

**HAWAI'I COMMUNITY COLLEGE
PROGRAM ANNUAL REVIEW REPORT**

Associate of Science in Nursing

April 5th, 2017

**Review Period
July 1, 2015 to June 30, 2016**

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit and Institutional Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/files/program-unit-review/>

Please remember that this review should be written in a professional manner. Mahalo.

PROGRAM DESCRIPTION

Describe the Program	
Provide the short description as listed in the current catalog.	The Associate of Science in Nursing Degree (ASN) is a 72-credit program (30 credits of non-nursing prerequisite courses prior to admission into the program and 42 credits of nursing courses). Upon graduation, graduates are eligible to take the licensing exam (NCLEX-RN) to become a Registered Nurse. Selection for admission is competitive. The program accepts students into cohorts located in Hilo and Kona. Classes are held via poly-com, with all students attending simultaneously. Clinical rotations occur in the student's respective community.
Provide and discuss the program's mission (or goals and objectives if no program mission statement is available).	The mission of the program is: To provide a continuous and adequate supply of registered nurses for employment in the health care delivery system of Hawai'i County, the State of Hawai'i, the Pacific Basin, and the nation.

Comprehensive Review information: **Required for ARPD Web Submission**

Provide the year and URL for the location of this program's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	2015
URL	Associate Degree Nursing - NURS
Provide a short summary regarding the last Comprehensive Review for this program. Discuss any significant changes to the program since the last Comprehensive Review that are not discussed elsewhere in this review.	<p>The last comprehensive review (July 2012-June 2015) explains outcome data (standardized test scores) and describes strategies implemented to increase the scores. There is also a greater emphasis regarding the continued partnership with UH Hilo Nursing program to encourage our students to continue in the ASN to BSN track. Faculty training and mentoring was emphasized since there are several junior faculty.</p> <p>Significant changes since our comprehensive review are related to our completion rates. These pose a challenge and require vigilance to assist students to be successful. 2015 Hilo completion rates was 76% (22/29), (up from 63% in 2014) and Kona was 60% (6/10), (up from 33% in</p>

	<p>2014); final completion rate for both sites in 2015 was 72% (28/39) (up from 56% in 2014). The definition used by the Accreditation Commission for Education in Nursing (ACEN) for a nursing program completion rate is the number of students who complete the program in no more than 150% of the stated nursing program length, beginning with enrollment in the first nursing course.</p> <p>It was identified that as the class size in Hilo increased, the completion rate decreased; therefore it was decided to only admit 20 students in Hilo starting fall 2015.</p> <p>Despite having junior faculty and challenges with completion rates, the NCLEX pass rates (1st time test takers) are increasing. Based on the Board of Nursing data, in 2015 our NCLEX pass rate was 84.62% and in 2016 it was 89.29%.</p>
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QUANTITATIVE INDICATORS

ARPD Data

Please attach a copy of the program’s ARPD data tables and submit with the Program Review document.

- a) **If you will be submitting the Program Review document in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.**
- OR**
- b) **If you will be submitting the Program Review document in digital form, attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right side, just above the data tables.**

Program data can be found on the ARPD website: <http://www.hawaii.edu/offices/cc/arpd/>

ANALYSIS OF THE PROGRAM’S DATA

Analyze the program’s ARPD data for the review period.
 Describe, discuss, and provide context for the data, including the program’s health scores in the following categories:

Demand	<p>The ARPD Demand Health Call is <u>Unhealthy</u>. The ARPD Number of Majors reported for the 15-16 program year was 216 and New and Replacement Positions was 50. According to the Admission and Records office there are approx. 550 students registered with Nursing as a “Primary or secondary” major (NURS or Lib Arts). This would indicate a high demand for medical type programs.</p> <p>The CIP code used to measure the Positions data is not narrow enough (includes nursing instructors as well as registered nurses).</p> <p>Per the annual Graduate Nurse survey which gives us anecdotal job placement data, our graduates are getting nursing positions in long term care, home health, and physician clinics. Of those graduates that responded to this year’s survey, approximately 85% are employed one year after graduation.</p> <p>Analysis based on program-collected data for NURS graduates would yield a Demand Health call as “Healthy”.</p>
Efficiency	<p>The Efficiency Health call is <u>Healthy</u>. The average class size hasn’t changed much as average is 25. This AY 15-16 (nursing cohort 15-17), did not admit 10 students into the West Hawaii location. The fill rate increased from 80% to 98.2%. The FTE BOR appointed faculty stayed the same at 6.</p> <p>Most of the courses are team taught (classes taught by more than 1 Faculty) which seems to be an effective way to present class material. The same faculty that are in the classroom also serve as clinical instructors.</p> <p>The program follows the state Board of Nursing recommendation for faculty to student ratio at 1:10. UH System policy 9.237 Teaching Equivalencies defines our teaching load each year.</p>
Effectiveness	<p>The Effectiveness Health call is <u>Healthy</u>. The ARPD shows the percentage of students with successful completion stayed the same as the previous year, 94%, with 9 withdrawals. The persistence in the program is greater fall to spring than from fall to fall. There was an increase in the number of students transferring to a 4-year program (20 to 36).</p>

	<p>Our data indicates that our completion rate increased from 2014 to 2015. Strategies implemented to increase completion rate is use of ATI tools: testing & remediation, real life scenarios, virtual coach, as well as 1:1 exam reviews and coaching.</p> <p>Another measurement indicating our program is effective is our increasing NCLEX 1st time pass rates which are above the national benchmark. 2015 - 84.62 % (National benchmark is 84.53%) 2016 - 89.29% (National pass rate is 84.57%)</p>
Overall Health	<p>The Overall Health call is <u>Healthy</u>. Despite the “Unhealthy” call for the Demand category, there is an explanation in the data reported and would agree with the overall “Healthy” rating.</p> <p>The increasing NCLEX pass rate indicates that our students are learning and have proficient knowledge to pass their boards exams and obtain positions within the nursing workforce. The data would also indicate that a greater number of our students are transferring to a 4 year program pursuing a higher education (RN to BSN) than prior years.</p>
Distance Education	<p>We have 2 distance education courses (NURS 158 & NURS 258), 1 in the first year and 1 in the second year.</p>
Perkins Core Indicators (if applicable)	<p>The Perkins Core Indicators that were not met include Student Placement and Nontraditional Completion. For the 15-16 year reported, males enrolled in the last NURS course of the sequence were 5 with all 5 graduating (completed the program).</p>
Performance Funding Indicators (if applicable)	<p>The number of degrees went from 26 to 28 with the number of native Hawaiian being 12 (from 11). The number of Pell recipients was 93 (up from 92).</p> <p>The number of transfers to a 4 year college was 36 (up from 20). There has been an increased emphasis by faculty to our students and graduates that they should continue their education and earn a BSN. One of our largest employers, Hilo Medical Center, is moving to hire BSN graduates only versus our ADN graduates in the near future.</p>

<p>Describe any trends, and any internal and/or external factors that are relevant to understanding the program's data.</p>	<p>A nursing faculty shortage still continues in the US. The nursing division continues to be without a permanent Division Chair (since Spring 2015) and is being filled in the interim by the Dean, who is a former long-time nursing faculty. There has been external marketing for this position. We are recruiting for 1 teaching faculty position and 1 lab faculty in Kona, and 2 faculty positions in Hilo. Recruitment has been challenging as we are not able to compete with salaries offered by employers in the field.</p>
<p>Discuss other strengths and challenges of the program that are relevant to understanding the program's data.</p>	<p>The strengths of our program is the hands on and practical approach. There is intensive individual instruction and opportunities to practice in different clinical facilities. The majority of our students are passing the NCLEX on their first try, which indicates they have gained a proficient amount of knowledge.</p> <p>The challenges include not having a stable and consistent leadership and faculty. To train and mentor new faculty, we need to develop a faculty training program. New faculty orientation is minimal at best.</p> <p>Other challenges will be to work on maintaining/increasing our completion rate. Activities around increasing completion rates are to work with students on test taking strategies, discuss how to succeed in nursing school, have earlier discussions with students who are not performing well, review our admissions policy, encourage students to use more ATI tools.</p>

<p>Analyze the program's IRO data for the year under review. Discuss how data/analysis provided by the Institutional Research Office has been used for program improvement. (For example, how results from CCSSE or IRO research requests have impacted program development.)</p>	
<p>Describe, discuss, and provide context for the data.</p>	<p>N/A</p>
<p>Discuss changes made as a result of the IRO data.</p>	<p>N/A</p>

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Report and discuss all major/meaningful actions and activities that occurred in the program during the review period. For example:	
Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing	For students who began at HawCC in Fall 2016, their catalog year requires them to complete Math 100 or higher. Students enrolled prior to Fall 2016 are under the old catalog requirements which included placement into Math 27. SpCo 101(3cr) was deleted from the curriculum and replaced with Math 100 (3cr) or higher. Programs graduation requirements remain at 72 credits.
New certificates/degrees	None
Personnel and position additions and/or losses.	Our Division Chair position has been filled by "Interim" faculty since January 2015 which leaves Faculty positions unfilled. Lecturers have been hired to backfill while we are in transition. 1 long time faculty retired December 2015. Due to the challenges with hiring a Division Chair (Director) yet maintaining ACEN compliance, in Spring 2016 one faculty position was designated to serve as "program coordinator".
Other major/meaningful activities, including responses to previous CERC feedback.	Feedback from the 2012-2015 Comprehensive review indicated that more information was needed regarding overall activities to improve student outcome data. Attempting to respond to this feedback, more detail is included in this report. Additional feedback indicated a need for more discussion of how each PLO aligns with the ILOs as well as describing the correlation between the action plan and the strategic plan.

Describe, analyze, and celebrate the program's successes and accomplishments. (For

example, more students were retained/graduated OR the program successfully integrated new strategies/technologies.)	
<p>Discuss what the program has been doing well. Are there areas that needs to be maintained and strengthened?</p> <p>Please provide evidence if applicable (ex: program data reports, relevant URL links, etc.).</p>	<p>Our increasing NCLEX 1st time pass rate is a success. The faculty feels that even with newer faculty, we must be using our resources (i.e. ATI program) and providing support to each other and the students effectively.</p> <p>Another success is our increasing completion rates since 2014; from 49% to 83%. This will require continued vigilance to assist our students to be successful and also hold them accountable for their learning.</p> <p>New faculty mentoring program is an area that should be developed as we are getting more junior faculty as the seasoned faculty have been retiring.</p>

Describe, analyze, and discuss any challenges and/or obstacles the program has faced.	
Identify and discuss the program's challenges/obstacles.	The new campus at Palamanui did not have adequate space for our nursing classrooms and lab. Therefore, the West Hawaii classes and lab continue to be offered at the Kealahou facility. Also, the drive is approximately 40 minutes to Kona Community hospital from the new Palamanui campus which becomes very inconvenient for students and faculty.
Discuss changes and actions taken to address those challenges, and any results of those actions.	All nursing classes and lab experiences for the nursing students are help in the Nursing Learning Resource Center below Kona Community Hospital in Kealahou, Kona.
Discuss what still needs to be done in order to successfully meet and overcome these challenges.	Continuing challenges described above are being addressed.

PROGRAM ACTION PLAN

Discuss the program’s prior year's (AY14-15) action plan and results.	
Describe the program’s action plan from the prior review period and discuss how it was implemented in AY15-16.	<p>The program’s overall action plan is to:</p> <ol style="list-style-type: none"> 1. Enroll 10 students into the Kona site cohort Fall 2016 2. Increase clinical placement sites across the island. 3. Have all students enroll in the ATI virtual coach in their final semester of the program. Student professional fees will be used to partially cover the cost of the program.
Discuss the results of the action plan and the program’s success in achieving its goals.	<ol style="list-style-type: none"> 1. We did admit 10 students to the Kona cohort Fall 2016. 2. For this AY, we did not increase clinical placement sites. 3. ATI virtual coach was implemented for all students as part of their last semester and was included as part of their grade in their leadership course.
Discuss any challenges the program had in implementing that action plan or achieving its goals.	<ol style="list-style-type: none"> 1. Challenges included communicating to Accrediting agencies and the West Hawaii community the “pause” in student admission to the Kona site and answering their concerns. 2. Due to Interim Division Chair and faculty shortages, outreach was minimal to increase clinical placement sites. 3. Challenges included incorporating ATI virtual coach as part of the course and communicating student responsibility effectively.

- Did the program review its website during AY15-16? Please check the box below that applies.

Reviewed website, no changes needed.

X Reviewed website and submitted change request to webmaster on unknown_(date)_____.

Reviewed website and will submit change request to webmaster.

Please note that requests for revisions to program websites must be submitted directly to the College's webmaster at
 HYPERLINK "http://hawaii.hawaii.edu/web-developer" \t "_blank"

<p>Discuss the program's overall action plan for AY16-17, based on analysis of the Program's data and the overall results of course assessments of student learning outcomes conducted during the AY15-16 review period.</p>	<p>Benchmarks and Timelines for implementation and achievement of goals.</p>
<p>Action Goal 1: Hire a Division Chair</p>	<p>Benchmarks/Timelines : Spring 2017</p>
<p>How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?</p> <p>Meeting this goal will lead to program stability and relieve faculty filling in as the Interim DC to focus more on their previous responsibilities with students. Without a DC, it is difficult to maintain the high quality of education for our students which might bring accreditation into question.</p>	
<p>Action Goal 2: Successfully admit 10 students to West Hawaii Kona cohort in Fall 2017.</p>	<p>Benchmarks/Timelines : Fall 2017</p>
<p>How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?</p> <p>This goal meets the community needs by having at least 10 graduating RNs in West Hawaii each year.</p>	
<p>Action Goal 3: Increase percentage of students who successfully complete the AD program on time.</p>	<p>Benchmarks/Timelines : Expected level of</p>

	Success is 80%. AY 16-17 and 17-18.
<p>How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?</p> <p>This goal promotes student success by encouraging and assisting struggling students earlier and as needed.</p>	

RESOURCE IMPLICATIONS

NOTE: General budget asks are included in the 3-year Comprehensive Review.

Budget asks for the following categories only may be included in the Annual review: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations

Please provide a brief statement about any implications of or challenges with the program's current operating resources.

Our budget is standard for consumables (student supplies) and does not include personnel or big equipment expenses. Challenges are faculty don't understand the budget and how the money is spent, therefore it is difficult to plan and be proactive with the budget.

For budget asks in the allowed categories (see above):	
Describe the needed item(s) in detail.	<p>Faculty development opportunities are needed now more than ever. Optimal would be to send 2 faculty per year to a nurse educator conference or ACEN self-study forum.</p> <p>Hawaii State Center for Nurses is aware of the statewide need for special new nurse educator training. Some</p>

	immediate needs include test construction and writing test questions.
Include estimated cost(s) and timeline(s) for procurement.	\$8000.00
Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u> .	<p>Improved faculty development opportunities will improve faculty satisfaction and lead to higher retention. As faculty increase their knowledge and skills, students benefit yielding increased student success.</p> <p>HGI Goal: Increase the educational capital of the state. Action Strategy 2 Implement structural improvements that promote persistence to attain a degree and timely completion by providing enhanced professional development to improve teaching and learning.</p>

<http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf>

LEARNING OUTCOMES ASSESSMENT

For all parts of this section, please provide information based on CLO (course learning outcomes) assessments conducted in AY 2015-16, and information on the aligned (PLOs) program learning outcomes assessed through those course assessments.

If applicable, please also include information about any PLO assessment projects voluntarily conducted by the program’s faculty/staff.

Evidence of Industry Validation and Participation in Assessment (for CTE programs only)

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, you may submit evidence of the program’s advisory committee’s/board’s recommendations for, approval of, and/or participation in assessment(s). **Please attach copy of industry validation for the year under review and submit with the document.**

Courses Assessed

- List all program courses assessed during AY 2015-16, including those courses for which a follow-up “Closing the Loop” assessment was implemented during the review year.

Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO# & text)	CLO-to-PLO alignment (aligned PLO# & text)
Nurs 151 Mental Health Nursing	Fall 2015	<p>Using the nursing process as a framework, applying critical thinking and observational skills, and utilizing evidenced-based knowledge, the student will:</p> <ol style="list-style-type: none"> 1. The student will retrieve, integrate and apply reliable information and concepts from multiple disciplines and nursing as the basis for understanding the relevance of psychosocial, socio-cultural, developmental and environmental factors in determining a patient’s or family’s health status. 2. The student will utilize standards of professional practice and the nursing process as a framework for assessing a patient’s cognition, mood affect and temperament; body image; self-esteem; spirituality; communication style; key roles and relationships; stressors; coping behaviors; and losses and grieving. 3. Using basic therapeutic communication skills the student will demonstrate caring and compassion through practicing the development of therapeutic relationships based upon empathy, respect and genuineness. 4. The student will demonstrate an 	<p>Using the nursing process as a framework, applying critical thinking and observational skills, and utilizing evidenced-based knowledge, the student will:</p> <ol style="list-style-type: none"> 1. The graduate will retrieve, integrate, and apply relevant and reliable information, concepts from multiple disciplines, and standards of nursing as the basis for evidenced based nursing care. CLO#1 2. The graduate will use the nursing process as an ongoing framework for critical thinking to assess, plan, prioritize, implement, and evaluate safe and effective nursing care for healthy individuals and individuals with complex disorders who need the expert care of a professional nurse. CLO#2 3. The graduate will demonstrate compassion and caring by developing and maintaining therapeutic relationships based upon mutuality and respect for the health and healing practices, beliefs, and values of the individual and community. CLO#3 4. The graduate will

		<p>understanding of the importance of assessing a patient's cognitive status, learning needs, health and healing practices, and beliefs and values while planning and delivering health education.</p> <p>5. The student will use effective oral communication to gather and report accurate and complete information to faculty and peers in the classroom and during presentation, participate as a member of a peer task group and evaluate their own participation as well as the group's product.</p> <p>6. The student will use accurate, clear and complete written communication in exams, assessment assignments and a family assessment paper. Sources of information will be accurately cited according to the American Psychological Association style.</p> <p>7. The student will discuss the role of the nurse relative to other members of the health care team in the provision of relationship centered care to patients and families.</p> <p>8. The student will use self-reflection to analyze ongoing learning and communicate learning needs to faculty.</p>	<p>demonstrate the ability to function and communicate in a collaborative manner as a member of a multidisciplinary health care team to effectively manage care for individuals, families and groups of individuals in a variety of settings.</p> <p>CLO#4, 5, 6</p> <p>5. 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. CLO#5, 6</p> <p>6. The graduate will demonstrate professional behaviors and practice within the legal and ethical framework of professional nursing. CLO#5, 7</p> <p>7. The graduate will use self-reflection to analyze personal practice and experiences for ongoing learning and professional growth. CLO#8</p>
Nurs 153 Nursing Concepts and Skills	Fall 2015	1. The student will retrieve, integrate, and apply information and concepts from multiple disciplines and nursing to plan and deliver	1. The graduate will retrieve, integrate, and apply relevant and reliable information, concepts from

		<p>safe basic care based on assessed needs of adults & elders.</p> <ol style="list-style-type: none"> 2. The student will utilize the nursing process as an ongoing framework for critical thinking to assess, plan, prioritize, implement and evaluate safe and effective nursing care for individuals with chronic or predictable health problems who need the expert care of a professional nurse. 3. The student will demonstrate empathy and respect while developing therapeutic patient relationships based on the patient's point of view regarding nursing care needs, cultural values, health beliefs and healing practices. 4. The student will actively participate as a beginning member of the health care team while providing care to adult and elderly clients in acute and long-term care facilities. 5. The student will assess patients for learning needs related to maintaining or improving health status, and plan patient-specific interventions that promote health or minimize preventable complications. 6. The student will demonstrate professional behaviors and function within the legal and ethical framework expected of a beginning level nursing student while providing safe nursing care. 7. The student will utilize self-reflection to analyze personal practice and experiences for ongoing learning and professional growth. 	<p>multiple disciplines, and standards of nursing as the basis for evidenced based nursing care. CLO#1</p> <ol style="list-style-type: none"> 2. The graduate will use the nursing process as an ongoing framework for critical thinking to assess, plan, prioritize, implement, and evaluate safe and effective nursing care for healthy individuals and individuals with complex disorders who need the expert care of a professional nurse. CLO#2 3. The graduate will demonstrate compassion and caring by developing and maintaining therapeutic relationships based upon mutuality and respect for the health and healing practices, beliefs, and values of the individual and community. CLO#3 4. The graduate will demonstrate the ability to function and communicate in a collaborative manner as a member of a multidisciplinary health care team to effectively manage care for individuals, families and groups of individuals in a variety of settings. CLO#4, 5, 6 5. 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
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			<p>of life care. CLO#4, 5, 6</p> <p>6. The graduate will demonstrate professional behaviors and practice within the legal and ethical framework of professional nursing. CLO#5, 6</p> <p>7. The graduate will use self-reflection to analyze personal practice and experiences for ongoing learning and professional growth. CLO#7</p>
Nurs 158 Issues and Trends	Fall 2015	<p>During online discussions, assignments and exams the student will:</p> <ol style="list-style-type: none"> 1. The student will retrieve, integrate and apply concepts related to professional nursing practice found in the “Standards of Clinical Practice” and “Scope of Nursing Practice”, and apply them to clinical nursing situations. 2. The student will demonstrate an understanding of legal issues that define the parameters of safe evidence based nursing practice, and licensure. 3. The student will demonstrate an understanding of the roles & contributions made by various members within nursing and the health care team in the overall care of a patient. 4. The student will discuss how ethical dilemmas in health care are affected by an individual’s point of view, 	<ol style="list-style-type: none"> 1. The graduate will retrieve, integrate, and apply relevant and reliable information, concepts from multiple disciplines, and standards of nursing as the basis for evidenced based nursing care. CLO#1 2. The graduate will use the nursing process as an ongoing framework for critical thinking to assess, plan, prioritize, implement, and evaluate safe and effective nursing care for healthy individuals and individuals with complex disorders who need the expert care of a professional nurse. CLO#2, 6 3. The graduate will demonstrate compassion and caring by developing and maintaining therapeutic relationships based upon mutuality and respect for the health and healing practices, beliefs, and values of the individual and community. CLO#3 4. The graduate will

		<p>culture, and personal beliefs and practices.</p> <p>5. The student will use accurate, clear and complete written communication in assignments and during discussions with peers and faculty. Sources of information will be accurately cited using American Psychological Association style.</p> <p>6. The student will assume responsibility for their own learning including; evaluating their own attitudes, knowledge and skills; communicating their learning needs to faculty; and working as a productive peer group member.</p> <p>7. The student will identify the nurse's role in managing health care's limited resources including: human resources, financial resources, and physical.</p>	<p>demonstrate the ability to function and communicate in a collaborative manner as a member of a multidisciplinary health care team to effectively manage care for individuals, families and groups of individuals in a variety of settings. CLO#5</p> <p>5. 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. CLO#4, 5, 6</p> <p>6. The graduate will demonstrate professional behaviors and practice within the legal and ethical framework of professional nursing. CLO#2,4</p> <p>7. The graduate will use self-reflection to analyze personal practice and experiences for ongoing learning and professional growth. CLO#7</p>
Nurs 157 Adult Health Nursing	Spring 2016	<p>1. Retrieve, integrate and apply concepts about medical/surgical nursing and pathophysiology to plan and deliver safe evidenced based care for acutely ill patients.</p> <p>2. Utilize standards of professional nursing practice to obtain data that is individualized to the client, establish appropriate outcomes, provide safe nursing care, and evaluate the efficacy of care provided.</p> <p>3. Provide relationship centered nursing care which incorporates the client's point of view, cultural values, health beliefs and healing practices.</p>	<p>1. The graduate will retrieve, integrate, and apply relevant and reliable information, concepts from multiple disciplines, and standards of nursing as the basis for evidenced based nursing care. CLO#1</p> <p>2. The graduate will use the nursing process as an ongoing framework for critical thinking to assess, plan, prioritize, implement, and evaluate safe and</p>

		<p>4. Demonstrate the ability to develop and present a basic teaching care plan which incorporates teaching strategies based on principles of adult learning.</p> <p>5. Begin to collaborate as a member of the health care team in the acute care setting to provide quality nursing care including symptom management for patients/clients with identified goals and outcomes.</p> <p>6. Demonstrate professional behaviors within the legal boundaries and scope of practice of a beginning nursing student.</p> <p>7. Use self-reflective practices to analyze personal practices & experiences as well as ethical issues for ongoing learning and growth.</p>	<p>effective nursing care for healthy individuals and individuals with complex disorders who need the expert care of a professional nurse. CLO#2</p> <p>3. The graduate will demonstrate compassion and caring by developing and maintaining therapeutic relationships based upon mutuality and respect for the health and healing practices, beliefs, and values of the individual and community. CLO#3</p> <p>4. The graduate will demonstrate the ability to function and communicate in a collaborative manner as a member of a multidisciplinary health care team to effectively manage care for individuals, families and groups of individuals in a variety of settings. CLO#4, 5, 6</p> <p>5. 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. CLO#4, 5, 6</p> <p>6. The graduate will demonstrate professional behaviors and practice within the legal and ethical framework of professional nursing. CLO#5, 6</p> <p>7. The graduate will use self-reflection to analyze personal practice and</p>
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			experiences for ongoing learning and professional growth. CLO#7
Nurs 254 Family Health Nursing Care 1	Fall 2015	<p>1. The student will retrieve, integrate, and apply relevant and reliable information, concepts from multiple disciplines and standards of nursing as the basis to plan and deliver family-centered care for patients undergoing normal or complicated perinatal experiences.</p> <p>2. The student will utilize the nursing process as an ongoing framework for critical thinking to assess, plan, prioritize, implement and evaluate safe and effective nursing care for perinatal patients who need the expert care of a professional nurse.</p> <p>3. The student 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 patient, the patient's family, and the community.</p> <p>4. The student will demonstrate the ability to function and communicate in a collaborative manner as a member of a multidisciplinary health care team to effectively manage care for individuals, families, and groups of individuals in perinatal settings.</p> <p>5. The student will demonstrate the</p>	<p>1. The graduate will retrieve, integrate, and apply relevant and reliable information, concepts from multiple disciplines, and standards of nursing as the basis for evidenced based nursing care. CLO#1</p> <p>2. The graduate will use the nursing process as an ongoing framework for critical thinking to assess, plan, prioritize, implement, and evaluate safe and effective nursing care for healthy individuals and individuals with complex disorders who need the expert care of a professional nurse. CLO#2</p> <p>3. The graduate will demonstrate compassion and caring by developing and maintaining therapeutic relationships based upon mutuality and respect for the health and healing practices, beliefs, and values of the individual and community. CLO#3</p> <p>4. The graduate will demonstrate the ability to function and communicate in a collaborative manner as a member of a multidisciplinary health care team to effectively manage care for individuals, families and groups of individuals in a variety of settings. CLO#4, 5, 6</p>

		<p>ability to plan and deliver effective health education to parents of newborns.</p> <p>6. The student will utilize self-reflection to analyze personal growth and experiences for ongoing learning and professional growth.</p>	<p>5. 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. CLO#4, 5</p> <p>6. The graduate will demonstrate professional behaviors and practice within the legal and ethical framework of professional nursing. CLO#4,5</p> <p>7. The graduate will use self-reflection to analyze personal practice and experiences for ongoing learning and professional growth. CLO#6</p>
<p>Nurs 255 Family Health Nursing Care II</p>	<p>Fall 2015</p>	<p>1. Retrieve, integrate and apply relevant and reliable information and concepts from nursing, multiple disciplines and standards of nursing practice to demonstrate an understanding of normal growth and development, common childhood illnesses and chronic childhood disorders as a basis for evidence based nursing care in hospitals and community settings.</p> <p>2. Utilize the nursing process as an ongoing framework for critical thinking to assess, plan, prioritize, implement and evaluate safe and effective nursing care for children and families in hospitals and community</p>	<p>1. The graduate will retrieve, integrate, and apply relevant and reliable information, concepts from multiple disciplines, and standards of nursing as the basis for evidenced based nursing care. CLO#1</p> <p>2. The graduate will use the nursing process as an ongoing framework for critical thinking to assess, plan, prioritize, implement, and evaluate safe and effective nursing care for healthy individuals and individuals with complex disorders who need the expert care of a professional nurse. CLO#2</p> <p>3. The graduate will demonstrate compassion and caring by developing and</p>

		<p>settings.</p> <p>3. Demonstrate caring and compassion by developing and maintaining therapeutic relationships based upon mutuality and respect for children and families and their psycho-social needs, beliefs and cultural values, perceptions of the child/children, disciplinary issues and practices, safety and access to health care.</p> <p>4. Communicate and work in a collaborative manner as a member of a multidisciplinary health care team to effectively assess, manage and provide care to children and families in hospitals and community settings.</p> <p>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.</p> <p>6. Articulate and work within the legal boundaries of registered nurses while providing care to children and families in hospitals and community settings.</p> <p>7. Recognize and discuss ethical issues and dilemma which arise when providing care to children and families in hospitals and community settings.</p>	<p>maintaining therapeutic relationships based upon mutuality and respect for the health and healing practices, beliefs, and values of the individual and community.</p> <p>CLO#3</p> <p>4. The graduate will demonstrate the ability to function and communicate in a collaborative manner as a member of a multidisciplinary health care team to effectively manage care for individuals, families and groups of individuals in a variety of settings.</p> <p>CLO#3, 4, 5</p> <p>5. 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. CLO#4, 5, 6</p> <p>6. The graduate will demonstrate professional behaviors and practice within the legal and ethical framework of professional nursing. CLO#5, 6, 7</p> <p>7. The graduate will use self-reflection to analyze personal practice and experiences for ongoing learning and professional growth. CLO#8</p>
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		8. Demonstrate insight about personal practice through self-reflection that analyzes and evaluates personal practice and experiences for ongoing learning and professional growth.	
Nurs 257 Advanced Adult Health Nursing	Spring 2016	<p>1. Retrieve, integrate, apply and manage information and concepts from nursing and other disciplines to demonstrate an understanding of pathophysiology and complex health disorders for a group of clients.</p> <p>2. Plan, prioritize, deliver and evaluate safe nursing care to a group of clients with complex health disorders and provide interventions that address symptom management supported by evidence based practice and professional standards.</p> <p>3. Deliver and advocate for relationship centered care that is based on empathy, caring and respect including family/support network, coping mechanisms, and cultural perspectives.</p> <p>4. Demonstrate health teaching that is timely and sensitive to client needs including client/family goals, recognition of client learning style and readiness to learn.</p> <p>5. Communicate and collaborate with members of the health care team including the client to provide</p>	<p>1. The graduate will retrieve, integrate, and apply relevant and reliable information, concepts from multiple disciplines, and standards of nursing as the basis for evidenced based nursing care. CLO#1</p> <p>2. The graduate will use the nursing process as an ongoing framework for critical thinking to assess, plan, prioritize, implement, and evaluate safe and effective nursing care for healthy individuals and individuals with complex disorders who need the expert care of a professional nurse. CLO#2</p> <p>3. The graduate will demonstrate compassion and caring by developing and maintaining therapeutic relationships based upon mutuality and respect for the health and healing practices, beliefs, and values of the individual and community. CLO#3</p> <p>4. The graduate will demonstrate the ability to function and communicate in a collaborative manner as a member of a multidisciplinary health care team to effectively manage care for individuals, families</p>

		<p>continuity of care, achieve health outcomes, and delegate selected nursing tasks to appropriate members of the health care team.</p> <p>6. Recognize and discuss ethical issues including but limited to end of life, and dilemmas which arise when caring for a group of clients with complex health disorders.</p> <p>7. Articulate and work within the legal boundaries of the student nurse when providing care to a group of complex clients.</p> <p>8. Utilize self-reflection to demonstrate insight about their professional nursing development by analyzing personal practice, experiences, and self care for ongoing learning and professional growth.</p>	<p>and groups of individuals in a variety of settings. CLO#4, 5, 6</p> <p>5. 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. CLO#4, 5, 6, 7</p> <p>6. The graduate will demonstrate professional behaviors and practice within the legal and ethical framework of professional nursing. CLO#6, 7</p> <p>7. The graduate will use self-reflection to analyze personal practice and experiences for ongoing learning and professional growth. CLO#8</p>
Nurs 260 Nursing Management	Spring 2016	<p>1. Retrieve, integrate and apply relevant and reliable information and concepts from nursing, multiple disciplines and standards of nursing practice as a basis for management of evidence based nursing care.</p> <p>2. Utilize the nursing process as an ongoing framework for critical thinking to assess, plan, prioritize, implement and evaluate safe and effective nursing care for healthy individuals and individuals with complex disorders who need the</p>	<p>1. The graduate will retrieve, integrate, and apply relevant and reliable information, concepts from multiple disciplines, and standards of nursing as the basis for evidenced based nursing care. CLO#1</p> <p>2. The graduate will use the nursing process as an ongoing framework for critical thinking to assess, plan, prioritize, implement, and evaluate safe and effective nursing care for healthy individuals and individuals with complex disorders who need the</p>

		<p>expert care of a professional nurse.</p> <p>3. Demonstrate an understanding of the principles of delegation to plan work assignments for a nursing team.</p> <p>4. Demonstrate an understanding of the principles of effective communication, collaboration and evaluation needed to effectively work as part of a team to plan and manage care for individuals, families, and groups of individuals.</p> <p>5. Demonstrate an understanding of how the registered nurse monitors quality care, evaluates the health care environment and practices, and plans for change.</p> <p>6. Demonstrate an understanding of legal and ethical issues that may impact the management of nursing care.</p> <p>7. Use the cumulative insight about personal practice gained through self-reflection to set career goals, and plan for interviews and employment.</p>	<p>expert care of a professional nurse. CLO#2</p> <p>3. The graduate will demonstrate compassion and caring by developing and maintaining therapeutic relationships based upon mutuality and respect for the health and healing practices, beliefs, and values of the individual and community. CLO#4</p> <p>4. The graduate will demonstrate the ability to function and communicate in a collaborative manner as a member of a multidisciplinary health care team to effectively manage care for individuals, families and groups of individuals in a variety of settings. CLO#3,4, 5</p> <p>5. 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. CLO#4, 5, 6</p> <p>6. The graduate will demonstrate professional behaviors and practice within the legal and ethical framework of professional nursing. CLO#6</p> <p>7. The graduate will use self-reflection to analyze personal practice and experiences for ongoing learning and professional growth. CLO#7</p>
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<p>Nurs 251 Mental health and Psychiatric Nursing</p>	<p>Spring 2016</p>	<ol style="list-style-type: none"> 1. Retrieve, integrate, apply and manage information and concepts from nursing and other disciplines to demonstrate an understanding of mental health theory and practice. 2. Plan, prioritize, deliver and evaluate safe nursing care to a group of clients with mental health disorders and provide interventions that address symptom management supported by evidence based practice and professional standards. 3. Demonstrate therapeutic communication and interactions that are relationship centered and respect's diverse cultural perspectives. 4. Demonstrate health teaching that is timely and sensitive to client needs including client/family goals, recognition of client learning style and readiness to learn. 5. Communicate and collaborate with members of the health care team, including the client, to provide continuity of care in different treatment modalities to achieve health outcomes. 6. Recognize and discuss ethical issues and dilemmas which arise when caring for mental health clients. 7. Articulate and work within the legal boundaries when providing care to 	<ol style="list-style-type: none"> 1. The graduate will retrieve, integrate, and apply relevant and reliable information, concepts from multiple disciplines, and standards of nursing as the basis for evidenced based nursing care. CLO#1 2. The graduate will use the nursing process as an ongoing framework for critical thinking to assess, plan, prioritize, implement, and evaluate safe and effective nursing care for healthy individuals and individuals with complex disorders who need the expert care of a professional nurse. CLO#2 3. The graduate will demonstrate compassion and caring by developing and maintaining therapeutic relationships based upon mutuality and respect for the health and healing practices, beliefs, and values of the individual and community. CLO#3 4. The graduate will demonstrate the ability to function and communicate in a collaborative manner as a member of a multidisciplinary health care team to effectively manage care for individuals, families and groups of individuals in a variety of settings. CLO#4, 5, 6 5. The graduate will demonstrate the ability to plan and deliver effective health education as an
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		<p>mental health clients.</p> <p>8. Utilize self-reflection to demonstrate insight about their professional nursing development by analyzing personal practice, experiences, and self-care for ongoing learning and professional growth.</p>	<p>integral part of promotion, maintenance, and restoration of health, management of chronic conditions, and end of life care. CLO#4, 5, 6</p> <p>6. The graduate will demonstrate professional behaviors and practice within the legal and ethical framework of professional nursing. CLO#7</p> <p>7. The graduate will use self-reflection to analyze personal practice and experiences for ongoing learning and professional growth. CLO#8</p>
Nurs 258 Issues and Trends II	Spring 2016	<p>1. Demonstrate the ability to apply information from nursing theory, standards of professional nursing practice and research to guide future, safe, evidenced based nursing practice.</p> <p>2. Demonstrate the ability to apply information about legal issues in nursing and the scope of practice of the registered nurse to guide future, safe, lawful, evidence based nursing practice.</p> <p>3. Demonstrate the ability to apply critical thinking and moral principles to ethical dilemmas in nursing practice to guide future, safe, ethical, relationship centered nursing care.</p> <p>4. Use accurate, clear and complete written communication in assignments and during discussions with peers and faculty. Sources of information will be</p>	<p>1. The graduate will retrieve, integrate, and apply relevant and reliable information, concepts from multiple disciplines, and standards of nursing as the basis for evidenced based nursing care. CLO#1</p> <p>2. The graduate will use the nursing process as an ongoing framework for critical thinking to assess, plan, prioritize, implement, and evaluate safe and effective nursing care for healthy individuals and individuals with complex disorders who need the expert care of a professional nurse. CLO#2,3</p> <p>3. The graduate will demonstrate compassion and caring by developing and maintaining therapeutic relationships based upon mutuality and respect for the health and healing practices,</p>

		<p>accurately cited using American Psychological Association style.</p> <p>5. Demonstrate an ability to apply information related to professional organizations, unions and the political process to guide their future nursing practice and professional career.</p> <p>6. Demonstrate an understanding of how current issues and trends impact the delivery, funding and sustainability of health care, nursing education and nursing practice.</p> <p>7. Demonstrate an ability to self-reflect and assess the limits of their novice nursing practice while understanding that ongoing learning is necessary for professional growth.</p> <p>8. Demonstrate an understanding of the importance of self-care and mentoring during the transition from student to graduate to professional nurse.</p>	<p>beliefs, and values of the individual and community.</p> <p>CLO#3</p> <p>4. The graduate will demonstrate the ability to function and communicate in a collaborative manner as a member of a multidisciplinary health care team to effectively manage care for individuals, families and groups of individuals in a variety of settings.</p> <p>CLO#4, 5, 6</p> <p>5. 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. CLO#4, 5, 6</p> <p>6. The graduate will demonstrate professional behaviors and practice within the legal and ethical framework of professional nursing. CLO#2,3</p> <p>7. The graduate will use self-reflection to analyze personal practice and experiences for ongoing learning and professional growth. CLO#7, 8</p>
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Assessment Strategies

For each course assessed in AY 2015-16 listed above, provide a brief description of the assessment strategy, including:	
a description of the type of <u>student work</u> or	<p>Nurs 151 - Cultural presentation, student survey “What did I learn”</p> <p>Nurs 153 - ATI Fundamentals proctored exam, clinical evaluation</p>

<p>activity assessed (e.g., research paper, lab report, hula performance, etc.);</p>	<p>tool, evidence based nursing project, student survey Nurs 158 - student survey Nurs 157 - ATI Medical Surgical and Pharmacology proctored exam, clinical evaluation tool, evidence based nursing project(s), student survey Nurs 254 - ATI RN Maternal Newborn & Community Health proctored exam, clinical evaluation tool, student survey, clinical observation paper, evidenced based nursing project Nurs 255 - ATI Nursing Care of Children proctored exam, clinical evaluation tool, evidence based nursing projects Nurs 257 - ATI Medical Surgical Proctored exam, clinical evaluation tool, student survey, evidence based nursing project Nurs 260 - ATI Leadership proctored exam, evidence based nursing project(s) Nurs 251 - ATI RN Mental Health proctored exam, clinical evaluation tool, student survey Nurs 258 - ATI Leadership proctored exam, evidence based nursing project(s)</p>
<p>a description of <u>who conducted the assessment</u> (e.g., the faculty member who taught the course, or a group of program faculty, or the program’s advisory council members, etc.);</p>	<p>All program faculty participate in assessing the courses they are assigned to.</p>
<p>a description of <u>how student artefacts were selected for assessment</u> (did the assessment include summative student work from all students in the course or section, <u>OR</u> were</p>	<p>All artifacts are assessed for every course each time the course is taught. All courses are taught each year.</p>

<p>student works selected based on a representative sample of students in each section of the course?);</p>	
<p>a brief discussion of the <u>assessment rubric/scoring guide</u> that identifies criteria/categories and standards.</p>	<p>A rubric is used for grading ATI computer based activities. A student receives points if they complete modules by a certain date with a score of 70% or higher, they receive points based on the “level” they achieve on their proctored exam (the 14th week). Some courses provide “remediation” points (more studying based on their level) and retesting points.</p> <p>Clinical evaluations are scored with “meets standard” or “does not meet standard”. A student must achieve “meets standard” in every category by end of the semester to pass the course.</p> <p>A rubric is used to grade end of semester projects as well as score on-line course postings (DE course only).</p>

Expected Levels of Achievement

- For each course assessed in AY 2015-16, indicate the benchmark goal for student success for each CLO assessed.
 - example 1: “85% of students will Meet Standard or Exceed Standard for CLO#1”;
 - example 2: “80% of students will attain Competency or Mastery of CLO#4.”

<p>Assessed Course Alpha, No., & Title</p>	<p>Benchmark Goal for Student Success for Each CLO Assessed</p>
<p>Nurs 153</p>	<p>The criteria below apply to all course CLO’s.</p> <p>100% of students will achieve a level 2 or 3 on the ATI proctored Fundamentals exam for CLO</p> <p>100% of students will meet the standard for PLO 1, 2, 3, 4, 5, 6, 7 on the Clinical evaluation tool.</p> <p>100% of students will submit an evidenced based article.</p> <p>Students will score as group $\geq 70\%$ on identified ATI sub categories.</p> <p>Students will score as group $\geq 80\%$ on identified ATI sub categories; Psychosocial integrity.</p>

	100% of students will present on their cultural project.
Nurs 157	<p>The criteria below apply to all course CLO's.</p> <p>100% of students will achieve a level 2 or 3 on the ATI proctored Medical Surgical and Pharmacology exam.</p> <p>100% of students will meet the standard for PLO 1, 2, 3, 4, 5, 6, 7 on the Clinical evaluation tool.</p> <p>100% of students will earn $\geq 70\%$ on the Evidenced based project.</p> <p>Students will score as group $\geq 70\%$ on identified ATI sub categories.</p> <p>Students will score as group $\geq 60\%$ on identified ATI sub categories; Psychosocial integrity and Health promotion.</p> <p>100% of students earn $\geq 70\%$ on each semester project.</p>
Nurs 254	<p>The criteria below apply to all course CLO's.</p> <p>100% of students will achieve a level 2 or 3 on the ATI proctored Maternal Newborn & Community Health exam.</p> <p>100% of students will meet the standard for PLO 1, 2, 3, 4, 5, 6, 7 on the Clinical evaluation tool.</p> <p>Students will score as group $\geq 70\%$ on identified ATI sub categories.</p> <p>100% of students earn a "pass" on clinical observation paper.</p> <p>100% of students will successfully meet all rubric criteria for their projects.</p>
Nurs 255	<p>The criteria below apply to all course CLO's.</p> <p>100% of students will achieve a level 2 or 3 on the ATI proctored Nursing care of children exam.</p> <p>100% of students will meet the standard for PLO 1, 2, 3, 4, 5, 6, 7 on the Clinical evaluation tool.</p> <p>100% of students earn $\geq 70\%$ on each semester project.</p> <p>Students will score as group $\geq 70\%$ on identified ATI sub categories.</p> <p>Students will score as group $\geq 60\%$ on identified ATI sub categories; Psychosocial integrity and Health promotion.</p> <p>100% of students will successfully meet all rubric criteria for their projects.</p>
Nurs 257	<p>The criteria below apply to all course CLO's.</p> <p>100% of students will achieve a level 2 or 3 on the ATI proctored Medical Surgical and Pharmacology exam. CLO #1</p> <p>100% of students will meet the standard for PLO #1, 2, 3, 4, 5, 6, 7 on the Clinical evaluation tool.</p>

	<p>100% of students will earn $\geq 70\%$ on the Evidenced based project.</p> <p>CLO#1</p> <p>Students will score as group $\geq 70\%$ on identified ATI sub categories.</p> <p>CLO #2</p>
Nurs 260	<p>The criteria below apply to all course CLO's.</p> <p>100% of students will achieve a level 2 or 3 on the ATI proctored Leadership exam.</p> <p>100% of students will write a scholarly paper.</p> <p>Students will score as group $\geq 70\%$ on identified ATI sub categories.</p> <p>100% of students will successfully meet all rubric criteria for their projects.</p>
Nurs 251	<p>The criteria below apply to all course CLO's.</p> <p>100% of students will achieve a level 2 or 3 on the ATI proctored Mental Health exam.</p> <p>100% of students will meet the standard for PLO 1, 2, 3, 4, 5, 6, 7 on the Clinical evaluation tool.</p> <p>Students will score as group $\geq 70\%$ on identified ATI sub categories.</p> <p>Students will score as group $\geq 60\%$ on identified ATI sub categories.</p>
Nurs 258	<p>The criteria below apply to all course CLO's.</p> <p>100% of students will achieve a level 2 or 3 on the ATI proctored Leadership exam.</p> <p>100% of students will write a scholarly paper.</p> <p>Students will score as group $\geq 70\%$ on identified ATI sub categories.</p> <p>100% of students will successfully meet all rubric criteria for their projects.</p>

Results of Course Assessments

For each course assessed in AY 2015-16:	
<p>Provide a <u>description of the summative assessment results</u> in terms of students' attainment of the CLOs and aligned PLOs.</p>	<p>The goal that 100% of our students will achieve a level 2 or 3 on each respective course ATI proctored exams is unrealistic. With this high setting goal, we will continue to "not meet" the CLO for each course. However, we continue to improve each successive year in Group Adjusted score and Rank as we compare with other "like" programs. Outside of the ATI measurement, the rest of the benchmarks in the CLOs has been met (course projects, clinical evaluation, student surveys).</p>

Other Comments

<p>Include any additional information that will help clarify the program’s course assessment results.</p>	
<p>Include comparisons to any applicable College or related UH-System program standards, or to any national standards from industry, professional organizations, or accrediting associations.</p>	<p>Our NCLEX data is better than the national pass rate and is improving and is above Hawaii Community Colleges of like size (i.e. Kauai).</p> <p><u>Hawaii CC</u> 2015 - 84.62 % (National pass rate is 84.53%) 2016 - 89.29% (National pass rate is 83.73%)</p> <p><u>Kauai CC</u> 2015 - 83.33 % 2016 - 78.26%</p>
<p>Include, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special studies, or other assessment instruments used that are not discussed elsewhere in this report.</p>	

Next Steps – Assessment Action Plan

<p>Describe the program’s intended next steps to improve student learning, based on the program’s overall AY 2015-16 assessment results. Include any specific strategies, tactics, activities, or plans for instructional change, revisions to assessment practices, and/or increased student support.</p>	
<p>Instructional changes may include, for example, revisions to curriculum, teaching methods, course syllabi, course outlines of</p>	<p>Would like to formalize an “ATI testing policy” that aligns the course with the appropriate proctored exam.</p> <p>Our nursing curriculum committee (meets monthly) will be reviewing and updating curricular elements each AY.</p>

record (CORs), and other curricular elements.	
Proposals for program modifications may include, for example, re-sequencing courses across semesters, or re-distribution of teaching resources, etc.	None planned for the near future.
Revisions to assessment strategies or practices may include, for example, revisions to learning outcome statements (CLOs and/or PLOs), department or course assessment rubrics (criteria and/or standards), development of multi-section/course summative assignments or exams, etc.	Faculty need to review CLOs as compared to PLOs. Review meaningful use of data.
Student support and outreach initiatives may include, for example, wrap-around student services, targeted tutoring and/or mentoring, etc.	Continue student visioning group (meets monthly). Review student wrap around reports: STAR Fish, “What did I learn” surveys.

Part VI. Cost Per SSH

Please provide the following values used to determine the total fund amount and the cost per SSH for your program:

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General Funds = \$ _____

Federal Funds = \$ _____

Other Funds = \$ _____

Tuition and Fees = \$ _____

Part VII. External Data

If your program utilizes external licensures, enter:

Number sitting for an exam _____

Number passed _____