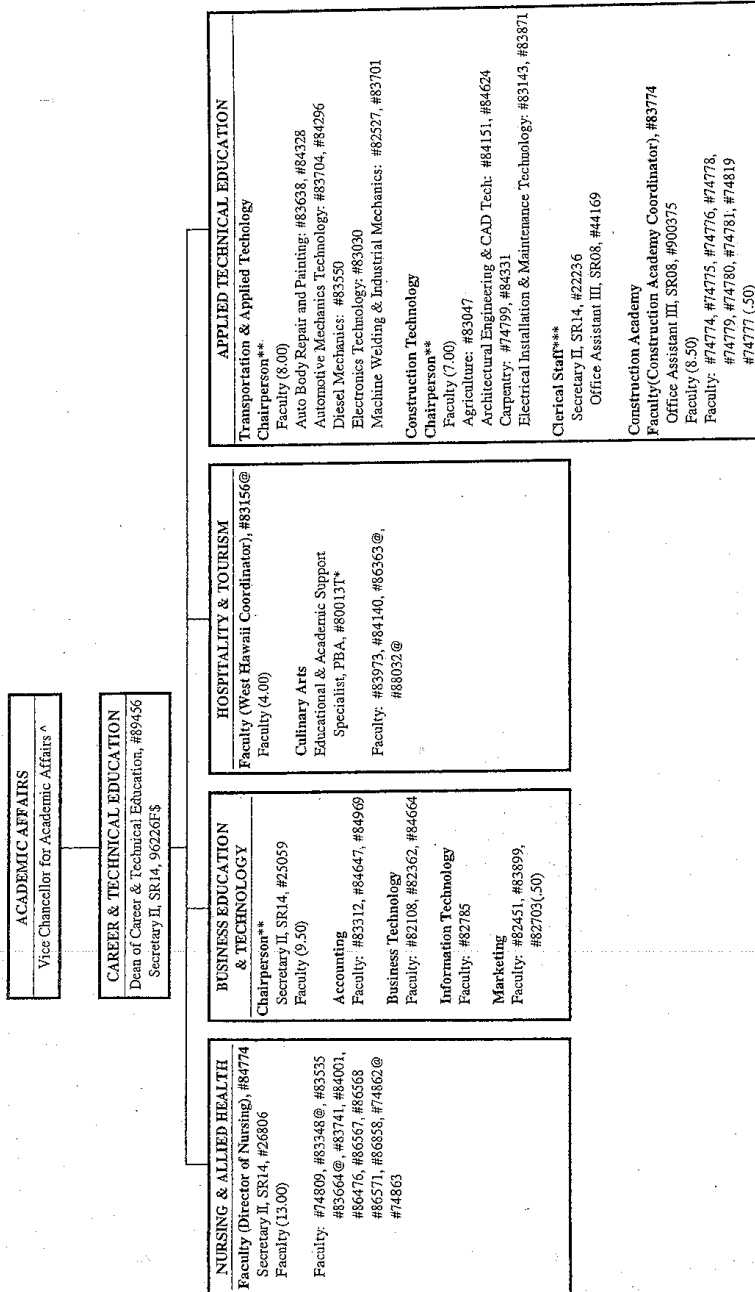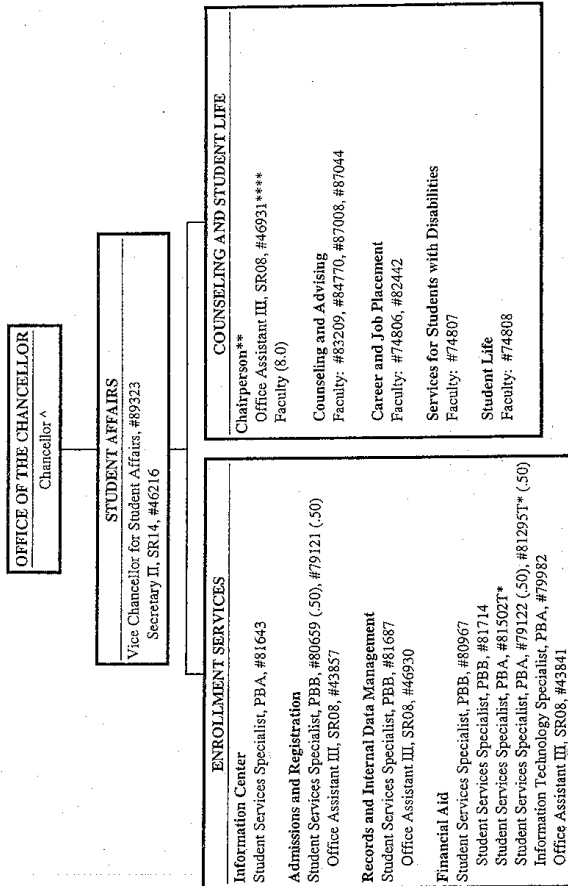Chancellor ^

STUDENT AFFAIRS
Vice Chancellor for Student Affairs, #89323
Secretary II, SR14, #46216

ENROLLMENT SERVICES

Information Center
Student Services Specialist, PBA, #81643

Admissions and Registration
Student Services Specialist, PBB, #80659 (.50), #79121 (.50)
Office Assistant III, SR08, #43857

Records and Internal Data Management
Student Services Specialist, PBB, #81687
Office Assistant III, SR08, #46930

Financial Aid
Student Services Specialist, PBB, #809967
Student Services Specialist, PBB, #81714
Student Services Specialist, PBA, #81502T*
Student Services Specialist, PBA, #79122 (.50), #81295T* (.50)
Information Technology Specialist, PBA, #79982
Office Assistant III, SR08, #43841

COUNSELING AND STUDENT LIFE

Chairperson**
Office Assistant III, SR08, #46931****
Faculty (8.0)

Counseling and Advising
Faculty: #83209, #84770, #87008, #87044

Career and Job Placement
Faculty: #74806, #82442

Services for Students with Disabilities
Faculty: #74807

Student Life
Faculty: #74808

^ Excluded from position count this chart
* Temporary Position
**Chairperson is appointed from among faculty positions within the dept
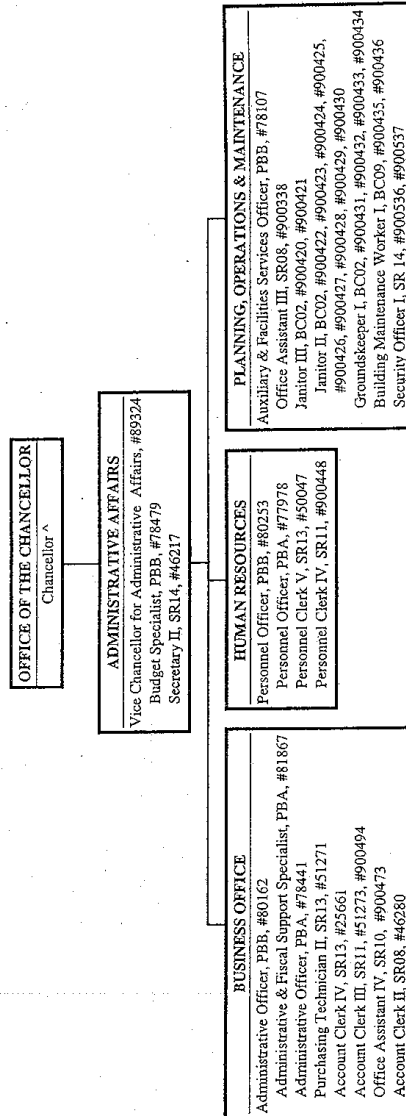**** Clerk Typist reports to the senior faculty of Counseling & Student Life

CHART UPDATED
DATE JUL 01 ...

	Perm	Temp
General Fund	20.50	1.50

STATE OF HAWAII
UNIVERSITY OF HAWAII
HAWAII COMMUNITY COLLEGE
ADMINISTRATIVE AFFAIRS

Position Organization Chart

Chart V

OFFICE OF THE CHANCELLOR
Chancellor ^

ADMINISTRATIVE AFFAIRS
Vice Chancellor for Administrative Affairs, #89324
Budget Specialist, PBB, #78479
Secretary II, SR14, #46217

BUSINESS OFFICE
Administrative Officer, PBB, #80162
Administrative & Fiscal Support Specialist, PBA, #81867
Administrative Officer, PBA, #78441
Purchasing Technician II, SR13, #51271
Account Clerk IV, SR13, #25661
Account Clerk III, SR11, #51273, #900494
Office Assistant IV, SR10, #900473
Account Clerk II, SR08, #46280

HUMAN RESOURCES
Personnel Officer, PBB, #80253
Personnel Officer, PBA, #77978
Personnel Clerk V, SR13, #50047
Personnel Clerk IV, SR11, #900448

PLANNING, OPERATIONS & MAINTENANCE
Auxiliary & Facilities Services Officer, PBB, #78107
Office Assistant III, SR08, #900338
Janitor III, BC02, #900420, #900421
Janitor II, BC02, #900422, #900423, #900424, #900425,
#900426, #900427, #900428, #900429, #900430
Groundskeeper I, BC02, #900431, #900432, #900433, #900434
Building Maintenance Worker I, BC09, #900435, #900436
Security Officer I, SR 14, #900536, #900537

CHART UPDATED

DATE   JUL 11 ....

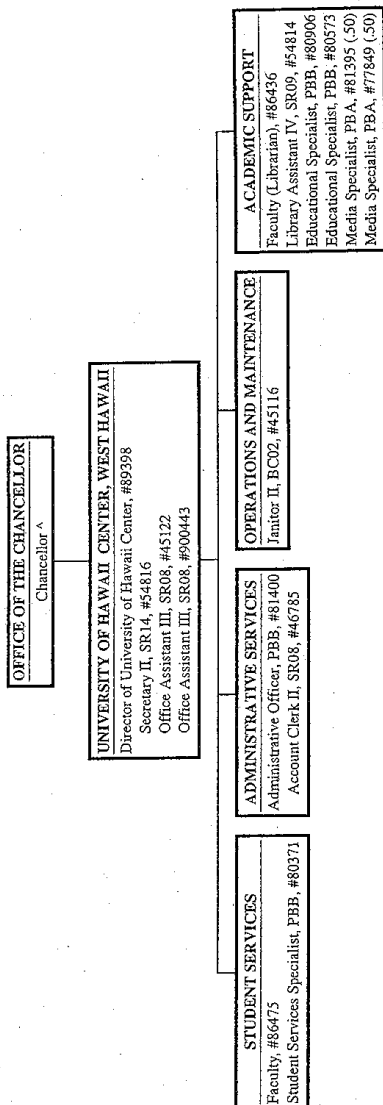General Fund   37.00   Perm

^ Excluded from position count this chart
$ To be established

134

STATE OF HAWAII
UNIVERSITY OF HAWAII
HAWAII COMMUNITY COLLEGE
UNIVERSITY OF HAWAII CENTER, WEST HAWAII

Position Organization Chart

Chart VII

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                    ┌─────────────────────────────┐
                    │   OFFICE OF THE CHANCELLOR   │
                    │        Chancellor ^          │
                    └─────────────────────────────┘
                                   │
         ┌─────────────────────────────────────────────────┐
         │      UNIVERSITY OF HAWAII CENTER, WEST HAWAII     │
         │  Director of University of Hawaii Center, #89398 │
         │      Secretary II, SR14, #54816                  │
         │      Office Assistant III, SR08, #45122          │
         │      Office Assistant III, SR08, #900443         │
         └─────────────────────────────────────────────────┘
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STUDENT SERVICES
Faculty, #86475
Student Services Specialist, PBB, #80371

ADMINISTRATIVE SERVICES
Administrative Officer, PBB, #81400
Account Clerk II, SR08, #46785

OPERATIONS AND MAINTENANCE
Janitor II, BC02, #45116

ACADEMIC SUPPORT
Faculty (Librarian), #86436
Library Assistant IV, SR09, #54814
Educational Specialist, PBB, #80906
Educational Specialist, PBB, #80573
Media Specialist, PBA, #81395 (.50)
Media Specialist, PBA, #77849 (.50)

CHART UPDATED

DATE ___ JUL 01 2008 ___

General Fund

Perm
14.00

^ Excluded from position count this chart
$ To be established

Nursing Learning Resource Center
Instructor/Coordinator

Job Description: Position is tenure track, full-time, 11-month, general funds, pending availability of funds and actual staffing requirements. One position is located at the Hawaii Community College Campus in Hilo and one position is located at the University of Hawaii Center at West Hawaii. Positions may include instructional assignment involving distance education. Possible evening, weekend, and off-campus assignments and travel between West Hawaii and Hilo.

Duties: Under general supervision, coordinates the Nursing Learning Resource Center (NLRC) in Hilo or Kona including:

- maintaining inventory;
- assisting with repair, maintenance and purchasing of equipment, supplies and learning resources;
- assuring compliance with safety rules and regulations;
- working closely with faculty to instruct students through supervision of skills practice, high fidelity patient simulations, computer mediated instruction, and presentations;
- supervising student tutors;
- tracking NLRC usage and obtaining student feedback;
- assisting with student recruitment and related work as assigned.
- Related work activities include, but are not limited to:
- advising and counseling students;
- assisting in campus-related student activities;
- participating in faculty and administrative committees and community service.

Commitment to community college principles and philosophy is essential.

FACULTY: STUDENT RATIO FOR CLASSROOM, CLINICAL AND SEMINAR
FALL 2007 – SPRING 2011

Fall 2007

COURSE NUMBER	FACULTY:STUDENT RATIO			FACULTY	NO. OF REGISTERED STUDENTS		
	Theory	Clinical	Seminar	*Blank = Faculty instructs in Hilo* *K = Faculty instructs in Kona*	Hilo	Kona	Total
NURS 151	1:35 *(Hits-2)* Hilo & Kona		1:25 Hilo 1:10 Kona	Kotecki, Kathleen (K) Ojala-Hipsher, Elizabeth	25	10	35
NURS 153	1:35 *(Hits-2)* Hilo & Kona	1:8.5 Hilo 1:10 Kona	1:8.5 Hilo 1:10 Kona	Hamasaki, Joyce Kotecki, Kathleen (K) Moran, Sharon Murphy, Kathryn	25	10	35
NURS 158 *(Online)*	1:17 Hilo & Kona			Moran, Sharon	12	5	17
NURS 158 *(Online)*	1:18 Hilo & Kona			Moran, Sharon	13	5	18
NURS 254	1:18 *(Hits-2)* Hilo	1:9 Hilo		Moore, Julia	18	0	18
NURS 255	*1:18 (Hits-2)* Hilo	1:9 Hilo		Sherwood, Jane	18	0	18

Spring 2008

COURSE NUMBER	FACULTY:STUDENT RATIO			FACULTY	NO. OF REGISTERED STUDENTS		
	Theory	Clinical	Seminar	*Blank = Faculty instructs in Hilo* *K = Faculty instructs in Kona*	Hilo	Kona	Total
NURS 157	1:34 *(Hits-2)* Hilo & Kona	1:9 Hilo 1:7 Kona	1:9 Hilo 1:7 Kona	Kotecki, Kathleen (K) Moore, Julia Moran, Sharon Pieron, Petri	27	7	34
NURS 251	1:17 Hilo	1:8.5 Hilo		Murphy, Kathryn	17	0	17
NURS 257	1:17 Hilo	1:8.5 Hilo		Hamasaki, Joyce	17	0	17
NURS 258 *(Online)*	1:17 Hilo			Murphy, Kathryn	17	0	17
NURS 260 *(Hybrid)*	1:17 Hilo		1:8.5 Hilo	Sherwood, Jane	17	0	17

Hits-2=Hawaii Interactive T.V.   Online=Completely Online   Hybrid=Partly Online with face to face seminars

Fall 2008

COURSE NUMBER	FACULTY:STUDENT RATIO			FACULTY	NO. OF REGISTERED STUDENTS		
	Theory	Clinical	Seminar	Blank = Faculty instructs in Hilo K = Faculty instructs in Kona	Hilo	Kona	Total
NURS 151	1:38 *(Hits-2)* Hilo & Kona		1:29 Hilo 1:9 Kona	Ojala-Hipsher, Elizabeth Kotecki, Kathleen (K)	29	9	38
NURS 153	1:39 Hilo & Kona	1:10 Hilo 1:9 Kona	1:10 Hilo 1:9 Kona	James, Kathryn Kotecki, Kathleen (K) Moran, Sharon Vicente, Pamela	30	9	39
NURS 158 *(Online)*	1:21 Hilo & Kona			Moran, Sharon	17	4	21
NURS 158 *(Online)*	1:17 Hilo & Kona			Moran, Sharon	13	4	17
NURS 254	1:32 *(Hits-2)* Hilo & Kona	1:9 Hilo 1:7 Kona Extra students: lab & observational experience		Murphy, Kathryn Hamasaki, Joyce (K)	25	7	32
NURS 255	1:32 *(Hits-2)* Hilo & Kona	1:9 Hilo 1:7 Kona Extra students: lab & observational experience		Sherwood, Jane Hamasaki, Joyce (K)	25	7	32

Spring 2009

COURSE NUMBER	FACULTY:STUDENT RATIO			FACULTY	NO. OF REGISTERED STUDENTS		
	Theory	Clinical	Seminar	Blank = Faculty instructs in Hilo K = Faculty instructs in Kona	Hilo	Kona	Total
NURS 157	1:36 *(Hits-2)* Hilo & Kona	1:9.7 Hilo 1:7 Kona	1:9.7 Hilo 1:7 Kona	Hamasaki, Joyce (K) Moore, Julia Moran, Sharon Vicente, Pamela	29	7	36
NURS 251 *(Online)*	1:32 Hilo & Kona	1:8.3 Hilo 1:7 Kona		Kotecki, Kathleen (K) Murphy, Kathryn	25	7	32
NURS 257	1:32 *(Hits-2)* Hilo & Kona	1:8.3 Hilo 1:7 Kona		Boehm, Laura James, Kathryn Kotecki, Kathleen (K) Sherwood, Jane	25	7	32
NURS 258 *(Online)*	1:16 Hilo & Kona			Murphy, Kathryn	12	4	16
NURS 258 *(Online)*	1:16 Hilo & Kona			Kotecki, Kathleen (K)	13	3	16
NURS 260 *(Hybrid)*	1:32 Hilo & Kona		1:12.5 Hilo 1:7 Kona	Kotecki, Kathleen (K) Moore, Julia Sherwood, Jane	25	7	32

Hits-2=Hawaii Interactive T.V.   Online=Completely Online   Hybrid=Partly Online with face to face seminars

Fall 2009

COURSE NUMBER	FACULTY:STUDENT RATIO			FACULTY	NO. OF REGISTERED STUDENTS		
	Theory	Clinical	Seminar	*Blank = Faculty instructs in Hilo* *K = Faculty instructs in Kona*	Hilo	Kona	Total
NURS 151	1:30 *(Hits-2)* Hilo & Kona		1:10 Hilo 1:10 Kona	Boehm, Laura Kotecki, Kathleen (K) Ojala, Elizabeth	20	10	30
NURS 153	1:30 *(Hits-2)* Hilo & Kona	1:10 Hilo 1:10 Kona	1:10 Hilo 1:10 Kona	Hamasaki, Joyce (K) James, Kathryn Moran, Sharon Vicente, Pamela* Boehm, Laura	20	10	30
NURS 158 *(Online)*	1:14 Hilo & Kona			Moran, Sharon	10	4	14
NURS 158 *(Online)*	1:15 Hilo & Kona			Boehm, Laura	10	5	15
NURS 254	1:23 *(Hits-2)* Hilo & Kona	1:8 Hilo 1:7 Kona Extra students: lab & observational experience		Kotecki, Kathleen (K) Moore, Julia Murphy, Kathryn	16	7	23
NURS 255	1:23 *(Hits-2)* Hilo & Kona	1:8 Hilo 1:7 Kona Extra students: lab & observational experience		Kotecki, Kathleen (K) Murphy, Kathryn Sherwood, Jane	16	7	23

Spring 2010

COURSE NUMBER	FACULTY:STUDENT RATIO			FACULTY	NO. OF REGISTERED STUDENTS		
	Theory	Clinical	Seminar	*Blank = Faculty instructs in Hilo* *K = Faculty instructs in Kona*	Hilo	Kona	Total
NURS 157	1:36 *(Hits-2)* Hilo & Kona	1:9 Hilo 1:9 Kona	1:9 Hilo 1:9 Kona	Boehm, Laura Hamasaki, Joyce (K) Moran, Sharon Taylor, Margret	27	9	36
NURS 251 *(Online)*	1:22 H & K Hilo & Kona	1:7.5 Hilo 1:7 Kona		Fry, Tambra Kotecki, Kathleen (K)	15	7	22
NURS 257	1:23 *(Hits-2)* Hilo & Kona	1:8 Hilo 1:7 Kona		Kotecki, Kathleen (K) Sherwood, Jane	15	7	22
NURS 258 *(Online)*	1:23 Hilo & Kona			Ojala, Elizabeth	16	7	23
NURS 260 *(Hybrid)*	1:22 Hilo & Kona		1:8.5 Hilo 1:7 Kona	Kotecki, Kathleen Sherwood, Jane	15	7	22

Hits-2=Hawaii Interactive T.V.   Online=Completely Online   Hybrid=Partly Online with face to face seminars
* = Faculty did not complete semester

Fall 2010

COURSE NUMBER	FACULTY:STUDENT RATIO			FACULTY	NO. OF REGISTERED STUDENTS		
	Theory	Clinical	Seminar	*Blank = Faculty instructs in Hilo* *K = Faculty instructs in Kona*	Hilo	Kona	Total
NURS 151	1:32 *(Hits-2)* Hilo & Kona	1:8.6 Hilo 1:9 Kona	1:23 Hilo 1:9 Kona	Boehm, Laura Taylor, Ann (K)	23	9	32
NURS 153	1:34 *(Hits-2)* Hilo & Kona	1:8.3 Hilo 1:9 Kona	1:8.3 Hilo 1:9 Kona	Boehm, Laura Jeffery, Janene Moran, Sharon Taylor, Ann (K)	25	9	34
NURS 158 *(Online)*	1:20 Hilo & Kona			Moran, Sharon	15	5	20
NURS 158 *(Online)*	1:13 Hilo & Kona			Moran, Sharon	9	4	13
NURS 254	1:32 *(Hits-2)* Hilo & Kona	1:8.3 Hilo 1:7 Kona Extra students: lab & observational experience		Kotecki, Kathleen (K) Van Hoose, Diane Fry, Tambra	25	7	32
NURS 255	*1:32 (Hits-2)* Hilo & Kona	1:8.3 Hilo 1:7 Kona Extra students: lab & observational experience		Sherwood, Jane Kotecki, Kathleen (K) Fry, Tambra	25	7	32

Spring 2011 *ESTIMATE*

COURSE NUMBER	FACULTY:STUDENT RATIO			FACULTY	NO. OF REGISTERED STUDENTS		
	Theory	Clinical	Seminar	*Blank = Faculty instructs in Hilo* *K = Faculty instructs in Kona*	Hilo	Kona	Total
NURS 157	1:36 *(Hits-2)* Hilo & Kona	1:8.6 Hilo 1:10 Kona	1:8.6 Hilo 1:10 Kona	Boehm, Laura Jeffery, Janene Moran, Sharon Taylor, Margret (K)	26	10	36
NURS 251 *(Online)*	1:32 Hilo & Kona	1:8.3 Hilo 1:7 Kona		Fry, Tambra Kotecki, Kathleen (K)	25	7	32
NURS 257	1:35 *(Hits-2)* Hilo & Kona	1:9 Hilo 1:8 Kona		Hamasaki, Joyce Kotecki, Kathleen (K) Sherwood, Jane VanHoose, Diane	27	8	35
NURS 258 *(Online)*	1:31 Hilo & Kona			Ojala, Elizabeth	24	7	31
NURS 260 *(Hybrid)*	1:32 Hilo & Kona		1:12.5 Hilo 1:7 Kona	Sherwood, Jane Kotecki, Kathleen (K)	25	7	32

Hits-2=Hawaii Interactive T.V.   Online=Completely Online   Hybrid=Partly Online with face to face seminars
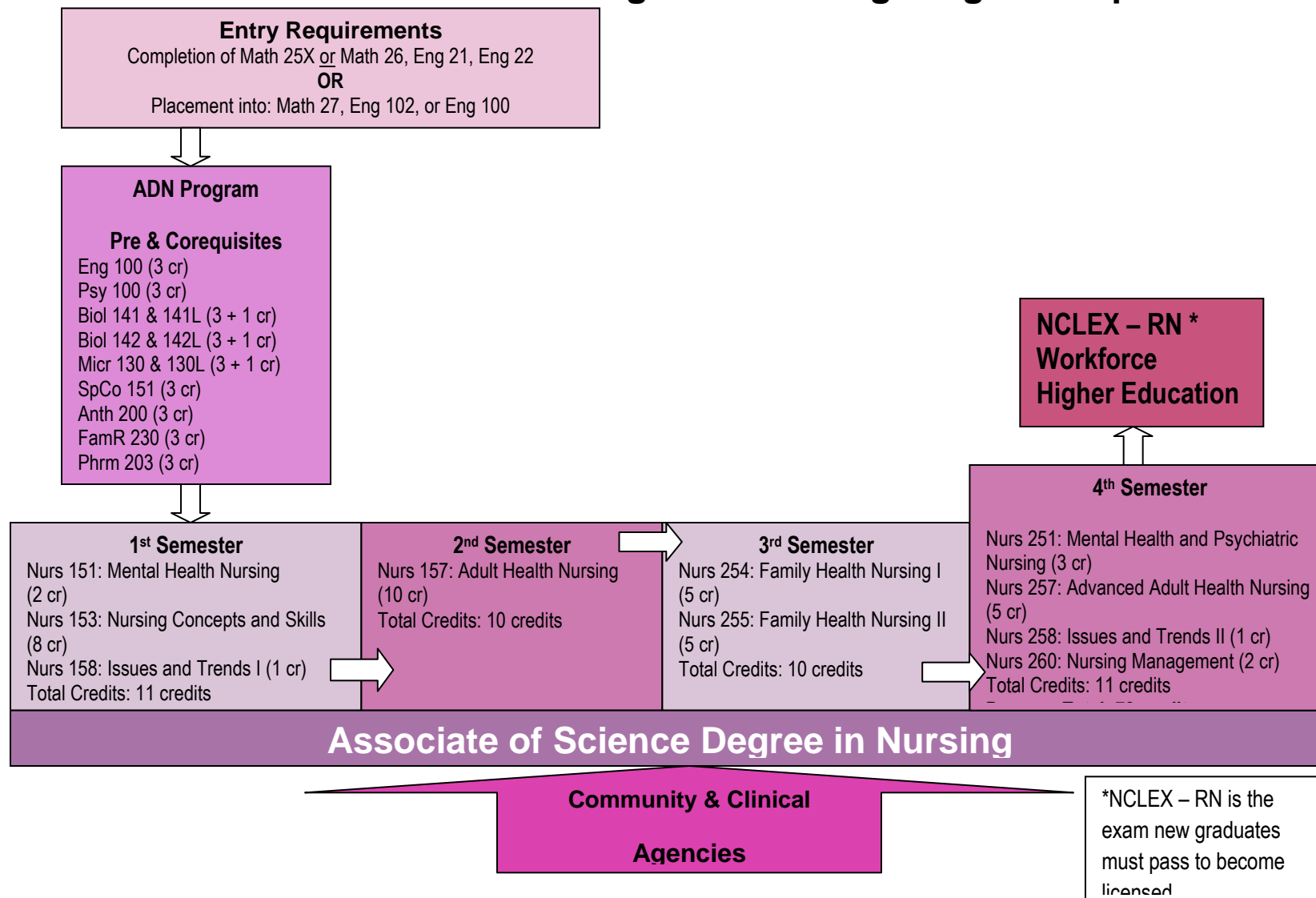
ETHNICITIES OF COLLEGE AND ENTERING NURSING STUDENTS

2008-2010

Ethnicity	Fall 2008				Fall 2009				Fall 2010			
	Nursing n=39			College N=2884	Nursing n=32			College N=3275	Nursing n=33			College N=3815
	Hilo	Kona	Total		Hilo	Kona	Total		Hilo	Kona	Total	
Caucasian or White	9	2	11(28%)	505(18%)	6	8	14(44%)	606(19%)	11	4	15(45%)	773(20%)
Chinese	0	0	0	18(1%)	0	0	0	23(1%)	1	0	1(3%)	34(1%)
Filipino	7	1	8(21%)	291(10%)	5	0	5(16%)	301(9%)	4	1	5(15%)	340(9%)
Japanese	3	1	4(10%)	280(10%)	0	1	1(3%)	232(7%)	2	0	2(6%)	232(6%)
Korean	0	0	0	15(1%)	1	0	1(3%)	12(1%)	0	0	0	10(1%)
Mixed Asian	2	0	2(5%)	102(4%)	0	0	0	105(3%)	1	0	1(3%)	103(3%)
Native Hawaiian or Part Hawaiian	5	4	9(23%)	1032(36%)	8	0	8(25%)	1322(40%)	5	0	5(15%)	1603(42%)
Hispanic	0	1	1(3%)	55(2%)	0	0	0	73(2%)	1	0	1(3%)	76(2%)
Amer Indian or Alaskan Native	0	0	0	25(1%)	0	0	0	23(1%)	1	0	1(3%)	29(1%)
Mixed Race (2 or more)	4	0	4(10%)	315(11%)	2	1	3(9%)	336(10%)	0	2	2(6%)	407(11%)

Associate of Science Degree in Nursing Program Map

Entry Requirements
Completion of Math 25X or Math 26, Eng 21, Eng 22
OR
Placement into: Math 27, Eng 102, or Eng 100

ADN Program

Pre & Corequisites
Eng 100 (3 cr)
Psy 100 (3 cr)
Biol 141 & 141L (3 + 1 cr)
Biol 142 & 142L (3 + 1 cr)
Micr 130 & 130L (3 + 1 cr)
SpCo 151 (3 cr)
Anth 200 (3 cr)
FamR 230 (3 cr)
Phrm 203 (3 cr)

NCLEX – RN *
Workforce
Higher Education

4th Semester

Nurs 251: Mental Health and Psychiatric Nursing (3 cr)
Nurs 257: Advanced Adult Health Nursing (5 cr)
Nurs 258: Issues and Trends II (1 cr)
Nurs 260: Nursing Management (2 cr)
Total Credits: 11 credits

1st Semester

Nurs 151: Mental Health Nursing (2 cr)
Nurs 153: Nursing Concepts and Skills (8 cr)
Nurs 158: Issues and Trends I (1 cr)
Total Credits: 11 credits

2nd Semester

Nurs 157: Adult Health Nursing (10 cr)
Total Credits: 10 credits

3rd Semester

Nurs 254: Family Health Nursing I (5 cr)
Nurs 255: Family Health Nursing II (5 cr)
Total Credits: 10 credits

Associate of Science Degree in Nursing

Community & Clinical

Agencies

*NCLEX – RN is the exam new graduates must pass to become licensed.

Credits: 2 (1 lec hour, 3 lab hours)
Course Length: 15 weeks

Catalog Description:
First level introductory course in which concepts basic to nursing assessment are presented within the framework of the nursing process. Emphasis is on psychosocial and socio-cultural assessment of the adult and geriatric client using basic communication skills. Simulated clinical experiences in laboratory setting.
Open to Nursing Majors only.

OVERALL COURSE OBJECTIVES
Upon successful completion of this course, students using the framework of the nursing process will be able to:
1. Collect data via interview, observation and consultation regarding the health status of an adult or geriatric client.
2. Complete a health history on an adult or geriatric client that includes basic psychosocial and socio-cultural assessment data.
3. Record and report nursing assessment data completely and accurately.
4. Sort, organize, interpret and validate nursing assessment data.
5. Form conclusions about psychosocial and socio-cultural assessment data based upon commonly described and culturally appropriate norms.
6. Identify NANDA nursing diagnosis for individual adult and geriatric clients that are congruent with nursing assessment conclusions.
7. Prioritize nursing diagnosis based upon hierarchy of needs, safety, and clients and family's perceptions and values.
8. Identify client outcome behaviors consistent with the nursing diagnoses and the clients and family's perception and values.
9. Describe basic psychosocial and educational interventions that promote, maintain and restore the clients/family's well being.
10. Describe rationales for nursing interventions as plan.

LEARNING STRATEGIES
Learning strategies for the course will include using Laulima to access online information and assignments, as well as to communicate with peers and faculty. Didactic information will be offered via Hawaii Interactive Television (HITS). Lab will be offered face to face in Hilo and Kona and will include small group discussions, role play, simulated clinical experiences, student group presentations and use of multimedia learning resources. The Assessment Technologies Institute (ATI) Comprehensive Assessment and Review Program (CARP) and skills modules will be used for student learning and assessment.

COURSE REQUIREMENTS
In order to successfully pass NURS 151, the student must earn at least a C (70%) in the course. The course grade will be calculated in the following manner:
EXAMS
    Midterm Exam   = 20% of course grade

Final Exam   = 25% of course grade
Subtotal for Exams   = 45%
OTHER ASSIGNMENTS
    Stress & Coping Assessment   = 5% of course grade
    Loss Communication Assessments   = 5% of course grade
    Family Assessment   = 20% of course grade
    Environmental Assessment   = 5% of course grade
    Cultural Group Presentation   = 10% of course grade
    Journal Self Assessments   = 10% of course grade
    Subtotal for assessments and other assignments   = 55% of course grade
                                          TOTAL = 100%

GRADING

The following grading scale will be used: 90-100%   = A
                                               80-89%   = B
                                               70-79%   = C
                                               60-69%   = D
                                               59% or below = F

LATE WORK

All assessments and assignments need to be submitted to the faculty in order to receive a grade for the course. Students not submitting all assignments will be given an incomplete until assignments are completed. The professor reserves the right to deduct points on exams or assignments completed after the due dates. Students who have unforeseen events that cause them to turn in assignments late should contact the professor as soon as possible. All assignments need to be completed by the last day of instruction.

Students are expected to take course examinations on the scheduled date. If a student is absent, it is up to the instructor to determine if a make-up exam will be given. Make-up exams **WILL NOT BE** routinely given. To be considered for a make-up exam, the student must provide reasonable proof that she/he was unable to attend class the day of the exam. The format for a make-up exam may differ from the regular exam. If a make-up exam is to be given, the student will take the exam the day she/he returns to school and will be given a score 10 percentage points lower than the actual score.

If a student scores less than a "C" on any exam, the grade remains. There are no retakes of exams if the student gets lower that a 70%. Any student who cheats on an exam or paper will receive a "0" for that assignment and / or may fail the course.

ATTENDANCE

Students are expected to login to Laulima portion of the course each week. Information will be posted via the discussions and mail tools. Students are responsible for reading and understanding all online course information and instructions for completion of assignments and attending and participating in weekly lecture (HITS) and lab sessions.

Regular attendance in class and lab sessions is expected. A student whose consecutive or cumulative absences exceed the number of weekly lecture sessions of the course may be dropped from the course at the discretion of the nursing faculty. Therefore, if a student is unable to attend class, the student should notify the nursing office BEFORE class or as soon as possible in an emergency situation.

RESOURCES
If a student has a documented disability and/or related access needs, the student should see the counselors of the Ha'awi Kokua program; Karen Kane in Hilo (933-0702) or Willow Aureala in West Hawai'i (322-4856) as early as possible. If a student needs accommodation, they should see their instructor to discuss their needs and make request in a timely manner.

Counselors are also available for students who have any issues which may have a negative impact on their ability to successfully complete a course. Students needing general counseling assistance should call 974-7741 Hilo or 322-4856 in West Hawai'i for an appointment

STUDENT POLICY HANDBOOK
The student will be held accountable for ALL of the rules and regulations specified in the HAWAII COMMUNITY COLLEGE NURSING STUDENT'S POLICIES 2010-2011

REQUIRED TEXTBOOKS
Potter P., Perry A. (2009). *Fundamentals of Nursing*, 7th ed., St. Louis, Mosby Elsevier.

Galanti G. (2004). *Caring for patients from Different Cultures*, 4th ed., Philadelphia, University of Pennsylvania Press.

Stanley M., Blair, K.A., & Beare, P.G. (2005). *Gerontological Nursing: Promoting Successful Aging with Older Adults*, 3rd ed., Philadelphia, F. A. Davis.

FACULTY
Laura Boehm (Hilo) Messages: 974-7560, Office: 974-7561, Cell: 936-2856
Ann Taylor (Kona) Office: 322-4878, Cell: 858-386-4736

COURSE STUDENT LEARNING OUTCOMES

1. The student will retrieve, integrate and apply reliable information and concepts from multiple disciplines and nursing as the basis for understanding the relevance of psychosocial, socio-cultural, developmental and environmental factors in determining a patient's or family's health status.

2. The student will utilize standards of professional practice and the nursing process as a framework for assessing a patient's cognition, mood affect and temperament; body image; self esteem; spirituality; communication style; key roles and relationships; stressors; coping behaviors; and losses and grieving.

3. Using basic therapeutic communication skills the student will demonstrate caring and compassion through practicing the development of therapeutic relationships based upon empathy, respect and genuineness.

4. The student will demonstrate an understanding of the importance of assessing a patient's cognitive status, learning needs, health and healing practices, and beliefs and values while planning and delivering health education.

5. The student will use effective oral communication to gather and report accurate and complete information to faculty and peers in the classroom and during presentation, participate as a member of a peer task group and evaluate their own participation as well as the group's product.

6. The student will use accurate, clear and complete written communication in exams, assessment assignments and a family assessment paper. Sources of information will be accurately cited according to the American Psychological Association style.

7. The student will discuss the role of the nurse relative to other members of the health care team in the provision of relationship centered care to patients and families.

8. The student will use self-reflection to analyze ongoing learning and communicate learning needs to faculty.

COURSE SCHEDULE

DATE	LECTURE TOPICS/ SEMINAR	ASSIGNMENTS	Potter & Perry	Stanley, Blair & Beare	Other readings/ ATI
Week1 8/26	Course Overview; Relationship Centered Health Care; Helping Relationships- **Laura Boehm** Seminar: Helping Relationships	Journal Entry: Strengths and weaknesses as a helper **(due 9/2)**	Ch. 8,16 & 24		See Laulima
Week 2 9/2	Nursing Assessment; Therapeutic Communication and Relationships- **Ann Taylor** Seminar: Psychosocial Assessment, Therapeutic Communication Skills	Practice Communication Assessment **(Due 9/9)**	Ch. 8,16 & 24		See Laulima
Week3 9/9	Nursing Assessment: Cognition and Mental Status -**Laura Boehm** Seminar: Mental Status: Cognition, Mood, Affect & Temperament			Ch. 33 & 34	See Laulima
Week 4 9/16	Introduction to ATI with **Joy Burnard** ATI Critical Thinking Proctored Exam		No new readings		Complete ATI Communication Practice Test
Week 5 9/23	Nursing Assessment: Self-Esteem & Body Image**- Ann Taylor** Seminar: Self-Esteem, Body Image	Journal Entry: My self esteem and body image **(Due 9/30)**	Ch. 27	Ch. 3	See Laulima
Week 6 9/30	Nursing Assessment: Stressors and Coping Behaviors- **Laura Boehm** Seminar: Stress & Coping, More on Body Image	Journal Entry: How I cope with stress **(Due 10/7)**	Ch. 31		See Laulima; http://www.healinghealth.com
Week 7 10/7	Midterm Exam Seminar: Adapting to Patients' Communication Styles	Stress and Coping Assessment **(Due 10/21)**			See Laulima; Review ATI Communication Practice Test
Week 8 10/14	Nursing Assessment: Spirituality, Health and Healing- **Ann Taylor** Seminar: Spirituality, Health & Healing	Journal Entry: How I view spirituality, health & healing **(Due 10/21)**	Ch. 29	Ch. 29	http://www.csh.umn.edu/

Week 9 10/21	Assessment: Response to Loss- with guest lecturer **Janene Jeffery** Seminar: Response to Loss	Journal Entry: What I have learned from my losses **(due 11/4)** Loss Communication Assessment **(Due 11/4)**	Ch. 30		See Laulima
Week 10 10/28	Assessment: Family Functioning- **Ann Taylor** Seminar: Family Structure, Roles & Relationships	Family Assessment **(Due 11/18)**	Ch.10	Ch. 26	See Laulima
Week 11 11/4	Assessment: Family Stages, Stressors and Coping Behaviors -**Laura Boehm** Seminar: Family Development Stages & Tasks, Family Stressors, Coping & Strengths		No new readings		
Week 12 11/11	Veterans' Day Holiday- No Class		No new readings		
Week 13 11/18	Assessment: Cultural Worldview, Health Beliefs and Practices- **Ann Taylor** Seminar: Cultural Orientation & Worldview, Cultural Aspects of Communication & Time Orientation, Health Illness Beliefs, Customs & Practices	Cultural Group Presentations **(Due 12/9)**	Ch. 9	Ch. 4	Galanti Ch. 1-7 &10-13
Week 14 11/25	Thanksgiving Day Holiday- No class	Start Environmental Assessment - bring forms to finish in seminar 12/2 **(Due 12/2)**	No new readings		www.ewg.org
Week 15 12/2	Assessment: Environmental Effects on the Community's Health -**Laura Boehm** Seminar: Environmental Health, Global Health & Community Based Nursing Practice; Environmental Assessment	Journal entry: The most important thing I learned in NURS 151 **(Due 12/9)**	Ch. 3		See Laulima
Week 16 12/9	Cultural Group Presentations in Waimea	Compilation of Journal Self- Assessments **(Due 12/9)**	No new readings		
Week 17 12/?	Final Exam- Date **TBA**				

Hawai'i Community College
Division of Nursing and Allied Health
NURS 153 – NURSING CONCEPTS AND SKILLS

Credits: 8 (3 lec hours, 15 lab hours)
Course Length: 15 weeks

Catalog Description:
First level introductory course in which concepts basic to nursing care are presented within the framework of the nursing process. Emphasis is on basic care of the adult and geriatric client using beginning level psychomotor and communication skills. Clinical experiences in laboratory and health agencies.
Open to Nursing Majors only.

OVERALL COURSE OBJECTIVES
Upon successful completion of this course, students using the framework of the nursing process will be able to:
1. Complete a nursing history on an adult or geriatric client that includes basic developmental, psychosocial, sociocultural/environmental, and physiological assessment data.
2. Collect data via interview, observation, examination and consultation regarding the health status of an adult or geriatric client
3. Record and report nursing assessment data completely and accurately.
4. Sort, organize, interpret and validate nursing assessment data.
5. Form conclusions about nursing assessment data based upon commonly described developmental and physiological norms for adults and geriatric clients.
6. Choose NANDA nursing diagnoses for individual adult and geriatric clients that are congruent with the nursing assessment conclusions
7. Prioritize nursing diagnoses based upon hierarchy of needs, safety, and client's perception and values
8. Identify client outcome behaviors consistent with the nursing diagnoses and client's perception and values.
9. Identify basic physiological, psychosocial and educational interventions that would promote, maintain and restore the client's well-being.
10. Describe rationales for nursing interventions as planned.
11. Organize and deliver nursing care in a safe and effective manner utilizing basic level psychomotor and communication skills.
12. Compare and contrast the client's actual outcome behaviors with the desired outcome behaviors.
13. Evaluate the effectiveness of the nursing interventions and accuracy of the nursing assessment.
14. Revise the nursing assessment and interventions as necessary.
15. Record and report nursing interventions, client behavioral outcomes and evaluation of the nursing care accurately and completely.
16. Utilize basic teaching/learning principles to provide health education for clients and families.
17. Incorporate basic legal ethical considerations in the practice of nursing of clients and families.
18. Adopt personal accountability for learning needs.
19. Incorporate theoretical knowledge into care of the adult and geriatric client using beginning level psychomotor and communication skills.

LEARNING STRATEGIES
Lecture, discussions, case studies/simulations, written assignment, class presentations, computer-assisted instruction, laboratory experiences, and self-instruction modules. Laulima will be used to access

information and assignments online and to communicate with peers and faculty. The Assessment Technologies Institute (ATI) Comprehensive Assessment and Review Program (CARP) and skills modules will be used for student learning and assessment.

- Lectures will be offered via Hawaii Interactive Television (HITS).
- Seminar sessions will be held after each HITS lecture to provide students with opportunities to interact with faculty using a lower student-to-faculty ratio.
- The Nursing Learning Resource Center will be the site of nursing skills demonstration & practice and high-fidelity simulated patient scenarios.
- Clinical rotations will take place in both long-term care and acute care settings.

COURSE REQUIREMENTS

Most nursing courses consist of two parts, theory and clinical/lab. In order to pass a nursing course students must earn a 70% (C) or higher on exams and assignments as detailed in the course syllabus, and have clinical performance that "meets standard" by the end of the semester. Students' clinical performance will be evaluated via written work, oral responses, clinical competency exams, and performance with patients, staff, peers and faculty.

Failure to "meet standard" in clinical/lab will result in a "D" or an "F" grade for the course.   If a student fails to "meet standard" in clinical/lab and earns 60% or higher in the theory portion of a course they will receive a "D" grade for the course. If a student fails to "meet standard" in the clinical/lab and earns less than 60% in the theory portion of a course, they will receive an "F" for the course. In either case the student has failed the nursing course and is not eligible to progress in the program.

COURSE GRADING of NURS 153 will consist of the following:
1. Exams (5 @ 11% each)... 55 %
2. ATI Proctored Exam …………………………………………………. 10%
3. Comprehensive Final Exam..................................... 22%
4. Learning Portfolio..……………………………………..……………….. 4%
5. Nutrition Project…………………………………........................ 5%
6. Clinical Assessments, Pop Quizzes & NCPs……….. ….. 4%

To meet standard in the **Clinical** portion of NURS 153 the student must:

1. **Meet standard in clinical performance**: Student performance will be evaluated based on the criteria stated in the NURS 153 Clinical Evaluation Tool. Students will meet with the clinical instructors at least two times during the semester (midterm & final).   Failure to meet standard in any criteria at the final evaluation will result in a failure of the course.

2. **Pass the clinical competency exam**: A clinical competency exam will be given prior to the final clinical evaluation. The student must achieve a grade of at least 70% to pass this exam. The exam will consist of dosage calculations, topics related to medication administration and other clinical topics. Practice Equivalency and Dosage Calculation Quizzes will be administered throughout the semester. Self-study review materials will be posted in the NLRC to reinforce student learning of clinical concepts that are likely to appear on the Clinical Competency Exam. *Only calculators provided by the Nursing Division will be allowed for use on this exam.

3. **Complete all practice Equivalency and Drug Dosage Calculation Quizzes.** The student will take and complete all of the practice quizzes. *These will be administered in the NLRC at specified times, approximately every other week. The NLRC instructor will post the schedule for taking these quizzes.*

4. **Nursing Care Assessments and Plan(s**): The student will be required to complete a nursing care assessment and/or plan on each patient assigned. Clinical paperwork assignments are due each week.

5. **Weekly Self Reflections:** The student will be required to complete a Weekly Self Reflection, which should be turned in along with the week's assigned clinical papers.

6. **Pass the Lab Skills Performance Test(s**): Lab Skills Performance Tests will be given during the semester. The student must achieve a grade of at least 70% on each test to pass. Students scoring below a 70% must practice the skill and re-test satisfactorily within 2 weeks of initial testing. The exams will consist of performing selected psychomotor skills in the Nursing Learning Resource Center (NLRC).

GRADING
The following grading scale will be used:

90-100%	= A
80-89%	= B
70-79%	= C
60-69%	= D
59% or below	= F

LATE WORK
Students are strongly urged to sit for the exam or quiz on the scheduled date. If for any reason the student is unable to take the exam/quiz as scheduled, he or she should notify the instructor as soon as possible, and make an appointment to take the make-up exam/quiz before the classes' next scheduled lecture session. The student will receive a grade 10 percentage points lower than the actual score earned on the make-up exam/quiz. Note: The make-up exam/quiz, at the discretion of the instructor, may be different from the original exam in style and format.

POP QUIZZES
May be given at the start of any class session. There will be no "make-up" quizzes given.

ATTENDANCE
Regular attendance in class and clinical sessions is expected. A student whose consecutive or cumulative absences exceed the number of weekly lecture sessions or the weekly clinical experiences of the course may be dropped from the course at the discretion of the nursing faculty.
This means a student with more than 2 lab/clinical absences may fail the course. If unable to attend class, lab or clinical, the student should provide appropriate notification of the absence.

CLINICAL EXPECTATIONS
All students are responsible for reviewing the Nursing Program Policies 2010 - 2011 regarding faculty expectations and student preparation for clinical experiences.

RESOURCES
If a student has a documented disability and/or related access needs, the student should see the counselors of the Ha'awi Kokua program; Karen Kane in Hilo (933-0702) or Willow Aureala in West Hawai'i (322-4856) as early as possible. If a student needs accommodation, they should see their instructor to discuss their needs and make request in a timely manner.

Counselors are also available for students who have any issues which may have a negative impact on their ability to successfully complete a course. Students needing general counseling assistance should call 974-7741 Hilo or 322-4856 in West Hawai'i for an appointment

REQUIRED TEXTBOOKS and LEARNING RESOURCES

Bickley, L. S. (2008) Bates' guide to physical assessment and history taking (10th ed.). Philadelphia, Lippincott, Williams & Wilkins. ISBN 0-7817-8058-6

Doenges, M.E., Moorhouse, M.F., & Murr, A.C. (2010) Nursing diagnosis manual: Planning, individualizing, and documenting client care (3rd ed.). Philadelphia, F.A. Davis Company ISBN 987-0-8036-2221

Elkin, M.K., Perry, A.G., & Potter, P.A. (2007). Nursing interventions and clinical skills (4th ed.). St. Louis: Mosby. ISBN 9780323044585

Ogden, S.J. (2007). Calculation of drug dosages (8th ed.). St. Louis: Mosby.
ISBN 978-0-323-04588-9

Potter, P.A. & Perry, A.G. (2009) Fundamentals of nursing (7th ed.). St. Louis: Mosby Elsevier. ISBN: 978-0-323-4828-6

Skidmore, L., (2010), Mosby nursing drug reference (23rd ed) St. Louis: Mosby ISBN0-323-04702-9

Stanley, M., Beare, P.G. (2005). Gerontological nursing: A health promotion/protection approach (3rd ed.) Philadelphia: F. A. Davis Company. ISBN 0-8036-1165-X

Taber's (2005) Taber's cyclopedic medical dictionary. Philadelphia, F.A. Davis Company
ISBN 0-8036-1207-9

Van Leeuwen A.M., Kranpitz T.R., & Smith L. (2009). Davis' comprehensive handbook of laboratory and diagnostic tests with nursing implications (3rd ed.). Philadelphia: F.A. Davis Company ISBN 978-0-8036-1557-1

OPTIONAL TEXTBOOKS
Springhouse (2008). Pathophysiology Made Incredibly Easy (4th ed). Springhouse.

Elkin, M.K., Perry, A.G. & Potter, P.A. (2007). Nursing interventions & clinical skills. (4th ed.). St. Louis: Mosby. ISBN 978-0-323-04458-5

FALL 2010 FACULTY

Sharon Moran RN, MSN, MPH (Course Coordinator)	Janene Jeffery RN, MSN	Laura Boehm RN, MSN	Ann Taylor, RN, PhD
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345-9544 cell			

COURSE STUDENT LEARNING OUTCOMES

Using the nursing process as a framework, applying critical thinking and utilizing evidence based knowledge, the student will:

1. Retrieve, integrate, and apply information and concepts from multiple disciplines and nursing to plan and deliver safe basic care based on assessed needs of adults & elders.

2. Utilize the nursing process as an ongoing framework for critical thinking to assess, plan, prioritize, implement and evaluate safe and effective nursing care for individuals with chronic or predictable health problems who need the expert care of a professional nurse.

3. Demonstrate empathy and respect while developing therapeutic patient relationships based on the patient's point of view regarding nursing care needs, cultural values, health beliefs and healing practices.

4. Actively participate as a beginning member of the health care team while providing care to adult and elderly clients in acute and long-term care facilities.

5. Assess patients for learning needs related to maintaining or improving health status, and plan patient-specific interventions that promote health or minimize preventable complications.

6. Demonstrate professional behaviors and function within the legal and ethical framework expected of a beginning level nursing student while providing safe nursing care.

7. Utilize self-reflection to analyze personal practice and experiences for ongoing learning and professional growth.

COURSE SCHEDULE

Date	Topics
8/23	Course Intro (HITS) / Seminar: Program Intro
8/24	Clinical Agency orientation
8/25	NLRC Orientation
8/30	Nursing Process & Critical Thinking (HITS) / Seminar: Nursing Philosophy
8/31	NLRC: Vital Signs
9/1	NLRC: Nursing Assessment: General Survey
9/6	(Holiday) Health Care Delivery: Members & Systems
9/7	NLRC: Infection control – hand hygiene, PPE, & bedmaking
9/8	NLRC: Nursing Assessment: Cardiovascular & Respiratory Systems
9/13	Nursing Assessment (HITS)/ Seminar: **EXAM #1**
9/14	NLRC: Personal Hygiene & Bathing; Mobility Skills
9/15	NLRC: Nursing Assessment: Nutritional Status; GI & Musculoskeletal Systems
9/20 9/21 &22	Asepsis (HITS) / Seminar: Portfolio & Research Article Review NLRC: HIPPA; Blood Borne Pathogens; **SKILLS TEST #1** HMC EMR Training
9/27	Safety (HITS) / Seminar: **EXAM #2**
9/28	Clinical Agency: Clinical Day #1
9/29	NLRC: Nursing Assessment: Safety Risks
10/4	Physiologic Changes with Aging (HITS) / Seminar: Normal Physiology of Aging CD
10/5	Clinical Agency: Clinical Day #2
10/6	NLRC: Nursing Assessment: Feeding & Eating
10/11	Developmental Assessment of the Adult & Elder (HITS) / Seminar: Functional Assessment
10/12	Clinical Agency: Clinical Day #3
10/13	NLRC: Enteral tube feeding ; sterile gloving
10/18	Nutrition (HI TS) / Seminar: **EXAM #3**
10/19	**Clinical Agency: Clinical Day #4**
10/20	NLRC: Urinary & bowel elimination skills; simple dressing change
10/25 10/26 10/27	Health Promotion (HITS) / Seminar: Concept Map, Data clustering & Nursing Problem Identification Clinical Agency: Clinical Day #5 NLRC: Nursing Assessment: Oxygenation; oxygen delivery; complex dressings
11/1	Nursing Assessment of Pt. Learning Needs (HITS) / Seminar: **EXAM #4**
11/2	Clinical Agency: Clinical Day #6
11/3	NLRC: **SKILLS TEST #2**

11/8 11/9 11/10	Pharmacologic Therapy (HITS) / Seminar: Medication Cards NLRC: Medication Management HOLIDAY
11/15 11/16 11/17	Standards of Care & Evidence Based Practice (HITS) / Seminar: Insulin Pens Clinical Agency: Clinical Day #7 Clinical Agency: Clinical Day #8
11/22 11/23 11/24	Comfort, Sleep & Rest (HITS) / Seminar: **EXAM #5** Clinical Agency: Clinical Day #9 Clinical Agency: Clinical Day #10
11/29 11/30 12/1	Professional Roles & Relationships (HITS) / Seminar: **ATI Proctored Exam** Clinical Agency: Clinical Day #11 Clinical Agency: Clinical Day #12
12/6 12/7 12/8	Portfolio Presentations (SM) Clinical Agency: Clinical Day #12 **CLINICAL COMPETENCY EXAM / Final Clinical Evaluations**
12/13	**FINAL EXAM**

UNIT TOPICS

Unit One	Overview of Nursing Fundamentals & Skills
Unit Two	Nursing Process & Critical Thinking
Unit Three	Health Care Delivery: Members & Systems
Unit Four	Nursing Assessment
Unit Five	Asepsis
Unit Six	Safety
Unit Seven	Physiologic Changes with Aging
Unit Eight	Developmental Assessment of the Adult & Elder
Unit Nine	Nutrition
Unit Ten	Health Promotion
Unit Eleven	Nursing Assessment of Pt. Learning Needs
Unit Twelve	Pharmacologic Therapy
Unit Thirteen	Standards of Care & Evidence Based Practice
Unit Fourteen	Comfort, Sleep & Rest
Unit Fifteen	Professional Roles & Relationships

Credits: 1 (1 lec hour)
Course Length: 15 weeks

Catalog Description:
First level introductory course in which the historical, legal, ethical, and political aspects of professional nursing are explored. The nursing roles of member of the profession, member of the health care team, and client advocate and educator are addressed.
 Open to Nursing Majors only.

OVERALL COURSE OBJECTIVES
Upon completion of this course, students using the framework of the nursing process will be able to:
1. Discuss the evolution of the profession of nursing.
2. Discuss the parameters of a profession and how they fit nursing.
3. Define the concept of professional nursing.
4. Discuss the scope of practice of the RN, LPN and other members of the health care team.
5. Describe the role and function of the nurse in practice.
6. Identify basic ethical issues involved in the practice of professional nursing.
7. Identify basic legal issues involved in the practice of professional nursing.
8. Describe the basic organization and financing of the health care delivery system in the United States.
9. Identify current issues and trends in health care.
10. Compare and contrast the different nursing education programs.

LEARNING STRATEGIES
Weekly modules are available for self-study on-line. These include the weekly reading, "mini lecture" / discussion points, and a posted on-line activity which requires the student to post a response on a "discussion board". Students will be expected to participate actively in the learning through on-line case scenarios, exercises, and assignments that are specific to the module content. Laulima will be used to access information and assignments online and to communicate with peers and faculty. The Assessment Technologies Institute (ATI) Comprehensive Assessment and Review Program (CARP) and skills modules will be used for student learning and assessment.

COURSE REQUIREMENTS
In order to successfully pass NURS 158, the student must earn at least a C (70%) in the course. The course grade will be determined by the following:

Participation in on-line activities	= 30%
Handout/brochure/poster creation	= 30%
Final Exam	= 40%

*Rubrics for grading assignments 1 & 2 are posted on course website.

GRADING
The following grading scale will be used:

90-100%	= A
80-89%	= B
70-79%	= C
60-69%	= D
59% or below	= F

RESOURCES

If a student has a documented disability and/or related access needs, the student should see the counselors of the Ha'awi Kokua program; Karen Kane in Hilo (933-0702) or Willow Aureala in West Hawai'i (322-4856) as early as possible. If a student needs accommodation, they should see their instructor to discuss their needs and make request in a timely manner.

Counselors are also available for students who have any issues which may have a negative impact on their ability to successfully complete a course. Students needing general counseling assistance should call 974-7741 Hilo or 322-4856 in West Hawai'i for an appointment

STUDENT POLICY HANDBOOK

The student will be held accountable for ALL of the policies and regulations specified in the 2010-2011 HAWAII COMMUNITY COLLEGE NURSING PROGRAM STUDENT POLICIES.

REQUIRED TEXTBOOKS AND LEARNING RESOURCES

Potter, P. A. & Perry, A. G. (2009) *Fundamentals of Nursing,* 7th Edition, Elsevier, Inc.

Zerwekh, J. & Claborn, J. C. (2006) *Nursing Today Transition and Trends*, 6th Edition, Sanders Elsevier, Inc., 1-4160-2313-5

FACULTY

Sharon Moran, RN, MSN, Phone # 974-7563, Office: PB6 Rm. 106, Email: smoran@hawaii.edu

COURSE STUDENT LEARNING OUTCOMES

1. The student will retrieve, integrate and apply concepts related to professional nursing practice found in the "Standards of Clinical Practice" and "Scope of Nursing Practice", and apply them to clinical nursing situations.

2. The student will demonstrate an understanding of legal issues that define the parameters of safe evidence based nursing practice, and licensure.

3. The student will demonstrate an understanding of the roles & contributions made by various members within nursing and the health care team in the overall care of a patient.

4. The student will discuss how ethical dilemmas in health care are affected by an individual's point of view, culture, and personal beliefs and practices.

5. The student will use accurate, clear and complete written communication in assignments and during discussions with peers and faculty. Sources of information will be accurately cited using American Psychological Association style.

6. The student will assume responsibility for their own learning including; evaluating their own attitudes, knowledge and skills; communicating their learning needs to faculty; and working as a productive peer group member.

7. The student will identify the nurse's role in managing health care's limited resources including: human resources, financial resources, and physical.

COURSE SCHEDULE

Date	Topics
8/26	Introduction & "Netiquette"

9/2	Historical Perspectives in Nursing
9/9	Nursing Roles & Scope of Practice
9/16	Standards of Practice
9/23	Evidence Based Practice & Nursing Care Delivery
9/30	Overview of Legal Issues
10/7	Delegation & Accountability
10/14	NCLEX-RN & Licensure
10/21	Ethical Issues
10/28	Informed Consent & Advance Directives
11/4	Economic Issues in Health Care Delivery
11/11	Health Care Coverage
11/18	APA Format
11/25	Evaluating On-Line Professional Resources
12/2	Informed Consent
12/2	**BROCHURE PROJECT DUE
12/13-17	**FINAL EXAM – on line. Opens 12/13, closes 12/17 at 12 noon**

READINGS

P&P = Potter, P.A. & Perry, A. G. (2009) Fundamentals of Nursing, 7th Edition, Elsevier, Inc.

Z&C = Zerwekh, J. & Claborn, J.C. (2006) Nursing Today Transition and Trends, 5th Edition, Sanders Elsevier, Inc.

ATI Funde = ATI Resources 2010 Fundementals ebook

ATI Leader = ATI Resources 2010 Leadership & Management ebook

Unit	Topic & Readings
1	Introduction & "Netiquette" • *None*
2	Historical Perspectives in Nursing • *Z&C – Ch. 6 pg. 121-140*
3	Nursing Roles & Scope of Practice • *Z&C – Ch 9 pg. 179-187* • *ATI Funde – Ch. 2* • *ATI Leader – pgs. 41-42*
4	Standards of Practice • *P&P – pgs 6-7* • *ATI Leader – pg. 65*
5	Evidence Based Practice & Nursing Care Delivery • *P&P – Ch 5* • *Z&C – 313-314, 545; 321-330* • *Johns Hopkins Clinical Nursing Evidence Based Practice – Ch. 1* • *ATI Leader – pgs 54-56*

6	Overview of Legal Issues • *P&P – Ch. 23* • *Z&C – Ch. 20* • *ATI Funde – Ch. 4* • *ATI Leader – pgs. 62-69*
7	Delegation & Accountability • *Z&C – Ch. 14* • *ATI Funde – Ch. 6* • *ATI Leader – pgs 11-16*
8	NCLEX-RN & Licensure • *Z&C – Ch. 5*
9	Ethical Issues • *P&P – Ch. 22* • *Z&C – Ch. 19* • *ATI Funde – Ch. 3* • *ATI Leader – pgs. 69-71*
10	Nursing Education • *Z&C – Ch. 7*
11	Economic Issues in Health Care Delivery • *Z&C – Ch. 16* • *ATI Leader – pg. 28*
12	Health Care Coverage • *Z&C – Ch. 16*
13	APA Format & Internet resources • **links to resources found in module*
14	Informed Consent & Advanced Directives • *P&P – 332-333* • *Z&C – 455-457* • *ATI Leader – pgs. 57-60*

Hawai'i Community College
Division of Nursing and Allied Health
NURS 254 – FAMILY HEALTH NURSING CARE I

Credits: 5 (2 lec hours, 9 lab hours)
Course Length: 15 weeks

Catalog Description:
Second level course in which concepts regarding promotion, maintenance and restoration of health are applied to the nursing care of the childbearing woman and family are presented within the framework of the nursing process. Emphasis on health teaching, anatomic and physiologic adaptation, human growth and development, and the many interdependent relationships of human reproduction (including normal and high risk pregnancies). Clinical experiences in hospital and community based settings.
Prerequisite: "C" or better in Nurs 157

OVERALL COURSE OBJECTIVES
Upon completion of this course, students using the framework of the nursing process and building upon previously learned theory/skills will be able to:
1. Do a basic OB and GYN physical assessment on a client, identifying pertinent norms, as well as common deviations and their significance.
2. Do a basic developmental, psychosocial, and socio-cultural assessment that includes the OB and GYN client and the client's family, identifying pertinent positive health related attributes and pertinent negative health related attributes.
3. Utilize data collected to identify problem areas and select appropriate nursing diagnoses' to address health deviations of the OB and GYN client.
4. Demonstrate the use of basic communication skills with clients, families, peers, staff, and others.
5. Develop and implement a plan of care based on the identified current and potential health deviations, which incorporates current standards of practice and results in the provision of safe, appropriate nursing care to OB and GYN clients.
6. Formulate and implement a basic teaching plan that addresses identified current and potential health deviations, as well as health promotion and maintenance for the OB and GYN client.
7. Understand ethical and legal responsibilities in the delivery of care to OB and GYN clients.
8. Understand and support the necessary commitment to on-going professional growth in order to provide appropriate, safe care to the OB and GYN client.
9. Understand the dynamic nature of the nursing process in providing nursing care to OB and GYN clients.
10. Critically evaluate the effectiveness of nursing care provided, to reassess status at appropriate times, and to make adjustments in the nursing care plan that would assure the on-going provision of safe, appropriate care to OB and GYN clients.

LEARNING STRATEGIES

The methods used in this course will include: lectures, case studies, discussion, written/interactive learning activities, videos, computer assisted instruction, clinical activities and simulations. Laulima will be used to access information and assignments online and to communicate with peers and faculty. The Assessment Technologies Institute (ATI) Comprehensive Assessment and Review Program (CARP) and skills modules will be used for student learning and assessment.
Lectures will be offered via Hawaii Interactive Television (HITS).

Laboratory time in a clinical setting will be used to allow students to develop their ability to interact with clients and make functional their understanding of the nursing process.

Self-evaluation will be used to assist the student with individual growth and goal setting. The aim is to empower the student to recognize limits of knowledge and the individual responsibility to expand those limits.

COURSE REQUIREMENTS

Students must earn a 70% (C) or higher average on tests and have clinical performance that "meets standard" by the end of the semester. Students' clinical performance will be evaluated via written work, oral responses, clinical competency exams, and performance with patients, staff, peers and faculty.

Failure to "meet standard" in clinical/lab will result in a "D" or an "F" grade for the course. If a student fails to "meet standard" in clinical/lab and earns 60% or higher in the theory portion of a course they will receive a "D" grade for the course. If a student fails to "meet standard" in the clinical/lab and earns less than 60% in the theory portion of a course, they will receive an "F" for the course. In either case the student has failed the nursing course and is not eligible to progress in the program.

Tests for NURS 254 will consist of the following:

1. 6 Quizzes ....10% each
2. Cumulative Final Exam 30%
3. ATI Testing & Remediation   10%

To meet standard in the **Clinical** portion of NURS 254 the student will complete all of the following:

- **Meet standard in clinical performance:** Student performance will be evaluated based on the criteria stated in the NURS 254 Clinical Course Evaluation. Students will meet with the clinical instructors at least two times during the semester (midterm & finals). Failure to meet standard in any criteria by final evaluation will result in a failure for the course.
- **Pass the clinical competency exam:** A clinical competency exam will be given prior to the final clinical evaluation. In order to pass the exam a score of 70% or better must be achieved. The exam will consist of dosage calculations, IV drip calculations and other related medication administration and clinical topics. Calculators will be allowed and provided by the program. A pretest will be given early in the semester to assist students in identifying areas for further study. Practice exams found in the program texts should be utilized. It is the student's responsibility to obtain assistance with problem areas. Instructors are available by appointment.
- **Satisfactorily complete all Weekly Self Evaluations:** The student will be required to complete a Weekly Self Evaluation on all clinical inpatient rotations. These are due Friday by 1530.
- **Satisfactorily complete all Outpatient Papers:** The student will have an outpatient paper assignment for all those clinical experiences outside of the hospital setting. These are due Friday by 1530.
- **Satisfactorily complete all Assessment Papers:** There are assessment papers assigned to Labor & Delivery and Post Partum. These assignments are to help the student prepare for the clinical rotations. The assessment papers will be completed for the first clinical day in that area. The clinical instructors will check your papers before you provide patient care. If the papers are not done you will be asked to leave the area since you were not prepared for that clinical day. These are due the Friday after your first week in L&D or Post Partum by 1530.
- **Complete all video assignments:** See your video assignment instructions for a description of the assignment. Completed papers for all eighteen videos are due the Friday by 1530 following the assigned video clinical day. Exceptions may be made if videos are not available. In that case, see your instructor for information on the revised due date.
- **Complete all assigned online case studies.** These case studies can be found on the Nursing 254 class site on Laulima. You will be given some clinical time as a credit toward the time you will

spend on this project. A concept map regarding the scenario for each one is due by Friday at 1530 on the due dates assigned for each case study. See information on the case study assignment for the specific due dates for each case study and information on how to access the case studies.

- **Participate in the Simulation Lab activities and appropriately complete the required paperwork.** Paperwork due the Friday following the simulation experience by 1530.
- **Complete the Transcultural/Web page project with a passing grade.** See the Web Page Project folder for instructions regarding this assignment and grading criteria.
- **Complete the portfolio assignment with a passing grade.** See the Portfolio Information folder for instructions regarding this assignment and grading criteria. Due December 7th.

Students will be responsible for keeping **all** clinical papers in a folder. Turn in your **complete** folders each week you have N254 clinical. Folders may be requested by the instructor 1 week before mid-term & 1 week before final clinical evaluations. Missing papers may result in a "below standard" grade on the clinical evaluation tool which may result in a failing grade in clinical.

GRADING
The following grading scale will be used:

90-100%	= A
80-89%	= B
70-79%	= C
60-69%	= D
59% or below	= F

LATE WORK
Students are expected to turn in written work according to the schedule outlined in the syllabus. Assignments which are turned in late will be considered "below standard" for grading purposes. If for any reason an extension of assignment deadline is needed, the student must discuss the need with the instructor. Extensions may be granted at the discretion of the instructor. Failure to request an extension may result in the assignment not being accepted by the instructor.

Students are expected to take course examinations on the scheduled date. If a student is absent, it is up to the instructor to determine if a make-up exam will be given. Make-up exams **WILL NOT BE** routinely given. To be considered for a make-up exam, the student must provide reasonable proof that she/he was unable to attend class the day of the exam. The format for a make-up exam may differ from the regular exam. If a make-up exam is to be given, the student will take the exam the day she/he returns to school and will be given a score 10 percentage points lower than the actual score.

If a student scores less than a "C" on an exam, the grade remains. There are no retakes of exams if the student gets lower than a "C". Any student cheating on a paper or exam shall receive a "0" for that assignment and/or may fail the course (see Nursing Program Student Policies).

Quizzes will be available for **individual review by appointment only**. Each quiz will be reviewed immediately after it is given, with the opportunity to ask questions and to clarify any confusing points, etc.

ATTENDANCE
Regular attendance in class and clinical sessions is expected. A student whose consecutive or cumulative absences exceed the number of weekly lecture sessions or the weekly clinical experiences of the course may be dropped from the course at the discretion of the nursing faculty. If a student is unable to attend class for any reason, the student should notify the nursing office or clinical site BEFORE class time. Make-up papers are required for each clinical absence according to the guidelines provided. Make-up papers should be turned into the instructor no later than one week after the absence.

CLINICAL EXPECTATIONS

All students are responsible for reviewing the Nursing Student Policies 2010 - 2011 regarding faculty expectations and student preparation for clinical experiences.

RESOURCES

If a student has a documented disability and/or related access needs, the student should see the counselors of the Ha'awi Kokua program; Karen Kane in Hilo (933-0702) or Willow Aureala in West Hawai'i (322-4856) as early as possible. If a student needs accommodation, they should see their instructor to discuss their needs and make requests in a timely manner.

Counselors are also available for students who have any issues which may have a negative impact on their ability to successfully complete a course. Students needing general counseling assistance should call 974 -7741 in Hilo or 322 - 4856 in West Hawai'i for an appointment.

REQUIRED TEXTBOOK

Pillitteri, A. (2010). *Maternal and child health nursing (6th ed.*). Philadelphia: Lippincott Williams & Wilkins.

FACULTY

Diane Van Hoose, Course Coordinator, PB6 113, Office: 974-7562, Cell (831) 625-7114

COURSE STUDENT LEARNING OUTCOMES

1. The student will retrieve, integrate, and apply relevant and reliable information, concepts from multiple disciplines and standards of nursing as the basis to plan and deliver family-centered care for patients undergoing normal or complicated perinatal experiences.
2. The student will utilize the nursing process as an ongoing framework for critical thinking to assess, plan, prioritize, implement and evaluate safe and effective nursing care for perinatal patients who need the expert care of a professional nurse.
3. The student will demonstrate caring and compassion by developing and maintaining therapeutic relationships based upon mutuality and respect for the health and healing practices, beliefs and values of the patient, the patient's family, and the community.
4. The student will demonstrate the ability to function and communicate in a collaborative manner as a member of a multidisciplinary health care team to effectively manage care for individuals, families, and groups of individuals in perinatal settings.
5. The student will demonstrate the ability to plan and deliver effective health education to parents of newborns.
6. The student will utilize self-reflection to analyze personal growth and experiences for ongoing learning and professional growth.

COURSE SCHEDULE

DATE	TOPICS	Pilliteri
8/23	Course orientation; Overview of MCH; Family Theory; Childbearing in Low Risk Patients	Ch 1, 3, 10, 15, 17, 18
8/30	Overview of High Risk Factors in Childbearing	Ch 20-25
9/6	HOLIDAY: Labor Day	
9/13	**Quiz #1** Reproductive Health; Infertility; Family Planning; Genetics	Ch 5-8
9/20	Sociocultural Issues; Web Page Design	Ch 2
9/27	**Quiz #2** Changes of Pregnancy; The Growing Fetus	Ch 9 & 10
10/4	The Growing Fetus (Cont.); The 1st Prenatal Visit;	Ch 11
10/11	**Quiz #3** Prenatal Health Promotion **Web Page Interviews Due**	Ch 12

10/18	Nutrition; Childbirth/Parenting Preparation	Ch 13 & 14
10/25	**Quiz #4** High-Risk Pregnancy	Ch 20, 21 & 22
11/1	High-Risk Pregnancy (Cont.) - **Web page due**	Ch 20, 21 & 22
11/8	**Quiz #5** Normal Labor & Delivery	Ch 15 & 16
11/15	Abnormal Labor & Delivery, Cesarean Birth	Ch 23 & 24
11/22	**Quiz #6** Normal PP	Ch 17, 18, & 19
11/29	Abnormal PP	Ch 25
12/6	Review Class	
12/7	**Clinical Competency Exam 1000-1200****; Final evals, **Portfolio Due**	
12/15	**N254 FINAL EXAM 0900 - 1100****	

** Times & location subject to change. Check with the instructor at your site for current information.

- Clinical days are every Tuesday and Wednesday, except designated holidays. Assignments and times vary. Refer to clinical handouts for individual schedules. See your instructors if you have problems or questions about your schedule.
- Lectures are from 1000 - 1150 every Monday, except designated holidays.
- Assessment papers, weekly self-evaluation and outpatient papers are **DUE ON FRIDAY BY 1530** unless otherwise designated.

Hawai'i Community College
Division of Nursing and Allied Health
NURS 255 – FAMILY HEALTH NURSING CARE II

Credits: 5 (2 lec hours, 9 lab hours)
Course Length: 15 weeks

Course Description:
Second level course in which concepts regarding promotion, maintenance and restoration of health are applied to the nursing care of the pediatric client and child rearing family. Concepts are presented within the framework of the nursing process. Emphasis on growth and development and health teaching of the pediatric client and family in community family based settings. Clinical experiences in hospital and community based settings.
Prerequisite: "C" or better in NURS 157

OVERALL COURSE OBJECTIVES
Upon completion of this course, students using the framework of the nursing process and building upon previously learned theory/skills will be able to:
1. Do a basic physical assessment on a pediatric client, identifying pertinent norms as well as common deviations and their significance.
2. Do a basic psycho-social assessment that includes the client and the client's family, identifying pertinent positive health related attributes and pertinent negative health related attributes.
3. Utilize data collected to identify problem areas and select appropriate nursing diagnoses to address health deviations and/or promote wellness.
4. Demonstrate the use of basic communication skills with clients, families, peers, staff and others.
5. Develop and implement a plan of care based on the identified current and potential health deviations incorporating current standards of practice and results in the provision of safe, appropriate nursing care to clients.
6. Formulate and implement a basic teaching plan that addresses identified current and potential health deviations, as well as health promotion and maintenance for the client and family.
7. Articulate ethical and legal responsibilities in the delivery of care to clients.
8. Understand and support the necessary commitment to on-going professional growth in order to provide appropriate, safe care to clients.
9. Understand the dynamic nature of the nursing process in providing nursing care to clients.
10. Critically evaluate the effectiveness of nursing care provided; reassess client status at appropriate times; and make adjustments in the nursing care plan that would assure the on-going provision of safe, appropriate care to the client.

LEARNING STRATEGIES
Inquiry based learning is the predominant teaching/learning strategy for this course. The aims of the class are to assist the student in learning to think critically while gaining a knowledge base from which to build a practice. Laulima will be used to access information and assignments online and to communicate with peers and faculty. The Assessment Technologies Institute (ATI) Comprehensive Assessment and Review Program (CARP) and skills modules will be used for student learning and assessment.

- Lectures will be offered via Hawaii Interactive Television (HITS). Used where appropriate to give students information that will empower them to ask astute questions.
- Group investigation will be used with a focus on assisting students to learn collaborative work techniques. Each group will be responsible for their organization and presentation.

- Laboratory time in a clinical setting will be used to allow students to develop their ability to interact with clients and make functional their understanding of the nursing process.
- Self evaluation will be used to assist the student with individual growth and goal setting. The aim is to empower the student to recognize limits of knowledge and the individual responsibility to expand those limits.

COURSE REQUIREMENTS

NURS 255 consists of two parts, theory and clinical/lab. In order to pass NURS 255 the student must earn a 70% (C) or higher on exams and assignments as detailed below and "meet standard" in clinical performance by the end of the semester.

Failure to "meet standard" in clinical/lab will result in a "D" or and "F" grade for the course. If a student fails to "meet standard" and earns 60% or higher in the theory portion of the course he/she will receive a "D" grade for the course. If a student fails to "meet standard" in clinical/lab and earns less than 60% in the theory portion of the course, he/she will receive an "F" for the course. In either case the student has failed the nursing course and is not eligible to progress in the program.

Graded Written Assignments and Exams
1. 6 Quizzes worth 10% each   60%
2. Final Exam worth   15%
3. Family Assessment   10%
4. ATI assessment   10%
5. Grand rounds   5%

Clinical assignments

In order to pass NURS 255 the student must
1. **Meet standard in clinical performance**: Student clinical performance will be evaluated via written work, oral responses, clinical competency exams and performance with patients, staff, peers and the faculty. Students will meet with the clinical instructor at least two times during the semester (midterm & final). Failure to meet standard in any criteria by final evaluation will result in a failure for the course.
2. **Pass the Clinical Competency Exam**: A clinical competency exam will be given prior to the final clinical evaluation. In order to pass the exam a score of 70% or better must be achieved. The exam will consist of dosage calculation, IV drip calculations and other related medication administration topics. A pretest will be given early in the semester to assist students in identifying areas for further study. Practice exams found in the programmed texts should be utilized. It is the student's responsibility to obtain assistance with problem areas. Instructors are available by appointment.
3. **Complete an Assessment Paper and Care Plan for Nursery**: In order for the student to be prepared for the clinical setting in the nursery, an assessment paper will be completed for the first clinical day in the nursery. The instructor will check the paper before the student gives care. If the paper is not done, the student will be asked to leave the area since she/he is not prepared for that clinical day. The assessment and care plan portion of the assignment will be completed in the nursery and will be due on the Monday following the nursery rotation.
4. **Present a topic in grand rounds format as part of a "research" group.** The class will be divided into groups and assigned a topic of concern to child-rearing parents. The group will research the topic from literature written since 2005. Presentation of the topic will be made in a joint class session at the end of the semester.
5. **Complete a family assessment on a child rearing family**. Each student will follow the guidelines in the assignment sheet to assess a family with children. The assessment will be written.
6. **Complete the Learning Portfolio:** Building on the learning portfolio begun in the first year, the student will add to the learning portfolio to demonstrate the breadth and depth of learning experiences throughout the semester.
7. **Weekly Self-Reflection**: The student will complete a self-reflection each week she/he is in clinical practice at HMC in the nursery, and at Hamakua Health Center. The reflection on clinical practice is

designed to assist the student in reviewing their work and use the week as a learning opportunity for future practice.

Students will be responsible for keeping all clinical papers in a folder. Folders with completed work will be turned into the instructor and must be brought to the midterm and final clinical evaluations. Failure to do so will result in a "below standard" grade on the clinical evaluation tool. Folders must be complete. Missing papers may result in a "below standard" grade on the clinical evaluation tool which may result in a failing grade in clinical.

GRADING
The following grading scale will be used:

90-100%	= A
80-89%	= B
70-79%	= C
60-69%	= D
59% or below	= F

LATE WORK
Students are expected to turn in written work according to the schedule outlined in the syllabus. Assignments which are turned in late will be considered "below standard" for grading purposes. If for any reason an extension of assignment deadline is needed, the student must discuss the need with the instructor. Extensions may be granted at the discretion of the instructor. Failure to request an extension may result in the assignment not being accepted by the instructor.

Students are expected to take course examinations on the scheduled date. If a student is absent, it is up to the instructor to determine if a make-up exam will be given. Make-up exams **WILL NOT BE** routinely given. To be considered for a make-up exam, the student must provide reasonable proof that he/she was unable to attend class the day of the exam. The format for a make-up exam may differ from the regular exam. If a make-up exam is to be given, the student will take the exam the day he/she returns to school and will be given a score 10 percentage points lower than the actual score.

If a student scores less than a "C" on any exam, the grade remains. There are no retakes of exams if the student gets lower than a 70%. Any student who cheats on an exam or paper will receive a "0" for that assignment and/or may fail the course. (See Nursing Program Student Policies).

ATTENDANCE
Regular attendance in class and clinical sessions is expected. A student whose consecutive or cumulative absences exceed the number of weekly lecture sessions or the weekly clinical experiences of the course may be dropped from the course at the discretion of the nursing faculty. If a student is unable to attend class for any reason, the student should notify the nursing office or clinical site BEFORE class time. Make-up papers are required for each clinical absence according to the guidelines provided. Make-up papers should be turned into the instructor no later than one week after the absence.

CLINICAL EXPECTATIONS
All students are responsible for reviewing the Nursing Program Policies 2010 - 2011 regarding faculty expectations and student preparation for clinical experiences.

RESOURCES
If a student has a documented disability and/or related access needs, the student should see the counselors of the Ha'awi Kokua program; Karen Kane in Hilo (933-0702) or Willow Aureala in West

Hawai'i (322-4856) as early as possible. If a student needs accommodation, they should see their instructor to discuss their needs and make request in a timely manner.

Counselors are also available for students who have any issues which may have a negative impact on their ability to successfully complete a course. Students needing general counseling assistance should call 974-7741 Hilo or 322-4856 in West Hawai'i for an appointment

REQUIRED TEXTBOOKS
Pillitteri, Adele, 2007. *Maternal and Child Health Nursing*, 5th ed. Lippincott/Williams & Wilkins Philadelphia

Supplementary material may be distributed in class and/or placed on reserve in the library at the discretion of the instructor. The instructors have additional material on a variety of related topics. Students who desire to further their knowledge in a specific area or to clarify information presented should see the instructors for recommended reading material.

FACULTY

Jane E. Sherwood (Hilo)	Tambra Fry (Hilo)	Kathleen Kotecki (Kona)
974-7561 office	974-7734 office	322-4868 office
974-7560 messages		

COURSE STUDENT LEARNING OUTCOMES
1. Retrieve, integrate and apply relevant and reliable information and concepts from nursing, multiple disciplines and standards of nursing practice to demonstrate an understanding of normal growth and development, common childhood illnesses and chronic childhood disorders as a basis for evidence based nursing care in hospitals and community settings.
2. Utilize the nursing process as an ongoing framework for critical thinking to assess, plan, prioritize, implement and evaluate safe and effective nursing care for children and families in hospitals and community settings.
3. Demonstrate caring and compassion by developing and maintaining therapeutic relationships based upon mutuality and respect for children and families and their psycho-social needs, beliefs and cultural values, perceptions of the child/children, disciplinary issues and practices, safety and access to health care.
4. Communicate and work in a collaborative manner as a member of a multidisciplinary health care team to effectively assess, manage and provide care to children and families in hospitals and community settings.
5. Demonstrate the ability to plan and develop age appropriate health education as an integral part of promotion, maintenance and restoration of health, management of chronic conditions and end of life care for children and families in hospitals and community settings.
6. Articulate and work within the legal boundaries of registered nurses while providing care to children and families in hospitals and community settings.
7. Recognize and discuss ethical issues and dilemma which arise when providing care to children and families in hospitals and community settings.
8. Demonstrate insight about personal practice through self-reflection that analyzes and evaluates personal practice and experiences for ongoing learning and professional growth

COURSE SCHEDULE

Date	Topics	Text Reading	Handouts & CAI's
8/24 8/25 **LAB**	Nursing of Children & Family; Child health assessment, Health adaptations, Health teaching	Ch 27; 33 - 38	
8/26	Course orientation; Families in Crisis; Principles of growth & development; Pain	Ch 1 - 3; 55 - 56	
9/2	Normal Newborn & High risk Newborn	Ch 24 - 26	
9/9	**Exam #1** Nutrition; Infant	Ch 28	
9/16	Toddler; Preschool Child	Ch 29 - 30	
9/23	**Exam #2** School Age Child; Adolescent	Ch 31- 32	
9/30	Cognitive & Mental Health Disorders; Physical Development disorders	Ch 54; 39	
10/7	**Exam #3** Respiratory & Cardiovascular Disorders	Ch 40 - 41	CHF module; Respiratory distress module
10/14	Immune & Infectious Disorders; Skin	Ch 42 -43	Seizure disorder module
10/21	**Exam #4** Blood Disorders & Care of Child with Cancer	Ch 44; 53	Leukemia module
10/28	Gastrointestinal Disorders & Urinary Tract Disorders	Ch 45 - 46	Cystic Fibrosis module; Vomiting module
11/4	**Exam #5** Reproductive Disorders & Endocrine Disorders Neurologic Disorders & Disorders of Eyes & Ears	Ch 47 - 48 Ch 49 - 50	**Family Assessment due** Meningitis module
11/18	**Exam #6** Musculoskeletal Disorders; Trauma	Ch 51 - 52	Head Injury module
11/25	HOLIDAY		
12/1	**Grand Rounds group reports**		
12/8	Clinical Competency Exam 9-11		
	Final exam to be announced		

Hawai'i Community College
Associate of Science Nursing Program

COURSE STUDENT LEARNING OUTCOMES

Nursing 151 – Mental Health Nursing

1. The student will retrieve, integrate and apply reliable information and concepts from multiple disciplines and nursing as the basis for understanding the relevance of psychosocial, socio-cultural, developmental and environmental factors in determining a patient's or family's health status.

2. The student will utilize standards of professional practice and the nursing process as a framework for assessing a patient's cognition, mood affect and temperament; body image; self esteem; spirituality; communication style; key roles and relationships; stressors; coping behaviors; and losses and grieving.

3. Using basic therapeutic communication skills the student will demonstrate caring and compassion through practicing the development of therapeutic relationships based upon empathy, respect and genuineness.

4. The student will demonstrate an understanding of the importance of assessing a patient's cognitive status, learning needs, health and healing practices, and beliefs and values while planning and delivering health education.

5. The student will use effective oral communication to gather and report accurate and complete information to faculty and peers in the classroom and during presentation, participate as a member of a peer task group and evaluate their own participation as well as the group's product.

6. The student will use accurate, clear and complete written communication in exams, assessment assignments and a family assessment paper. Sources of information will be accurately cited according to the American Psychological Association style.

7. The student will discuss the role of the nurse relative to other members of the health care team in the provision of relationship centered care to patients and families.

8. The student will use self-reflection to analyze ongoing learning and communicate learning needs to faculty.

Nursing 153 – Nursing Concepts & Skills

Using the nursing process as a framework, applying critical thinking and utilizing evidence based knowledge, the student will:

8. Retrieve, integrate, and apply information and concepts from multiple disciplines and nursing to plan and deliver safe basic care based on assessed needs of adults & elders.

9. Utilize the nursing process as an ongoing framework for critical thinking to assess, plan, prioritize, implement and evaluate safe and effective nursing care for individuals with chronic or predictable health problems who need the expert care of a professional nurse.

10. Demonstrate empathy and respect while developing therapeutic patient relationships based on the patient's point of view regarding nursing care needs, cultural values, health beliefs and healing practices.

11. Actively participate as a beginning member of the health care team while providing care to adult and elderly clients in acute and long-term care facilities.

12. Assess patients for learning needs related to maintaining or improving health status, and plan patient-specific interventions that promote health or minimize preventable complications.

13. Demonstrate professional behaviors and function within the legal and ethical framework expected of a beginning level nursing student while providing safe nursing care.

14. Utilize self-reflection to analyze personal practice and experiences for ongoing learning and professional growth.

Nursing 157 – Adult Health Nursing I

Using the nursing process as a framework, applying critical thinking and observational skills, and utilizing evidenced-based knowledge, the student will:

1. Retrieve, integrate and apply concepts about medical/surgical nursing and pathophysiology to plan and deliver safe evidenced based care for acutely ill patients.

2. Utilize standards of professional nursing practice to obtain data that is individualized to the client, establish appropriate outcomes, provide safe nursing care, and evaluate the efficacy of care provided.

3. Provide relationship centered nursing care which incorporates the client's point of view, cultural values, health beliefs and healing practices.

4. Demonstrate the ability to develop and present a basic teaching care plan which incorporates teaching strategies based on principles of adult learning.

5. Begin to collaborate as a member of the health care team in the acute care setting to provide quality nursing care including symptom management for patients/clients with identified goals and outcomes.

6. Demonstrate professional behaviors within the legal boundaries and scope of practice of a beginning nursing student.

7. Use self-reflective practices to analyze personal practices & experiences as well as ethical issues for ongoing learning and growth.

Nursing 158 – Issues & Trends I

1. The student will retrieve, integrate and apply concepts related to professional nursing practice found in the "Standards of Clinical Practice" and "Scope of Nursing Practice", and apply them to clinical nursing situations.

2. The student will demonstrate an understanding of legal issues that define the parameters of safe evidence based nursing practice, and licensure.

3. The student will demonstrate an understanding of the roles & contributions made by various members within nursing and the health care team in the overall care of a patient.

4. The student will discuss how ethical dilemmas in health care are affected by an individual's point of view, culture, and personal beliefs and practices.

5. The student will use accurate, clear and complete written communication in assignments and during discussions with peers and faculty. Sources of information will be accurately cited using American Psychological Association (APA) style.

6. The student will assume responsibility for their own learning including; evaluating their own attitudes, knowledge and skills; communicating their learning needs to faculty; and working as a productive peer group member.

7. The student will identify the nurse's role in managing health care's limited resources including: human resources, financial resources, and physical.

Nursing 251 – Mental Health and Psychiatric Nursing

Using the nursing process as a framework, applying critical thinking and observation skills, and utilizing evidence based knowledge, the student will:

1. Retrieve, integrate, apply and manage information and concepts from nursing and other disciplines to demonstrate an understanding of mental health theory and practice.

2. Plan, prioritize, deliver and evaluate safe nursing care to a group of clients with mental health disorders and provide interventions that address symptom management supported by evidence-based practice and professional standards.

3. Demonstrate therapeutic communication and interactions that are relationship centered and respect's diverse cultural perspectives.

4. Demonstrate health teaching that is timely and sensitive to client needs including client/family goals, recognition of client learning style and readiness to learn.

5. Communicate and collaborate with members of the health care team, including the client, to provide continuity of care in different treatment modalities to achieve health outcomes.

6. Recognize and discuss ethical issues and dilemmas which arise when caring for mental health clients.

7. Articulate and work within the legal boundaries when providing care to mental health clients.

8. Utilize self-reflection to demonstrate insight about their professional nursing development by analyzing personal practice, experiences, and self care for ongoing learning and professional growth.

NURS 254 – Family Health Nursing Care I

1. The student will retrieve, integrate, and apply relevant and reliable information, concepts from multiple disciplines and standards of nursing as the basis to plan and deliver family-centered care for patients undergoing normal or complicated perinatal experiences.

2. The student will utilize the nursing process as an ongoing framework for critical thinking to assess, plan, prioritize, implement and evaluate safe and effective nursing care for perinatal patients who need the expert care of a professional nurse.

3. The student will demonstrate caring and compassion by developing and maintaining therapeutic relationships based upon mutuality and respect for the health and healing practices, beliefs and values of the patient, the patient's family, and the community.

4. The student will demonstrate the ability to function and communicate in a collaborative manner as a member of a multidisciplinary health care team to effectively manage care for individuals, and families in perinatal settings.

5. The student will demonstrate the ability to plan and deliver effective health education to parents of newborns.

6. The student will utilize self-reflection to analyze personal growth and experiences for ongoing learning and professional growth.

NURS 255 – Family Health Nursing II

1. Retrieve, integrate and apply relevant and reliable information and concepts from nursing, multiple disciplines and standards of nursing practice to demonstrate an understanding of normal growth and development, common childhood illnesses and chronic childhood disorders as a basis for evidence based nursing care in hospitals and community settings.

2. Utilize the nursing process as an ongoing framework for critical thinking to assess, plan, prioritize, implement and evaluate safe and effective nursing care for children and families in hospitals and community settings.

3. Demonstrate caring and compassion by developing and maintaining therapeutic relationships based upon mutuality and respect for children and families and their psycho-social needs, beliefs and cultural values, perceptions of the child/children, disciplinary issues and practices, safety and access to health care.

4. Communicate and work in a collaborative manner as a member of a multidisciplinary health care team to effectively assess, manage and provide care to children and families in hospitals and community settings.

5. Demonstrate the ability to plan and develop age appropriate health education as an integral part of promotion, maintenance and restoration of health, management of chronic conditions and end of life care for children and families in hospitals and community settings.

6. Articulate and work within the legal boundaries of registered nurses while providing care to children and families in hospitals and community settings.

7. Recognize and discuss ethical issues and dilemma which arise when providing care to children and families in hospitals and community settings.

8. Demonstrate insight about personal practice through self-reflection that analyzes and evaluates personal practice and experiences for ongoing learning and professional growth.

Nursing 257 – Advanced Adult Health Nursing

Using the nursing process as a framework, applying critical thinking and observation skills, and utilizing evidence based knowledge, the student will:

1. Retrieve, integrate, apply and manage information and concepts from nursing and other disciplines to demonstrate an understanding of pathophysiology and complex health disorders for a group of clients.

2. Plan, prioritize, deliver and evaluate safe nursing care to a group of clients with complex health disorders and provide interventions that address symptom management supported by evidence-based practice and professional standards.

3. Deliver and advocate for relationship centered care that is based on empathy, caring and respect including family/support network, coping mechanisms, and cultural perspectives.

4. Demonstrate health teaching that is timely and sensitive to client needs including client/family goals, recognition of client learning style and readiness to learn.

5. Communicate and collaborate with members of the health care team including the client to provide continuity of care, achieve health outcomes, and delegate selected nursing tasks to appropriate members of the health care team.

6. Recognize and discuss ethical issues including but limited to end of life, and dilemmas which arise when caring for a group of clients with complex health disorders.

7. Articulate and work within the legal boundaries of the student nurse when providing care to a group of complex clients.

8. Utilize self-reflection to demonstrate insight about their professional nursing development by analyzing personal practice, experiences, and self care for ongoing learning and professional growth.

Nursing 258 – Issues and Trends II

During online discussions, assignments and exams the student will.

1. Demonstrate the ability to apply information from nursing theory, standards of professional nursing practice and research to guide future, safe, evidenced based nursing practice.

2. Demonstrate the ability to apply information about legal issues in nursing and the scope of practice of the registered nurse to guide future, safe, lawful, evidence based nursing practice.

3. Demonstrate the ability to apply critical thinking and moral principles to ethical dilemmas in nursing practice to guide future, safe, ethical, relationship centered nursing care.

4. Use accurate, clear and complete written communication in assignments and during discussions with peers and faculty. Sources of information will be accurately cited using American Psychological Association style.

5. Demonstrate an ability to apply information related to professional organizations, unions and the political process to guide their future nursing practice and professional career.

6. Demonstrate an understanding of how current issues and trends impact the delivery, funding and sustainability of health care, nursing education and nursing practice.

7. Demonstrate an ability to self reflect and assess the limits of their novice nursing practice while understanding that ongoing learning is necessary for professional growth.

8. Demonstrate an understanding of the importance of self care and mentoring during the transition from student to graduate to professional nurse.

NURS 260 – Nursing Management

At the end of the course the student will be able to:

1. Retrieve, integrate and apply relevant and reliable information and concepts from nursing, multiple disciplines and standards of nursing practice as a basis for management of evidence based nursing care.

2. Utilize the nursing process as an ongoing framework for critical thinking to assess, plan, prioritize, implement and evaluate safe and effective nursing care for healthy individuals and individuals with complex disorders who need the expert care of a professional nurse.

3. Demonstrate an understanding of the principles of delegation to plan work assignments for a nursing team.

4. Demonstrate an understanding of the principles of effective communication, collaboration and evaluation needed to effectively work as part of a team to plan and manage care for individuals, families, and groups of individuals.

5. Demonstrate an understanding of how the registered nurse monitors quality care, evaluates the health care environment and practices, and plans for change.

6. Demonstrate an understanding of legal and ethical issues that may impact the management of nursing care.

7. Use the cumulative insight about personal practice gained through self-reflection to set career goals, and plan for interviews and employment.

AFFILIATION AGREEMENT
FOR
HAWAI'I COMMUNITY COLLEGE
NURSING STUDENTS LEARNING EXPERIENCES

Date: October 2nd, 2007

Name of Agency: Kona Community Hospital

Name of Unit: Medical/Surgical Care Unit
Contact Person: S. Cortez, RN
Title: Nurse Manager
Phone No.:   322-4410

Nursing Faculty: Kathleen Kotecki
Title: Associate Professor of Nursing
Phone Number: 322-4868 (office)

Nursing students phone number/addresses: To maintain confidentiality, only the nursing instructor has this information.

Level of Nursing Student: __x__   ADN 1st Year
                             _____   ADN 2nd Year
                             _____   PN

Semester: Fall 2007

Affiliation Time Frame Dates: 10/09/07 through 12/04/07

Negotiated Days: Tuesdays and Wednesdays
Specific Times: 0645-1320

INTRODUCTION

The nursing faculty value and appreciate the nursing staff's contributions and assistance during clinical learning experiences. We encourage your feedback regarding student and/or faculty performances. Our chief concern is to provide safe nursing care to all patients while delivering high quality nursing education.

PURPOSE FOR AFFILIATION

- To provide students with clinical learning experiences in caring for the geriatric, long term and acute medical/surgical patient.
- To promote professional, collegial working relationships among licensed and non-licensed staff.

INSTRUCTIONAL AND CLINICAL LEARNING OBJECTIVES

See attached course outlines, clinical evaluation tool and rotation-specific learning goals as applicable.

RESPONSIBILITIES

Instructor to students: To provide for, guide, and supervise (except when students are involved in observational specialty rotations) the clinical learning experience. The instructor is also a role model of the professional nurse.

Instructor to staff: To maintain responsible lines of communication and collegiality, while ensuring continuity of nursing care.

Instructor to patients: To provide safe, quality nursing care either directly or indirectly via nursing students.

AGREEMENT BETWEEN AGENCY CONTACT PERSON AND INSTRUCTOR

The instructor will clearly identify (verbally and in writing) those components of patient care that the student is responsible for and those components for which the staff must assume responsibility. The instructor has the primary responsibility for the student's learning and a shared responsibility for care of the patients assigned to the student. Agency nursing staff members are expected to continue to be involved in patient care to ensure client needs are met even if student(s) are assigned to learn from a particular client.

RESPONSIBILITIES OF THE STUDENT LEARNER

The student will successfully complete the clinical objectives with at least a "meets standard" level by the end of the semester. The student will render safe basic nursing care to the assigned patient(s), apply previously learned knowledge and skills, and evaluate self on clinical performance according to guidelines.

In addition, the student will communicate with staff regarding patient care and patient needs, abide by agency policies, and maintain good, professional and collegial

relationships with staff.

Students will abide by established college and health care institutional policies, such as, dress code, CPR certification, liability insurance coverage, health care insurance coverage, etc.

ROTATION DETAILS

Time frame -- see cover page and clinical rotation attached

Selection of patient assignments -- The instructor will be responsible for the selection of patients to be assigned to each student. This will be done in a timely fashion so as to allow for reasonable preparation time by the student. The assignment will be made known to the staff prior to the beginning of the shift.

Observational experiences and/or 'specialty rotations'- When the supervising faculty is located on a different unit or area, therefore not able to directly supervise the student, licensed staff will assume a supervisory role. Students will refrain from doing invasive procedures themselves when they have never been taught or practiced the skill or procedures, are unsure about their skill level, and/or if the supervising staff are not comfortable supervising the student in the procedure. However, students should be encouraged by supervising licensed staff to assist with non-invasive assessments (listening to lung sounds, obtaining vital signs, etc) during observational experiences to promote active engagement in learning.

Lunch and coffee breaks: These will be handled according to unit policy and at the discretion of each instructor. The instructor will notify unit staff of "break" assignments and the times involved.

Telephone protocol for students: Students who are unable to attend the clinical assignment will call the assigned unit by 0630. This message will be relayed to the instructor. The staff will be responsible for the assigned patient when the student is absent. When answering the unit telephone or calling another unit, the student will identify her/himself as a nursing student and maintain client confidentiality at all times.

Messages to students or faculty: Messages should be left via the unit secretary. Written messages and feedback may be e-mailed directly to the supervising faculty listed on the cover page.

Hawai'i Community College
Division of Nursing and Allied Health
Clinical Course Evaluation

NURS 254

Student clinical performance will be evaluated via written work, oral responses, clinical competency exams and performance with patients, staff, peers and the faculty. Students will meet with the clinical instructor at least two times during the semester (midterm & final). Failure to meet standard in any criteria by final evaluation will result in a failure for the course.

MEETS STANDARD: Able to work independently; requires instructor assistance in new and difficult situations; needs indirect supervision.

DOES NOT MEET STANDARD: Unable to work independently, requires instructor's presence in all or most situations; needs direct supervision consistently

PLO 1: The student will retrieve, integrate, and apply relevant and reliable information, concepts from multiple disciplines and standards of nursing as the basis for evidence based nursing care.

Midterm met	Midterm not meet	Final met	Final not meet	.
				1. Applies knowledge from previous courses in provision of care.
				2. Comprehensively and accurately completes preclinical paper work
				3. Uses multiple professional publications when preparing clinical paperwork and presentations and supports findings in designated format.
				4. Demonstrates knowledge of medical diagnoses, medications, treatments and prescribed care using resources at hand.
				5. Demonstrates ability to retrieve relevant information from professional resources about nursing care issues. (journals, texts, reliable online sites)
				6. Discusses evidence from sources to plan for nursing care needs of patients encountered in an acute setting and/or community based settings.

Midterm

Final

PLO 2: The student will utilize the nursing process as an ongoing framework for critical thinking to assess, plan, prioritize, implement and evaluate safe and effective nursing care for healthy individuals and individuals with complex disorders who need the expert care of a professional nurse.

Midterm met	Midterm not meet	Final met	Final not meet	
				Assessment
				1. Collects comprehensive data from prenatal and newborn records pertinent to the patient's health or situation.
				2. Involves the patient and significant others in performing appropriate and accurate obstetric head to toe psychosocial and physical assessment.
				3. Assesses all postpartum patients' fundus, lochia, and perineal/abdominal wound status with every vital sign check.
				4. Assesses each patient for their individual safety risks.
				5. Assesses family structure and support systems for each patient.
				6. Analyzes assessment data to determine the nursing diagnoses or issues

					and states them in NANDA format.
					Planning
					7. Identifies expected outcomes for care that are individualized to mother-baby dyad and family, including developmental level, cognitive ability, motivation, support systems and preferences in self-care and parenting.
					8. Prioritizes care according to Maslow's hierarchy of needs and "A,B,C's."
					9. Plans care to include strategies for achieving outcomes and anticipates need for alternative strategies if situation changes.
					10. Incorporates patient's individual socio-cultural variables into the plan of nursing care.
					Implementation
					11. Implements nursing interventions that are appropriate to the setting and the needs of the patient.
					12. Intervenes to prevent predictable complications.
					13. Recognizes limits of knowledge and seeks appropriate supervision from instructor and/or staff
					14. Is able to verbally explain the following for all medications administered to patient: trade & generic names, classification, rationale for use, associated nursing assessments to perform pre & post administration, interaction with other prescribed medications.
					15. Is able to explain rationale for nursing interventions and planned outcomes.
					16. Is able to explain diagnoses and the rationale of prescribed treatments.
					17. Prepares supplies and paperwork needed for care ahead of time to reduce waste
					18. Plans work to conserve steps and time; use human resources efficiently.
					Evaluation
					19. Evaluates effectiveness of each implemented intervention.
					20. Modifies plan of care as indicated from evaluation data.
					21. Evaluates progress toward attainment of intended outcomes. If not, considers alternative strategies to try.
					National Safety Standards
					22. Uses 2 identifiers prior to reuniting newborn with parent, beginning assessment, administering medications, procedures or treatments, or collecting specimens.
					23. Labels medications prepared for patients with patient and medication identifiers.
					24. Labels all specimens according to agency protocol.
					25. Uses standardized protocol to prevent infection prior to accessing injection ports or hubs of IV lines.
					26. Accurately administers and maintains saline lock and continuous IV therapy
					27. Observes or participates in a pre-operative or pre-procedure "Time out".
					28. Assesses all surgical sites for signs & symptoms of infections
					29. Practices recommended standard precautions and hand hygiene in all settings.
					30. Administers medications using the "6 rights".
					31. Acts to protect patients from injury at all times through use of safety devices (bed height, side rails, bed locks, call bells, fall risk assessment secondary to analgesia/regional anesthesia, blood loss, or other condition)

Midterm:

Final:

PLO 3: The student will demonstrate caring and compassion by developing and maintaining therapeutic relationships based upon mutuality and respect for the health and healing practices, beliefs and values of the individual and community.

Midterm met	Midterm not meet	Final met	Final not meet	
				1. Modifies communication and therapeutic techniques according to patient needs and developmental level.
				2. Determines what patient needs or wants from the health care system in general and specifically from the current visit and incorporates those needs into plan of maternity care. Reads patient-written birth plan or asks patient her preferences regarding care.
				3. Demonstrates interactions that reflect caring behaviors, respect, and cultural sensitivity regarding maternal-newborn issues.
				4. Communicates effectively with patient and family in a timely and psychologically safe manner.
				5. Seeks to identify and minimize patient stressors
				6. Incorporates patient and their family's health beliefs and practices when planning and delivering maternity and mother-baby dyad care.
				7. Involves family in planning and implementing care, including discharge planning, with consideration for the living environment, income, support systems, health beliefs and practices.
				8. Supports patient/family coping behaviors and strengths and teaches new coping behaviors as indicated.
				9. Identifies patient's and family's losses and supports grief process in a therapeutic manner.
				10. Advocates for patient/family regarding coordination of care in the health care system and referrals for financial counseling, behavioral health, specialty clinics, and protective services as appropriate.
				11. Independently engages patient in communication that is appropriate, patient focused and therapeutic.

Midterm:

Final:

PLO 4: The student will demonstrate the ability to function and communicate in a collaborative manner as a member of a multidisciplinary health care team to effectively manage care for individuals, families and groups of individuals in a variety of settings.

Midterm met	Midterm not meet	Final met	Final not meet	
				1. Uses S-BAR as framework for communicating patient data to other health care personnel
				2. Presents patient care issues orally and in writing in clear, organized, concise, timely and competent manner and seeks assistance as needed.
				3. Ask questions of faculty and staff when unsure about procedures, care, process or patient status.
				4. Collaborates with health care team members to clarify issues related to patient care.

				5. Documents accurately using proper terminology, accepted abbreviations, spelling and grammar in a legible, concise style.
				6. Reports abnormal assessment findings and critical lab/diagnostic tests and changes in patient status to instructor and staff in a timely manner.
				7. Works collaboratively with other health care team members to provide continuity of care & achievement of desired health outcomes.

Midterm:

Final:

PLO 5: The student will demonstrate the ability to plan and deliver effective health education as an integral part of promotion, maintenance and restoration of health, management of chronic conditions and end of life care.

Midterm met	Midterm not meet	Final met	Final not meet	
				1. Assesses patient readiness to learn and preferred language, ability to communicate, sensory or cognitive impairments or other factors (e.g. pain) that impact learning.
				2. Assesses patient's baseline knowledge of their own and of their newborn's condition(s), treatments, medications, recuperation process, safety, nutritional and daily care requirements, as well as parenting skills needs.
				3. Promotes parent/family understanding of normal growth and development with anticipatory guidance about "what to expect" as appropriate.
				4. Encourages patient to ask questions about self-care, parenting, and issues of concern.
				5. Promotes patient knowledge about and participation in their care.
				6. Teaches skills to patient and family as appropriate to promote independence and maintenance of preferred life style/living situation.
				7. Encourages adoption of healthy life styles that include immunizations, exercise, balanced diet, adequate sleep, medical care and age appropriate developmental needs.
				8. Recognizes and takes advantage of the teachable moment to help patient learn best.
				9. Reinforces previous teaching and patient's knowledge of postpartum self-care and newborn care.
				10. Allows patient to teach the nurse when appropriate.
				11. Evaluates that learning has occurred and provides more information as needed.
				12. Documents patient/family teaching in the medical record according to facility protocol.
				13. Incorporates basic knowledge of community resources such as WIC, USDA Supplemental Nutrition Assistance Program (SNAP), and Hawaii smoking cessation support into the teaching plan as appropriate.

Midterm:

Final:

PLO 6: The graduate will demonstrate professional behaviors and practice within the legal and ethical framework of professional nursing.

Midterm met	Midterm not meet	Final met	Final not meet	
				Legal
				1. Maintains patient confidentiality and privacy at all times abiding by HIPAA guidelines.
				2. Documents all assessments, care given, medications administered, reports delivered to the practitioner according to legal guidelines for facility.
				3. Demonstrates awareness of safety concerns in the facility where practicing and reports' findings to appropriate personnel.
				4. Abides by institution policies regarding corporate compliance.
				5. Practices within the legal limits and scope of practice of a nursing student while providing safe nursing care.
				6. Manages personal password/PIN numbers at agencies to promote and maintain privacy and security according to clinical agency guidelines.
				7. Demonstrates professionalism in: grooming, dress, verbal communication (including appropriate and correct use of medical terminology), written communication (including correct grammar and spelling) in charting, and interactions with patients, families, staff, instructors, and fellow classmates.

				Ethical
				8. Delivers care in a nondiscriminatory manner that is sensitive to client diversity.
				9. Identifies dilemmas in maternity care for which there are no clear solutions and discusses the different sides of the concerns.
				10. Demonstrates professional practice of nursing by doing things in the right way, at the right time, for the right reason.
				11. Recognizes and respects "Patient Bill of Rights" when providing patient care.

Midterm:

Final:

PLO 7: The student will utilize self-reflection to analyze personal growth and experiences for ongoing learning and professional growth.

Midterm met	Midterm not meet	Final met	Final not meet	
				1. Demonstrates a willingness to participate in self-reflection, through thoughtful analysis of learning experiences, including areas for improvement and strategies for improvement.
				2. Demonstrates transfer of knowledge from previous courses in discussion of current practice.
				3. Completes self-reflection assignments completely and thoughtfully using complete sentences, and correct grammar and spelling.
				4. Readily assumes responsibility for assignments and learning experiences and identifies and seeks additional learning experiences as needed.
				5. Recognizes errors and reports them to faculty or appropriate staff in a

				timely manner.
				6. Readily assumes responsibility for own actions.
				7. Demonstrates insight about personal learning style, performance in clinical situations, and communication style.
				8. Demonstrates ability to utilize insights about past personal practice and experiences to develop future personal practice behaviors.
				9. Meets with instructor(s) as needed and seeks guidance when unsure.

Midterm:

Final:

COURSE REQUIREMENTS

PASS	NOT PASS	
		1. Submits all assigned clinical paperwork on time.
		2. Submits all assigned self reflection papers on time.
		3. Passes clinical competency exam with a score of at least 70%. Score:

SUMMARY:

Midterm

Student: _____Date_____

Instructor_____Date_____

Final:

Student: _____Date_____

Instructor: _____Date_____

NLRC Hilo – Available Resources
Fall 2010

Media Resources	Type	© Year
10 Minute Assessment of The Adult	DVD	2005
28 Days	DVD	2000
A Beautiful Mind	DVD	2006
As Good As It Gets	DVD	2005
Assessing the Elderly : Functional Assessment	CD	2006
Assessing the Elderly : Normal Physiologic Changes	CD	2006
Assessing the Elderly : Physical Assessment, Part 1	CD	2006
Assessing the Elderly : Physical Assessment, Part 2	CD	2006
Assessing the Elderly : Socioeconomic Assessment	CD	2006
Assessment of the Adult	DVD	2007
Bloodborne Pathogen Safety: Part 1: BB Infections	VHS	2007
Bloodborne Pathogen Safety: Part 2: Exposure Control & PPE	VHS	2007
Bloodborne Pathogen Safety: Part 3: Work Practice Controls	VHS	2007
Born on the 4th of July	DVD	2004
Dementia with Dignity- 4 DVD series	DVD	2006
Diving Bell &the Butterfly (movie true story paraplegic)	DVD	2008
Girl Interrupted	DVD	2004
Iris	DVD	2001
Leaving Las Vegas	DVD	1998
Miracle of Life: First filmed record of human conception	VHS&DVD	1986
One Flew Over the Cuckoo's Nest	DVD	1975
Ordinary People	DVD	1980
Pain Management - 4 Disk Series	DVD	2007
Patient Safety: Your 1st Concern	DVD	2006
Secrets of the Mind- NOVA WGBH	DVD	2007
Soloist, The	DVD	2009
What About Bob	DVD	1977

Textbooks Resources	Author	© Year
A&P application Manual	Martini	2006
Anatomy & Physiology made Incredibly Easy!	Kulwer	2009
Application of Nursing Process and Nursing Diagnosis	Doenges	2008
Atlas of Human Body	Martini	2006
Basic Nursing Essentials for Practice	Potter & Perry	2007
Benson's Microbiological Applications	Brown	2007
Child Health Nursing	Ball	2010
Clinical Nursing Skills Basic to Advanced Skills	Smith	2008
Clinical Skills manual for Pediatric Nursing	Bindler	2008
Code of Ethics for Nurses with Interpretive Statements	ANA	2001
College Dictionary Webster's New World		2001
Comprehensive Handbook of Laboratory & Diagnosis Tests with Nursing Implications (Davis's)	Van Leeuwen	2009
Diagnostic Tests Made Incredibly Easy!	Kulwer	2009
Diseases & Disorders	Sommers	2007
Evidence-Based Nursing Care Guidelines	Ackley	2008

E-Z ECG Rhythm Interpretation	Geiter	2007
Fluids, Electrolytes & Acid-Based Balance Reviews & Rationales	Hogan	2007
Fundamentals of Anatomy and Physiology	Martini	2006
Fundamentals of Nursing	Potter & Perry	2005
Fundamentals of Nursing (Kozier's and Erb's)	Berman	2008
Fundamentals of Nursing Human Health & Function	Craven	2009
Gerontologytological Nursing	Tabloski	2006
Handbook of Nursing Diagnosis	Carpenito-Moyet	2005
Intravenous Medications	Gahart	2009
Lifespan Development	Boyd	2009
Maternal & Child Nursing Care	London	2007
Med Surg Nursing	Lewis	2007
Medical-Surgical Nursing	Ignatavicius	2006
Nurse's Drug Guide 2009 Prentice Hall	Wilson	2009
Nurse's Drug Handbook (ATI)	Jones	2010
Nursing Diagnosis Handbook An evidence based guide to Planning care	Ackley	2007
Nursing Diagnosis Manual	Doenges	2008
Nursing Diagnosis Reference Manual	Sparks	2008
Nursing Interventions & Clinical Skills	Elkin	2007
Nursing Pharmacology Made Incredibly Easy!		2009
Nursing's Social Policy Statement	ANA	2003
Nutrition and Diet Therapy	Hogan	2007
Nutrition Made Incredibly Easy!	Williams	2007
Pathophysiology made Incredibly Easy!	Kulwer	2009
Principles for Practice	ANA	2005
Priorities in Critical Care Nursing	Urden	2008
Saunders Nursing Gide to Lab Diagnostic Tests	Malarkey	2005
Textbook of Basic Nursing	Rosdahi	2008
Textbook of Medical-Surgical Nursing	Bruner	2008
Understanding Pathophysiology	Heuther	2008

Online Resources	Website	Date
EDGT -Fundamentals: The Nursing Process -Home Health Nursing -Management Skills: Effective Delegation -Math Magic for Meds -Medication Maestro: Safe Medication Administration -Test Master: Improve Your Study Habits	http://www.edgt.com/	2009 2009 2009 2010 2010 2007
ATI	http://www.atitesting.com/Home.aspx	2010
Films On Demand (available through the Mookini Library)	http://132.160.54.202:2048/login?url=http://digital.films.com/portalplaylists.aspx?cid=1637&aid=7333	Dates vary
EVOLVE	https://evolve.elsevier.com/	2010

NLRC Kona – Resources Available
Fall 2010

Media Resources	Type	© Year
10 Minute Assessment of The Adult	DVD	2005
A Beautiful Mind	DVD	2006
As Good As It Gets	DVD	2005

Assessing the Elderly : Functional Assessment	DVD	2006
Assessing the Elderly : Normal Physiologic Changes	DVD	2006
Assessing the Elderly : Physical Assessment, Part 1	DVD	2006
Assessing the Elderly : Physical Assessment, Part 2	DVD	2006
Assessing the Elderly : Socioeconomic Assessment	DVD	2006
Bloodborne and Airborne Pathogens, 2nd ed	DVD	2009
Bloodborne Pathogen Safety: Part 1: BB Infections	DVD	2007
Bloodborne Pathogen Safety: Part 2: Exposure Control & PPE	DVD	2007
Bloodborne Pathogen Safety: Part 3: Work Practice Controls	DVD	2007
Born on the 4th of July	DVD	2004
Girl Interrupted	DVD	2004
Iris	DVD	2001
Leaving Las Vegas	DVD	1998
Managing Dry Suction- Chest Drainage	DVD	2007
Managing Mobile Chest Drainage	DVD	2008
Mrs. Dalloway	DVD	1997
One Flew Over the Cuckoo's Nest	DVD	1975
Ordinary People	DVD	1980
Pain Management - 4 Disk Series	DVD	2007
Soloist, The	DVD	2009
Sybil	DVD	1977
TPNS-Communication Part 1	DVD	2007
TPNS-Communication Part 2	DVD	2007
TPNS-Improving Nurse-Client Effectiveness	DVD	2007
Transcultural Perspectives in Nursing Series(TPNS)-Assessment & Nursing Care	DVD	2007
Using Mini-Bag Plus in the hospital	DVD	2009
What About Bob	DVD	1977
Miracle of Life: First filmed record of human conception	VHS&DVD	1986

Textbook Resources	Author	© Year
American Heart Assn Advanced Cardiovascular Life support		2006
ANA Social Policy Statement		2003
ANA Scope and Standards of Practice		2004
ANA Principles for Nurse Staffing		2005
ANA Principles for Documentation		2005
ANA Principles for Delegation		2005
ANA Code of Ethics for Nurses		2001
APA publication Manual		2001
Application of nursing process and nursing diagnosis: an interactive test for diagnostic reasoning	Doenges, M, & Moorhouse, M.	2008
ATI Fundamentals for Nursing		2008
ATI Adult Medical-Surgical RN		2007
ATI Nutrition for Nursing		2008
ATI Pharmacology for Nursing		2008
ATI Quest for Academic Success		2006
ATI Ready-Set-Go		2007

Chronic illness: Impact and interventions	Lubkin, I., Larsen. P.	2006
Clinical Companion Medical surgical nursing	Ignatavicius and Workman	2006
Contemporary medical-surgical nursing	Daniels, R, Nosek, L, & Nicoll, L.	2007
Critical thinking in nursing	Rubenfeld and Scheffer.	2006
Critical thinking in nursing	Lipe & Beasley	2004
Critical thinking study guide fpr Medical-Surgical Nursing	Ignatavicius and Workman.	2006
Davis's drug guide for Nurses	Deglin, J., Vallerand, A	2005
Davis's Drug guide for nurses	Deglin, J., Vallerand, A, Sanoski, C.	2009
Davis's guide to clinical nursing skills.	Rhoads, J, & Meeker, B. J.	2008
Ecg interpretation made incredibly easy	Burning, M, et al.	2008
Electronic Health Records for Allied Health Careers	Hamilton, B	2009
EKG plain and simple	Ellis, K.	2007
Essentials of nursing Leadership and management	Whitehead, Weiss, & Tappen	2009
Essentials of psychiatric mental health nursing	Townsend, M.	2008
Evidence-Base Nursing Care Guidelines: Med-Surg Inter.	Ackley, Ladwig, Swan, Tucker.	2008
E-Z ECG rhythm interpretation	Geiter, Jr., H. B.	2007
Fundamentals of Nursing	Potter and Perry.	2009
Fundamentals of nursing, concepts, process, and practice	Berman, A, Snyder, S. J. , et al.	2008
Fundamentals of success	Nugent, P., Vitale, B.	2008
Gerontological nursing	Stanley, M., Beare, P.G.	2005
Gerontological nursing	Tabloski, P.	2006
Guide to culturally competent health care	Larry D. Purnell	2008
Hawaii County Community Health Profile		2010
Intravenous medications 2008	Gahart, B., Mazareno, A.	2008
Intravenous medications 2010	Gahart, B., Mazareno, A.	2010
Laboratory and Diagnostic Tests	Kee	2010
Laboratory tests & diagnostic procedure with nurse diagnoses	Corbett, J.	2008
Law & Ethics for Medical Careers	Judson	2010
Manual of nursing practice	Nettina, S.	2006
Maternal Child Nursing Care	Perry, et al.	2010
Maternal & child health nursing: Care of the childrearing family	Pillitteri, A	2007
Maternal child nursing care	Towle and Adams	2008
MedSurg notes	Hopkins, T., Myers, E.	2008
Medical surgical nursing	Black and Hawks	2005
Medical-surgical nursing: Assess. & Man. of clinical problems	Lewis, S. L., Heitkemper, et al.	2007
Medical Surgical Nursing Care	Burke, Mohn-Brown, Eby	2011
Medical Surgical Nursing; critical thinking for collaborative care	Ignatavicius, D., Workman, M.	2006
Medical Surgical Nursing: Preparation for practice	Osborn, Wraa & Watson	2010
Medical surgical nursing volumes 1 and 2	Black and Hawks	2009
Medical Terminology: Language for Health Care	Thierer, N., et al.	2010
Medical terminology systems: a body system approach	Gylys, B. A., & Wedding, M. E	2005
Mosby's diagnostic and laboratory test reference	Pagana, K., Pagana, T.	2009
National Guidelines & Tools for Cardiovascular Risk Reduction	PCNA	2009
NCLEX-RN Rea's Interactive Flash Cards	Brandis, M., Harrah, B., et al.	2008
Nurses & Families: Guide to family assessment & intervention	Wright & Leahey	2010
Nurse's pocket guide diagnoses, prioritized inter, and rationales	Doenges, Moorhouse, Murr.	2008
Nursing Diagnosis Handbook 2011	Ackley & Ladwig	2011
Nursing diagnosis handbook: a guide to planning care	Ackley, B, & Ladwig, G.	2006
Nursing diagnosis manual: plan, ind & documenting client care	Doenges, M, Moorhouse, M, et al.	2005
Nursing Interventions & Clinical Skills	Elkin, Potter, Perry	2007
Nursing today: Transition and trends	Zerwekih, J., Claborn, J.	2006
Nutrition essentials for nursing practice	Dudek, S.	2006
Pathophysiology	Copstead-Kirkorn and Banasik	2010
Pathophysiology; the biologic basis for disease adult and child	Parkinson, C	2010

PDR, 2006		2006
Pharmacology a nursing process approach	Kee, Hayes, McCuistion	2008
Pharmacology for nurses: a pathophysiological approach	Adams, M. P, Holland, Jr., et al.	2008
Pharmacology Success; A course Review	Hargrove-Huttel, R, Colgrove, K	2008
Phipps' medical surgical nursing: health & illness perspectives	Monahan, F, Neighbors, M, et al.	2007
Phipps' Medical Surgical Nursing study guide	Green	2007
Pocket psych drugs: point of care clinical guide	Pedersen	2009
Principles and practice of psychiatric nursing	Stuart	2009
Principles of Anatomy and physiology	Tortora and Derrickson	2009
Priorities in critical care nursing	Urden, L. D., et al.	2008
Saunders Nursing Drug Handbook 2011	Hodgson, B, Kizior, R.	2011
Study guide for medical surgical nursing	Black and Hawks	2005
Tabers cyclopedic medical dictionary		2005
Tabers cyclopedic medical dictionary		2009
Test Success; Test-Taking Techniques for Beginning Nursing	Nugent, P, Vitale, B	2008
The only EKG book you'll ever need	Thaler, M. S.	2007
Understanding pathophysiology	Huether, S, & McCance, K.	2008
Virtual Clinical Excursions	Ignatavicius and Workman.	2005
Virtual Clinical Excursions, Fundamentals of Nursing	Potter	2005
Virtual Clinical Excursions, Fundamentals of Nursing	Cooper, K.	2009
VCE Medical Surgical: Critical Thinking for Collaborative Care	Mathers, D.	2005
VCE-General Hospital, Fundamentals of Nursing	Potter and Perry.	2009
Wong's Nursing Care of Infants and Children	Hockenberry/Wilson	2007
Wong's Nursing Care of Infants and Children	Hockenberry/Wilson	2011

Online Resources	Website	Date
EDGT -Fundamentals -The Nursing Process -Home Health Nursing -Management Skills: Effective Delegation -Math Magic for Meds -Medication Maestro: Safe Medication Administration -Test Master: Improve Your Study Habits	http://www.edgt.com/	2009 2009 2009 2010 2010 2007
ATI	http://www.atitesting.com/Home.aspx	2010
Films On Demand(available through the Mookini Library)	http://132.160.54.202:2048/login?url=http://digital.films.com/portalplaylists.aspx?cid=1637&aid=7333	Dates vary
EVOLVE	https://evolve.elsevier.com/	2010

PROGRAM EVALUATION

NLNAC Standard 1 Mission and Administrative Capacity

PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement (or program terminology)	Frequency of Assessment	Assessment Method/s	Results of Data Collection & Analysis *Including actual level/s of achievement*	Actions for Program Development, Maintenance, or Revision
1.1 The mission/philosophy & outcomes of the nursing education unit are congruent with those of the governing organization	Nursing & Allied Health Division will be in 100% congruency with the mission and outcomes of the College	Fall semester every five years when writing comprehensive program reviews and annually when writing annual program reviews	Faculty will compare the mission and outcomes of the nursing education unit with those of the College and determine congruency and document in faculty meeting minutes.	Comprehensive Program Review submitted in 2006 and annual program review submitted in 2007 revealed that program was 100% congruent. Annual program reviews for 2008, 2009, and 2010 have been simplified and do not direct writers to look at mission and outcomes. Faculty engaged in discussion of this area during the preparation of the NLNAC Self-Study.	The annual and comprehensive program review will be used to trigger the faculty to compare the mission and outcomes of the nursing education unit with the College's during a faculty meeting in early fall semester.
1.2 The governing organization & nursing education ensure representation of students, faculty, & administrators in ongoing governance activities	Faculty will be represented on all academic senate committees. Chair will represent division on Assessment committee. Students will participate in Nursing Student Visioning group.	Fall semester at an early faculty meeting and as needed	Lists compiled each year regarding faculty involvement kept in faculty folders. Minutes of Student Visioning Meetings.	Faculty have been represented on all academic senate committees except when new faculty have left positions in the middle of the academic year. Faculty are represented on all Academic Senate committees Fall 2010. Division Chair has been a member of the Assessment Committee since its inception and remains on it Fall 2010. The Student Visioning Group met sporadically during 2009-2010 and has not met during Fall 2010.	Faculty will submit list of committee membership to secretary each year. Student Visioning Group will resume meeting spring 2011.
1.3 Communities of interest have input	Advisory Council and key clinical partners	Annually in the spring	Minutes of meetings	The Nursing and Allied Health Advisory Council met in 2007, 2009 and on 4/22/10.	Faculty assigned as clinical liaisons need to

into program processes & decision-making	are consulted annually			Three videoconferencing sites across the island were made available. Since the council did not meet in 2008 we need to make sure it meets annually. Only one meeting was scheduled with one key agency, Hilo Medical Center, in 2008.	schedule meetings with Hilo Medical Center, Kona Community Hospital and North Hawai'i Community Hospital this academic year
1.4 Partnerships exist that promote excellence in nursing education, enhance the profession and benefit the community	1.Participate with the UHSNC in some meetings and an annual all UH nursing faculty event 2. Participate with the Hawai'i Center for Nursing and UH at Manoa on at least one ongoing project. 3. Participate with North Hawai'i Community Hospital each time Dr. Jean Watson provides onsite consultation. 4. Participate with Hawai'i Health Systems Corporation (HHSC) facilities on projects, presentations and upon request.	In the fall and spring	Listing of meetings and projects and any minutes	1. Participation with the UHSNC occurs when the agenda is relevant to the program. The UHSNC sponsored presentation by Pat Benner was made available to faculty last year. 2. The program is participating in a three year HRSA project in partnership with the Hawai'i Center for Nursing and UH at Manoa. Other participation with the Hawai'i Center for Nursing included attendance at the Vermont Nurses workshop. 3. Through a partnership with North Hawai'i Community Hospital Dr. Jean Watson gave a presentation to students and faculty spring 2010. 4. Faculty are participating in a Robert Wood Johnson project studying the effectiveness of the UHSNC statewide nursing curriculum 5. A faculty member has provided a series of training sessions for Hilo Medical Center maternity nurses during 2010. Faculty and staff have participated in sharing of knowledge regarding high fidelity simulations.	Assist UH at Manoa with data gathering for a HRSA application directed at increasing the number of HHSC employees that enter the UH nursing programs.
1.5 The nursing unit is administered	Minimum qualifications for	When new chair is hired	Transcripts	Nursing administrator holds a BSN, MS in Public Health (nursing) & Ph.D. in Speech	None at this time.

by a nurse who holds a graduate degree with a major in nursing	Director of Nursing position will remain masters in nursing			Communication	
1.6 The nurse administrator has authority & responsibility for the development & administration of the program & has adequate time & resources to fulfill the role responsibilities	Nurse administrator has authority & responsibility for the development and administration of the program and continues to have adequate time & resources to fulfill the responsibilities or is provided with additional assistance.	Annually in the spring or more frequently if changes occur related to workload expectations.	Chair will review job description and allocation of release time and make adjustments in teaching workload as needed.	As a result of NLNAC accreditation tasks the Chair determined that she would not teach during fall 2010 but would teach a one credit online course during spring 2011	Chair will meet with new administrators to review job description, workload and release time.
1.7 With faculty input, the nurse administrator has the authority to prepare & administer the program budget and advocates for equity within the unit & among other units of the governing organization.	The Division Chair will continue to have control over: B Budget, Student professional fee funds, Special allocation supplemental finds, and funds from the non-credit nurses' aide offerings. The B Budget formula will continue to be used to assure equity with other instructional divisions and departments.	B budget and continuance of supplemental budget allocation reviewed each October; professional fees beginning of each semester; OCET funds ongoing as nurses' aide courses are offered	Comparison from year to year in relation to number of students, faculty, and lab intensive courses etc and other's allocations Judgments as to how student professional fees are used each year in relation to OCET funds and any Perkins funding	Chair has adequate control over budget but does not control personnel funds; B budget formula creates equity among divisions and departments by accounting for numbers of students, faculty and lab intensive programs. Chair has insured that supplemental budget allocation is ongoing; student professional fees provide adequate funding for ATI, NLRC supplies and resources and malpractice insurance. Additional funding through Perkins has paid for ATI for students for 2009-2010 and 2010-2011 allowing professional fees to cover more supplies and equipment.	Include funding for total equipping of new modular buildings in Hilo in 2010-2011 budget. Plan for use of supplemental allocation funds to equip modular building at KCH during 2011-2012 budget.
1.8 Policies of the nursing education	Majority of policies are consistent with the		As policies are changed or added for faculty the Chair	Additional requirements for nursing faculty stem from meeting clinical agency	Monitor any changes that may occur in relation to

unit are comprehensive, provide for the welfare of faculty & staff, & are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing education unit	College and UH system Differences are minimal and are justified		will initiate a review of the effects on faculty as well as whether there is a conflict with current policies.	requirements such as background checks, drug testing, health requirements and CPR. Higher salary levels are based on being designated hard to hire. Other policies remain governed by the UPHA contract and State personnel requirements.	the full implementation of the UHPA contract.
1.9 Records reflect that program complaints and grievances receive due process & include evidence of resolution	100% compliance	Annually-end of year		One formal complaint was been filed since last NLNAC accreditation. This complaint received due process. The individual was satisfied with the outcome and actions were taken to prevent its reoccurrence.	Continue to publish policy regarding non acceptance of courses taken for credit/no credit in more than one place in the catalogue. Continue to remind counselors and advisors of this policy.
1.10 Distance education, as defined by the nursing education unit, is congruent with the mission of the governing organization & the mission/philosophy of the nursing education unit	Serving the island of Hawai'i through distance education is part of the mission of the College and nursing. Definition of distance education is the same for the College and nursing.	When changes are made in the mission or definition of distance education.	Faculty discussion any changes in relation to distance education mission of the College.	No changes were made at this time.	

PROGRAM EVALUATION

NLNAC Standard 2 Faculty and Staff

PLAN				IMPLEMENTATION	
Component	**Expected Level of Achievement (or program terminology)**	**Frequency of Assessment**	**Assessment Method/s**	**Results of Data Collection & Analysis** *Including actual level/s of achievement*	**Actions for Program Development, Maintenance, or Revision**
2.1 Full-time faculty are credentialed with a minimum of a masters degree with a major in nursing & maintain expertise in their areas of responsibility	100% compliance with NLNAC requirements for full time teaching faculty	During hiring	Transcripts upon hiring,	Review of full time teaching faculty revealed that all full time faculty who are teaching classes are prepared with a masters in nursing	
2.1.1. The majority of part-time faculty are credentialed with a minimum of a masters degree with a major in nursing; the remaining part-time faculty hold a minimum of a baccalaureate degree with a	Compliance with NLNAC requirement for part-time teaching faculty relative to supply of qualified faculty	During hiring	Transcripts upon hiring part-time	One part-time faculty has been hired to teach clinical during spring 2010 and fall 2010 who has an A.S. in Nursing and is enrolled in a ADN to MSN program. She is an experienced nurse, familiar with the clinical site and works under the supervision of senior faculty. She is an excellent teacher and being mentored to become a full-time nursing faculty upon attaining her MSN.	Monitor progress of lecturer for steady progress toward attainment of MSN. Continue to supervise and mentor for future faculty position.

major in nursing					
2.1.2. Rationale is provided for utilization of faculty who do not meet the minimum credential				The availability of faculty with MSNs who have adequate clinical experience to allow them to teach students in the clinical area is extremely limited.	
2.2 Faculty(full and part-time) credentials meet governing organization & state requirements	100% compliance with Board of Nursing requirements and College requirements	During hiring and during writing of Annual Report for Board of Nursing	Transcripts, resume and UH application with related work experience	UH policy states MSN as the minimum qualification for a faculty position. One NLRC Coordinator was hired as an "acting instructor". Per UH policy this person has 3 years to complete a MSN or will be terminated.	Monitor progress of person toward achievement of MSN within the prescribed timeframe.
2.3 Credentials of practice laboratory personnel are commensurate with their level of responsibilities	100% congruence between credentials and level of responsibility	During hiring and ongoing for compliance with boundaries of job description	Job description	The NLRC Coordinator s in Hilo and Kona do not teach any courses. They serve as support to faculty per job description and actual practice. They practice skills with students but are not responsible for skills check offs or evaluation of students in the NLRCs.	Continue to monitor practices and roles of the NLRC Coordinators and orient new faculty to the roles of the NLRC Coordinators
2.4 The number & utilization of faculty (full & part-time) ensure that program outcomes are achieved	Number of full and part time faculty allows for maintenance of a 1:10 faculty student ratio in lab/clinical and a 1: 40 ratio in lecture	Each semester	Workload documents created by the Chair	Ratios of faculty to students under supervision in the lab/clinical area do not exceed 1:10. Faculty to student ratios in lecture classes may be as high as 1:40 in a class that is not team taught but are usually lower. Students in the Kona outreach class have onsite faculty for all labs/clinical experiences and seminars.	

2.5 Faculty (full & part-time) performance reflects scholarship, & evidence-based teaching & clinical practices	100% of full and part time faculty have performance that reflects scholarship, and evidence-based teaching and clinical practices	Annually	Faculty listing of annual professional/scholarly activities	Review of faculty professional/scholarly activities from 2007-2010 revealed they are maintaining expertise. Out of state travel to conferences using state funds has been prohibited from fall 2009-present.	Provide funding for faculty to attend relevant workshops in state. Encourage faculty to participate in research projects sponsored by Hawai'i Center for Nursing and UH at Manoa.
2.6 The number, utilization & credentials of non-nurse faculty & staff are sufficient to achieve the program goals & outcomes	The number and credentials of non-nurse staff will be sufficient to achieve the program goals and outcomes	Each semester	Monitoring of whether the work of the secretary, media and tech support staff is completed in a competent and timely manner. Discussions in Division and department chair meetings regarding services.	Additional secretarial help for the outreach program in Kona is needed and was requested but not given. With the huge enrollment growth at the College during the past two years all support staff are finding it difficult to continue to function in an efficient manner. The number of nursing majors (pre-nursing) has greatly increased and counseling is requesting additional counseling positions to help deal with them and all the other students.	Nursing faculty will increase amount of academic advising of nursing majors. Chair will request that latest HRSA project being submitted include a part-time nursing counselor for Hawai'i Community College.
2.7 Faculty (full & part-time) are oriented & mentored in their areas of responsibilities	100% of new faculty (full and part-time) are oriented and mentored in their areas of responsibility	During new faculty's first and second semester and when assignments are changed	Discussions between new faculty and the Chair as well as the Course Coordinators	Discussions revealed that due to the program having the same faculty for so long this area had not been well attended to. As faculty retired and new faculty were hired there was not a formal orientation system in place and the faculty handbook was not up to date. Mentoring was occurring on an informal basis.	The Faculty Handbook was updated fall 2010. An orientation check list was created in order to formalize orientation of new faculty. The roles and responsibilities of the course coordinators were updated to include specific areas of new faculty orientation.
2.8 Systematic assessment of faculty(full & part-	100% of faculty demonstrate performance that	During contract renewal and the processes of	Review by the Division Personnel Committee, Division chair, Vice	During the past three years all faculty contracts have been renewed. No faculty member has been denied tenure.	Faculty may make use of laptops in the NLRC's during class

time) performance demonstrates competencies that are consistent with program goals & outcomes	supports program goals and outcomes or their contract is not renewed per UPHA and UH personnel policy	tenure and promotion; online e Café student evaluations at the end of each semester	Chancellor for Academic Affairs, Chancellor and Tenure and Promotion Committees as applicable. Summaries of e Café results	The number of students completing the e Café surveys is not adequate.	time to have students complete online e café surveys
2.9 Non-nurse faculty & staff performance is regularly reviewed in accordance with the policies of the governing organization	100% of staff performance is regularly reviewed in accordance with the	Annually	The Division secretary is evaluated by the Chair in accordance with Civil Service policies utilizing the Performance Appraisal System.	No non nurse faculty members are employed by the Division. The Division Secretary is evaluated by the Chair in accordance with the Civil Service policies utilizing the Performance Appraisal System and has been found to be performing extremely well.	
2.10 Faculty (full & part-time) engage in ongoing development & receive support in distance education modalities including instructional methods & evaluations	Full and part-time faculty are prepared to use Laulima and HITS to provide distance education.	Each semester or as new faculty are hired or distance modalities change	Orientation check list for new faculty; listing of professional/scholarly activities; informal discussions with faculty	Review of faculty professional/scholarly activities indicated faculty had availed themselves of opportunities for support regarding distance education. Chair informal discussions with new faculty indicated they were all comfortable using Laulima and HITS.	Insure that faculty are oriented to the use of videoconferencing when it is instituted.

PROGRAM EVALUATION

NLNAC Standard 3 Students

PLAN				IMPLEMENTATION	
Component	**Expected Level of Achievement (or program terminology)**	**Frequency of Assessment**	**Assessment Method/s**	**Results of Data Collection & Analysis** *Including actual level/s of achievement*	**Actions for Program Development, Maintenance, or Revision**
3.1 Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, & consistently applied; differences are justified by the goals & outcomes of the nursing education unit	100% congruence & compliance. Majority of policies are consistent with the College and UH system. Differences are minimal and are justified.	Annually in Spring – Nursing Student Policies

Annually in Spring – for new catalogue publication.

Annually in Spring-Nursing program admission procedures | Faculty review nursing student policy document, catalogue, & policies in syllabi.

Division Chair, secretary and nursing counselor review admission procedures.

Division Chair, secretary and nursing counselor review admission procedures. | Updated some Nursing Student Policies.

Changes made to catalog regarding admissions information.

Admission procedures have not changed in recent years. The A&P committee has noted that the letter of intent does not always clearly identify the students' intent. Students are sent a letter requesting clarification of intent when this occurs. | |
| 3.2 Student services are commensurate with the needs of students pursuing or completing the | College wide services will remain adequate to meet student needs in East and West Hawai'i. | Each semester as student enrollment changes. | Vice Chancellor for Student Affairs looks at ratio of students to counselors, health & financial aid services. Vice Chancellor for Academic | Increased staff in OSS is sorely needed. Funds for new positions have been requested but not approved. | No direct action required. Will continue to utilize the services of designated OSS counselor to assist with nursing student admission process and |

associate program, including those receiving instruction using alternative modes of delivery	NLRC's will be staffed and maintained.		Affairs looks at media, IT, classroom usage.		nursing student counseling issues.
3.3 Student educational & financial records are in compliance with the policies of the governing organization & state & federal guidelines	100% compliance by Admissions & Records office. 100% compliance by Financial Aid office.	When changes occur and according to regulatory agency guidelines.	Vice Chancellor for Academic Affairs notifies Division Chair about changes.	Per the Financial Aid officer and the Admissions & Records officer, the College is in compliance with all guidelines and regulations.	None
3.4 Compliance with the Higher Education Reauthorization Act Title IV eligibility & certification requirements is maintained	100% compliance by Financial Aid office.	When changes occur and according to regulatory agency guidelines.	Vice Chancellor for Academic Affairs notifies Division Chair about changes.	Per the Financial Aid officer the College is in compliance with all guidelines and regulations.	None
3.4.1. A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, & cooperation with lenders is available	100% compliance by Financial Aid office.	When changes occur and according to regulatory agency guidelines.	Financial Aid officer has responsibility for review and implementation of all procedures and maintaining compliance with regulatory agencies.	Per the Financial Aid officer, the College is in compliance.	None

3.4.2. Students are informed of their ethical responsibilities regarding financial assistance	100% compliance by Financial Aid office.	When changes occur and according to regulatory agency guidelines.	Financial Aid officer has responsibility for review and implementation of all procedures.	College is in compliance and this part of the financial aid process is evident at the College.	None
3.5 Integrity & consistency exist for all information intended to inform the public, including the program's accreditation status & NLNAC contact information	All information about the Division is current, accurate, and consistent 100% of the time.	When changes occur or new media pieces are produced.	Designated faculty and Division Chair check all web site and printed information such as college catalog, nursing banners and brochures for accuracy when any change occurs e.g. NLNAC address change	We are in compliance and all official documents or media pieces contain correct information. NLNAC information is correctly stated in all official documents.	A nursing faculty has been assigned to coordinate all community activities and promotional materials to maintain currency and accuracy of information about the Nursing Division.
3.6 Changes in policies, procedures, & program information are clearly & consistently communicated to students in a timely fashion	Policies not changed during the year. All Nursing Students will indicate in writing that they have read the Policies and are responsible for the information.	Annually in Fall – Nursing Student Policies	Policies are reviewed/modified in Spring for printing over the summer and distribution to all students in the Fall. Recorded student signatures are kept in a locked file in the Division office.	No new policies have been implemented except those published in the catalogue and Student Policies document. Students' signature lists are available in the Division office.	Standardized form for student signatures, along with a stated procedure for implementation will be added to the faculty handbook.
3.7 Orientation to technology is provided & technological support is available to students, including those receiving	All students will receive orientation to educational technology services and resources. University IT department and	Fall semester and Spring semester as needed. University IT and DE support is ongoing.	No formal method used. Faculty receive feedback from students. No formal method used. Each campus has a DE coordinator who handles	Orientation to Laulima, NLRC computer resources, ATI and high-fidelity mannequin occur in Fall semester in NURS 153 for new incoming students. Continuing and returning students are oriented by NLRC staff as needed. ATI's live onsite orientation is effective. No major issues have been raised regarding technology use in the	Continue current procedures and current level of support.

instruction using alternative methods of delivery	College DE coordinator will provide support for DE classes.		any concerns.	Division. DE coordinator assists pre nursing students with any distance offerings of support courses.	
3.8 Information related to technology requirements & policies specific to distance education is clear, accurate, consistent, & accessible	Requirements and policies will be accurate and accessible.	As changes occur or issues arise.	Concerns are communicated from students to faculty, and faculty to the campus DE coordinator via Division Chairs.	No major concerns have been raised. Technology requirements are not specifically stated for DE classes. Each DE class listed in Banner contains a statement regarding the technology used in offering the class and that internet access is required for online classes. The Registration Information booklet published each semester contains information for students wishing to take DE classes.	Division Chair is evaluating the need to add a statement re: technology requirements for nursing classes listed in Banner's schedule of classes.

PROGRAM EVALUATION

NLNAC Standard 4 Curriculum

PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement (or program terminology)	Frequency of Assessment	Assessment Method/s	Results of Data Collection & Analysis *Including actual level/s of achievement*	Actions for Program Development, Maintenance, or Revision
4.1 The curriculum	The curriculum incorporates	Each semester and at the end of the	Review of curriculum documents and tools	Program student learning outcomes (SLOs) were developed and revised. Course student	Clinical evaluation tools are being piloted in 2010-

incorporates established professional standards, guidelines, & competencies, & has clearly articulated student learning & program outcomes	established professional standards, guidelines, & competencies, & has clearly articulated student learning & program outcomes.	year.		learning outcomes were developed to reflect Program SLOs. Clinical evaluation tools were revised so they are based on Program SLOs and clearly reflect professional and national safety standards. The faculty reviewed the new NLN Competencies for ADNs and determined that the Program PLOs were reflective of the new competencies.	2011 and will be revised as needed at the end of semester workday spring 2011.
4.2 The curriculum is developed by the faculty & regularly reviewed for rigor & currency	Active involvement of faculty in review and revision of curriculum, teaching strategies and program effectiveness in relation to rigor and currency is evident.	Ongoing throughout the semester and year via course level, ADN, Curriculum meetings and end of semester workdays.	Minutes of meetings reflect review, discussion, planned actions and outcomes of actions as incorporated into ongoing systematic evaluation plan for Program SLOs.	A review of minutes revealed that faculty are very involved in the development and review of the curriculum. New faculty continue to need mentoring regarding all facets of the curriculum and clinical teaching.	Continue to include all faculty in the review of the curriculum. Assist new faculty to understand the evolution of the curriculum to increase understanding of current curriculum.
4.3 The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, & evaluate student progress	The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, & evaluate student progress	Ongoing and at the end of the semester and year.	Systematic evaluation plan (SEP) for Program SLOs. Clinical Evaluation Tools. Ongoing review of course learning activities and evaluation strategies in relation to course and program SLOs. Feedback from students regarding achievement of course SLOs at end of semester.	Faculty review confirms that in the current curriculum learning outcomes do organize the curriculum, guide learning activities and the delivery of instruction as well the evaluation of student progress. There are issues to be resolved relative to the College regarding the use of course objectives as well as course SLOs. ATI assists in identifying learning deficits to help guide course learning activities to correct those at the next course offering. Student feedback regarding achievement of course SLOs indicates courses are designed to help them meet their learning outcomes.	Review of SEPs for program SLOs at each end-of-semester workday and at the end of each academic year. Review adequacy of new Clinical Evaluation Tools at the end of the academic year workday, Spring 2011. Review of student feedback at the end of the year 2011. Modify learning activities as needed.
4.4 The	The curriculum	Ongoing and at the	SEP for Program SLO #3	Faculty review of this area revealed that	Review outcomes of SEP

curriculum includes cultural, ethnic, & socially diverse concepts & may also include experiences from regional, national & global perspectives	includes cultural, ethnic, & socially diverse concepts & may also include experiences from regional, national & global perspectives	end of the semester and year.	Rubrics for evaluation of cultural group presentation and transcultural web page project. Evaluation of students cultural competence via Clinical Evaluation Tools	adequate learning activities were in place. The diversity of the student population and cultural diversity of Hawai'i promotes an awareness and acceptance of cultural differences and application of culturally sensitive care.	for Program SLO #3 at end of each semester workday and end of academic year. Review outcomes of rubrics for related projects end of semester fall 2010.
4.5 Evaluation methodologies are varied, reflect established professional & practice competencies, and measure the achievement of student learning & program outcomes	Evaluation methodologies are varied, reflect established professional & practice competencies, and measure the achievement of student learning & program outcomes	Ongoing and at the end of the semester and year.	Faculty review of evaluation methodologies for each course and throughout the curriculum for validity and reliability in relation to the course and program student learning outcomes.	Faculty review revealed that there are recurrent evaluation methodologies throughout the curriculum. The methods are varied to account for differing learning styles. The Clinical Evaluation Tool is being piloted during the 2010-2011 academic year. The ATI proctored exams provide a means of comparing students' achievement with a national norm as well as faculty produced exams. The ATI proctored exams provide a means for determining if Program SLOs are being achieved.	Review evaluation methodologies at the course and curriculum level for validity, reliability and variety, at the end of each semester workday and end of each academic year.
4.6 The curriculum & instructional processes reflect educational theory, interdisciplinary collaboration, research, & best practice standards while allowing for innovation,	The curriculum & instructional processes reflect educational theory, interdisciplinary collaboration, research, & best practice standards while allowing for innovation, flexibility, & technological advances	Ongoing and at the end of the semester and year.	Faculty review of curriculum in relation to current best educational practices, interdisciplinary collaboration and innovation and technological advances as reflected in minutes.	Faculty review indicated that the curriculum has incorporated current best practices. New faculty who have not been involved in the previous faculty development activities need to be mentored and provided with resources regarding current best practices.	Review of instructional practices in place in current curriculum to facilitate students to attain learning outcomes at each end of semester workday. Infuse more best and/or new practices into respective courses as needed at the next course offering.

flexibility, & technological advances					
4.7 Program length is congruent with the attainment of identified outcomes & consistent with the policies of the governing organization, state & national standards & best practices	100% compliance	When changes occurs in requirements of governing bodies.	Curriculum committee review as indicated in minutes.	Review of curriculum indicated is in compliance with the Board of Nursing, NLNAC and Hawai'i Community College policies.	
4.8 Practice learning environments are appropriate for student learning & support the achievement of student learning & program outcomes; current written agreements specify expectations for all parties & ensure the protection of students	Practice learning environments are appropriate for student learning & support the achievement of student learning & program outcomes; current written agreements specify expectations for all parties & ensure the protection of students	Annually and when a new clinical agency MOA is developed. Each semester with agency affiliation agreements and Clinical Rotation Feedback Form. End of each semester by student survey.	Review by Chair of all MOAs for currency and inclusion of clauses protecting students. Review by UH legal counsel of new or renewing MOAs for legal parameters. Affiliation agreement forms submitted by faculty to clinical agencies prior to clinical experiences each semester. Results of the Clinical Rotation Feedback Form distributed each semester to clinical agency staff.	MOAs were reviewed and found to continue to include the student protection clauses. The MOA between Hawai'i Health Systems Corporation (HHSC) and Hawai'i Community College needs renewal. UH legal counsel is currently reviewing the document prior to the Chancellor signing. The Affiliation Agreement Form used by faculty was updated Fall 2010 to ensure roles of students, faculty and staff for "observational" clinical experiences were clear for all. Feedback from the clinical agencies is identified as challenging to obtain using the Clinical Rotation Feedback Form. Additional questions regarding clinical experiences were added to the student survey asking them how the course helped them meet student learning outcomes.	Review clinical agency learning environments and feedback from faculty, students and clinical agency staff at the end of each semester and the end of each academic year. Determine if a better system for obtaining feedback from clinical agencies and possibly students can be devised. Consider providing alternative practice learning environments (i.e. lab, high fidelity) if clinical agencies are not providing appropriate

			End of each course students are surveyed regarding the learning resources and the clinical experiences for clinical courses. Minutes reflecting faculty discussion of appropriateness of clinical agencies for particular learning experiences.	Faculty discusses quality of clinical experiences and agencies for student learning. The number and type of agencies available is very limited and most agencies are used. .	learning opportunities to help students meet learning outcomes in certain clinical courses.
4.8.1.Student clinical experiences reflect current best practices & nationally established patient health & safety goals	Student clinical experiences reflect current best practices & nationally established patient health & safety goals	End of each semester and year by all clinical faculty and faculty clinical liaisons.	Summary of the results of students performance using the Clinical Evaluation Tools in relation to professional and national safety standards Monitoring of clinical agencies for ongoing accreditation and current best practices and nationally established patient health & safety goals as required by their accrediting bodies. Report of faculty assigned as the clinical liaison to each clinical agency in relation to its accreditation status.	Review revealed that all agencies are accredited in compliance with JCAHO and/ or CMS standards. Students and faculty attend mandatory orientations / in-services at clinical facilities. Blood borne pathogen training is conducted for students and faculty annually as part of the courses.	Continue practices with clinical agencies that nurture partnerships and allow for honest, constructive feedback. Initiate reports by clinical liaisons regarding each agency at end of each academic year workday to include: 1. Accreditation status and 2. Mandatory requirements for faculty and students as these continue to evolve and change for each agency. Review results of students' performance using Clinical Evaluation Tools at the end of each semester and academic year.

| 4.9 Learning activities, instructional materials, & evaluation methods are appropriate for the delivery format & consistent with student learning outcomes | Learning activities, instructional materials, & evaluation methods are appropriate for the delivery format & consistent with student learning outcomes | End of each semester. | Faculty course group minutes, SEPs for Program SLOs, students' evaluations of HITS, Laulima and learning resources, E Café evaluations for individual faculty, and a comparison of program outcomes for Hilo and Kona students. | Faculty review indicated that based upon the program outcomes Kona students' performance is comparable, if not higher, than Hilo students' performance. This is despite Kona students' evaluations of HITS being consistently more negative than students' feedback in Hilo. Questions regarding distance modalities were added to the end of semester student learning outcomes tool fall 2010. | Report student performance using the SEPs for Program SLOs at the end of each semester workday comparing Kona to Hilo. Report results of student feedback regarding distance modalities at the end of each semester starting fall 2010. |

PROGRAM EVALUATION

NLNAC Standard 5 Resources

PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement (or program terminology)	Frequency of Assessment	Assessment Method/s	Results of Data Collection & Analysis *Including actual level/s of achievement*	Actions for Program Development, Maintenance, or Revision
5.1 Fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes &	They are currently sufficient	Semi annually at beginning and end of fiscal year	Review of fiscal resources by faculty and Chair	Fiscal resources for past three years-were sufficient	Monitor adequacy of supplemental budget allocation to equip new NLRC in Kona

commensurate with the resources of the governing organization					
5.2 Physical resources (classroom, laboratories, offices, etc,) are sufficient to ensure the achievement of the nursing education unit outcomes & meet the needs of faculty, staff & students	They will be sufficient	Throughout the year	Chair and NLRC Coordinators review current status as well as plans for new facilities and share them with faculty, staff and students	Modular buildings NLRC upgrade in Hilo completed and in use as of Fall 2010. This new NLRC has added the space needed to accommodate the classes and provided a state of the art simulation suite. Kona building has begun and the projected completion date is Fall 2011. Renovation of Hale Aloha in Hilo to house the Division is to start January 2011. The new campus in Kona at Palamanui is in the early stages. The faculty and Chair have been involved in planning and design for both sites	Monitor progress of new NLRC in Kona. Plan for move to new facility Fall 2011. Plan for purchasing and storage of equipment for new Kona NLRC. Continue to be involved in planning for Hale Aloha and Palamanui facilities.
5.3 Learning resources & technology are selected by the faculty & are comprehensive, current, and accessible to faculty & students, including those engaged in alternative methods of delivery	Learning resources and technology are comprehensive, current and accessible	Learning resources and technology are reviewed yearly, and as needed.	NLRC Coordinators cull and review and list all learning resources and technology. Any learning resources or technology that are noncurrent or greater than 5 years old are removed.	Each NLRC library (Hilo and Kona) have print resources on fundamentals, med/surg, OB, pediatrics, leadership, NANDAs, mental health, medication administration, and skills. Each NLRC has a collection of vintage movies used for psychiatric mental health. Libraries and learning centers on each campus provide additional resources. Additional DVD resources are needed to replace out of date maternity videos and supplement the clinical area of pediatrics. ATI online materials provide skills modules, practice exams, tutorials, DVDS, and proctored exams in all major content areas	NLRC Coordinators will maintain a list of DVD/video resources for Kona and Hilo and assure that both sites have equal access to those resources. NLRC Coordinators will notify faculty if utilized resource is not comprehensive or current. NLRC Coordinators will work with faculty to secure additional

				as well as critical thinking pre and post tests and NCLEX predictor	maternity and pediatric resources.
				It was determined that it was too difficult to coordinate ATI testing in an offsite testing center, so the Division purchased 30 lap tops for testing in Hilo, and 10 in Kona.	At this time, it has been decided that the faculty will continue to use ATI online learning system.

NLRC coordinators will coordinate with the Academic Computing Unit to ensure that all NLRC computers and printers are kept in working order. |
| 5.4 Fiscal, physical, technological, & learning resources are sufficient to meet the needs of faculty & students & ensure that students achieve learning outcome | Fiscal, physical, technological & learning resources are sufficient to meet the needs of faculty and students using HITS, and Laulima to offer classes. | Each semester | Faculty assess adequacy of resources with HITS and Laulima support staff and report issues to Chair. | The video transmission was improved in 2009 when two new 52 inch televisions were installed. There are also plans to upgrade the entire HITS-2 statewide system to high definition. When both new Nursing Learning Resource Centers (NLRC's) are fully equipped they will each have a videoconferencing system. | Plan for change from use of HITS to use of videoconferencing when both NLRC are fully equipped with VTC capabilities |

Program Learning Outcomes –Systematic Evaluation Plan (PLO-SEP) Form

Program Learning Outcomes	Assessment Methods	Expected Level of Achievement	Time frame	Summary of Data	Action Plan	Strategies implemented for program improvement	Evaluation of strategies to improve outcomes
PLO 1: The student will retrieve, integrate, and apply relevant and reliable information, concepts from multiple disciplines and standards of nursing as the basis for evidence based nursing care.	1. ATI proctored exams: RN Fundamentals, RN Pharmacology, RN Mental Health, RN Maternal Newborn, RN Nursing Care of Children, RN Adult Medical Surgical,	1. 100% of students will score at or above Level 2 on ATI proctored exams (using benchmarks set by ATI)	1. 13-14th week of the semester or when ATI proctored exams are administered	1. Statistics regarding % of students who score at or above Level 2 on proctored exams

Report specific ATI focused reviews for group.

Report analysis of patterns of performance of the class in relation to the "Foundational Thinking in Nursing" areas tested and whether there is any difference between Hilo and Kona

Summary of conclusions drawn from the analysis of the data to be documented in course / level group minutes and ATI statistics binder | 1. Listing of faculty recommendations for actions based upon summary of conclusions to be documented on PLO SEP form | 1. Planning for next semester or next offering of the course to include incorporation of action plan

Follow-up of results of the actions implemented occurs after ATI proctored exams are administered the following semester or following year

Documentation of the results occurs course group minutes and ATI statistics binder | To be documented here. |
| | 2. PLO1 section of Clinical Evaluation Tool (CET) What does it say specific to course level? | 2. 100% of students will come to clinical prepared to deliver evidence based nursing care | 2. Each clinical day with summary at midterm and final of each semester. | 2. clinical faculty will summarize individual student performance on midterm and final CET Summarize & assess group performance and/or patterns in the course / level group minutes. | To be documented here | To be documented here | To be documented here |

	3. Evidenced – based nursing projects throughout the curriculum (1 each semester) Semester 1 ATI citation article review Semester 2 EBN journal article review Semester 3 Grand rounds project (min 10 recent research articles) Semester 4 research / scholarly paper using at least 2 different research-based databases	3. 100% of students earn >70% on each semester project	3. By the end of the respective semesters.	3. Summarize & assess group performance and/or patterns in the course / level group minutes.	To be documented here	To be documented here	To be documented here

Program Learning Outcomes	Assessment Methods	Expected Level of Achievement	Time frame	Summary of Data	Action Plan	Strategies implemented for program improvement	Evaluation of strategies to improve outcomes
PLO2: The student will utilize the nursing process as an ongoing	1. ATI proctored exams: RN Fundamentals, RN Mental Health, RN	1.ATI group scores in the following areas will achieve > 70: Clinical judgment / Critical thinking;	1. 13-14th week of the semester or when ATI proctored exams are administered	1. Statistics regarding % of students who score at or above 70% in identified areas of exams	1. Listing of faculty recommendations for actions based upon	1. Planning for next semester of next offering of the course to include incorporation of	To be documented here

framework for critical thinking to assess, plan, prioritize, implement and evaluate safe and effective nursing care for healthy individuals and individuals with complex disorders who need the expert care of a professional nurse.	Maternal Newborn, RN Nursing Care of Children, RN Adult Medical Surgical	Priority setting; Nursing Process; and selected Client Need Categories		Report of analysis of patterns of performance of the class in relation to identified areas and whether there is any difference between Hilo and Kona Summary of conclusions drawn from the analysis of the date to be documented in course group minutes, curriculum minutes and ATI Statistics Binder	summary of conclusions to be documented on PLO SEP form	action plan Follow-up of results of the actions implemented occurs after ATI proctored exams are administered the following semester or year Documentation of the results is in course group minutes, curriculum minutes and ATI Statistics Binder	
	2. PLO 2 section of Clinical Evaluation Tool (CET)	2. 100% of students will 'meet standard' in all areas of the Clinical Evaluation Tool by the end of the clinical course.	2. Each clinical day with summary at midterm and final of each semester.	2. clinical faculty will summarize individual student performance on midterm and final CET Summarize & assess group performance and/or patterns in the course / level group minutes.	To be documented here	To be documented here	

Program Learning Outcomes	Assessment Methods	Expected Level of Achievement	Time frame	Summary of Data	Action Plan	Strategies implemented for program improvement	Evaluation of strategies to improve outcomes
PLO3: The student will demonstrate caring and	1. ATI proctored exams.	1. ATI group scores in the following areas will achieve $\geq 60\%$: Psychosocial	1. 13-14th week of the semester or when ATI proctored	1. Statistics regarding % of students who score at or above 70% in identified areas of exams	1. Listing of faculty recommendations for actions based	1. Planning for next semester of next offering of the course to include	To be documented here

compassion by developing and maintaining therapeutic relationships based upon mutuality and respect for the health and healing practices, beliefs and values of the individual and community.		Integrity	exams are administered	Report of analysis of patterns of performance of the class in relation to identified areas and whether there is any difference between Hilo and Kona

Summary of conclusions drawn from the analysis of the date to be documented in course group minutes, curriculum minutes and ATI Statistics Binder | upon summary of conclusions to be documented on PLO SEP form | incorporation of action plan

Follow-up of results of the actions implemented occurs after ATI proctored exams are administered the following semester or year

Documentation of the results is in course group minutes, curriculum minutes and ATI Statistics Binder | |
| | 2. PLO3 section of Clinical Evaluation Tool (CET) | 2. 100% of students will 'meet standard' in PLO3 area of the Clinical Evaluation Tool by the end of the clinical course. | 2. Each clinical day with summary at midterm and final of each semester. | 2. clinical faculty will summarize individual student performance on midterm and final CET

Summarize & assess group performance and/or patterns in the course / level group minutes. | To be documented here | To be documented here | |
| | 3. Cultural group assignments:

Semester 1 Cultural Group Project

Semester 3 Cultural Webpages | 3. 100% of groups will successfully pass required rubric criteria | 3. First and Third semesters of the program | | | | |

Program Learning Outcomes	Assessment Methods	Expected Level of Achievement	Time frame	Summary of Data	Action Plan	Strategies implemented for program improvement	Evaluation of strategies to improve outcomes
PLO 4: The student will demonstrate the ability to function and communicate in a collaborative manner as a member of a multidisciplinary health care team to effectively manage care for individuals, families and groups of individuals in a variety of settings.	1. ATI proctored exams.	1. ATI group scores in the following areas will achieve $\geq$ 60%: Collaboration with interdisciplinary team, Management Conflict, Continuity of Care, Consultations, Delegation 100% of students will score at or above Level 2 on ATI RN Leadership proctored exams (using benchmarks set by ATI).	1. 13-14th week of the semester or when ATI proctored exams are administered	1. Statistics regarding % of students who score at or above 70% in identified areas of exams Report of analysis of patterns of performance of the class in relation to identified areas and whether there is any difference between Hilo and Kona Summary of conclusions drawn from the analysis of the date to be documented in course group minutes, curriculum minutes and ATI Statistics Binder	1. Listing of faculty recommendations for actions based upon summary of conclusions to be documented on PLO SEP form	1. Planning for next semester of next offering of the course to include incorporation of action plan Follow-up of results of the actions implemented occurs after ATI proctored exams are administered the following semester or year Documentation of the results is in course group minutes, curriculum minutes and ATI Statistics Binder	
	2. PLO4 section of Clinical Evaluation Tool (CET)	2. 100% of students will 'meet standard' in PLO4 area of the Clinical Evaluation Tool by the end of the clinical course.	2. Each clinical day with summary at midterm and final of each semester.	2. clinical faculty will summarize individual student performance on midterm and final CET Summarize & assess group performance and/or patterns in the course / level group minutes.	To be documented here	To be documented here	

	3. Semester 2: Collaborative team member simulation Semester 3: Collaborative team member simulation	3. 100% of groups will successfully pass required rubric criteria	3. 2nd & 3rd semesters of the program	3. Summarize & assess group performance and/or patterns in the course / level group minutes.	To be documented here	To be documented here	

Program Learning Outcomes	Assessment Methods	Expected Level of Achievement	Time frame	Summary of Data	Action Plan	Strategies implemented for program improvement	Evaluation of strategies to improve outcomes
PLO5: The student will demonstrate the ability to plan and deliver effective health education as an integral part of promotion, maintenance and restoration of health, management of chronic conditions and end of life care.	1. ATI proctored exams.	1. ATI group scores in the following areas will achieve $\geq$ 60%: Health promotion	1. 13-14th week of the semester or when ATI proctored exams are administered	1. Statistics regarding % of students who score at or above Level 2 on proctored exams Report specific ATI focused reviews for group. Report analysis of patterns of performance of the class and whether there is any difference between Hilo and Kona Summary of conclusions drawn from the analysis of the data to be documented in course / level group minutes and ATI statistics binder	1. Listing of faculty recommendations for actions based upon summary of conclusions to be documented on PLO SEP form	1. Planning for next semester or next offering of the course to include incorporation of action plan Follow-up of results of the actions implemented occurs after ATI proctored exams are administered the following semester or following year Documentation of the results occurs course group minutes and ATI statistics binder	To be documented here.

	2. PLO5 section of Clinical Evaluation Tool (CET)	2. 100% of students will 'meet standard' in PLO5 area of the Clinical Evaluation Tool by the end of the clinical course.	2. Each clinical day with summary at midterm and final of each semester.	2. clinical faculty will summarize individual student performance on midterm and final CET Summarize & assess group performance and/or patterns in the course / level group minutes.	To be documented here	To be documented here	To be documented here
	3. Teaching Projects throughout Semester 1: 158 health insurance brochure Semester 2: Health teaching project poster Semester 3: Different age group teaching projects	3. 100% of students earn >70% on each semester project	3. By the end of the respective semesters.	3. Summarize & assess group performance and/or patterns in the course / level group minutes.	To be documented here	To be documented here	To be documented here

Program Learning Outcomes	Assessment Methods	Expected Level of Achievement	Time frame	Summary of Data	Action Plan	Strategies implemented for program improvement	Evaluation of strategies to improve outcomes
PLO 6: The student will demonstrate professional behaviors and practice within the legal and ethical framework of professional nursing.	1. ATI proctored exams.	1. ATI group scores in the following areas will achieve > 60%: Advocacy Client Rights Confidentiality / info security, Ethical Practice	1. 13-14th week of the semester or when ATI proctored exams are administered	1. Statistics regarding % of students who score at or above Level 2 on proctored exams Report specific ATI focused reviews for group. Report analysis of patterns of performance of the class and whether there is any difference between Hilo and Kona Summary of conclusions drawn from the analysis of the data to be documented in course / level group minutes and ATI statistics binder	1. Listing of faculty recommendations for actions based upon summary of conclusions to be documented on PLO SEP form	1. Planning for next semester or next offering of the course to include incorporation of action plan Follow-up of results of the actions implemented occurs after ATI proctored exams are administered the following semester or following year Documentation of the results occurs course group minutes and ATI statistics binder	To be documented here.
	2. PLO6 section of Clinical Evaluation Tool (CET)	2. 100% of students will come to clinical prepared to deliver evidence based nursing care	2. Each clinical day with summary at midterm and final of each semester.	2. Clinical faculty will summarize individual student performance on midterm and final CET Summarize & assess group performance and/or patterns in the course / level group minutes.	To be documented here	To be documented here	To be documented here
	3. Final semester: Ethics assignment	3. 100% of students earn >70% on assignment.	3. By the end of the 4th semester.	3. Summarize & assess group performance and/or patterns in the course / level group minutes.	To be documented here	To be documented here	To be documented here

Program Learning Outcomes	Assessment Methods	Expected Level of Achievement	Time frame	Summary of Data	Action Plan	Strategies implemented for program improvement	Evaluation of strategies to improve outcomes
PLO7: The student will utilize self reflection to analyze personal practice and experiences for ongoing learning and professional growth.	1. PLO7 section of Clinical Evaluation Tool (CET)	1. 100% of students will write weekly self reflections / evaluations during all clinical courses	1. Each clinical week with summary at midterm and final of each semester.	1. clinical faculty will summarize individual student performance on midterm and final CET Summarize & assess group performance and/or patterns in the course / level group minutes.	To be documented here	To be documented here	To be documented here
	2. Professional portfolio Assignment	2. 100% of students will successfully meet all rubric criteria	2. By the end of their 4th semester				