Associate of Science Degree in Nursing
ASN Generic and LPN to ASN Pathway

COMPREHENSIVE

REPORT OF PROGRAM DATA

AY18-19 to AY20-21

July 1, 2018, through June 30, 2021

UNIVERSITY *of* HAWAI'I®

HAWAI'I
COMMUNITY COLLEGE

Program or Unit Name: Associate of Science in Nursing

1. Program or Unit Description

Program Description

The Associate of Science Degree in Nursing (ASN) program provides students with a scientific foundation for entry level clinical practice as a Registered Nurse (RN) in hospitals, long-term care facilities, and community-based settings. Upon completion of the program, graduates are eligible to take the National Council Licensure Exam for Registered Nursing (NCLEX-RN). RNs provide and coordinate patient care, educate patients and the public about various health conditions, and provide advice and emotional support to patients and their family members.

The Hawaiʻi Community College (Hawaiʻi CC) ASN program has two pathways:
Generic pathway (AS-NURS) has 27 credits of non-nursing prerequisite and general education courses and four semesters of coursework in nursing (46 credits) for a total of 73 credits.

Licensed Practical Nursing (LPN) to AS-NURS pathway: (1) Possession of a current HI Practical Nurse License; (2) Minimum one-year experience working as LPN; and (3) Completion of all non-nursing prerequisite and general education courses for the AS-NURS program. Includes 27 credits of non-nursing prerequisite and general education courses, credit given for advanced placement (21) and one summer session and two semesters of coursework in nursing (25 credits) for a total of 73 credits.

Program Mission and Vision

Table 1
Program's Alignment to Hawaiʻi CC Mission and Vision

Hawaiʻi CC Mission	Nursing & Allied Health Mission
To promote lifelong learning, Hawaiʻi Community College will emphasize the knowledge and experience necessary for Kauhale members to pursue academic achievement and workforce readiness. Aligned with the mission of the UH Community Colleges, we are committed to serving all segments of our Hawaiʻi Island community.	To educate and prepare clinically competent nurses who provide compassionate patient-centered care and collaborate within the healthcare team to serve the diverse healthcare needs of our Hawaiʻi Island community. We strive to deliver quality nursing education while creating an empowered learning community that inspires lifelong professional growth.
Hawaiʻi CC Vision	**Nursing & Allied Health Vision**
Our Kauhale of lifelong learners will be productive and engaged citizens capable of meeting the complex challenges of our island and global communities.	We are committed to engaging members of our Kauhale, who have the passion and fortitude to become nurses, to develop sound clinical judgement and emerge as leaders within the profession of nursing focused on the health and well-being of our island community and beyond.

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Target Student or Service Population

The target student population is anyone interested in working with a diverse population and their families in a variety of health care settings such as hospitals, long-term care facilities, and community-based settings to provide quality health care, promote disease prevention, and improve health outcomes.

2. Analysis of the Program/Unit

The ASN-RN program is approved by the Hawaiʻi State Board of Nursing (BON) and accredited by the Accreditation Commission for Education in Nursing (ACEN).

Table 2
Hawaiʻi State BON and National Council of State Boards of Nursing (NCSBN) NCLEX-RN Reports and Program Completion

RN First-Time NCLEX-RN Pass Rates	2018	2019	2020	2021
# Of RN First-Time Test Takers	25	24	26	28
Hawaiʻi CC Graduates First-Time Pass Rates	23/25 92%	19/24 79%	21/26 81%	23/28 82%
NCSBN National Pass Rate for NCLEX-RN First-Time Test Takers Associate Degree	85.11%	85.17%	82.80%	82.13% (From last report June 2021)
Program Completion: ELA 85%	31 enrolled 25 graduated 81% (calc.@150%-<6 semesters)	30 enrolled 24 graduated 80% (calc.@150%-<6 semesters)	29 enrolled 29 graduated 100% (calc.@150%-<6 semesters)	39 enrolled 38 graduated 92.3% *2021 ACEN measurement required: 100% On-time Completion* (36 completed/39 enrolled from first semester=92.3%).

The above table consists of the Hawaiʻi State BON reports on Hawaiʻi CC ASN program success in RN First-Time NCLEX pass rates and NCSBN National Pass Rate for NCLEX-RN First-Time Test Takers reports, and ASN program completion from 2018 to 2021.

RN First-Time NCLEX Pass Rates

In 2019, the ASN program did not meet the NCSBN national pass rate. The faculty curriculum workgroup assessed areas that we could improve. Assessment Technologies Institute (ATI) test plan and remedial process were revised, test-taking strategies classes were offered, and ATI Live reviews participation was highly encouraged to students. The interventions the faculty implemented produced positive outcomes. As expected, first-time pass rates increased in 2020 due to increased participation in the ATI NCLEX-RN review and the strategies mentioned previously.

The 2021 82% Hawai'i CC first-time pass rate is preliminary data and will likely change. However, the program is remarkably close to reaching the NCSBN national pass rate of 82.13%. To date, there are ten (10) graduates who did not take their NCLEX-RN board examinations. Graduates are in the process of taking their licensure exams or opted to take their licensure exams out of state. ASN graduates who opted to take their licensure out of state will not be included in the BON RN First-Time NCLEX-RN report, and the program does not have the data of graduates who took and plan to take their NCLEX-RN examination out of state.

Program Completion

ACEN recommends that in 2021 nursing programs calculate program completion at a 100% on-time completion rate, which means the total number of students enrolled from the program's first semester to the total number of students who completed the program. There was a total of thirty-nine (39) students who initially enrolled in the ASN Generic and LPN to ASN Pathway programs, of which Thirty-eight (38) completed the program, which resulted in 92.3% program completion for the year 2021. Disaggregated data of students' program completion in 2021 is provided below:

> ASN Generic Hilo = 18 completed/20 enrolled= 90%
> ASN Generic Kona = 10 completed /10 enrolled =100%
> LPN to ASN Pathway = 8 completed/9 enrolled= 88.88%

In previous years, 2018 to 2020, the Hawai'i CC ASN program reported 150%-time frame completion, reflecting more than six semesters. The option allowed the program to include in our data the number of students who took a leave of absence, returned to the program, and completed the program. Therefore, the program completion for 2021 is not comparable to previous years' data.

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Instructional programs must provide relevant attachment(s) and URLs for ARPD data tables from the previous three years, or from the full period of this Review if more than three years

Table 3
University of Hawaiʻi Community College (UHCC) Annual Reports of Program Data (ARPD) 2018-2021 URLs and links.

2021 ARPD	2020 ARPD	2019 ARPD	2018 ARPD

Discuss the programs or unit's strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program's ARPD Quantitative Indicators or comparable unit-developed measures or program-developed metrics for the period of this Review. Include a discussion of relevant historical-trend data on key measures (i.e., last three years). Provide an explanation of any significant changes to the program's Quantitative Indicators or unit's key performance measures over the period of this Review. Instructional programs must include a discussion of ARPD health indicators with benchmarks to provide a quick view on the overall condition of the program during the period of this Review

ARPD Data Analysis

Discussions of the program's or unit's strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program's ARPD Quantitative Indicators and program-developed metrics are provided below:

Table 4
ARPD Health Indicators

Health and Indicators	2018 ARPD	2019 ARPD	2020ARPD	2021 ARPD
Overall Program Health	Cautionary	Healthy	Healthy	Healthy
Demand Indicators	Unhealthy	Healthy	Healthy	Healthy
Efficiency Indicators	Cautionary	Healthy	Healthy	Healthy
Effectiveness Indicators	Healthy	Progressing	Healthy	Healthy

Figure 1
Overall Program Health - 2021 ARPD Quantitative Indicators
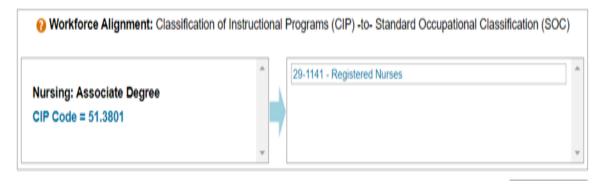
Strengths

College: Hawai'i Community College
Program: Nursing: Associate Degree
Status: Report Complete

Program Quantitative Indicators

Overall Program Health: Healthy

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

Nursing: Associate Degree
CIP Code = 51.3801

29-1141 - Registered Nurses

According to 2021 ARPD Data, the overall program health is Healthy. The 2021 ARPD data reflects graduates from Spring 2021. Since 2019 the Hawai'i CC ASN Overall Program Health is Healthy, an improvement from the Overall Program Health in 2018, which was Cautionary.

The program's health improvements are attributed to curriculum revision that began in Fall 2019. The nursing curriculum committee worked and aligned the Nursing and Allied Health mission and vision with Hawai'i CC's mission and vision. The committee created new PLOs, program description, and course descriptions, and a new curriculum sequence was designed. We removed redundant content and adjusted prerequisite requirements.

Currently, despite the program's challenges, such as the COVID-19 pandemic, faculty resignations, faculty retirement, and the hiring freeze, the program remained healthy. In 2021, the ASN program graduated 38 ASN students. A significant contribution to meet the demand of RN licensed nurses in our state.

Figure 2
Demand Indicators

#	Demand Indicators	2018 - 19	2019 - 20	2020 - 21	Demand Health
1.	New & Replacement Positions (State)	925	621	841	
2.*	New & Replacement Positions (County Prorated)	181	63	98	
3.	Number of Majors	165	74	68	
3a.	Number of Majors Native Hawaiian	55	20	14	
3b.	Fall Full-Time	20%	4%	46%	
3c.	Fall Part-Time	80%	96%	54%	
3d.	Fall Part-Time who are Full-Time in System	3%	0%	0%	
3e.	Spring Full-Time	8%	46%	41%	Healthy
3f.	Spring Part-Time	92%	54%	59%	
3g.	Spring Part-Time who are Full-Time in System	2%	1%	2%	
4.	SSH Program Majors in Program Classes	1,170	1,311	1,464	
5.	SSH Non-Majors in Program Classes	45	30	48	
6.	SSH in All Program Classes	1,215	1,341	1,512	
7.	FTE Enrollment in Program Classes	41	45	50	
8.	Total Number of Classes Taught	12	10	10	

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

The 2021 ARPD Data Demand Indicators for the ASN program health is Healthy. The 2021 ARPD data reflects graduates from Spring 2021. Since 2019, the Hawaiʻi CC ASN Demand Indicators have been Healthy. According to the Hawaiʻi State job trends, it was projected that this year there are 11,605 jobs for an RN, and there were 11,833 in 2022. It was an improvement from the 2018 ARPD when the Demand Indicators of the program were Unhealthy.

Figure 3
Efficiency Indicators

#	Efficiency Indicators	2018 - 19	2019 - 20	2020 - 21	Efficiency Health
9.	Average Class Size	24	31	27	
10.*	Fill Rate	81.7%	97.5%	91.9%	
11.	FTE BOR Appointed Faculty	6	7	6	
12.*	Majors to FTE BOR Appointed Faculty	28	11	11	
13.	Majors to Analytic FTE Faculty	83	37	34	
13a.	Analytic FTE Faculty	2	2	2	
14.	Overall Program Expenditures	$524,316	$542,181	$5,695,470	Healthy
14a.	General Funded Budget Allocation	$499,533	$518,036	$5,256,347	
14b.	Special/Federal Budget Allocation	0	0	$23,303	
14c.	Tuition and Fees	$24,783	$24,145	$415,820	
15.	Cost per SSH				
16.	Number of Low-Enrolled (<10) Classes	0	0	2	

The 2021 Efficiency Indicators are Healthy. The 2020 and 2019 Efficiency Indicators were also Healthy. However, in 2018, Efficiency Indicators for the program were Cautionary due to the significant faculty turnover. The improvement of the efficiency indicators in 2019 could have been the result of filling vacant positions. The program remains healthy despite the program losing faculty due to resignation and retirement and the hiring freeze. In addition, in December

2020, two vacant nursing faculty positions were allocated to different programs. Even with the challenges, the program faced, the dedicated faculty were able to deliver uncompromised nursing education. The program's nursing administrator/division chair requested two critical faculty positions and received approval. The program is currently in recruitment for these positions. However, the program does not have a Nursing Laboratory Resource Coordinator (NLRC) for the Manono Campus, where the majority of the nursing students attend their nursing courses. The faculty is requesting to open an NLRC faculty position to support students learning as soon as possible.

Figure 4
Effectiveness Indicators

#	Effectiveness Indicators	2018 - 19	2019 - 20	2020 - 21	Effectiveness Health
17.	Successful Completion (Equivalent C or Higher)	96%	100%	98%	
18.	Withdrawals (Grade = W)	3	0	4	
19.*	Persistence Fall to Spring	59%	83%	94%	
19a.	Persistence Fall to Fall	32%	67%	78%	
20.*	Unduplicated Degrees/Certificates Awarded	25	29	38	
20a.	Degrees Awarded	25	29	38	
20b.	Certificates of Achievement Awarded	0	0	0	Healthy
20c.	Advanced Professional Certificates Awarded	0	0	0	
20d.	Other Certificates Awarded	0	0	0	
21.	External Licensing Exams Passed [1]				
22.	Transfers to UH 4-yr	21	14	9	
22a.	Transfers with credential from program	3	4	4	
22b.	Transfers without credential from program	18	10	5	

[1] Campus to include in program analysis if applicable.

Effectiveness Indicators are Healthy. The 2021 successful completion is at 98%. Successful completion remains high despite having four withdrawals. The students also faced many challenges such as the COVID-19 pandemic, changes in learning modality, decreased face-to-face theoretical learning, and reduced times in the clinical settings. The support from the faculty in providing countless hours in mentoring, counseling, supporting, and guiding our students contributed to the program's successful completion rate. The Hawaiʻi Tribune-Herald featured the faculty in their May 02, 2021 issue (see attachment - Hawaiʻi CC Nursing Tribune Herald Highlights).

In addition, the faculty began identifying struggling students early and provided them with a prescription to success and a written nursing plan. We provided educational support measures such as lab practice, high-fidelity simulation, tutoring, and a Comprehensive Assessment and Review Program (CARP) through Assessment Technologies Institute (ATI). These interventions we implemented added to our students' success in staying and completing the program and improved the program's effectiveness indicators.

Weakness

Program Completion

Effectiveness Indicators are Healthy. However, in 2021 four (4) students withdrew from the program. The program hopes to have all enrolled students finish the program. Therefore, we will continue to find ways to support students and have better rates of retention. The ASN program piloted a student peer support and networking program. We believe that first-year students peer mentored by senior nursing students will be more successful in navigating nursing schools and completing the program successfully. The students can also gain confidence and support, fostering collegiality and an opportunity to transfer nursing skills and nursing knowledge to each other.

Lack of full-time faculty and an NLRC faculty Student Support

As previously discussed, the program's weakness is the lack of full-time faculty and NLRC student support. The program hopes to fill the two vacant critical positions and receive approval for an NLRC position for the Nursing and Allied Health Division soon.

Discuss significant program or unit actions and activities over the period of this Review. Include new certificate(s), stop outs, gain/loss of position(s), organizational changes, changes in unit operations or responsibilities, etc. Include a discussion of external factors affecting the program or unit.

Previous Reviews of the Hawai'i CC ASN Program can be found in:

2018 Comprehensive Program Review	*2019 Annual ASN program Review*	*2020 Annual ASN Program Review*

Significant Program or Unit Actions and Activities Over the Year of this Review

Curriculum Changes

The curriculum was revised as planned and reported in the 2018 ASN program comprehensive review. The ASN new curriculum started in Fall 2019. The two online classes mentioned in the 2018 review were retired, and their contents were threaded throughout the existing curriculum. The program created new PLOS that were used in our courses for Fall 2019 to the present. The PLOs were assessed in the systematic plan of evaluation (SPE) for the first time in May 2021.

ASN 2021 Systematic Plan of Evaluation (SPE) is an attachment to this document.

Program's Accreditation Success

In 2019, a successful visit from ACEN accreditors earned the program full re-accreditation of eight years. In October 2021, the nurse administrator/division chair submitted required annual program reviews for Hawaiʻi State BON and ACEN. The next ACEN accreditation visit will be in Spring 2027. The faculty continues to find ways to support students' learning and improve the nursing curriculum in the division's faculty meetings and nursing curriculum meetings. We continue to collect data necessary for our next accreditation application and to meet accreditation requirements for Hawaiʻi State BON and ACEN.

New LPN to ASN Pathway

The LPN to ASN pathway was created and began in Summer 2020. The first cohort from this pathway graduated in May 2021. The program planned to admit ten (10) students in this pathway, but there were only nine (9) applicants, and all nine (9) were admitted to the LPN to ASN pathway in Summer 2020. Among the nine (9) students, only eight (8) students completed and graduated from the pathway. The LPN to ASN Pathway currently has four (4) students graduating in May 2022.

Changes in Unit Operations and Responsibilities

The program coordinator role was vital in mentoring new faculty, serving the director as her assistant, helping the division prepare for accreditation visits, and teaching psych/mental health nursing, a course left by a faculty member who resigned. In December 2020, the program director resigned, leaving the program coordinator to assume all administrative responsibilities and head the program with only four full-time faculty and a handful of part-time nursing lecturers.

In 2020, the program lost full-time faculty. One faculty was on leave, two full-time faculty retired, two full-time faculty resigned, and the program director resigned. Recruitment and hiring for these positions were impossible because the University of Hawaiʻi System had a hiring freeze.

Despite these challenges, all students enrolled in the graduating class completed the program and received their ASN degrees. Currently, the program has a division chair who has served as an interim nurse administrator in December 2020 and the program coordinator since 2017. The faculty who was on leave has returned, and the program is actively recruiting two faculty positions.

Full-time Faculty and Recruitment

The program successfully recruited and hired full-time faculty in 2019 as planned in our 2018 comprehensive review. However, the program lost full-time faculty due to relocations, retirement, resignations, better opportunities or better-paying nursing positions, medical leave, and sabbatical over the years. In more recent years, there were two full-time faculty who retired. Because of the University of Hawaiʻi (UH) system hiring freeze, the program could not open,

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recruit and fill vacant positions in 2020, leaving only four (4) full-time faculty in Spring 2021. The program used to have ten (10) faculty serving the students, including the nursing administrator (see ASN Comprehensive program report in 2018). With the help of a handful of lecturers, the program successfully delivered learning in Spring 2021 and graduated 38 ASN graduates and six (6) CA-PRCN students. Currently, the program continues to operate with these challenges. The program's nurse administrator requested two (2) faculty positions to be opened under critical positions requirements and received approval. We are in the process of recruiting and hiring two full-time faculty. However, we still need to secure support for a Nursing Laboratory Resource Coordinator (NLRC) position to be opened for recruitment.

Changes in Meeting Accreditation Requirements Sufficient Full-time Faculty

BON approves the program, and ACEN accredits the ASN program. The program needs to fulfill the ACEN criterion *Sufficient Full-Time Faculty. Sufficient Full-time Faculty is typically reflected by: The ratio of the total number of full-time faculty (per the ACEN definition of full-time faculty) to the total number of full-time and part-time nursing students enrolled in all the nursing courses required for a nursing program or programs.* Currently, the full-time faculty to student ratio is not being fulfilled. We believe that having two more full-time faculty and an NLRC Coordinator would keep the minimum standard balance of nursing students to faculty in our program and keep the program in good standing with our accreditors. The addition of two full-time faculty, one in Kona and one on the Hilo campus, would bring stability and increase our completion rates and NCLEX-RN first-time pass rates.

Changes in Students' Learning Experiences Support

ACEN also recommends a Laboratory Personnel – *Person without* nursing courses *teaching or evaluation responsibilities who works in a skills/simulation laboratory with specified expertise supporting and facilitating student learning experiences. Laboratory personnel who support/enable student learning experiences in a skills/simulation laboratory **must hold educational and experiential qualifications** as required by the governing organization, the state, and the governing organization's accrediting agency and must be qualified for assigned responsibilities.*

As of Summer 2020, the program does not have a Hilo Manono Campus designated Nursing Laboratory Resources Coordinator (NLRC), who would manage the Hawaiʻi Community College Nursing Laboratory Resource Center. The nurse administrator/division chair manages the center/laboratory website and assumes the majority of the NLRC responsibilities with support and assistance from the faculty and lecturers.

The lack of an NLRC impacted our students' preparation, remediation, and practice time. The program and its students need an NLRC to help them become comfortable performing their nursing skills such as administering injections, dressing wounds, inserting intravenous, foley catheter, nasogastric tubes, etc. They need someone to supervise and teach them how to perform these skills safely and efficiently and at the same time provide therapeutic communication to their patients. We also believe having an NLRC will provide better support to students and strengthen students' education and competence as nurses.

In addition, the NLRC is a nursing faculty that implements the simulation curriculum/case scenarios, conducts, and provides simulation teaching, maintains and services laboratory equipment, and provides nursing skills practice opportunities outside clinical and didactic/theoretical time/hours to students. The NLRC coordinator maintains health clearances and required certification such as Basic Life Support (BLS) of faculty and students to comply with our healthcare partners' policies and requirements.

Changes in Nurse Administrator

The nurse administrator/division chair is currently serving as a program coordinator and the NLRC, and supporting the Hawaiʻi CC Fire Science program. According to ACEN, *Nurse Administrator – The nurse with responsibility and authority for the administrative and instructional activities of a nursing education unit and nursing programs within the governing organization (e.g., dean, chairperson, director, etc.). The **ACEN does not consider the nurse administrator a faculty member, regardless of the teaching responsibilities or classification by the governing organization.** The nurse administrator:*

- *Must have continuous, active, daily, and direct responsibility and authority at all locations for the nursing program.*
- *Must continually have adequate time and resources on a daily basis at all locations to administer the nursing program.*
- *Must oversee the daily governing organization, nursing education unit, and nursing program matters such as, but not limited to, personnel matters, student matters, curricular matters, and resources matters.*

The addition of two more faculty for the division and an NLRC will help to comply with the ACEN requirements for the nurse administrator.

External Factors Affecting the ASN Program

The COVID-19 pandemic challenged how faculty deliver learning, requiring more effort and a quick pivot to distance learning using Zoom. Students in our program had in-person laboratory nursing skills practices following the distancing COVID-19 guidelines, including masks, hand hygiene, and other prevention policies. The nursing program made the difficult decision to remove students from clinical practicums in mid-Spring and Fall 2020. The faculty adopted the Virtual Simulation (vSims) curriculum to supplement the students' learning and delivered our clinical teaching through virtual patient scenarios. In Spring 2021, the program was able to bring our students to the healthcare clinical areas. Our clinical partners require mandatory COVID-19 vaccinations for faculty and students in Fall 2021. Students who refused vaccinations withdrew from our program. The students' withdrawal due to COVID-19 vaccination compliance will affect our program's completion rate for 2022.

CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level in the last year of this Review period.

Perkins Indicators Analysis

The Perkins Core Indicator that remains a challenge for nursing is non-traditional participation/completion. The number of men in our nursing programs fluctuates from about 10-20%. In 2019, we had the most considerable number of male nursing graduates from the Hilo ASN Cohort. Five (5) male nursing graduates out of sixteen (16) in the Hilo ASN cohort, but no male nursing graduates from the Kona/Pālamanui ASN cohort.

Currently, we have seven (7) male nursing students in our graduating class. We will continue to outreach to high school students during career fairs at local schools and encourage male students to consider nursing as a profession. We continue to promote men in nursing on our Nursing and Allied Health website. However, we do not have control over this indicator. We do not select students for admission based on gender.

3. Program Learning Outcomes or Unit/Service Outcomes

*a) List all Program Learning Outcomes (**PLO**s) or Unit/Service Outcomes (**UO**s) and their alignment to the College's Institutional Learning Outcomes (**ILO**s).*

NURS PLO 1: Implement critical thinking effectively when applying the nursing process in providing compassionate and coordinated care to individuals and their support systems.

> Linked Institution Outcomes
> ILO2: Utilize critical thinking to solve problems and make informed decisions.
> ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawaiʻi Island, as well as other cultures of the world.
> ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.
> ILO6: Contribute to sustainable environmental practices for personal and community well-being.

NURS PLO 2: Integrate knowledge gained from biological, social, and nursing sciences with clinical practice in meeting the complex needs of diverse individuals in multiple settings.

> Linked Institution Outcomes
> ILO2: Utilize critical thinking to solve problems and make informed decisions.
> ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawaiʻi Island, as well as other cultures of the world.
> ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.
> ILO6: Contribute to sustainable environmental practices for personal and community well-being.

NURS PLO 3: Create an environment that promotes caring and professionalism with consideration for cultural/societal beliefs and practices.

Linked Institution Outcomes
ILO1: Communicate effectively in a variety of situations.
ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawaiʻi Island, as well as other cultures of the world.
ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.
ILO6: Contribute to sustainable environmental practices for personal and community well-being.
• Integrate knowledge gained from biological, social, and nursing sciences with clinical practice in meeting the complex needs of diverse individuals in multiple settings.

NURS PLO 4: Utilize information and technology to communicate, manage knowledge, mitigate error, and support decision-making.

Linked Institution Outcomes
ILO1: Communicate effectively in a variety of situations.
ILO2: Utilize critical thinking to solve problems and make informed decisions.
ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.
ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.
ILO6: Contribute to sustainable environmental practices for personal and community well-being.

NURS PLO 5: Use data to assess outcomes of care processes and determine ways to improve the delivery of quality care.

Linked Institution Outcomes
ILO2: Utilize critical thinking to solve problems and make informed decisions.
ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawaiʻi Island, as well as other cultures of the world.
ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.
ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.

NURS PLO 6: Practice safely and ethically within the scope of practice while providing nursing care and working with the health care team.

Linked Institution Outcomes
ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawaiʻi Island, as well as other cultures of the world. ILO4: Utilize quality comprehensive services and resources in the

on-going pursuit of educational and career excellence. ILO6: Contribute to sustainable environmental practices for personal and community well-being.

NURS PLO7: Demonstrate effective communication and collaborative dialogue within nursing and the interprofessional team to achieve quality patient care.

> Linked Institution Outcomes
> ILO1: Communicate effectively in a variety of situations.
> ILO6: Contribute to sustainable environmental practices for personal and community well-being.

*b). List the PLOs or UOs that have been assessed in the period of this Review. Instructional programs must list the courses that have been assessed in the period of this Review and identify the alignment(s) of Course Learning Outcomes (**CLOs**) to the PLOs. If no assessment was conducted in the period of this Review, provide an explanation and the schedule of upcoming planned assessments.*

All courses' Course Learning Outcomes (CLO's) are aligned to the ASN program PLOs. All PLOs are assessed annually. The PLOs were revised in 2019 and the current PLOs became effective in 2020. The tables below are nursing courses that have been assessed in the period of this review and their Course Learning Outcomes (CLOs) alignments to the PLOs.

NURS 151 - PSYCHIATRIC- MENTAL HEALTH NURSING	ASN Program Outcomes (PLOs)
CLO 1: Develop an individualized, evidence-based plan of care based on the mental behavioral health assessment that demonstrates an appreciation of cultural, spiritual, and developmental variations.	PLOs 1, 2, 3
CLO 2: Demonstrate the nurse's role in decision making using critical thinking to analyze assessment data to determine nursing diagnoses, problems and areas of focus for care and treatment, including areas of risk.	PLOs 1, 4, 5
CLO 3: Apply and prioritize professional therapeutic therapies and techniques to assess, manage and promote caring and safe environments that enhance recovery.	PLOs 2, 3
CLO 4: Collaborate with members of the inter-professional health team to coordinate, evaluate and modify care to facilitate effective interventions for people with common mental health disorders through the mental health care continuum.	PLOs 5, 6, 7
CLO 5: Provide multiple strategies to teach health and safety related	PLO 3

education based on the readiness and needs of the client/family with common mental health disorders.	
CLO 6: Utilize health information systems and adhere to ethical, legal, and professional standards in the provision of care for individuals with common mental health disorders.	PLOs 4, 6
NURS 153 - NURSING CONCEPTS AND SKILLS	ASN Program Outcomes (PLOs)
CLO 1: Discuss the role of the nurse and scope of practice, supporting guidelines including standards of nursing practice, code of ethics, nurse practice acts, regulatory and institutional policies, and professional registrations/certifications.	PLOs 3, 6
CLO 2: Demonstrate basic nursing skills and health assessment using proper technique and measures to promote safe, quality patient-centered care.	PLOs 2, 6
CLO 3: Apply various elements of the nursing process to clinical decision making.	PLOs 1, 4
CLO 4: Use verbal and nonverbal communication that promotes caring, therapeutic relationships with patients and their families.	PLOs 2, 3, 7
CLO 5: Participate as a beginning member of the health care team while providing safe, quality patient-centered care.	PLOs 5, 6, 7
CLO 6: Demonstrate professional behaviors and function within the legal and ethical framework expected of a beginning level nursing student.	PLOs 3, 6
NURS 157 - ADULT HEALTH NURSING I	ASN Program Outcomes (PLOs)
CLO 1: Apply knowledge of pharmacology, pathophysiology, and nutrition in the provision of care for the adult and older adult patients with moderately complex alterations in health.	PLOs 2, 3
CLO 2: Demonstrate clinical decision making when participating in the provision of care to adult and older adult patients experiencing moderately complex alterations in health.	PLOs 1, 4
CLO 3: Demonstrate empathy and respect while developing therapeutic relationships based on the elements of patient-centered care.	PLOs 3, 4, 7
CLO 4. Demonstrate ability to securely use health information systems and patient care technologies in an appropriate, effective manner.	PLOs 4, 5, 6
CLO 5: Provide health and safety related education based on the identified needs of patients.	PLOs 1, 3

CLO 6: Adhere to ethical, legal, and professional standards while caring for adult and older adult patients with moderately complex alterations in health.	PLOs 3, 6
NURS 203 - GENERAL PHARMACOLOGY	ASN Program Outcomes (PLOs)
CLO 1: Apply principles of pharmacology, pharmacokinetics, and pharmacodynamics to medication therapy.	PLOs 1,4,6
CLO 2: Identify the major drug classifications of medications, common medications within each classification, their side effects and contraindications.	PLOs 1,4
CLO 3: Discuss nursing implications and concepts of safety when performing medication administration.	PLOs 1, 2, 4, 7
CLO 4. Identify the legal and ethical implications/aspects of medication administration.	PLO 6
NURS 254 - FAMILY HEALTH I MATERNAL/NEWBORN NURSING	ASN Program Outcomes (PLOs)
CLO 1: Develop an individualized, evidence-based plan of care that demonstrates an appreciation of the diverse backgrounds and developmental variations of childbearing women, newborns, and families while making recommendations for the adoption of health-promoting behaviors.	PLOs 1, 2, 3
CLO 2: Integrate knowledge of pharmacology, pathophysiology, nutrition, established evidence-based practices and concepts from previous nursing courses when caring for childbearing women, newborns, and families.	PLOs 1, 2, 5,7
CLO 3: Use verbal and nonverbal communication that promotes caring, therapeutic relationships with childbearing women, newborns, and families as well as professional relationships with members of the health care team.	PLOs 3, 6
CLO 4. Evaluate the efficacy of health-related education that has been provided to childbearing women, newborns, and families.	PLOs 1, 2
CLO 5: Evaluate the effectiveness of quality improvement strategies using patient outcome data.	PLOs 5,7
CLO 6: Adhere to ethical, legal, and professional standards while managing the care of childbearing women, newborns, and families.	PLO 6

NURS 255 - FAMILY HEALTH II - PEDIATRICS/ADULT HEALTH NURSING II	ASN Program Outcomes (PLOs)
CLO 1: Integrate knowledge of pharmacology, pathophysiology, nutrition, established evidence-based practices and concepts from previous nursing courses when caring for adult, older adult, and pediatric patients with increasingly complex alterations in health.	PLOs 1, 2, 4, 5
CLO 2: Develop an individualized, evidence-based plan of care that demonstrates an appreciation of the diverse backgrounds and developmental variations of children and adults while making recommendations for the adoption of health-promoting behaviors.	PLOs 1, 2, 3
CLO 3: Demonstrate clinical judgment when managing the care of the adult, older adult, and pediatric patient experiencing increasingly complex alterations in health.	PLOs 1, 2, 4
CLO 4. Use verbal and nonverbal communication that promotes caring, therapeutic relationships with patients and families, as well as professional relationships with members of the healthcare team.	PLOs 3,6,7
CLO 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.	PLOs 1, 2,5
CLO 6: Use health information systems and patient care technologies in an effective and secure manner when assessing and monitoring patients.	PLOs 4,5
CLO 7: Adhere to ethical, legal, and professional standards in the provision of care to adult, older adult, and pediatric patients with increasingly complex alterations in health.	PLO 6
NURS 257 - ADULT HEALTH NURSING III	ASN Program Outcomes (PLOs)
CLO 1: Evaluate nursing care provided to patients, families, and groups from diverse backgrounds in a variety of settings to ensure it is compassionate, age and culturally appropriate, and patient-centered.	PLOs 1, 2, 4, 5
CLO 2: Demonstrate clinical judgment when managing the care of adult and older adult patients with complex, multisystem alterations in health.	PLOs 1, 2, 4
CLO 3: Integrate evidence-based knowledge in the management of care to patients with complex, multisystem alterations in health.	PLOs 1, 2, 4

CLO 4. Use organizational, time management, and priority setting skills when managing a caseload of patients and making clinical judgments about their care.	PLOs 2, 4, 5, 6
CLO 5: Use healthcare information systems and patient care technology to manage patient care, mitigate error, and communicate relevant patient information with members of the healthcare team.	PLOs 4, 5, 6, 7
CLO 6: Communicate and collaborate with members of the health care team including the patient to provide continuity of care, achieve health outcomes, and delegate selected nursing tasks to appropriate members of the health care team.	PLOs 3, 6, 7
CLO7: Adhere to ethical, legal, and professional standards while managing the care of adults and older adults with complex, multisystem alterations in health.	PLO 6
NURS 260 - LEADERSHIP/COMMUNITY HEALTH	ASN Program Outcomes (PLOs)
CLO 1: Apply leadership skills and empowerment strategies when managing the care of patients, families, and groups.	PLOs 3, 6
CLO 2: Integrate principles of group process and teamwork into the operation of the interprofessional healthcare team.	PLOs 2,5,7
CLO 3: Use healthcare information systems and patient care technology to manage patient care, support clinical judgments, mitigate error, and communicate relevant patient information with members of the healthcare team.	PLOs 4,7
CLO 4. Manage the care of patients, families, groups, communities, and populations while adhering to ethical, legal, and professional standards and maintaining accountability and responsibility for care provided.	PLOs 3,6
CLO 5: Evaluate the effectiveness of quality improvement strategies using patient outcome data to improve health care services.	PLOs 4, 5

c) Assessment Results: provide a detailed discussion of assessment results at the program (PLO) and course (CLO), or unit (UO), levels in the period of this Review. Provide an analysis of how these results reflect the strengths and challenges of the program or unit in meetings its Outcomes

Assessment Results

To assess end-of-program PLOs, we continue to use a combination of assessment results from the Assessment Technologies Institute (ATI) Content Mastery Series. ATI provides a detailed assessment of the individual disciplines within nursing (i.e., fundamental, medical-surgical, pediatrics, obstetrics, mental health, etc.), allowing for an evaluation of whether the student

meets the PLOs and is also prepared to take NLCEX-RN. This analysis demonstrates growth in some areas that needed development.

However, we continue to not meet our goal and have not seen an increased predicted probability of passing NCLEX-RN the first time. We believe that the LPN to ASN cohort's aggregate Score of 22% decreased the cohort's predicted probability of passing NCLEX-RN on the First Attempt.

Please see a detailed ASN Systematic Plan of Evaluation (SPE).

Data from Assessment Technologies Institute (ATI) Comprehensive Predictors

ATI offers many tools that nursing programs use to predict student success. The ATI assessment tools help students and nursing school personnel determine the area of focus for students to pass the NCLEX. ATI is used in our program to predict the probability of passing NCLEX-RN.

Goal: Ninety percent of the cohort will have a 90% or higher predicted probability of passing NCLEX-RN on the First Attempt.

Comprehensive Predictor (CP) Results 2021 (0521) RN cohort
    The aggregate score is 22%. The program did not meet the goal of 90%.
- Hilo ASN (n=19): Thirteen (13) students scored 90% predicted probability of passing NCLEX-RN= 68%
- Kona/Pālamanui ASN (n=11): Nine (9) students scored 90% predicted probability of passing NCLEX-RN =81.8%
- LPN to ASN (n=8): Two (2) students scored 90% predicted probability of passing NCLEX-RN =25%.

Comprehensive Predictor (CP) Results 2020 (0520) RN cohort
    The aggregate score was 55%. The program did not meet the goal of 90%.
- Hilo ASN (n=20): Ten (10) students scored 90% predicted probability of passing NCLEX-RN=50%
- Kona/Pālamanui ASN (n=9): Six (6) students scored 90% predicted probability of passing NCLEX-RN=67%.

Comprehensive Predictor (CP) Results 2019 (0519) RN cohort
        Aggregate score of 67%. The program did not meet the goal of 90%.
- Hilo ASN (n=16): Eight (8) students scored 90% predicted probability of passing NCLEX-RN.
- Kona/Pālamanui ASN (n=8): All eight (8) students scored 90% predicted to pass NCLEX-RN.

The program has not met the goal of 90%. Faculty continue to find ways to reach 90% or higher predicted probability of passing NCLEX-RN on the First Attempt. The expectations of 90% and above probability might be too high for our students.

d) Changes that have been made as a result of the assessment results: instructional programs must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to curriculum, instruction, development of student learning opportunities, faculty professional development activities, assessment strategies, etc.; non-instructional units must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to services, operations, personnel training, assessment strategies, etc.

Changes from Systematic Evaluations and Curriculum Reviews

The new ASN curriculum began in Fall 2019. The content in the nursing courses is scaffolded, from simple to complex, where we assessed PLOs with artifacts from the end-of-program courses. The program graduated its first graduating cohort in May 2021 from the new ASN Curriculum. The cohort consisted of students from the generic ASN and our advanced placement LPN-to-ASN program. The revisions to the AS-NURS curriculum and course sequencing increased NCSBN NCLEX-RN first-time pass rates, job placement rates, and completion rates in 2020.

The LPN to RN transition started in the Summer of 2020 with nine (9) students. Eight (8) of the students continued into the ASN Hilo program. For the group, NCLEX-RN probability of passing for the first time was 25%.

In the summer of 2021, we received eight (8) applicants. Two (2) of the applicants applied for the Hilo ASN program, and only four (4) were qualified and admitted in the LPN to RN program. Only three (3) of the four (4) students continued to the ASN program.

Due to the students' many challenges, such as the COVID -19 pandemic and other obligations, we did not make the ATI NCLEX-RN review mandatory as we had planned. Only two (2) students out of thirty-eight (38) did not attend any of three (3) days of review sessions.

Changes in PLOs Reviews/Assessments

We continue to conduct an annual SPE using the same evaluation methods in our 2020 program yearly review report. We use the new PLOs to assess data collected from the yearly SPE and ATI standardized examination results. In 2022, the program will have sufficient data to evaluate the effectiveness of the new PLOs.

Changes Made for Kona/Pālamanui Nursing Students

The goal in the 2018 comprehensive review of providing an adequate facility for our Kona nursing students and for them to be at Pālamanui campus for classes and labs/simulation is partially met. Currently, Kona ASN students are attending their didactic courses at Pālamanui.

The rooms in Pālamanui are smaller and cannot provide enough space for our nursing laboratory equipment, such as hospitals beds. Therefore, we still maintain a portable building in Kealakekua near Kona Community Hospital.

It is hard to conclude that we met this goal and that the nursing students have been provided a college campus environment at this time. Due to COVID-19 restrictions, most students attended their classes through Zoom modality, and our nursing students have not engaged with other students from other programs on Pālamanui's campus. They do have easy access to student services, counseling, and the library.

Development of Student Learning Opportunities

The program purchased new laptops and secured a new Simulation (Apollo) Mannequin for Kona and Hilo campuses. The laptops provided students with current tools in writing, researching, and creating their teaching brochures, projects, nursing care plans, and presentations. The Sim mannequin also provides up-to-date tools and applications in helping students assess and recognize patients' health symptoms.

Nursing is about caring for the well-being of our community. To engage our students and make them aware of the needs of our community, the students and faculty volunteered their time in the COVID-19 testing and vaccinations. The Hilo nursing students participated in the disaster drill for Hilo Medical Center. As a part of their education in caring for our community's needs, students also volunteered their time in helping the food bank to pack and distribute food for community members.

4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review (three-year plan).

Be sure to focus on areas to improve as identified in ARPD data or unit-developed measures, student learning or unit/service outcomes assessment results, and results of survey and other data used to assess your program or unit.

This action plan must include an analysis of progress in achieving previous planned improvements including the results of the prior Comprehensive Review's action plan(s). Discuss how the goals identified in that prior action plan were met and the impact on the program or unit; or, if not met, discuss why and the impact on the program or unit, and whether those goals are being carried over to the current action plan.

This action plan should be detailed enough to guide your program/unit through to the next program/unit Comprehensive Review cycle. Include specific recommendations for improvement(s) or planned program or unit action(s). The plan must include details of measurable outcomes, benchmarks, and timelines.

Program or Unit Name: Associate of Science in Nursing

* CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

Specify how the action plan aligns with the College's Mission and Strategic Plan. Include a discussion of how implementing this action plan will contribute to the College achieving the goals of the Strategic Plan.
 https://Hawaiʻi.Hawaiʻi.edu/sites/default/files/assets/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf

Be sure to list resources that will be required, if any, in section 5 below.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors between now and the next Comprehensive Review.

Action Plan

Based on findings in arts 1-3, we developed an action plan for our program from now until the next Comprehensive Program Review (three-year plan). We also included the Hawaiʻi Strategic Plans and Hawaiʻi mission. Our plans include:

Maintain our program's health and integrity.

> We will need at least three (3) FT faculty positions filled, two full-time faculty, and an NLRC position.

> The ACEN does not consider the nurse administrator a faculty member, regardless of the teaching responsibilities or classification by the governing organization (ACEN). The program has only four (4) full-time faculty, excluding the nurse administrator compared to ten (10) faculty in previous years. Having more than four (4) full-time faculty to serve the students will decrease the ratio for faculty and students.

> Alignment to Hawaiʻi CC's mission. The plan aligns with our Hawaiʻi CC mission: "*To promote lifelong learning, Hawaiʻi Community College will emphasize the knowledge and experience necessary for Kauhale members to pursue academic achievement and workforce readiness.*" It will provide more support and attention to helping our students succeed in their courses to achieve their goal to be a nurse and ready to join the healthcare nursing workforce.

Open a position, recruit, and hire a Nursing Laboratory Resource Coordinator.

> We need to open an NLRC position, recruit, and hire immediately to comply with our accreditors' recommendations for students' nursing educational needs and support, to maintain laboratory equipment, and to keep students and faculty in compliance with our partners' health clearance requirements and policies.

> The plan will fulfill our nursing mission: "*We strive to deliver quality nursing education while creating an empowered learning community that inspires lifelong professional growth.*"

This action aligns with the College's Strategic Plan HPMS *"Action Strategy 2: Increase opportunity and success for students and overall cost-effectiveness by leveraging academic resources and capabilities across the system* under tactics <u>Nurture instructional innovations and institutionalize high impact educational practices."</u> Having an NLRC will contribute to the College achieving the goals of the Strategic Plan and provide high quality educational practices and innovation.

Assess new PLOs that were implemented recently using the ATI standardized assessments and iinstitute full faculty review of the new PLOs

Assess the impact of the new curriculum by comparing students' attrition and NCLEX-RN first-time pass rates from this year to the following annual program review. The action plan aligns with the College's mission and *"Strategic Plan HGI Action Strategy 3: Anticipate and align curricula with the community and workforce needs. By engaging (tactics) systematically with community-based groups to inform program offerings and curricula."* We work closely with our Nursing Advisory Council members and healthcare employers and seek comments to improve and align our curricula with their needs.

This action will also fulfill *"HI2 Action Strategy 3: Continue to support programs that suit Hawai'i Island's location and environment and address critical gaps."* Nurses are a vital part of the healthcare system, and there is a shortage throughout the nation. There is a need to produce local nurses to replace nurses that are retiring. The State of Hawai'i needs homegrown, locally trained nurses who understand the Hawai'i islands' diverse cultures and can provide holistic care to the people of Hawai'i.

Assess LPN to ASN pathway

Assess the LPN and LPN-ASN Pathway curriculum for its cost-effectiveness, importance, and relevance in meeting the demand of nurses in our nation. The action plan aligns with the College's mission and "*Strategic Plan HPMS Action Strategy 5: Diversify resource base beyond state appropriations and tuition to support public higher education in Hawai'i."* Implementing this action plan will contribute to Hawai'i Community College achieving the goals of the Strategic Plan of proper appropriation of public/state funds and small programs.

Improve application process to the ASN program

Revise the application process for students. This year the program formed an Academic Progression Committee to improve the application process for our program. The committee ensures that academic standards are maintained in the Nursing and Allied Health Division programs at Hawai'i Community College.

Active recruitment of underrepresented population

Active recruitment of the underrepresented population through media and high school and college fairs. Create handouts/posters that highlight achievements and contributions

of male nurses to the nursing profession. The program will continue its efforts to recruit and retain underrepresented/non-traditional students.

Assess ASN student peer support and networking pilot program

Assess the effectiveness of the ASN student peer support and networking program. Faculty to collect surveys and anecdotes on whether the activity helped foster collegiality, was a useful resource, and supported first-year nursing students. Other areas to assess are improvement in study habits, increase in students' confidence, and fostering leadership.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors between now and the next Comprehensive Review.

5. Resource Implications -
* ONE-TIME BUDGET REQUESTS ONLY *

Detail any ONE-TIME resource requests that are not included in your regular program or unit operating B budget, including reallocation of existing resources (physical, human, financial). *Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

☐ **I am NOT requesting additional ONE-TIME resources for my program/unit.**

√ **I AM requesting additional ONE-TIME resource(s) for my program/unit.**
Total number of items being requested: 2   (4 items max.)

*For each item requested, make sure you have gathered the following required information and all relevant documentation before you upload this Review; you will submit all information and attachments for your **Resource Request** as part of your Review document submission via the
Hawaiʻi CC - Program & Unit Review Submission portal
https://Hawaiʻi.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run

- ✓ Item Description
- ✓ Justification
- ✓ Priority Criteria (must meet at least one of the following):
  1. Ensure compliance with mandates and requirements such as laws and regulations, executive orders, board mandates, agreements and contracts and accreditation requirements.
  2. Address and/or mitigate issues of liability, including ensuring the health, safety, and security of our Kauhale.
  3. Expand our commitment to serving all segments of our Hawaiʻi Island community through Pālamanui and satellite centers
  4. Address aging infrastructure.

Program or Unit Name: Associate of Science in Nursing

5. Continue efforts to promote integrated student support in closing educational gaps.
6. Leverage resources, investments with returns, or scaling opportunities
7. Promote professional development.

Category-Specific Information				
Equipment	Estimated Date Needed	Quantity / Number of Units; Cost per Unit	Total Cost (with S&H, tax)	On Inventory List (Y/N); Decal #, Reason replacing
Facilities Modification	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Utilities Required
Personnel Resource	Estimated Date Needed **Spring 2022**	FTE; Position Type; Position Title: **NLRC**	Estimated Salary	Was an Existing Position Abolished? (Y/N); Position # **NOT YET**
Professional Development	Estimated Date Needed	Have you applied before (Y/N); was it approved?	Professional Development Type	PD Details; Impact; Total Cost
Reallocation	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Reallocation Proposal

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

√ I am NOT requesting changes to the SOC codes/occupations listed for my program.

☐ **I am requesting changes to the SOC codes/occupations listed for my program.**
   O*Net CIP-SOC Code Look-up
   *In the **Crosswalks** box, choose Education, then enter CIP number to see related SOC codes*

List below each SOC code for which change is being requested and include details of requested code deletions and/or additions. Include justification for all requested changes.

*All requested changes to the SOC codes/occupations listed for programs must be discussed with and approved by the Department/Division Chair.

Submit this Review document in WORD via the
Hawai'i CC - Program & Unit Review Submission portal

https://Hawai'i.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run

attachments and supporting documentation may be uploaded in WORD, PDF, or EXCEL