

# **HAWAII COMMUNITY COLLEGE PROGRAM REVIEW REPORT**

Associate of Science  
in Nursing

**November 2014**

**July 1, 2013 to June 30, 2014**

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*Program/Unit Review at Hawaii 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 Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.*

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## Program Description

The Associate of Science in Nursing Degree (ADN) prepares students to take the National Council Licensure Exam (NCLEX) for Registered Nursing. Graduates are qualified to work in hospitals, long-term care facilities, and community based settings. The Associate of Science Degree program requires four semesters, 42 credits, of course work in Nursing and 30 credits of non-nursing pre-requisite and co-requisite courses for a total of 72 credits. The graduates of this program have provided an ongoing supply of registered nursing to Hawai'i Island for many years. Graduates of the Program are well respected and hold leadership positions in the health care facilities on Hawai'i Island.

## 3yr Review Report Summary – *If this Program is scheduled for Comprehensive Review, this section must be more robust and detailed explaining changes made to the program in the past 3 years; funding received since last 3 years and results from funding, etc.*

In August of 2013, three (3) nursing faculty resigned within 2 weeks of classes beginning. In December 2013, the Director of Nursing Programs retired after 20 years. In Hilo, one additional veteran nursing professor also retired. In Kona, the Nursing Learning Resource Center (NLRC) Instructor left her position in February. This left only three (3) tenured nursing faculty and 1 non-tenured faculty in permanent positions. A new Director of Nursing was hired. One new full time faculty was hired into a Hilo position. One faculty member who had been teaching in the Practical Nursing (PN) program transferred into the ADN program to fill a vacancy created by last-minute resignations. This time period is hallmarked by great faculty instability.

The new Director of Nursing submitted a program change for the Kona site of the program to "Stop Out" for 1 year and not admit new students into the Fall 2015 program. This time will be used to evaluate causes of low retention at this site and creating strategies for improving retention in Kona.

## CERC Comments and Feedback --

In general, the suggestions were useful; the idea of hiring an APT for West Hawai'i instead of a clerk is not valid nor is the idea that an APT could do recruitment and mentoring of nursing faculty. The comment regarding the Division of Nursing & Allied Health (N&AH) having now allied health offerings is valid. Since that time, the N&AH and Fire Science faculty have been collaborating to try to establish an Emergency Medical Technician (EMT) certificate as part of the offerings under the N&AH Programs.

## Part I: Quantitative/Qualitative Indicators

### A. Annual Report of Program Data (ARPD) Data Grid

Look up ARPD data at:

<http://www.hawaii.edu/offices/cc/arpd/instructional.php?year=2014&action=quantitativeindicators&college=HAW>

Print for convenience since you will need to use information to discuss your Program's indicators.

### B. ARPD Data Analysis

*Based on the data from the ARPD, analyze the program's strengths and weaknesses in terms of demand, efficiency, and effectiveness.*

*If this Program is scheduled for Comprehensive Review, analyze program over 3 years.*

Demand Health (Healthy)				Efficiency Health (Healthy)				Effectiveness Health (Healthy)						
Demand Indicators		Program Year			Efficiency Indicators		Program Year			Effectiveness Indicators		Program Year		
		11-12	12-13	13-14			11-12	12-13	13-14			11-12	12-13	13-14
1	New & Replacement Positions (State)	305	376	345	9	Average Class Size	23.5	22.9	23.3	17	Successful Completion (Equivalent C or Higher)	89%	87%	91%
2	*New & Replacement Positions (County Prorated)	33	39	39	10	*Fill Rate	79.2%	73.3%	89.2%	18	Withdrawals (Grade = W)	16	9	10
3	*Number of Majors	395.5	169	110	11	FTE BOR Appointed Faculty	11	11	9	19	*Persistence Fall to Spring	58.9%	62.1%	79.4%
3a	Number of Majors Native Hawaiian	140	59	39	12	*Majors to FTE BOR Appointed Faculty	35.9	15.3	12.2	19a	Persistence Fall to Fall		38.7%	46.4%
3b	Fall Full-Time	32%	17%	4%	13	Majors to Analytic FTE Faculty	217.9	97.1	56.0	20	*Unduplicated Degrees/Certificates Awarded	23	23	23
3c	Fall Part-Time	68%	83%	96%	13a	Analytic FTE Faculty	1.8	1.7	2.0	20a	Degrees Awarded	23	23	23
3d	Fall Part-Time who are Full-Time in System	3%	4%	2%	14	Overall Program Budget Allocation	\$938,702	\$840,074	\$994,963	20b	Certificates of Achievement Awarded	0	0	0
3e	Spring Full-Time	26%	12%	10%	14a	General Funded Budget Allocation	\$883,988	\$783,771	\$883,599	20c	Advanced Professional Certificates Awarded	0	0	0
3f	Spring Part-Time	74%	88%	90%	14b	Special/Federal Budget Allocation	\$0	\$0	\$0	20d	Other Certificates Awarded	0	0	0
3g	Spring Part-Time who are Full-Time in System	3%	1%	3%	14c	Tuition and Fees	\$54,714	\$56,303	\$106,561	21	External Licensing Exams Passed	Not Reported	Not Reported	N/A
4	SSH Program Majors in Program Classes	1,311	1,145	1,299	15	Cost per SSH	\$685	\$682	\$697	22	Transfers to UH 4-yr	19	30	25
5	SSH Non-Majors in Program Classes	59	87	129	16	Number of Low-Enrolled (<10) Classes	2	1	3	22a	Transfers with credential from program	2	4	1
6	SSH in All Program Classes	1,370	1,232	1,428	*Data element used in health call calculation				22b	Transfers without credential from program	17	26	24	
7	FTE Enrollment in Program Classes	46	41	48										
8	Total Number of Classes Taught	14	13	15										
<p>The data indicates that the demand for the ADN program is healthy. Information regarding student placement is incomplete, therefore shows as "not met". Annually, approximately 20-25% of the class admitted into the Program is male. Graduates have been finding employment on Hawai'i Island. Predictions for the future continue to include a demand for registered nurses.</p>				<p>The program continues to be efficient.</p>				<p>The program continues to be effective.</p>						

### OVERALL HEALTH: HEALTHY

**Distance Education: Completely Online Classes --** List and provide an analysis of courses taught completely online. (i.e., compare success to face-to-face; action strategies implemented to increase success and completion rates, e.g., working with ITSO on strategies)

The ADN program is limited by its external nursing accreditors in regard to how many completely online courses it may offer. There are currently no plans to expand this methodology to other nursing courses. However, the current use of this methodology in NURS 158 & 258 is working well. NURS 251 was previously offered online but at the request of the students it has been converted to videoconferencing which seems to serve students better.

**Perkins IV Core Indicators --** Identify core indicators (1P1, 2P1, 3P1, 4P1, 5P1, 5P2) that were not met and specify action strategies.

Core Indicator NOT MET:

4P1: Student Placement – this reflects the employment climate on Hawai'i Island; the competition for jobs created by nursing graduates from other nursing programs and islands and the mainland all competing for a limited number of positions. The ADN program works closely with Hilo Medical Center, who is currently running a federal grant that funds the employment and preceptorship of new nursing graduates.

**Performance Funding (Graduation, Native Hawaiian, STEM, Transfer, Degree) --** Describe how your program contributed to performance funding in these areas? If not, why and how do you plan to contribute in the future?

Nursing students take biologic sciences and math as required pre-requisite courses. Health professions are considered part of STEM.

Transfer Initiative – Each Spring, Dr. Jeannie Flood of the UHH Nursing program meets with graduating nursing students and advises them on the pathway for admission into UHH BSN completion program. Four (4) 2014 graduates articulated directly into the BSN program full time. ADN students also have the option of entering part-time into the BSN program and taking nursing electives. The Nursing Program Director participates in a State-Wide Nursing Consortium with Baccalaureate nursing programs to maintain currency on transfer requirements to the various institutions within the State.

**C. Trends & Other Factors** -- *Describe trends including comparisons to any applicable standards, such as college, program, or national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting this program or additional program changes not included elsewhere.*

Predictions for registered nursing continue to be that there will be a nursing shortage. However, there is now an oversupply of registered nursing graduates on Oahu and most parts of the mainland. Hawaii CC graduates have been involved in the Hilo Medical Center Nursing Development Program since its inception several years ago. This program functions as an internship for new nursing graduates and has served HawCC graduates very well. Hilo Medical Center continues to employ HawCC graduates. However, Hilo Medical Center is now only hiring BSN graduates into management-track positions, and in the next few years will begin hiring only BSN prepared RNs. In Kona the graduates have been hired by into community-based settings. The demand continues in Kona due to the expansion of community based clinical and a new larger Kaiser facility. There are no jobs for HawCC's new graduates on Oahu and jobs on the mainland are also scarce for new graduates. Nationwide there is an initiative to have 80% of the RN population educated at the BSN minimum level. The MOA between the ASN and BSN is timely in that respect and more HawCC graduates are pursuing the BSN degree at UHH or in online programs.

## **Part II: Analysis of the Program**

### **A. Alignment with Institutional Mission & Learning Outcomes (ILOs)**

#### **1) College Mission Alignment**

*Hawai`i Community College (HawCC) 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 Colleges system’s mission, we are committed to serving all segments of our Hawai`i Island community.*

***Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports the College’s Mission. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports.***

The A.S. in Nursing program is a challenging program that uses health care facilities across the island as clinical learning environments for our students. Here students interact with members of all island cultures, and learn to deliver health care in a culturally sensitive manner. The program is offered on both sides of the island, making it available to all island students. The critical nature of nursing practice demands that we must always “seek excellence” in order to keep patients safe. In this way the program is congruent with the College’s spirit of “E`Imi Pono”.

#### **2) ILO Alignment**

**a) ILO1:** *Our graduates will be able to communicate effectively in a variety of situations.*

***Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn’t support this ILO, write “No alignment to ILO1”***

The A.S. in Nursing program prepares graduates to deliver safe nursing care. In order to do this, the ability to effectively communicate – verbally, nonverbally, and in writing is essential. For this reason, Speech 151 is included as a prerequisite in the curriculum. Every course in the A.S. in Nursing Program curriculum includes a Student Learning Outcome (SLO) on communication. During clinical courses, students must interact verbally with patients, staff, other health care providers, & instructors. Their clinical findings are recorded in writing in the patient’s chart. Throughout the curricula nursing students learn to adapt communication techniques and styles to meet the demands of the situation and the needs of the individual.

**b) ILO2:** *Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.*

**Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO2"**

Throughout the A.S. Nursing Program students learn to use a foundation of knowledge, drawn from the arts and sciences, combined with their new knowledge of physical and emotional health care conditions, treatments & needs to analyze patient care situations, make decisions about the best course of nursing care for the individual & their families/support group, and creatively solve problems that support the maximum health and wellness for the individual.

**c) ILO3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.**

**Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO3"**

The A.S. Nursing Programs requires students to attend clinical rotations in acute care, long term care and community based health care settings across the island. These facilities are both public and private facilities, and service the entire spectrum of residents and visitors to the island. The ability to deliver effective nursing care mandates that the student have a respect for the individual's cultural beliefs. The native Hawaiian population on this island has a significantly higher incidence of many chronic health problems. Developing an understanding and respect for Hawaiian culture puts our nursing graduates in a better position to work toward reducing health disparities in the community, and to be more effective in assisting community members to manage their chronic health concerns.

**B. Program Mission – Write Official Program Mission**

The mission of the A.S. in Nursing program is to provide a continuous and adequate supply of competent registered nurses for employment in the health care delivery system of Hawai'i County and the State of Hawai'i.

**C. Strengths and Weaknesses**

**1) Strengths (Top 3 defined)**

<b>State Strength</b>	<b>Using supporting evidence, describe why this is a strength</b>
S1. The program has achieved external nursing accreditation.	The program is recognized by a national accrediting body as meeting the requisite standards of excellence for associate degree nursing programs
S2. The program is recognized by health care employers as providing competent graduates for the workplace.	The ultimate goal of the program is to provide graduates who can find and retain jobs in the health care industry. Therefore the reputation of the program is extremely important in determining whether graduates are hired.
S3. The number of program graduates who are enrolling in BSN completion programs is increasing.	A close working relationship between the ASN program and the UH-Hilo BSN program facilitates easy movement. Their RN-to-BSN program is offered primarily online, which accommodates working new-graduates.

**2) Weaknesses (Top 3 defined)**

<b>State Weakness</b>	<b>Using supporting evidence, describe why this is a Weakness</b>	<b>Proposed solution</b>

W1. There is no Nursing Learning Resource Center (NLRC) Instructor in Kona	Former NLRC left her position in early 2013. Due to low student enrollment at the Kona campus, the demand for a full-time 11 month NLRC instructor is being evaluated.	<i>Hire NLRC Instructor on a lecturer basis each semester.</i>
W2. Loss of experienced and dedicated faculty due to retirement.	The faculty has experienced the recent retirement of 2 experienced faculty, and the resignation of 4 non-tenured faculty. Only 3 experienced, tenured faculty remain.	<i>Hire permanent faculty. Mentor into new teaching positions to increase retention.</i>
W3. The Division of Nursing & Allied Health offers two nursing programs but no allied health offerings.	This problem still exists, but due to massive faculty turnover attention has been focused on regaining stability in existing programs and not adding new ones at this time.	<i>Continue dialog with head of Fire Science program for EMT offerings in the future.</i>

### Part III: Course/Program Assessment

#### A. Course(s) Assessed -- *List the course(s) (Alpha/#) assessed during this reporting period.*

*NURS: 151, 153, 157, 158, 251, 254, 255, 257, 258, 260*

#### B. Expected Level of Achievement -- *Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. That represented "excellent," "good," "fair," or "poor" performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity."*

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#### C. Assessment Strateg(y/ies) & Instrument(s) -- *Describe what, why, where, when, and from whom assessment artifacts were collected.*

<i>Example: SAMPLING: College records for seven (all) 2009 program graduates</i>
<i>Strategy/Instrument 2:</i>
<i>Strategy/Instrument 3:</i>
<i>Strategy/Instrument 4:</i>

#### D. Results of Course Assessment - *Provide a summary of assessment results.*

<i>Example: RESULTS: 86% (6/7) program graduates met or exceeded expectations: completed SUBS 140,245, 268 with a "C" grade or better. 1/7 students received an incomplete grade.</i>

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented
<p><i>Change 1:</i>  <i>The ATI Learning System program has been added throughout the curriculum to assist students with their test taking skills and pharmacology content.</i></p>	<p><i>Evaluation of Change 1:</i>  <i>Evaluation of Change 1: Student performance on standardized exams has improved. The 1<sup>st</sup> time passage rate on the RN licensing exam (NCLEX-RN) increased</i></p>

**E. Next Steps --** *Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Program as a result of course assessments. For example, changes to rubrics, changes to level of expectation, any Program and/or curriculum modifications, etc.*

**F. Evidence of Industry Validation for CTE Programs --** *Provide documentation that the program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, the recommendations for, approval of, and/or participation in, assessment by the program's advisory council can be submitted. Describe the documentation; i.e. 9/27/2013 Minutes of ACC Advisory Council; Completed Rubrics by Advisory Council Members.*



## Part IV Action Plan

### A. 20% Course Review

a) **Courses Reviewed** -- *List the Course Alpha/Number and Course Title of courses that were reviewed in AY 2013-2014.*

Course Alpha Number	Course Title
NURS 110	INTRODUCTION TO MEDICAL TERMINOLOGY
NURS 151	MENTAL HEALTH NURSING
NURS 153	NURSING CONCEPTS & SKILLS
NURS 157	ADULT HEALTH NURSING
NURS 158	ISSUES & TRENDS I
NURS 193V	COOP VOC ED
NURS 251	MENTAL HEALTH & PSYCHIATRIC NURSING
NURS 254	FAMILY HEALTH NURSING CARE I
NURS 255	FAMILY HEALTH NURSING CARE II
NURS 257	ADVANCED ADULT HEALTH NURSING
NURS 258	ISSUES & TRENDS II
NURS 260	NURSING MANAGEMENT
NURS 264	INTRODUCTION TO EMERGENCY NURSING
NURS 266V	CONTEMPORARY NURSING TOPICS

### b) 20% Course Review Schedule

Input the Program's 20% Course Review Schedule for the next 5 years. If a schedule cannot be located, refer to HAW 5.250 Course Review Policy (<http://hawaii.hawaii.edu/ovcadmin/admin-manual/haw5-250.pdf>) to create a new schedule.

Course Alpha Number	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
NURS 110 - INTRODUCTION TO MEDICAL TERMINOLOGY					
NURS 151 - MENTAL HEALTH NURSING					
NURS 153 - NURSING CONCEPTS & SKILLS					
NURS 157 - ADULT HEALTH NURSING					
NURS 158 - ISSUES & TRENDS I					
NURS 193V - COOP VOC ED					
NURS 251 - MENTAL HEALTH & PSYCHIATRIC NURSING					

NURS 254 - FAMILY HEALTH NURSING CARE I					
NURS 255 - FAMILY HEALTH NURSING CARE II					
NURS 257 - ADVANCED ADULT HEALTH NURSING					
NURS 258 - ISSUES & TRENDS II					
NURS 260 - NURSING MANAGEMENT					
NURS 264 - INTRODUCTION TO EMERGENCY NURSING					
NURS 266V - CONTEMPORARY NURSING TOPICS					

## B. Previous Goals (Program Actions) & Planning

All previous goals from last year's report are used to update the program actions in the Academic Master Plan (AMP) Appendix.

- List and discuss all program actions listed for your program in the AMP Appendix, not including crossed out items. (<http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>)
- Review and specify which program actions were addressed or completed during Review Period AY 2013-2014.
- Give a progress report for each program action that is not yet address/completed and describe the degree to which the goal was achieved over the review period.
- Specify program actions that are no longer being pursued by the program and should be deleted from the AMP.

AMP Program Actions	Progress Evaluation & Evidence of Achievement
Move into new facilities at Hale Aloha and Palamanui	Hale Aloha is behind schedule and the latest projections for move in is Fall 2015
Recruit and retain qualified nursing faculty as positions are vacated	One new faculty was hired for fall 2013 to replace a 9 month faculty who retired last December. Two 9 month faculty have been
Create a seamless transition from ASN to BSN with UH-Hilo	A memorandum of agreement between the two programs was completed at the end of spring 2013. The agreement provides for a seamless transition between the two programs. ASN students are increasingly interested in transitioning into the BSN.

## C. New Goals (Action Strategies) and Alignment – Describe New Goals, if any

### Define Goal (Action Strategy) 1

Offer the emergency medical technician (EMT) classes under the Division of Nursing & Allied Health.

### Alignment of Goal 1 to ILO(s)

#### Explain how Goal 1 aligns with ILO(s) and provide supporting rationale

*Learning how to communicate verbally and in writing is stressed throughout the nursing program. Students learn how to apply therapeutic communication in working relationships with individual patients, families and groups. In addition, they learn how to use communication to function within the multidisciplinary health care team*

### Alignment of Goal 1 to Strategic Plan (SP)

[http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf)

#### Explain how Goal 1 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 1 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.

A1.3 Increase the number and percent of Native Hawaiian students enrolled in developmental intervention who successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree applicable instruction.

A1.3a. Increase (by 3%) the number of Native Hawaiian students enrolled in developmental course(s) through immediate advising after results of COMPASS placement testing are received so that within the first year, students are registered in appropriate

A2.1. Increase enrollment by 2016, particularly in regions and with groups who are underserved (as identified in the UH Second Decade Project )

**Proposed New SP Action Strategy/Strategies (if applicable)** – If Goal 1 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.

1. Offer Emergency Medical Technician (EMT) classes as part of the Division of Nursing & Allied Health course offerings
2. Increase the number of EMT's available for the workforce of Hawaii Island including Hawaii County Fire Department
3. Market the EMT program to underserved populations such as Native Hawaiians to increase STEM participation

**Alignment of Goal 1 to Academic Master Plan (AMP)**

Academic Master Plan: [http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf)

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 1 aligns with and provide supporting reasoning.						
	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
Offer the emergency medical technician (EMT) classes under the Division of Nursing & Allied Health.	<b>X</b>	<b>X</b>				<b>X</b>

**UH System Collaboration (if applicable)**

- Include collaboration efforts w/other campuses.
- Include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

The EMT courses are currently offered thru KapCC; the hope is to mimic the curriculum and offer it thru HawCC as well.

**Calendar of planned activities for Goal 1 --** In chronological order, briefly describe the procedures/activities planned to achieve Goal 1

Activity	When will the activity take place
Determine the feasibility, type of certificate and necessary resources .	Spring 2015
Submit request to offer the lecture and lab (13 credits) as experimental courses in fall 2016	Spring 2015
Offer the course on an experimental basis	Fall 2016

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**UH System Collaboration (if applicable) –**

- Include collaboration efforts w/other campuses.
- Include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

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## Part V: Resource Implications

### A. Cost Item 1

Description	<b>Type</b> <ul style="list-style-type: none"> <li>● Personnel</li> <li>● Facilities</li> <li>● Equipment</li> <li>● Health/Safety</li> <li>● Others (Define)</li> </ul>	<b>Estimated Cost</b>
Hire 1 FTE Office Assistant II for West Hawaii nursing	Personnel	\$24,000

### Alignment of Cost Item 1 to Strategic Plan (SP)

<b>Explain how Cost Item 1 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale</b>
D1e. Provide permanent positions (Admin/faculty/staff inc Aux staff) for the WH campus
E1b. Incorporate R/M schedule and equipment needs into planning for West Hawai‘i campus. Utilize funding to plan, design, & begin construction of East Hawai‘i/Manono campus; master plan should be based on needs assessment to include but not be limited to:
E1d. Use information from the program review process to establish an annual campus-wide depreciation schedule of equipment/tools to estimate an appropriate line item for biennium and supplemental budget requests

### Alignment of Cost Item 1 to Academic Master Plan (AMP)

<b>Explain how Cost Item 1 aligns with the Academic Master Plan (AMP) Action Priorities.</b>
Example: Cost Item 1 aligns with Action Priority STEM because an instructor is necessary to develop the program.

### Alignment of Cost Item 1 to Strength(s)

<b>Explain how Cost Item 1 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there’s no alignment, write “No Alignment.”</b>
S3. The program provides an outreach nursing class in West Hawaii.

### Alignment of Cost Item 1 to Weaknesses(s)

W1. There is no clerical service provided for the nursing class and faculty in West Hawaii.

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**B. Cost Item 2**

Description	<b>Type</b> <ul style="list-style-type: none"> <li>● Personnel</li> <li>● Facilities</li> <li>● Equipment</li> <li>● Health/Safety</li> <li>● Others (Define)</li> </ul>	<b>Estimated Cost</b>
3 High Fidelity Patient Simulators	Equipment	\$130,000

**Alignment of Cost Item 2 to Strategic Plan (SP)**

<p>E1.b. Incorporate R/M schedule and equipment needs into planning for West Hawai'i campus. Utilize funding to plan, design, &amp; begin construction of East Hawai'i/Manono campus; master plan should be based on needs assessment to include but not be limited to: instruction, student, staff, facilities, technology and parking for capacity of 5,000 headcount by 2015</p>
<p>E1.d. Use information from the program review process to establish an annual campus-wide depreciation schedule of equipment/tools to estimate an appropriate line item for biennium and supplemental budget requests</p>

**Alignment of Cost Item 2 to Academic Master Plan (AMP)**

**Alignment of Cost Item 2 to Strength(s)**

S1. The program has achieved external nursing accreditation.

**Alignment of Cost Item 2 to Weaknesses(s)**

W1. There is no clerical service provided for the nursing class and faculty in West Hawaii.

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### C. Cost Item 3

<b>Description</b>	<b>Type</b> <ul style="list-style-type: none"><li>● Personnel</li><li>● Facilities</li><li>● Equipment</li><li>● Health/Safety</li><li>● Others (Define)</li></ul>	<b>Estimated Cost</b>
Instructor for EMT certificate	Personnel	

#### **Alignment of Cost Item 3 to Strategic Plan (SP)**

A1.1 Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.

#### **Alignment of Cost Item 3 to Academic Master Plan (AMP)**

A1.3

#### **Alignment of Cost Item 3 to Strength(s)**

W3. The Division of Nursing & Allied Health offers two nursing programs but no allied health offerings.

#### **Alignment of Cost Item 3 to Weaknesses(s)**

*Much of the information regarding feasibility is already in place. A qualified instructor would need to be hired to teach the course as well as given extra time to plan and assess the course each time it is offered. Practicums (labs) would need to be taught with the cooperation of Hawaii County Fire Department*

## **Part VI: Justification for Program Existence**

**Write a brief statement describing the value of this Program to the College. Is your Program sustainable? If so, briefly state why. If not, briefly state why the College should continue to keep your Program open.** (Sources include Industry Validation, ARPD Data Validation, Trends and Other Factors.)

The A.S. Degree program fulfills a need within the community to create RNs prepared to work in a variety of clinical settings. The demand for health care professionals, specifically RNs, continues, and as the population in general ages, is not projected to decrease over time.