

**HAWAI‘I COMMUNITY COLLEGE  
COMPREHENSIVE PROGRAM REVIEW  
REPORT**

**Associate of Science in Nursing**

**November 18, 2011**

**Assessment Period: July 1, 2008 to June 30, 2011**

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*Program Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Student Learning Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college wide process, the Program Reviews are available to the college and community at large to enhance communication and public accountability.*

**HAWAI‘I COMMUNITY COLLEGE  
COMPREHENSIVE PROGRAM REVIEW  
PROGRAM NAME**

**Part I: 2011 Annual Program Review**

Posted at <http://www.hawaii.edu/offices/cc/arpd>

**Part II:**

**A. Program Effectiveness**

1. Write a brief narrative describing how the program supports the college’s mission and Institutional Learning Outcomes

The Hawai‘i Community College Mission Statement is as follows: *Hawai‘i Community College promotes student learning by embracing our unique Hawai‘i Island culture and inspiring growth in the spirit of E ‘Imi Pono. Aligned with the UH Community College System’s mission, we are committed to serving all segments of our Hawai‘i Island community.*

The Hawai‘i Community College Vision Statement is as follows: *To promote student learning, Hawai‘i Community College will emphasize the knowledge, skills and experience necessary for students to pursue academic achievement and workforce opportunities. As lifelong learners, the students will become productive and engaged citizens capable of meeting the complex challenges of a global community.*

The mission of the associate of science nursing program is to provide registered nurses for the island and state of Hawai‘i and is focused on workforce needs. The program serves our island community by offering the nursing program in both East and West Hawai‘i. The vision of the College is reflected in the Philosophy of the Nursing Programs’ which further clarifies the values that the nursing faculty have about nursing and the education of nurses. The Nursing Programs’ Philosophy is as follows:

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

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

*Nursing is a caring profession, the practice of which is based upon a growing body of*

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

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

The associate of science in nursing program learning outcomes are in alignment with the Hawai'i Community College Institutional Learning Outcomes. The alignment is displayed in the chart below.

Hawai'i CC Institutional Learning Outcomes	A.S. in Nursing Program Learning Outcomes
1. Graduates will be able to connect with their communities and contribute to the creation of health communities.	The graduate will demonstrate professional behaviors and practice within the legal and ethical framework of professional nursing.
2. Graduates will be able to contribute to the workforce of their communities and the creation of healthy economic and social environments.	The graduate will utilize standards of professional practice and the nursing process as an ongoing framework for critical thinking to assess, plan, prioritize, provide and evaluate safe evidenced based care.
3. Graduates will be able to connect with their communities in a culturally competent manner that respects diversity and Hawaiian culture and values.	The graduate will utilize knowledge of natural, social, and nursing sciences and humanities to plan and deliver care for healthy clients and clients with complex disorders who need the expert assessment of a professional nurse.

4. Graduates will be able to connect with their natural environments and create sustainability.	The graduate will demonstrate caring and compassion by developing and maintaining therapeutic relationships based upon mutuality and respect for the health and healing practices, beliefs and values of the client and the community.
5. Graduates will be able to use technology to connect, contribute, and create value in their communities.	The graduate will demonstrate the ability to function in a collaborative manner as a member of a multidisciplinary health care team to effectively manage care for individuals, families and groups of clients in a variety of settings.
	The graduate will demonstrate the ability to plan and deliver effective health education as an integral part of promotion, maintenance and restoration of health, management of chronic conditions and end of life care.
	The graduate will utilize self-reflection to analyze personal practice and experiences to demonstrate ongoing learning and professional growth.

2. As a result of a five year review of the program and preparing to write this program review, summarize:
  - a. What changes have been made (e.g. courses, curricula) due to economic impacts and/or community needs;

Due to the projected shortage of registered nurses in the future and legislative request that the UH nursing programs double the number of graduates the number of students admitted to the nursing program was increased. Enrollment was increased from 20 to 30 students each year in Hilo. Enrollment was increased in Kona by admitting 10 students each year instead of 10 every other year.

- b. What changes have been made based on assessment results;
- Changes made based on assessment results are reflected in the program's Systematic Evaluation Plan for Program Learning Outcomes (PLOS). The Systematic Evaluation Plan for PLOS relied on the results of ATI proctored exams, results of Clinical Evaluation Tools, and specific evidenced based practice assignments. Changes occurred both within courses and across the curriculum and are too numerous to report here. One broad change that occurred across clinical courses was the restructuring of the Clinical Evaluation Tools around the Program Learning Outcomes.

- c. Other pertinent information
- The faculty conducted a self-study and participated in a National League for Nursing Accrediting Commission (NLNAC) site visit in February 2011. The nursing program received 8 years of continuing accreditation from the National League for Nursing Accrediting Commission in spring 2011.

### 3. Program Effectiveness Strengths and Weaknesses

Enumerate the top three strengths and weaknesses

Top three strengths:

S1- The program was awarded 8 yrs of NLNAC continuing accreditation.

S2- The program serves students across the island by offering courses in Kona and Hilo.

S3- The healthcare community respects the program graduates.

Top three weaknesses:

W1-Faculty offices are on the Manono and UHH campuses in Hilo and current facilities are inadequate in Kona.

W2-There is no clerical support in Kona for the program.

W3-Qualified faculty members are difficult to recruit and retain and several faculty may retire within 5 years.

### 4. Discuss the progress the program has made in meeting the goals set in the last Comprehensive Program Review.

1. The goal of maintaining NLNAC accreditation was met when the program was granted continuing NLNAC accreditation for the full 8 years in spring 2011.

2. The goal of doubling the number of graduates by 2012 is in process. In 2006 there were 14 graduates. In 2011 there were 26 graduates. There is a potential for 34 graduates in 2012. Thirty students in Hilo and ten students in Kona are admitted each year however, not all of them graduate.

3. The goal of increasing classroom space including dedicated distance education facilities has been partially met. Additional physical facilities for the nursing program were constructed on the Manono campus and have been in use in Hilo since fall 2010. Two modular buildings house the Nursing Learning Resource Center (NLRC). The NLRC includes the NLRC Coordinator's office, a faculty work room, a simulation room, a tech room, storage areas, two multipurpose classrooms, videoconferencing and a simulated clinical area. All other nursing faculty in Hilo as well as the Division office continues to be housed on the UHH upper campus. The current NLRC in Kona is housed in a small cramped area but is now equipped with videoconferencing. Modular buildings that will house a new NLRC on the Kona Community Hospital complex are in the process of being completed with a projected occupancy date of spring 2012.

4. The goal of increasing space and ability to offer high fidelity patient simulations has been partially met. Hilo's NLRC is fully equipped with a tech room, one way mirrors and a room housing the patient simulator (Sim Man). Kona's current NLRC does not have a fully equipped facility but does have a Sim Man. The new NLRC will have a facility fully equipped for simulation.

5. The goal of recruiting and retaining experienced faculty has not been met. Experienced faculty members have been recruited but not all have been retained. Faculty members are accountable for patient safety and liable for any mistakes students make in the clinical setting. This necessitates that faculty are clinically competent in more than one area and able to supervise up to 10 students in the clinical setting. In addition, the large amount of assessment of student's

clinical performance and grading of student's clinical papers makes nursing faculty positions labor intensive. Faculty members recruited from outside of Hawai'i have experienced culture shock when they take students to the local clinical facilities. In many instances new faculty are viewed as "outsiders" by clinical facility staff and not treated with respect. One long time faculty member also retired.

6. The goal of exploring the feasibility of offering a common statewide nursing curriculum was met. The faculty determined that they did not want to participate in the common curriculum with UH Manoa, Kauai CC and Maui College. Since UH-Hilo offers a B.S. in Nursing the faculty determined it was more appropriate to partner with UHH to create a seamless transition from ADN to BSN.

5. List the program's top 3 goals/plans for the next Comprehensive Review period. Briefly describe evidence that supports these goals/plans.

1. Continue to improve the physical facilities in both Hilo and Kona. The NLRC in Kona is in process. There are concrete plans for the renovation of Hale Aloha on the Manono campus in which the entire Nursing and Allied Health Division will be housed. There are concrete plans to build a new campus at Palamanui in which the nursing program in Kona will be housed.

2. Continue efforts to recruit and retain faculty to fill positions through attrition and retirements. One new faculty has been hired as of October 1, 2011 to fill the vacant position in Kona. Efforts to hire a faculty to fill a vacant position in Hilo are underway with a January 1, 2012 start date. The nursing faculty handbook was updated and expanded for NLNAC and will be used to orient new faculty. The need to mentor new faculty has been identified. Mentoring of potential faculty as they complete their master's degrees has been ongoing. In addition, a full or part time office assistant needs to be established for the program's operation in Kona.

3. Create a curriculum plan and memorandum of understanding with UHH bachelors in nursing program that provides a seamless transition from the A.S. to the B.S. in nursing.

**B. Action Plan for Program Improvement:** Complete Tables 1-4 to provide justification for program budget requests

**Table 1—Top 3 Non-Cost Items**

Task:	Academic yr.	Who is responsible	Justifications	
			How does it improve program effectiveness?	Addresses which strength or weakness*
1. Move into new facilities at Hale Aloha and Palamanui	By Fall 2014	Administration and nursing faculty	New facilities will provide increased areas for simulation, classes and faculty	W1
2. Recruit and retain qualified nursing faculty as positions are vacated	Spring 2011 & ongoing	Faculty and Chair	Quality faculty are the key to quality education	W3
3. Create a seamless transition from ASN to BSN with UH-Hilo	Fall 2012	Nursing program liaisons and Chairs	Graduates will be able to continue on to higher education, remain in the community and ultimately serve as faculty	S3

**Table 2—Prioritized Top 3 Cost Items (“G” funded requests only)**

Priority	\$ amount & budget category* Except R/M	Justifications		
		Best fits which Action Strategy in the Strategic Plan and how? If it doesn't match to any of the existing Action Strategy, you may write a new one for recommendation.	Addresses which strength or weakness?	If currently grant funded, please explain: put date when funding ends and indicate HawCC commitment to support, if any
1. hire 1FTE Office Assistant II for Kona	\$23,736P	E1	W2	

**Table 3—Repair and Maintenance**

Nature of Problem	Describe Location: e.g. Building(s) & Rooms(s)
Division buildings need termite treatment	PB5, 6, 7
Air conditioner needs ongoing maintenance	PB 5 Room 1

**Table 4—Equipment Depreciation, if applicable**

Program Assigned Equipment (E) and Controlled Property (CP) (List in order of chronological depreciation date)	Category: CP or E	Expected Depreciation Date	Estimated Replacement Cost
High Fidelity Patient Simulators (Hilo and Kona)	E	March 2014(Kona)and January 2013 (Hilo)	\$66,500 per simulator
40 student laptops	CP	Purchased Dec 2009-life expectancy 3-5 years	\$1500 x 40=\$60,000
Copier	E	Purchased May 2007-life expectancy?	color copier \$8000