College: Kauai Community College
Program: Nursing

The last comprehensive review for this program was on **2015**, and can be viewed at:

http://www.hawaii.edu/offices/cc/arpd/instructional.php?action=analysis&college=KAU&year=2015&program=98

Program Description

KCC's Career Ladder Nursing Program begins with the first level Practical Nursing one-year Certificate of Achievement, and culminates with an ADN Associate of Science degree.   Nursing students are eligible to sit for the National Council Licensure Examination – Practical Nurse (NCLEX-PN) after the first year of the program. However, most students prefer to progress to the second level of the Career Ladder Program of ADN curriculum. To progress, a student must successfully complete the summer Clinical Emersion I (NURS 230) course with a final grade of at least 70%, earn a 73% or higher on the Health Education Services Incorporated (HESI) practical nursing (PN) exit exam, and demonstrate a "proficient" level on all criteria of the clinical judgment tool, which was developed by KCC Nursing Faculty and the Statewide Nursing Consortium. Students who do not meet these criteria must reapply to the program the following year. This career ladder structure allows both lateral and upward mobility within the profession. After successful completion of the ADN program, students are eligible and prepared to either sit for the NCLEX-RN licensure examination or transfer into a baccalaureate nursing curricula.

Program Mission Statement: As an integral program within the college and community, the Nursing Department has an aligned mission (Table 1.1), which is to provide "access for the people of Kauai to quality nursing education within a caring environment." Furthermore, the philosophy of the Nursing Program recognizes that as a multicultural island within the Pacific Basin, Kauai's population has a range of health-care values, practices, and needs. These variations influence the practice of nursing in that they require the practitioner to have an awareness and understanding of one's own health value system and an appreciation of cultural diversity regarding health-care values.

Table 1.1: Congruency of Kaua'I CC and the Nursing Program

Commitments and Core Values	KCC Mission/Vision	KCC Nursing Program Mission/Philosophy
Access	Accessible to all and KCC supports students of all ages,	Access for the people of Kaua`i to quality nursing education within a caring environment.

	cultures, and backgrounds to achieve their educational goals	
Learning and Teaching	Human beings proceed toward their goals best when they have support and are engaged. Ethical and innovative student-centered and community-focused environment	Optimum learning takes place in a non-threatening, supportive environment where feedback is given. Learning involves active participation of the student and facilitation by the instructor.
Workforce Development	Human beings want to be engaged in meaningful, productive work that sustains them economically.	Academic career ladder. Lateral and upward mobility. Building on previous learned principles and skills.
Personal Development	Nurturing life-long learners who appreciate diversity and lead responsible and fulfilling lives.	Development of individuals as contributing and responsible members of society.
Community Development	Community-focused environment Higher education (education and training) is a societal and individual good	Educational partnerships with intermediate and high schools and community based licensed nurses.
Diversity	Diversity appreciation. Place-based institution that takes its commitment to serving the indigenous seriously.	Appreciation of cultural diversity. Living within an ethnic cultural context.

Part I. Quantitative Indicators

Overall Program Health: Cautionary

Majors Included: NURS   Program CIP: 51.3801

Demand Indicators		Program Year			Demand Health Call
		14-15	15-16	16-17	
1	New & Replacement Positions (State)	403	518	496	
2	*New & Replacement Positions (County Prorated)	18	16	13	
3	Number of Majors	50	48	43	
3a	Number of Majors Native Hawaiian	15	10	8	
3b	Fall Full-Time	51%	48%	41%	
3c	Fall Part-Time	49%	52%	59%	
3d	Fall Part-Time who are Full-Time in System	6%	0%	2%	
3e	Spring Full-Time	52%	19%	31%	**Cautionary**
3f	Spring Part-Time	48%	81%	69%	
3g	Spring Part-Time who are Full-Time in System	13%	2%	2%	
4	SSH Program Majors in Program Classes	1,116	1,109	950	
5	SSH Non-Majors in Program Classes	292	610	412	
6	SSH in All Program Classes	1,408	1,719	1,362	
7	FTE Enrollment in Program Classes	47	57	45	
8	Total Number of Classes Taught	15	17	19	

Efficiency Indicators		Program Year			Efficiency Health Call
		14-15	15-16	16-17	
9	Average Class Size	18.7	17.2	16.2	
10	*Fill Rate	77.7%	68.9%	74.5%	
11	FTE BOR Appointed Faculty	12	10	8	**Cautionary**
12	*Majors to FTE BOR Appointed Faculty	4.1	4.8	5.3	
13	Majors to Analytic FTE Faculty	18.1	16.8	15.5	

13a	Analytic FTE Faculty	2.7	2.9	2.8
14	Overall Program Budget Allocation	$1,039,260	Not Reported	Not Yet Reported
14a	General Funded Budget Allocation	$893,070	Not Reported	Not Yet Reported
14b	Special/Federal Budget Allocation	$107,904	Not Reported	Not Yet Reported
14c	Tuition and Fees	$38,286	Not Reported	Not Yet Reported
15	Cost per SSH	$738	Not Reported	Not Yet Reported
16	Number of Low-Enrolled (<10) Classes	2	5	5

*Data element used in health call calculation　　　**Last Updated: October 29, 2017**

Effectiveness Indicators		Program Year			Effectiveness Health Call
		14-15	15-16	16-17	
17	Successful Completion (Equivalent C or Higher)	92%	88%	89%	Cautionary
18	Withdrawals (Grade = W)	8	8	10	
19	*Persistence Fall to Spring	77.3%	70.3%	88.6%	
19a	Persistence Fall to Fall	60.6%	42.4%	53.5%	
20	*Unduplicated Degrees/Certificates Awarded	38	27	25	
20a	Degrees Awarded	21	23	17	
20b	Certificates of Achievement Awarded	28	21	20	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	9	0	0	
21	External Licensing Exams Passed	88%	86%	83%	
22	Transfers to UH 4-yr	16	5	3	
22a	Transfers with credential from program	8	5	3	
22b	Transfers without credential from program	8	0	0	

Distance Education: Completely On-line Classes	Program Year			
	14-15	15-16	16-17	

23	**Number of Distance Education Classes Taught**	0	0	0
24	**Enrollments Distance Education Classes**	N/A	N/A	N/A
25	**Fill Rate**	N/A	N/A	N/A
26	**Successful Completion (Equivalent C or Higher)**	N/A	N/A	N/A
27	**Withdrawals (Grade = W)**	N/A	N/A	N/A
28	**Persistence (Fall to Spring Not Limited to Distance Education)**	N/A	N/A	N/A

Perkins IV Core Indicators 2015-2016		**Goal**	**Actual**	**Met**
29	**1P1 Technical Skills Attainment**	92.00	97.30	Met
30	**2P1 Completion**	51.00	81.08	Met
31	**3P1 Student Retention or Transfer**	81.00	59.72	Not Met
32	**4P1 Student Placement**	63.87	72.41	Met
33	**5P1 Nontraditional Participation**	22.00	24.66	Met
34	**5P2 Nontraditional Completion**	22.00	27.59	Met

Performance Measures		**Program Year**		
		14-15	**15-16**	**16-17**
35	**Number of Degrees and Certificates**	49	44	37
36	**Number of Degrees and Certificates Native Hawaiian**	13	13	1
37	**Number of Degrees and Certificates STEM**	Not STEM	Not STEM	Not STEM
38	**Number of Pell Recipients**[1]	25	24	11
39	**Number of Transfers to UH 4-yr**	16	5	3

*Data element used in health call calculation   **Last Updated: October 29, 2017**

[1]**PY 16-17; Pell recipients graduates not majors**

Glossary | **Health Call Scoring Rubric**

Part II. Analysis of the Program

Since the last APRU, overall program health remains Cautionary. Demand indicators remain Cautionary, because the number of new or replacement positions on Kaua'i declined and remains low (e.g., 16 in 2016 and 13 in 2017). Interestingly statewide positions have also decreased over this past timeframe. However, at the December 2016 Nursing Advisory Board meeting, members indicated movement towards addition nursing openings on Kauai but this data indicates that did not happen. Faculty will monitor these trends closely and make programmatic changes, as necessary, to remain aligned with community needs. The cautionary score may also be a result of the percentage of full-time fall cohort students in the nursing was 41% but dropped to 31% the following spring semester. This is misleading because many nursing students complete their general education AS courses prior to program acceptance. In addition, students completed the program at 89%, which exceeds completion rates when compared to other academic programs at the college. Because this nursing curriculum is so rigorous, there are semesters where students that are on-track are enrolled in less than 12 credit hours. Unfortunately, to maintain student success because of the time demands and ensure patient health, the program does not see an alternative at this time. Additionally, there are many students that enroll in nursing prerequisite courses, such as NURS 212, that are never accepted into the limited-enrollment program. As a result, SSH scores are likely skewed and may contribute to the cautionary demand indicator score. A strength of the program is that it is a career field that is vital to the community and nation. Thus, there are no shortage of students aspiring to become nurses.

Efficiency indicators remained cautionary over the past two years. As mentioned in prior APRU's, this is likely a result of the fill rate, FTE BOR Appointed Faculty score, and the Majors to Analytic FTE faculty score. Because the nursing program begins with a fall cohort and requires successful completion of courses to proceed to the next semester (spring), course fill-rate is reduced because of attrition. Spring courses have the fall courses as prerequisites and will only be filled if students successfully complete fall courses or students that previously failed fall courses re-enter the program. Because of Hawai'i Board of Nursing mandates faculty-to-student ratios of 1:8 - 1:10, clinical agencies are restricting numbers of students on the floor (6 - 8) and there is reassign time of faculty (e.g., Wellness Center, HED Chair, Program Coordinator, and Medical Assisting), more faculty are required in this program when compared to other academic programs at the College. The above ratios also result in fewer majors to analytic FTE faculty. Some sections of nursing alpha courses had fewer than 10 students, but they are are not counted towards program completion but rather an elective (NURS 277, NURS 299v) . Also, NURS 23 is funded by C3T4 grant and should not be counted as a Nursing Course but rather a School Health Aide course. NURS 23 is a limited enrollment and due to grant funding, is delivered regardless to the enrollment. Also the NURS 100/ 100L course was not cancelled since it is for workforce development opportunities and has capacity restrictions per clinical site.   A main strength of the program is the breadth of knowledge and experience faculty bring to the program to ensure students are well-versed in all aspects of the nursing profession.

Effectiveness indicator health remains at cautionary status.   This is surprising since we increased our completion rate (89%), increased our persistence from Fall to Spring (88.6%) and increased our persistence Fall to Fall (53.5%). The number of unduplicated degrees/ certificates awarded as trended down to 25 but since replacement positions are low on Kauai, this

demonstrates us not oversaturating the community with unemployed nurses. As noted previously, the program has a high completion rate, which is a notable program strength. The current licensure pass rate is 82.6% (15-16 cohort) and currently at 84.6% (16-17 cohort). The program also made changes to the admission requirements, beginning fall 2016. Requirements now include moving pathophysiology from the program to a prerequisite and pharmacology from a prerequisite to a co-requisite course with NURS 220. A higher GPA (2.75) and TEAS pre-admission testing will be requirements for the fall 2017 cohort. Faculty anticipate increases in persistence and completion. However, data will not be available to test these predictions for another one or two years.

The nursing program improved in meeting all the Perkin core indicators except for 3P1 student retention or transfer. Nursing faculty will continue to evaluate the curriculum and promote the continuation on to the Bachelor's degree.

Part III. Goals, Alignment and Action Plan

Where are you in your 5-year plan as discussed in your previous Comprehensive Program Review (CPR)?

The nursing program had their external accreditation visit by Accreditation Commission for Education in Nursing (ACEN) in March 2017. We were found compliant with six standards with a few recommendations and reaffirmed accreditation officially in August 2017 for the maximum length of 8 years. This gives our Nursing Program accreditation from Spring 2017 till Spring 2025.

What were the goals you identified for the past year as discussed on that CPR and in your last APRU?

Nursing Program Goals:

1. The graduating class will reflect the multicultural mix of Kaua'i.
2. 85% of ADN students will pass the NCLEX-RN on the first attempt.
3. 50% of the graduates desiring employment as a RN will be employed as an RN.
4. 25% of the graduates will be enrolled in the RN to BSN program within one year of graduation.
5. The graduating class will be comprised of generic students and at least 10% of returning LPN's.
6. 80% of students enrolled in NURS 210 within 15 days of the beginning of the semester will complete their CA – Practical Nurse within 2 academic years.
7. 60% of students enrolled in NURS 210, within 15 days of the beginning of the semester, will complete the ADN degree within 3 academic years (effective Fall 2017).

Other Nursing Division Goals

1. Nursing faculty will agree 100% that the program supports professional and personal growth.
2. Nursing faculty will agree 100% that the program supports respect for self and others.

3. **Nursing Faculty will agree 100% that the program supports physical and emotional safety in the work environment.**
4. **Students will agree 100% that the program support respect for self and others.**
5. **Students will agree 100% that the program supports physical and emotional safety.**

Program Goals achievement:

#1: Kaua'i County demographics compared to nursing program graduate demographics. This data was used to assess program goal #1 stating that the Graduating Class will reflect the multicultural ethnicity of Kaua`i. Our graduating cohort was a multicultural group.

Ethnicity	Kaua`i County (2014)	2013	2014	2015	2016
White	33.7%	29%	32%	22%	29%
Black	0.7%	0%	0%	4%	0%
Indian/Native Alaskan	0.6%	5%	0%	0%	0%
Asian	31.3%	29%	56%	48%	53%
Native Hawaiian/ Pacific Islander	9.1%	10%	0%	0%	6%
Hispanic/ Latino	10.8%	0%	0%	0%	0%
Two or More Races	24.6%	29%	12%	13%	12%

#2. Goal 85%: Our current NCLEX- RN pass rate is 84.6% as of 09/ 2017, with four more students to take the exam from this 2017 graduating class. With a small denominator, every student taking the NCLEX exam impacts our pass rate.

#3. Goal met, employment rate at 61% as RN's.

#4. Goal met, 26 % of graduates entered a BSN program.

#5. Goal met, 26% of the class were returning LPN's.

#6. Goal met, for the 2014 cohort, 88% of the class enrolled in NURS 210 within 15 days of the beginning of the semester, completed the Certificate of Achievement as a Practical Nurse within 2 academic years.

#7. Goal met, for the 2014 cohort, 73% of students enrolled in NURS 210, within 15 days of the beginning of the semester, will complete the ADN degree within 3 academic years.

Other Nursing department goals:

#8. Goal not met: Faculty survey was not completed.

#9. Goal not met: Faculty survey was not completed.

#10. Goal not met: Faculty survey was not completed.

#11. Goal not met: Student survey was not revised to assess this goal.

#12. Goal not met: Student survey was not revised to assess this goal.

What impact did this have on your health indicators?

Overall, our goals are achieving our Program outcomes and student success. The 2020 initiative to have 80% of the RN's in the state Bachelor's prepared, we are admitting more LPN's to achieve their ADN (Goal #4) and with automatic admission to UHMSON, we are encouraging students to continue on and obtaining their advanced degrees (Goal #3). Adding the ATI program into the curriculum has helped improve our NCLEX-RN pass rates, persistence and completion (Goal #2), although with the Program admission changes being implemented 2016 - 17, it is too soon to see the results of those changes. If the changes are effective, our persistence and completion rates will continue to grow. Goal #3 was met by our tracking students employment after graduation although it is not reflected in the system measure.

Goals 8 - 12 were not achieved due to surveys not delivered or revised; do not impact the health indicators; Nursing Program Coordinator will be responsible for achieving these program goals the 2017 - 18 academic year. Having two faculty positions vacant contributed to the surveys not being completed/ revised.

Part III. Action Plan

2016-2021 Strategic Goals

Goal Alignment UH System Goals, Kauai Community College Goals, and Strategic Goals	Program Goals	Action Plan	Indicator of Outcome/ Improvement
UHCC/KCC Initiative: Hawaii Graduation Initiative			
Strategic Goal 1: Increase the Number of Graduates	**KCC Nursing Program Goals #1, 5, 6, 7, 11, 12**	**Recruit students by increasing outreach activities especially in the High schools/ College Fairs; increase awareness of the course and skills need to be successful in the program; monitor new admission requirements (effective Fall 2017) for stronger academic students; encourage completion of the ADN program in max of 3 academic years ; questions to be added to the nursing course evaluations and the Graduate survey to assess students feeling on how the programs supports respect for self and others, physical and emotional safety**	**#1. Graduating class will reflect the multicultural mix of Kauai.** **#5. Each class will have 10% of LPN's returning** **#6 & # 7. Improved persistence from start of program to completion of ADN in 2 academic years** **#11. Students will agree 100% that the program supports respect for self and others.** **#12. Students will agree 100% that the program supports physical and emotional safety.**

Strategic Goal 2: Increase the Number of Native Hawaiian Graduates	**KCC Nursing Program Goal #1**	**Recruit students by increasing outreach activities especially in the High schools/ College Fairs, increase awareness of the course and skills need to be successful in the program;**	**#1. Graduating class will reflect the multicultural mix of Kauai.**
Strategic Goal 3: Increase the Number of Low Income Student Graduates	**KCC Nursing Program Goal #1**	**Recruit students by increasing outreach activities especially in the High schools, increase awareness of the course and skills need to be successful in the program; encourage students to apply for all scholarships**	**#1. Graduating class will reflect the multicultural mix of Kauai.**
Strategic Goal 4: Increase the Number of Students Who Transfer	**KCC Nursing Goal # 4**	**Emphasis the importance of advance degrees for the profession in the classroom; Invite BSN program representatives to come talk to the students face to face; Invite Healthcare employers to come talk to students about advanced degrees and employment opportunities; Automatic admission to UH SON; Have financial aid staff come to class and have a mandatory Common app scholarship application filled out by all students; Look for scholarship opportunities for students and distribute the information by email**	**#4. 50% of graduates will enroll in a RN to BSN program within one year of graduation.**
Strategic Goal 5: Eliminate Access and Success Gaps			

Strategic Goal 6: Reduce the Time to Degree: Accelerate College Readiness			
Strategic Goal 7: Reduce the Time to Degree: Increase Student Retention and Credit Accumulation	**KCC Nursing Goal** **# 6, 7**	**Monitor the effect of the new admission requirements effective 2017 on the impact of persistence to completion; advise those students that step out to return sooner to complete in max of 3 academic years; continue with ATI educational support system to the curriculum, monitor the trends in student outcomes**	**6. 80% of students enrolled in NURS 210 within 15 days of the beginning of the semester will complete their certificate of achievement within 2 academic years.** **#7. 60% of students enrolled in NURS 210, within 15 days of the beginning of the semester, will complete their ADN within 3 academic years (effective Fall 2017)**
UHCC/KCC Initiative: Hawaii Innovation Initiative			
Strategic Goal 8: Increase Job Placement for Kauai CC Students	**KCC Nursing Goal** **# 2, 3**	**Nursing Advisory Meeting once an academic year; Assess job openings on Kauai quarterly; Have the 'Oihana 'Imi Loa Center Career Center come talk with students and help them prepare their resumes/ interview skills; Host Career fair in the Spring semester with Healthcare employers with Mock interviews;** **Post job opportunities on Bulletin boards in Health Science building**	**#2. 85% of ADN students will pass the NCLEX-RN on their first attempt** **#3. 75% of the graduates desiring employment as a RN will be employed as a RN.**

Strategic Goal 9: Increase the STEM Workforce

Strategic Goal 10: Increase Lifelong Learning and Professional Development Opportunities for community members

UHCC/KCC Initiative: Modern Teaching and Learning Environment

Strategic Goal 11: Increase Campus and Community Sustainability

Strategic Goal 12: Strengthen Distance Education Offerings

Strategic Goal 13: Enhance Facilities with Appropriate Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments	**KCC Nursing Goal** **# 3, 8**	**Faculty to obtain professional development opportunities in Simulation teaching strategies and Best practices; Students will have simulation experience in all courses to prepare them for the clinical sites and enhance their marketability; Faculty will be surveyed; Students will evaluate Simulation experiences; Classroom**	**#3. 75% of the graduates desiring employment as a Rn will be employed as an RN** **#8. Nursing Faculty will agree 100% that the program supports professional and personal growth.**

equipment will be upgraded

UHCC/KCC Initiative: High Performance Mission-Driven System			
Strategic Goal 14: Reduce the Cost of Education for Students			
Strategic Goal 15: Implement Hawai'i Papa O Ke Ao			
Strategic Goal 16: Increase Opportunities for and Participation in Professional Development	**KCC Nursing Goal** **# 8, 9, 10**	**Apply for Ed White funding for Professional development opportunities to keep faculty current in their expertise, maintain their certifications and licenses;** **Nursing Survey to be developed to assess faculty opinions and delivered in the Spring semester;**	**#8. Nursing Faculty will agree 100% that the program supports professional and personal growth** **#9. & 3 10. Nursing faculty will agree 100% that the program supports respect for self and others, physical and emotional safety in the work environment**
UHCC/KCC Initiative: Enrollment			
Strategic Goal 17: Increase Recent High School			

Graduates Enrollment

Strategic Goal 18: Increase Pacific Islander Enrollment

Strategic Goal 19: Increase High School Non-Completers and GED Recipient Enrollment

Strategic Goal 20: Increase Enrollment of Working Adults

Strategic Goal 21: Increase Enrollment of International Students

Status Report for the prior year requests

Program Goal & Campus Strategic Goal or Priority Alignment	Program Goal: 3, 8, Campus Strategic Goal: 13, 16
Action Item	Repair and Upgrade our Simulation Baby to the same software as the new 3G Simman (LLEAP upgrade). This is more cost effective than purchasing a new Simulation Baby manikin.
Resource Acquired	Simulation baby was repaired and upgraded with the LLEAP software, as well as a new updated computer to run the software with the support of the UH Foundation, no monies required of the system.

Outcome(s)	**Simulation baby is used every two weeks in the Fall 2017 semester; improves students understanding of conditions and prepares them for clinical experiences.**
Outcome(s) Evaluation (Improvements made to program based on assessment data)	**Will continue to monitor course evaluations and Simulation evaluations; students often request more simulation as preparation for clinical experiences.**
Action Plan if outcome was not met	

Program Goal & Campus Strategic Goal or Priority Alignment	**Program Goal: 8, 9, 10** **Campus Strategic Goal: 16**
Action Item	**Professional Development monies to include travel**
Resource Acquired	**Ed White funds were awarded to achieve this goal, no additional monies were required.**
Outcome(s)	**Six faculty traveled to UHM to attend Annual Statewide Nursing Consortium meeting and training** **Six faculty traveled to UHM to attend Simulation Users Network Conference in June 2017**
Outcome(s) Evaluation (Improvements made to program based on assessment data)	**All faculty participated in curriculum updates and changes; participated in presenting how each school is implementing Evidence Based Practice into the curriculum so students are prepared for employment; All faculty networked with other simulation users in the state and learning new ways to use Debriefing.**
Action Plan if outcome was not met	

	Program Goal & Campus Strategic Goal or Priority Alignment	**KCC Program Goal #3 and #8**

Program Goal & Campus Strategic Goal or Priority Alignment

KCC Program Goal #3 and #8

Strategic Goal 13: Enhance Facilities with Appropriate Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments

Action Item

Classroom AV equipment needs to be upgraded

Resource(s) Request

Classroom Equipment

	Item	Price
1	75" 4K Monitor	$1,950.00
2	84" SmartBoard Kapp	$660.00
3	VESA Mounts	$80.00
4	Cables (2-pack) HDMI	$12.00
5	Android Box (TX-8)	$90.00
6	Document Camera (Longjoy)	$100.00
7	Mobilock	$17.00
8	Keyboard and Mouse	$15.00
Subtotal		$2,924.00
Tax		$120.76
Shipping		$80.00
Total		$3,124.76

$3124.76 x 4 classrooms (HLTH 127B,128, Haupu 101, Kilohana 101) = $9374.28

Person(s) Responsible and Collaborators	Nursing Program Coordinator, HED Division Chair, Jeff Mexia Professional Development Coordinator, Tom Kajihara IT, Kent Tanigawa IT
Timeline	Spring 2018
Indicator of Improvement	Student evaluations will demonstrate students are satisfied with classroom, conducive to learning; Faculty will obtain professional development training to work the new AV equipment and will allow them to use alternative teaching strategies for their classes; classrooms can be reconfigured in alternative set ups and students will be able to see with the lights on and not in the dark or partial dark; Faculty will be satisfied with their teaching environment and will supported with professional and personal growth; Students will be familiar with current technology that will make them more employable in the workplace.
PSLO Impacted	PSLO # 3, 5, 6, 8
Current Status	Current Smartboards are at end of life or broken; current system and room design requires all the lights to be off to see the screen, making it difficult for students to see and write notes; Faculty frustrated with AV equipment that is not reliable. IT/ Computer services to assess if large screen TV's in classrooms (Haupu and Kilohana) used for Simulation are compatible with the updated software and equipment to save monies.

Part IV. Resource Implications

No content.

Program Student Learning Outcomes

For the 2016-2017 program year, some or all of the following P-SLOs were reviewed by the program:

	Assessed this year?	Program Student Learning Outcomes
1	Yes	A competent nurse's professional actions are based on core nursing values, professional standards of practice, and the law.
2	Yes	A competent nurse develops insight through reflective practice, self-analysis, and self care.

3	Yes	A competent nurse engages in ongoing self-directed learning and provides care based on evidence supported by research.
4	Yes	A competent nurse demonstrates leadership in nursing and health care.
5	Yes	A competent nurse collaborates as part of a health care team.
6	Yes	A competent nurse practices within, utilizes, and contributes to the broader health care system.
7	Yes	A competent nurse practices client-centered care.
8	Yes	A competent nurse communicates and uses communication technology effectively.
9	Yes	A competent nurse demonstrates clinical judgment/critical thinking in the delivery of care of clients while maintaining safety.

A) Evidence of Industry Validation

A. Evidence that our PSLOs are aligned with industry standards can be seen in the following table

Table 4.1 HSNC Competencies Comparison

HSNC Professional Competencies / Kaua`i CC Program Learning outcomes	American Nurses Association	NLN Competencies for AS in Nursing Programs	Quality and Safety Education for Nurses (QSEN)	Core Competencies needed for Health Care Professions Institute of Medicine	Pew Health Professions Commission 21 Competencies for 21st Century

Competency #1	Ethics	NLN Core Values	Patient-Centered care	Higher levels of education	Embrace a personal ethic of social responsibility and service.
A competent nurse's professional actions are based on core nursing values, professional standards of practice, and the law.	Education Quality of practice Professional practice evaluation	Professional identity Socialization to the new roles (care provider, patient advocate, teacher)			Exhibit ethical behavior
Competency #2.	Evaluation	Personal / Professional Development	Quality Improvement	Apply quality improvement	Demonstrate critical thinking, reflection and problem solving skills
A competent nurse develops insight through reflective practice, self-analysis, and self-care.	Professional practice evaluation	Professional identity Spirit of Inquiry Human flourishing Self awareness Values development Culturally sensitive, culturally competent			Cultural sensitivity

Competency #3. **A competent nurse engages in ongoing self-directed learning and provides care based on evidence supported by research.**	**Evaluation** **Education** **Evidence-based practice and research**	**Knowledge and Science** **Professional identity** **Spirit of inquiry** **Human flourishing** **Lifelong learning** **Evidence-based practice** **Innovative practice**	**Evidence-Based Practice**	**Research** **Evidence-based practice** **Higher levels of education**	**Provide evidence-based, clinically competent care.** **Apply knowledge of the new sciences.**
Competency #4. **A competent nurse demonstrates leadership in nursing and health care.**	**Leadership**	**Context & Environment** **Human flourishing** **Professional identity** **Career development** **Change agent** **Care coordinator** **Decision maker**	**Teamwork and collaboration**	**Leadership**	**Practice Leadership** **Care management** **Management (Clinical, administrative)**

Competency #5. A competent nurse collaborates as part of the health care team.	**Coordination of care.** **Collaboration**	**Teamwork** **Human flourishing** **Professional identity**	**Teamwork and collaboration**	**Teamwork and collaboration** **Coordinating care**	**Works in interdisciplinary teams** **Care management** **Team training, cross professional education, integrated system**
Competency #6. A competent nurse practices within, utilizes, and contributes to the broader health care system.	**Health teaching and promotion** **Resource utilization**	**Context & Environment** **Human flourishing** **Nursing judgment** **Care coordinator** **Collaborator**	**Quality Improvement**	**Health policy** **System improvement** **Technological tools and information management systems**	**Contribute to continuous improvement of the health care system.** **Integrated approach to community**
Competency #7. A competent nurse practices client-centered care.	**Assessment** **Diagnosis** **Outcomes identification** **Planning** **Implementation** **Evaluation**	**Relationship-centered care** **Nursing judgment** **Quality nursing care** **Patient advocate**	**Patient-centered care**	**Competency if specific content areas such as geriatrics, community health, and public health.**	**Incorporate the multiple determinants of health in clinical care**
Competency #8. A competent nurse communicates and uses communication technology effectively.	**Communication**	**Quality & Safety** **Communicator** **User of information technology**	**Informatics**	**Utilize informatics**	**Use communication and information technology effectively and appropriately**

Competency # 9.	Quality of practice	Knowledge & Science	Safety	Quality nursing care
A competent nurse demonstrates clinical judgment and critical thinking in the delivery of care of clients while maintaining safety.	Environmental health	Quality & Safety Nursing judgment Quality nursing care		

References:

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Pew Health Professions Commission (1998). Strengthening consumer protection: Priorities for health care workforce regulation: Report of the Pew Health Professions Commission. San Francisco, CA: Author

B) Expected Level Achievement

In spring 2017, the Nursing Program was reviewed by our external Accreditation agency ACEN. Please see our ACEN 2017 Self Study Report for review of our programat:

https://drive.google.com/open?id=0B2ITeAzJx8mvYV9WbGNxaGZ6SFE

C) Courses Assessed

In spring 2017, the Nursing Program was reviewed by our external Accreditation agency ACEN. Please see our ACEN 2017 Self Study Report for review of our programat:

https://drive.google.com/open?id=0B2lTeAzJx8mvYV9WbGNxaGZ6SFE

D) Assessment Strategy/Instrument

In spring 2017, the Nursing Program was reviewed by our external Accreditation agency ACEN. Please see our ACEN 2017 Self Study Report for review of our program at:

https://drive.google.com/open?id=0B2lTeAzJx8mvYV9WbGNxaGZ6SFE

E) Results of Program Assessment

In spring 2017, the Nursing Program was reviewed by our external Accreditation agency ACEN. Please see our ACEN 2017 Self Study Report for review of our program at:

https://drive.google.com/open?id=0B2lTeAzJx8mvYV9WbGNxaGZ6SFE

F) Other Comments

No content.

G) Next Steps

The Nursing Program will be working on implementing the recommendations from our Accreditation report. To begin with, we are actively recruiting additional faculty (now 3 open positions) to adequately support our program. By hiring additional faculty we can support our students and allow the Nursing Program Coordinator to fulfill the administrative responsibilities as expected by the college, the State Board of Nursing and our external accreditation body ACEN. We will revised our Systematic Evaluation Plan, continue curriculum mapping with adjustments in how the course content is delivered, inventory and purge old reference books from the library and look for opportunities to grow our program to meet community needs.