

ANNUAL

REPORT OF PROGRAM DATA

2022

UNIVERSITY of HAWAII

HAWAII

COMMUNITY COLLEGE



July 1, 2021 through June 30, 2022

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

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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 Hawai'i Community College (Hawai'i CC) ASN program has two pathways:

Generic pathway (AS-NURS): 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.

License Practical Nursing (LPN) to AS-NURS pathway: (1) Possession of a current HI Practical Nurse License; (2) Minimum one year of experience working as an 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 Hawai'i CC Mission and Vision

Hawai'i CC Mission	Nursing & Allied Health Mission
To promote lifelong learning, Hawai'i Community College will emphasize the knowledge and experience necessary for Kauhale members to pursue academic achievement and	To educate and prepare clinically competent nurses who provide compassionate patient-centered care and collaborate within the healthcare team to serve the diverse healthcare

workforce readiness. Aligned with the mission of the UH Community Colleges, we are committed to serving all segments of our Hawai'i Island community.	needs of our Hawai'i Island community. We strive to deliver quality nursing education while creating an empowered learning community that inspires lifelong professional growth.
Hawai'i CC Vision	Nursing & Allied Health Vision
Our Kahale 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 Kahale, 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.

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 Hawai'i State Board of Nursing (BON) and accredited by the Accreditation Commission for Education in Nursing (ACEN).

Table 2

Hawai'i State BON and National Council of State Boards of Nursing (NCSBN) NCLEX-RN Reports and Program Completion

RN First-Time NCLEX-RN <u>Pass Rates</u>	2020		2021	2022
# Of RN First-Time Test Takers	26		28	16
Hawai'i CC Graduates First-Time Pass Rates	21/26 81%		23/28 82%	14/16 87.5% (From last report June2022)
NCSBN National Pass Rate for NCLEX-RN First- Time Test Takers Associate Degree	82.80%		82.13% (From last report June2021)	80.37% (From last report June2022)

Program Completion: ELA 85%	29 enrolled 29 graduated 100% (cal. @150% - <6 semesters)		39 enrolled 38 graduated 92.3% <i>2021 ACEN measurement required: 100% On-time Completion (36 completed/39 enrolled from first semester=92.3%).</i>	28 enrolled 26 graduated 92.8% <i>2022 ACEN measurement required: 100% On-time Completion (26 completed/28 enrolled from first semester=92.8%).</i>
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The above table consists of the Hawai'i State BON reports on Hawai'i 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 2020 to 2022.

RN First-Time NCLEX Pass Rates

In 2021, the 82% Hawai'i CC the first-time pass rate is preliminary data and will change. However, the program is remarkably close to reaching the NCSBN national pass rate of 82.13%.

In 2022, the ASN program met the NCSBN national pass rate. The HawCC pass rate was 87.5 %, exceeding the NCSBN National pass rate of 80.37% (as of June 30, 2022). There are ten (10) students that have yet to take the NCLEX-RN exam after the report. The 2022 cohort was provided with test-taking strategies sessions and attending the ATI Comprehensive Live NCLEX examination review, which may have contributed to the cohort's high rates of passing the NCLEX-RN licensure examinations.

Program Completion

ACEN recommends that in 2022, 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-four (34) students who initially enrolled in the ASN Generic and LPN to ASN Pathway programs, of which twenty-four (24) completed the program, which resulted in 71% program completion rate for the year 2022. Disaggregate students' program completion 2022 data is provided below:

¹ASN Generic Hilo= 14 completed /20 enrolled= 70%

²ASN Generic Kona = 8 completed /10 enrolled = 80%

³LPN to ASN Pathway = 2 completed / 4 enrolled= 50%

¹In the Hilo cohort twenty (20) enrolled, two (2) dropped before the Fall 2020 semester started with Covid-19 concerns, and three (3) dropped before the beginning of the Spring 2021 semester because they did not want to get vaccinated for Covid-19 and one (1) was dismissed during Spring 2021 because of a HIPAA violation at HMC. (14 completed)

²In the Kona cohort of the ten (10) that enrolled in Fall 2020, one dropped the first semester because they did not want to take the required Covid-19 vaccine, and one (1) did not pass NURS 153. In the

fall of 2021 two (2) from the Kona cohort moved to Hilo and continued in the Hilo cohort. These two (2) are still counted in the Kona cohort (8 completed).

³In the LPN to ASN cohort, one (1) joined NUR 255 second semester from cohort 0520 LPN to ASN; One (1) did not pass 1st the summer 2021 NURS 250 transition course and, one (1) did not pass the Spring 2022 NURS 257 nursing course (2 completed).

One (1) student returned from cohort 2020 LPN to ASN program and one (1) student returned from Generic ASN program (2 completed). The total number of graduates were fourteen (14) Hilo cohort, eight (8) Kona cohort, two (2) LPN-ASN, and two (2) returnees as mentioned above = 26 Graduates in May 2022.

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 Hawai'i Community College (UHCC) Annual Reports of Program Data (ARPD) 2020-2022 URLs and links.

ARPD 2020	ARPD 2021	ARPD 2022
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The above tables provide URLs and links to 2020, 2021, and 2022 ARPD.

Table 4 ARPD Health Indicators

Health and Indicators	2020ARPD	2021 ARPD	ARPD 2022
Overall Program Health	Healthy	Healthy	Healthy
Demand Indicators	Healthy	Healthy	Healthy
Efficiency Indicators	Healthy	Healthy	Healthy
Effectiveness Indicators	Healthy	Healthy	Progressing

2022 Hawai'i Community College ARPD
Associate of Science Degree in Nursing, ASN Generic and LPN to ASN Pathway

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
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Figure 1

Overall Program Health -2022 ARPD Quantitative Indicators

Strengths

Overall Program Health

According to 2022 [ARPD Data](#), the overall program health is “Healthy.” The 2022 ARPD data reflects graduates from Spring 2022. Comparing 2022 to the 2021 overall program health, the Hawai'i CC ASN Overall Program Health is “Healthy” in the subsequent year.

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 the Hawai'i CC mission and vision. The committee created new PLOs, new 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 2022, the ASN program graduated 26 ASN students, a significant contribution to meet the demand of RN licensed nurses in our state.

2022 Hawai'i Community College ARPD
Associate of Science Degree in Nursing, ASN Generic and LPN to ASN Pathway

Figure 2
Demand Indicators 2022

#	Demand Indicators	2019 - 20	2020 - 21	2021 - 22
1.	New & Replacement Positions (State)	864	848	848
2.*	New & Replacement Positions (County Prorated)	88	86	85
3.	Number of Majors ?	74	68	57
3a.	Number of Majors Native Hawaiian	20	14	25
3b.	Fall Full-Time	4%	46%	44%
3c.	Fall Part-Time	96%	54%	56%
3d.	Fall Part-Time who are Full-Time in System	0%	0%	0%
3e.	Spring Full-Time	46%	41%	52%
3f.	Spring Part-Time	54%	59%	48%
3g.	Spring Part-Time who are Full-Time in System	1%	2%	2%
4.	SSH Program Majors in Program Classes	1,311	1,464	1,255
5.	SSH Non-Majors in Program Classes	30	48	12
6.	SSH in All Program Classes	1,341	1,512	1,267
7.	FTE Enrollment in Program Classes	45	50	42
8.	Total Number of Classes Taught	10	10	10
Demand Health		Healthy		

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

The [2022 ARPD Data Demand Indicators for the ASN](#) program health is "Healthy." The 2022 ARPD data reflects graduates from Spring 2022. Comparing the ASN 2022 to the 2021 Demand Indicators, the Hawai'i CC ASN is "Healthy" in both years. According to the [Hawai'i State job trends](#), it was projected that this year there is a 11,605 jobs for an RN and 11,833 in 2022. During the spring of 2022, Hilo Medical Center (HMC) was actively recruiting HawCC nursing students. All 2022 graduates from the HawCC nursing program that applied to HMC were hired in various units in the hospital.

Figure three
Efficiency Indicators 2022

#	Efficiency Indicators	2019 - 20	2020 - 21	2021 - 22
9.	Average Class Size	31	27	22
10.*	Fill Rate	97.5%	91.9%	91%
11.	FTE BOR Appointed Faculty	7	6	2
12.*	Majors to FTE BOR Appointed Faculty	11	11	28
13.	Majors to Analytic FTE Faculty	37	34	28
13a.	Analytic FTE Faculty	2	2	2
14.	Overall Program Expenditures	\$542,181	\$505,845	\$339,390
14a.	General Funded Budget Allocation	\$518,036	\$499,684	\$335,231
14b.	Special/Federal Budget Allocation	0	0	0
14c.	Tuition and Fees	\$24,145	\$6,161	\$4,159
15.	Cost per SSH	\$404	\$335	\$268
16.	Number of Low-Enrolled (<10) Classes	0	2	2
Efficiency Health		Healthy		

The [2022 Efficiency Indicators are Healthy](#). The [2022](#) and [2021](#) Efficiency Indicators were also Healthy. The program remains healthy despite the program losing faculty due to resignation, retirement, and hiring freeze. In addition, in December 2020, two vacant nursing faculty positions were allocated to different programs. 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 filled one faculty position for the Pālanui campus and is currently in recruitment for one position at the Manono campus. 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	2019 - 20	2020 - 21	2021 - 22
17.	Successful Completion (Equivalent C or Higher)	100%	98%	99%
18.	Withdrawals (Grade = W)	0	4	1
19.*	Persistence Fall to Spring	83%	94%	95%
19a.	Persistence Fall to Fall	67%	75%	90%
20.*	Unduplicated Degrees/Certificates Awarded ?	29	38	26
20a.	Degrees Awarded	29	38	26
20b.	Certificates of Achievement Awarded	0	0	0
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	14	9	6
22a.	Transfers with credential from program	4	4	4
22b.	Transfers without credential from program	10	5	2
	Effectiveness Health	Progressing		

¹ Campus to include in program analysis if applicable.

Effectiveness Indicators are still in progress. The 2022 successful completion is at 71%. Successful completion is low because of various reasons. The students 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 for the students who stayed in the program while Covid-19 pandemic was at its peak. Faculty and students were extremely flexible considering the changes of scheduling from various different clinical sites, which was elemental to the completion of the cohort of Fall 2020 who graduated in Spring 2022.

In addition, the faculty began identifying struggling students early and provided them with a prescription for success and a written nursing plan. We provided educational support measures such as lab practice, tutoring, high fidelity simulation, 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.

Weaknesses

Program Completion

Effectiveness Indicators are healthy. However, in 2022 eight (8) students withdrew from the program due to various reasons stated above. The students who stayed in the program during Covid-19 pandemic did graduate in 2022. Therefore, we will continue to find ways to support students and have better rates of retention. The student support program that was piloted in 2021 is still ongoing at this time. The second year students provide peer support and networking programs for the first year students which has a positive review from both cohorts. 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.

Although we provide high-fidelity simulation for the students, the number of practice days has decreased significantly due to the NLRC lab coordinator position being eliminated. The NLRC lab coordinator from Pālanui commuted from Kona to Hilo and scheduled days to provide students with a few simulation practice days this year. The faculty and NLRC lab coordinator from Kona also reached out to students who struggle through theory exams. We provide mandatory tutoring to students if the exam grade is equal to or less than 70%. Students with higher scores are welcome to join the tutoring sessions if they choose to do so. The NLRC lab coordinator from Kona also started a study group for students on both campuses, which also has positive reviews from the students who are currently participating in the study group.

As previously discussed, the program's weakness is the lack of full-time faculty and NLRC students' support. The Department Chair and the faculty hope to fill the one vacant critical Manono faculty position 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.

Significant Program Actions and Activities

Curriculum Changes

There were no curriculum changes during the period of this review. However, curriculum review is an ongoing process as the nursing department is still adjusting to a low number of faculty.

LPN to ASN Pathway

The LPN to ASN transition program in Summer 2022 was temporarily put on hold due to a significantly low number of students enrolled. In the Summer of 2021, four (4) students enrolled, and only three (3) completed the summer program.

Changes in Unit Operations and Responsibilities

In 2021, the Division Chair for Nursing and Allied Health was performing duties including program coordinator, NLRC coordinator, and the division chair duties while also teaching theory. For Fall 2022, the program coordinator duties were assigned to one of the faculty. An additional clinical instructor was added to the first-year students bringing to 7:1 the student to faculty ratio. Since the PN program was put on hold starting Fall 2021, the only PN faculty member was reassigned to teach in the LPN to ASN transition program and the ASN program.

Full-Time Faculty and Recruitment

The Kona cohort tenure-track NLRC Coordinator was granted tenure starting August 1, 2022. At the beginning of Fall 2022, one tenure-track faculty position was hired to teach in the Pālanui cohort. Currently there are six full-time teaching faculty and three lecturers in Hilo and one lecturer in Pālanui. One vacant full-time faculty position was approved for hire during Fall 2021, but it has yet to be filled.

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 one more full-time faculty and an NLRC Coordinator on the Hilo campus 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 these faculty 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 (Master's Degree in Nursing)** 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 manages the Hawai'i 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 the support and assistance from the faculty and lecturers.

The lack of NLRC impacted our students' preparation, and 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. The students need supervision to teach them how to perform these skills safely, 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, or 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.

We believe that a NLRC nursing faculty would also help improve our retention rates. The first semester of nursing school is very stressful for the students. Having a full-time faculty available in the lab to coach, guide, and encourage the students to practice and become more comfortable and competent in a safe environment gives them the confidence to become an RN.

Changes in Nurse Administrator

The nurse administrator/division chair is currently serving as an NLRC Coordinator and supporting the Hawai'i 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 one (1) nursing full-time faculty for Manono campus and an NLRC Coordinator will help to comply with the ACEN requirements for the nurse administrator.

External Factors Affecting the ASN Program

As mentioned above, the COVID -19 pandemic challenged how faculty deliver learning, requiring more effort and a quick pivot to distance learning such as Zoom. Students in our program had in-person laboratory nursing skills practices following the distancing COVID guidelines: 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 patients' 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 affected 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 has fluctuated from about 10-20%. In 2021, we had the most considerable number of male nursing graduates from the Hilo ASN; five male nursing graduates out of sixteen graduates in the Hilo ASN cohort (31%) but no male nursing graduate from the Kona/Pālanui ASN cohort, which had 10 students completing the program (0% male). For both programs a rate 24% of graduates were male.

In Spring 2022, seven male nursing students out of 26 graduated (six from the Hilo cohort and one from the Kona cohort), making it 29% male graduates from our nursing program. 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 Student Learning Outcomes or Unit/Service Outcomes

a) List all Program Learning Outcomes (PLOs) or Unit/Service Outcomes (UOs) and their alignment to the College's Institutional Learning Outcomes (ILOs).

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 Hawai'i 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 Hawai'i 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 Hawai'i 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.

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 Hawai'i 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 Hawai'i 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.

WhCaILO6: 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)
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"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 education based on the readiness and needs of the client/family with common mental health disorders."	PLO 3
"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 six
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, six
"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 six

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 NCLEX-RN. This analysis demonstrates growth in some areas that needed development.

Our nursing department had a goal of achieving a 90% first time NCLEX-RN passing rate. We achieved an 87.5% first-time passing rate. This is an improvement over the past two “Covid-19” years.

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 the NCLEX-RN.

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

Comprehensive Predictor (CP) Results 2022 (0522) RN cohort:

- The aggregate score is 85%. The program did not meet the goal of 90%.
 - Hilo ASN (n=17): Fifteen (15) students scored 90% or higher predicted probability of passing the NCLEX-RN= 88%
 - Kona/Pālamānuī ASN (n=6): five (5) students scored 90% or higher predicted probability of passing the NCLEX-RN =83%
 - LPN to ASN (n=3): Two (2) students scored 90% or higher predicted probability of passing the NCLEX-RN =67%.

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 the NCLEX-RN= 68%
 - Kona/Pālamānuī ASN (n=11): Nine (9) students scored 90% predicted probability of passing the NCLEX-RN =81.8%
 - LPN to ASN (n=8): Two (2) students scored 90% predicted probability of passing the NCLEX-RN =25%.

The program did not meet the 90% goal in 2022; however, eighty-five (85%) percent compared to previous years is promising. Faculty continue to find ways to reach 90% or higher predicted probability of passing the NCLEX-RN on the first attempt. Consideration of the students' low scores may be related to the Covid-19 pandemic in which theory lectures were done via Zoom and

constant changes in clinical rotations due to the high number of patients who were Covid-19 positive.

The aggregate score in 2021 is a typo, it should be 63%.

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 leveled, from simple to complex, where we assessed PLOs with artifacts from the end-of-program courses. The program graduated its second cohort in May 2022 from the revised 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 2022. The first-time pass rates of cohort 2021 was 82% compared to cohort 2022 was 87.5%.

The LPN to RN transition started in the summer of 2021 with four (4) students. Three (3) of the students continued into the ASN UH Hilo program. The groups, NCLEX-RN probability of passing for the first time was 67%.

In Spring 2022, ATI three-day "Comprehensive Review" was mandatory during class time. The increase in the number of students that have a predictability of 90% or higher of passing the NCLEX-RN was higher than eighty-five (85%) percent compared to the previous year; sixty-three (63%) percent.

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 examinations results. In Spring 2023, the program will have sufficient data to evaluate the effectiveness of the new PLOs.

Changes Made for Kona/Pāalamanui 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 the Pāalamanui campus for class and lab/simulation is partially met. Currently, Kona ASN students are attending their didactic courses at Pāalamanui. The rooms in Pāalamanui are smaller and cannot provide enough space for our nursing laboratory equipment, such

as hospitals beds. Therefore, we still maintain a portable building in Kealahou near Kona Community Hospital.

The Covid-19 restrictions were lifted, which enabled students to attend face-to-face lecture classes at the Pālanui campus.

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 at a career fair at Pahoehoe High School (PHS) where students interacted with PHS faculty and students, which encouraged and provided information about the nursing program at HawCC. Our students also suggested the best courses to take while still in high school to help them prepare for the prerequisite courses that they will need to take at HawCC. The nursing students also took heart rates of the participants before they exercised a little playing basketball and then immediately afterwards so the students could see how exercise affects heart rate and overall well-being.

The nursing students also volunteered to do blood pressure screening at the Manono campus for faculty and students.

The Kona students volunteered at a similar career fair at Kealahou High School.

It is anticipated that with the loosening of COVID-19 restrictions that many more volunteer activities for the students in the community will become available in the near future.

4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Review, or as appropriate, update the action plan provided in your last Comprehensive Review.

Be sure to focus on areas to improve as identified in ARPD data or unit-developed measures, the results of assessments of student learning or unit/service outcomes, 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 include specific recommendations for improvement(s) or planned program or unit action(s) that will guide your program/unit through to the next program/unit Review cycle. The plan must include details of measurable outcomes, benchmarks and timelines.

** 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://Hawai'i.Hawai'i.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 Parts 1-3, we developed an action plan for our program from now until the following comprehensive review (three-year plan). We also included the Hawai'i Strategic Plans and Hawai'i mission. Our plans include:

Maintain our program's health and integrity.

We will need at least two (2) FT faculty positions filled; one full-time faculty, and a NLRC Coordinator 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 five (5) full-time faculty to serve the students will decrease the ratio for faculty to students.

Alignment to Hawai'i CC mission. The plan aligns with our Hawai'i CC mission "To promote lifelong learning, Hawai'i 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 Coordinator position, recruit and hire immediately to comply with our accreditors' recommendations for students' nursing educational needs and support, maintain laboratory equipment, and 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 Nurture instructional innovations and institutionalize high impact educational practices."* Having an NLRC Coordinator will contribute to the College achieving the goals of the Strategic Plan and provide high educational practices and innovation.

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

The effect of the new curriculum on the 2022 students may have increased NCLEX-RN first-time pass rates. The attrition rate of students increased due to the Covid-19 pandemic. The assessment of the new curriculum would probably gone better without the confounding issues presented by Covid-19 pandemic.

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 Hawai'i State needs homegrown nurses and 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 the Hawai'i Community College achieving the goals of the Strategic Plan of proper appropriation of public/state funds and small programs. *(Temporarily Paused)*

Implementation of Application Process to the ASN program

A new online application process for the ASN program was implemented for the Fall 2022 recruitment period. The newly formed Academic Progression Committee's online application process became available to accept student applications on November 1, 2022. It will be monitored closely for glitches throughout the application period by our Nursing counselor and Kona NLRC Coordinator.

Active Recruitment of Underrepresented Population

Active recruitment of the underrepresented population through media and high school and College fairs. Create handouts/poster 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.

To engage our students and make them aware of the needs of our community, the students and faculty volunteered their time at a career fair at Pahoa High School where students interacted with faculty and students they encouraged and provided information (handouts) about the nursing program at HawCC. Our students also suggested courses to take while still in high school to help them prepare for the prerequisite courses that they will need to take at HawCC.

The Kona students volunteered at a similar career fair at Kealahou High School.

The nursing students also volunteered for blood pressure screening at the Manono campus for faculty and 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, increasing 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

*** Special Resource Requests not included in operating "B" budget ***

Detail any special, one-time or personnel resource requests in the categories listed in the table below that are not included in your regular program or unit operating "B" budget.

*Note: 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 resources for my program/unit.

☒ I AM requesting additional 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

[Hawai'i CC - Program & Unit Review Submission portal](https://Hawai'i.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run)
<https://Hawai'i.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 Hawai'i Island community through Pāalamanui and satellite centers
4. Address aging infrastructure.
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	Category-Specific Information Needed			
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 2023	FTE; Position Type; Position Title: NLRC	Estimated Salary	Was an Existing Position Abolished? (Y/N); YES
Professional Development	Estimated Date Needed	Have you applied before (Y/N); was it approved?	Professional Development Type	PD Details; Impact; Total Cost
Reallocation of Funds	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.