

# ANNUAL

REPORT OF PROGRAM DATA

# 2023



UNIVERSITY of HAWAI'I  
**HAWAI'I**  
COMMUNITY COLLEGE

**July 1, 2022 through June 30, 2023**

Associate of Science Degree in Nursing  
ASN Generic

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## 1. Program or Unit Mission

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*Program or Unit Mission or Purpose Statement*

*This statement will likely not change each year. You may copy/paste from last year unless there was a significant change.*

<b>Hawai'i CC Mission</b>	<b>Nursing &amp; Allied Health Mission</b>
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. Aligned with the mission of the UH Community Colleges, we are committed to serving all segments of our Hawai'i 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 Hawai'i Island community. We strive to deliver quality nursing education while creating an empowered learning community that inspires lifelong professional growth.
<b>Hawai'i CC Vision</b>	<b>Nursing &amp; Allied Health Vision</b>
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.

## 2. Program Student Learning Outcomes or Unit/Service Outcomes

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*For the past year, please indicate which program student learning or unit/service outcomes were assessed, assessment results, and what changes will be made to address the results.*

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>NURS 151 - PSYCHIATRIC- MENTAL HEALTH NURSING</b>	<b>ASN Program Outcomes (PLOs)</b>
"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
<b>NURS 153 - NURSING CONCEPTS AND SKILLS</b>	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
<b>NURS 157 - ADULT HEALTH NURSING I</b>	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
<b>NURS 203 - GENERAL PHARMACOLOGY</b>	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
<b>NURS 254 - FAMILY HEALTH I MATERNAL/NEWBORN NURSING</b>	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

<b>NURS 255 - FAMILY HEALTH II - PEDIATRICS/ADULT HEALTH NURSING II</b>	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

<b>NURS 257 - ADULT HEALTH NURSING III</b>	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

<b>NURS 260 - LEADERSHIP/COMMUNITY HEALTH</b>	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

### 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.

Our nursing department goal of achieving a 90% first time NCLEX-RN passing rate this review was 93% 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 personal 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 2023 (0523) RN cohort**

The aggregate score is 93%. The program met the goal of 90%.

- Hilo ASN (n=23): Fifteen (23) students scored 90% or higher predicted probability of passing NCLEX-RN= 90%
- Kona/Pālanuui ASN (n=7): five (7) students scored 90% or higher predicted probability of passing NCLEX-RN =96%
- **LPN to ASN and LPN generic has been temporarily paused.**

The program met the 90% goal in 2023. The aggregate score is 93%. Faculty continue to find ways to maintain 90% or higher predicted probability of passing NCLEX-RN on the First Attempt.

*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 graduating cohort in May 2023 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 2023. The First-Time pass rates of cohort 2022 was 87.5% compared to cohort 2023 was 93%.

### **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 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 hospital beds. Therefore, we still maintain a portable building in Kealahou near Kona Community Hospital.

### **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 Pahoa 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 for blood pressure screening at the Manono campus for faculty and students.

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

## **3. Analysis of the Program/Unit**

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*Use this section to discuss the annual report of program data (ARPD data) and/or any other data used to assess your program or unit in terms of demand, efficiency, and effectiveness and with respect to the goals of your last comprehensive program/unit review. What program changes have occurred? Discuss significant program or unit actions (new certificate(s), stop outs/unit, gain/loss of position(s), etc.).*

*Instructional programs must provide the URL for the program's ARPD data tables and attachment(s) for relevant program-developed metrics discussed in this Review; non-instructional units must provide URLs for unit-specific data and attachment(s) for relevant unit-developed metrics discussed in this Review. CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level.*

#### Demand Indicators

The demand in the community for RNs has been increasing in hospitals, hospices, clinics, long-term care, home health, etc. RN has a very strong demand on our island.

#### Efficiency Indicators

The program needed more faculty due to increased student admissions and the overload paid to the instructors.

#### Effectiveness Indicators

All nursing graduated and was offered a job at the hospital and long-term care before graduation. Job demand for RNs is high.

Perkins indicated were met.

<https://uhcc.hawaii.edu/varpd/index.php?y=2023&c=HAW&t=CTE&p=2783>

## 4. Action Plan

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*Based on findings in Parts 1-3: How well has the program/unit met the goals from your last comprehensive program/unit review action plan(s)? What changes are you making to your action plan(s) for the next year? Include external factors affecting the program or unit. Discuss how these recommendations for improvement or actions will guide your program or unit until the next comprehensive review. Specify how the action plan(s) aligns with the College's Mission and Strategic Plan. Be sure to list resources that will be required, if any, in section 5 below.*

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

*\*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**

Accomplished the action plan, there is no need to change curriculum. Action plan remain the same.

Based on findings in Parts 1-3, we developed an action plan for our program from now until the following Comprehensive Review (five-year plan). We also included the Hawai'i Strategic Plans and Hawai'i mission. Our plans include:

#### **Maintain our program's health and integrity.**

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 and 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 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. No problems were noted with the new online application process for prospective ASN students last year, November 1, 2022.

### **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 which 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, a useful resource, and supported first-year nursing students. Other areas to assess are improvement in study habits, increased 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 resource requests not funded by your regular operating budget, including reallocation of existing resources (physical, human, financial) to support action or Perkins plans.*

*\*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 resources for my program/unit.

☒ I AM requesting additional resource(s) for my program/unit.

Total number of items being requested:   3   (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*

[Hawaii CC - Program & Unit Review Submission portal](https://hawaii.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run)  
<https://hawaii.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 Hawaii Island community through Pālanui 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			
<b>Equipment</b>	Estimated Date Needed	Quantity / Number of Units; Cost per Unit	Total Cost (with S&H, tax)	On Inventory List (Y/N); Decal #, Reason replacing
<b>Facilities Modification</b>	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Utilities Required

2023 Hawai'i Community College ARPD  
Program: Enter Program or Unit Name

<b>Personnel Resource</b>	Estimated Date Needed	FTE; Position Type; Position Title	Estimated Salary	Was an Existing Position Abolished? (Y/N); Position #
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