Kaua'i Community College Associate Degree Nursing Program Self-Study Report
November 2016

Kaua'i Community College

Career Ladder Nursing Program
Accreditation Commission
for Education in Nursing Self-Study
November 2016

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Section Three

Glossary of Common Abbreviations and Terms

A

AA	Associate of Arts
AAS	Associate in Applied Science
A&P	Anatomy and Physiology
ACEN	Accrediting Commission for Education in Nursing
ACCJC	Accrediting Commission for Community and Junior Colleges
ACT	American College Test
ADA	American with Disabilities Act
ADN	Associate Degree in Nursing
APRN-BC	Board Certified Advance Practice Registered Nurse
APRN-RX	Advance Practice Registered Nurse with Prescriptive Privileges
APRU	Annual Program Review Update
AS	Associate of Science
ASUH-KCC	Associated Students of University of Hawai`i, KCC
ATI	Assessment Technologies Institute

B

BA	Bachelors of Arts
BED	Business Education Division
BON	Board of Nursing
BUS	Business Building Classrooms
BS	Bachelors of Science
BSN	Baccalaureate of Science in Nursing

C

CA	Certificate of Achievement
CARDS	Course Assessment Record Data System
CAT	Computer Adaptive Testing
CEO	Chief Executive Officer
CERT	Community Emergency Response Teams
CHP	Community Health Project
CINAHL	Cumulative Index to Nursing and Allied Health Literature
CJT	Clinical Judgment Tool
CNA	Certified Nurses' Aide
CNE	Certified Nursing Educator
CNO	Chief Nursing Officer
CPAs	Certified Public Accountants
CPR	Cardiopulmonary Resuscitation
CSLOs	Course Student Learning Outcomes
CTE	Career and Technical Education
CWC	Campus Wellness Center

D

DA	Diversification (Arts)
DB	Diversification (Biological Science)
DH	Diversification (Humanities)
DL	Distance Learning
DL*	Diversification (Literature)
DNP	Doctorate of Nursing Practice
DOE	Department of Education
DOH	Department of Health
DP	Diversification (Physical Science)
DPC	Division Personnel Committee
DS	Diversification (Social Sciences)
DVD	Digital Video Devices
DY	Diversification (Lab)

E

eCAFE	Electronic Course and Faculty Evaluation
ECED	Early Childhood Education
ED	Emergency Department
EEO	Equal Employment Opportunity
EKG	Electrocardiogram
EMR	Electronic Medical Records
EMTALA	Emergency Medical Treatment and Labor Act

F

FA	Financial Aid
FAFSA	Free Application for Federal Student Assistance
FAQ	Frequently Asked Questions
FDL	Federal Direct Loan
FEMA	Federal Emergency Management Agency
FERPA	Family Educational Rights and Privacy Act
FHS	Family Health Services
FS	Foundations (Symbolic Reasoning)
FW	Foundations (Written Communication)
FWS	Federal Work Study
FY	Fiscal Year
FYE	First Year Experience

G

GED	General Education Diploma
GIHC	Garden Isle Health Care
GPA	Grade Point Average

H

HED	Health Education Division
HESI	Health Education Systems Incorporated
HHSC	Hawai`i Health Systems Corporation
HIPAA	Health Insurance Portability and Accountability Act
HITS	Hawai`i Interactive Television System
HLTANX	Health Science Annex
HLT-HP	Health Science Ha`upu
HLT-KH	Health Science Kilohana
HLTSCI	Health Science Building
HMSA	Hawai`i Medical Service Association
HPER	Health Physical Education and Recreation
HPH	Hawai`i Pacific Health
HR	Human Resources
HSNC	Hawai`i State Nursing Consortium

I

ICU	Intensive Care Unit
IOM	Institute of Medicine
ISL	Intersystem Loans
ISLOs	Institutional Student Learning Outcomes
ITAC	Informational Technology Advisory Committee
IT	Informational Technology

K

KapCC	Kapi`olani Community College
KCC	Kaua`i Community College
KMC	Kaua`i Medical Clinic
KVMH	Kaua`i Veterans Memorial Hospital
KWCMC	Kapi`olani Women's and Children's Medical Center

L

LAH	Language, Arts, and Humanities
LPN	License Practical Nurse
LC	Learning Center
LMS	Learning Management System
LRC	Learning Resource Center
LTC	Long Term Care

M

MA	Master's of Arts
MEd	Master's of Education
MEDA	Medical Assistant

MLA   Master's of Liberal Arts
MSN   Master's of Science in Nursing

N

N/A	Not Applicable
NBCC	National Board Certified Counselor
NCLEX-PN	National Council Licensure Examination – Practical Nurse
NCLEX-RN	National Council Licensure Examination – Registered Nurse
NLNAC	National League for Nursing Accrediting Commission
NLN	National League for Nursing
NP	Nurse Practitioner
NSLDS	National Student Loan Data System

O

OB	Obstetrics
OCET	Office of Continuing Education and Training
OCNE	Oregon Consortium for Nursing Education
OPCN	Okinawa Prefecture College of Nursing
OSC	One Stop Center

P

PAC	Performance Arts Center
PAR	Program Action Requests
PD	Professional Development
PhD	Doctorate of Philosophy
PHN	Public Health Nursing
PN	Practical Nurse
PPA	Program Participation Agreement
PPE	Personal Protective Equipment
PSLOs	Program Student Learning Outcomes

Q

QSEN	Quality and Safety Education for Nurses

R

RN	Registered Nurse

S

SAM	Science and Math Division
SAT	Scholastic Aptitude Test
SBAR	Situation, Background, Assessment, Recommendation
SDS	Same Day Surgery
SEP	Systematic Evaluation Plan
SIMs	Simulations
SLOs	Student Learning Outcomes
SMMH	Samuel Mahelona Memorial Hospital

STEM   Science, Technology, Engineering, and Math

T

TAACCCT	US Department of Labor's Trade Adjustment Assistant Community College and Career Training
TB	Tuberculosis
TEAs	Test of Essential Academic Skills
TEs	Teaching Equivalencies
TL	Team Leader
TPRC	Tenure Promotion Review Committee
TT	Trades and Technology

U

UC	University Center
UH	University of Hawai`i
UHH	University of Hawai`i at Hilo
UHCC	University of Hawai`i Community College
UHM	University of Hawai`i at Mānoa
UHMC	University of Hawai`i Maui College
UHPA	University of Hawai`i Professional Assembly
UHSON	University of Hawai`i School of Nursing
UHWO	University of Hawai`i West O`ahu
USAF	United States Air Force

V

VA	Veteran Administration
VCAA	Vice Chancellor for Academic Affairs
VCAS	Vice Chancellor for Administrative Services
VCSA	Vice Chancellor of Student Affairs
VP	Vice President
VPCC	Vice President for Community Colleges

W

WI	Writing Intensive
WKMC	West Kaua`i Medical Clinic
WMH	Wilcox Memorial Hospital

Y

YWCA	Young Women's Christian Association

List of Exhibits

Name and Address of the College:

University of Hawai`i (UH)
Kaua`i Community College (KCC)
3-1901 Kaumuali`i Highway
Lihu`e, Hawai`i 96766
Phone (808) 245-8310

Name and Title of Chief Executive Officer (CEO):

Helen A. Cox, PhD
Chancellor
Phone: (808) 245-8210
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Email: helencox@hawaii.edu

Regional/Institutional Accreditors and Status:

Accreditation Commission for Community and Junior Colleges (ACCJC)
Western Association of Schools and Colleges
10 Commercial Blvd, Ste 204
Novato, CA 94949
Phone: (415) 506-0234
Email: accjc@accjc.org
Status: Accreditation was reaffirmed in 2013 through 2019

Name and Address of Educational Unit in Nursing:

Kaua`i Community College
Career Ladder Nursing Program
3-1901 Kaumuali`i Highway
Lihu'e, HI 96766

Name and Title of the Administrators of the unit in nursing:

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State Board of Nursing Address and Approval Status:

Hawai`i State Board of Nursing (BON)
Department of Commerce and Consumer Affairs
P.O. Box 3469
Honolulu, Hawai`i 96801
Approval Status: Board Approved

Accreditation Commission for Education in Nursing (ACEN) accreditation status:

Full reaffirmation of accreditation last received 2009 through 2017

Total number of nursing program faculty with a master's degree as of December 30, 2016, including the program director and division chair

Tenured	6 Full time	0 Part-time
Probationary	1 Full time	0 Part-time
Adjunct Lecturers/Temporary	2 Full time	0 Part time

Total Student Enrollment in Educational Unit in Nursing Program as of the Fall Semester 2016:

1st Level of Career Ladder Program	=	24
2nd Level of Career Ladder Program	=	18

ACEN Accreditation Standards and Criteria used:
2017 ACEN Accreditation Manual (Updated September 2016)

STANDARD I

MISSION AND ADMINISTRATIVE CAPACITY

The mission of the nursing education unit reflects the governing organization's core values and is congruent with its mission/goals. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified program outcomes.

Criterion 1.1

> **The mission/philosophy of the nursing education unit are congruent with the core values and mission/goals of the governing organization.**

The UH System provides the governing framework and overarching mission/vision for the seven community colleges and three baccalaureate institutions offering postsecondary education within the state. All community colleges in Hawai`i also adhere to the UH Community College (UHCC) mission, which is communicated by the VPCC and stated in the UHCC Strategic Plan. Each community college develops its own mission and vision statement to not only align with UH System and UHCC missions (Exhibit 1-1: UH Strategic Directions, UHCC Strategic Directions, but also to ensure that the unique educational needs of the community it serves are met.

The UH mission states that "the common purpose of the University of Hawai`i system of institutions is to serve the public by creating, preserving, and transmitting knowledge in a multicultural environment. The University is positioned to take advantage of Hawai`i's unique location, physical and biological environment, and rich cultural setting. At all levels in the academy, students and teachers engage in the mastery and discovery of knowledge to advance the values and goals of a democratic society and ensure the survival of present and future generations with improvement in the quality of life."

The UHCC has a special mission to: 1) broaden access to postsecondary education; 2) specialize in a broad spectrum of teaching including remedial, general, technical, pre-professional, and liberal arts education; 3) educate and train students to meet regional, state, and international workforce needs; 4) provide opportunities for personal development; 5) stimulate

and participate in community development through leadership, education, cultural opportunities, and community engagement; and 6) incorporate the state's cultural and geographic diversity into curricula and partnerships to prepare students for a global workplace.

KCC encompasses the spirit of both the UH and UHCC missions through its own unique mission statement which is to "provide open-access education and training in an ethical and innovative student-centered and community-focused environment, nurturing life-long learners who appreciate diversity and lead responsible and fulfilling lives." The underlying values of the College and its academic programs include accessibility of higher education to all, support and engagement of students to meet their goals, provide educational opportunities that lead to meaningful careers and a living-wage, develop educational opportunities that align with place-based students, serve and support the state's indigenous population, align Science, Technology, Engineering, and Math (STEM) programs with regional workforce needs, and empower students, faculty, and staff.

As an integral program within the College and community, the Nursing Program has an aligned mission, which is to provide "access for the people of Kaua`i to quality nursing education within a caring environment" (Appendix A). Furthermore, the philosophy of the Nursing Program recognizes that as a multicultural island within the Pacific Basin, Kaua`i's population has a range of health-care values, practices, and needs. These variations influence the practice of nursing requiring practitioners to have an awareness and understanding of their own health value system and an appreciation of cultural diversity regarding health-care values (Appendix A).

The mission and philosophies of the four governing entities (UH System, UHCC, KCC, and KCC Nursing Program) reflect commitments and core values that encompass an open, holistic approach to students that recognizes and honors the multicultural diversity within the Pacific Basin, and specifically on Kaua`i. The core values and commitments that are common to the four entities are detailed below.

Table 1-1: Congruency of Governing Organization and Nursing Program

Commitments and Core Values	UH System Mission/Vision	UHCC Mission/Vision	KCC Mission/Vision	KCC Nursing Program Mission/Philosophy
Access	Increasing the participation and completion of students, particularly Native Hawaiians, low-income students and those from underserved regions and populations. Multiple entry points and educational pathways across the state.	Universally available to Hawai'i residents at affordable cost.	Accessible to all and KCC supports students of all ages, cultures, and backgrounds to achieve their educational goals	Access for the people of Kaua`i to quality nursing education within a caring environment.
Learning and Teaching	Academic rigor and excellence. Modernize facilities to meet 21st century needs for learning, teaching and research.	Continuing education. Smooth and effective--- pathways toward baccalaureate or vocational education. Learning environment, reflecting modern technologies and pedagogies, appropriate for the 21st century and the sustainability practices to maintain those environments. Student success oriented. Willingness to try new approaches to achieve higher levels of student success.	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	Committed to improving the social, economic and environmental well-being of current and future generations. Preparation for success in the workforce and their communities. Anticipate and align curricula with community and workforce needs. Create more high-quality jobs and diversify Hawai'i's economy	Integral component of the workforce development. Career advancement.	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	Integrity and service, aloha and respect. Advance innovation and entrepreneurship.	Designed to create the opportunity, the success, the economy, and the quality of life. Ensure a bright future for Hawaiʻi.	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	Commitment to being a foremost indigenous-serving institution. Advancing sustainability. Anticipate and align curricula with community and workforce needs.	A leader in identifying workforce needs and developing and delivering training programs.	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	Diverse student body throughout Hawaiʻi Hawaiʻi students of a globally diverse student body.	Strong commitment to Native Hawaiian access and success. The identification and goals for targeted currently underserved populations. creating the leadership, community, and cultural environment across the UHCC campuses including cultural activities.	Diversity appreciation. Place-based institution that takes its commitment to serving the indigenous seriously.	Appreciation of cultural diversity. Living within an ethnic cultural context.

Website References:

KCC Nursing Program Student Policy Handbook, 2016-2017, page 4

KCC Mission Statement

UHCC Strategic Directions, 2015-2021

UH Strategic Directions, 2015-2021

Criterion 1.2

> **The governing organization and nursing education unit ensure representation of the nursing administrator and nursing faculty in governance activities; opportunities exist for student representation in governance activities.**

The College and HED organizational charts (Exhibit 1-2: KCC Organization and HED Organization Charts) illustrate the structure that promotes communication and transfer of information from the executive level, via the intermediate decision-advising entities, to the divisions/faculty, and vice versa. Nursing faculty, students, and staff contribute significantly in the governance of the Nursing Program, KCC, and the UHCC System by holding leadership roles and/or having representation on relevant college and system-wide committees (Table 1-2: HED Committee Assignments 2016-2017). Committee participation provides nursing faculty with an opportunity to share their expertise with others (i.e., committee and health education faculty), provide a health education perspective, and improve the College. In addition, spreading committee assignments among faculty provides a mechanism for the department to provide input into governance and remain up-to-date with college and system-level initiatives, policy changes, and decisions through reports at monthly department meetings from committee representatives.

The two main conduits for faculty input and recommendations are the College Council and Faculty Senate. College Council was established to assure regular dialogue among all employee groups at KCC on institutional matters and initiatives such as mission, strategic planning, campus goals, policy, and budgeting. The College Council serves as an advisory body to the Chancellor and is composed of administrators, division chairs, program coordinators, academic support staff, faculty, student government, classified staff, and ex-officios. The HED Chair currently serves on this Council and upcoming agenda items are shared and discussed at monthly HED division meetings. The overall HED consensus is reported to the Council and recorded in the minutes.

Faculty Senate is tasked with not only providing a formal, independent voice from faculty in the determination and development of college policy, but also to promote communication among faculty, students, administration, the UH Board of Regents, and the Community. The Faculty Senate also functions as the policy-recommending advisory body and is a position-stating unit of the college faculty. Additional responsibilities include: 1) developing the nature

and scope of educational curricula; 2) defining standards of teaching, scholarship, and services; 3) recommending policies related to personnel, academic freedom, professional ethics, and academics; 4) developing and/or maintaining community relations; and 5) providing input regarding the campus environment.

The College has implemented additional communication channels and holds events to strengthen communication and seek contribution from faculty. Discussion, planning, and implementation input are sought at biannual convocations and campus conversations. Both provide opportunities for college-wide participation. Routine communication occurs through the dissemination of campus bulletins/newsletters, website announcements, emails, and various workshops. Faculty and staff are encouraged to contribute to the college by participating in personnel-related processes (e.g., hiring, contract renewal, tenure, promotion), program review, teaching and service award selection, development of the Strategic Plan, and the Reaffirmation of Accreditation Self Study.

Students play a significant role in governance by participating in student government, advisory boards, and clubs. The Nursing Program has an active student Nursing Club and all nursing students are encouraged to participate in both the club and student government (i.e., Associated Students of University of Hawai`i, Kaua`i Community College (ASUH-KCC)). Student government provides the framework for students to bring issues to the College's administration through dialogue and participation on campus governance committees. The Nursing Program invites current nursing students to the Nursing Advisory Committee and Program meetings to provide student perspectives (Exhibit 1-3: Minutes).

Table 1.2: Health Education Division (HED) Committee Assignments 2016-2017
Current Nursing faculty teaching in the program are in **bold**. *Nursing Program Coordinator

Campus Committee	Membership	Term	Meeting Frequency
College Council	Division Chair – **Tammie Napoleon**		Every 2 weeks
Faculty Senate	Victoria Mathis – Faculty Senate Chair **Sandra Knighton** (Division Rep)	2 years voted in	Monthly
Standing Campus Committees			
Assessment	Laura Dillman		Every 2 weeks
Campus Operations and Safety	**Maureen Tabura**		Monthly
Curriculum	**Kurt Rutter**	2 years	Every 2 weeks
International Education	**Char Ono, Tammie Napoleon**		As needed
Health and Wellness	Laura Dillman, **Sandra Knighton**		As needed
Health Designation	Laura Dillman, Victoria Mathis		Monthly
ITAC	**Char Ono, Maria Fabro**		As needed
Makaloa Council	**Kurt Rutter, Tammie Napoleon**		As needed
Marketing, Outreach & Enrollment Management	**Maria Fabro**		As needed
Student Orientation	**Sandra Knighton**		Quarterly
Sustainability	**Sharon Ehlers**		Monthly
Commencement Committee	Melanie Marshall		As needed in Spring
Campus Ohana Committee	**Maria Fabro**		As needed
Ad Hoc Campus Committees			
Distance Learning	**Kurt Rutter**		As needed
Library and Learning Resource Advisory Committee	**Maria Fabro** effective Spring 2017		As needed
PAU Violence Kaua`i	**Char Ono, Maria Fabro**		As needed
Division Committees			
Division Personnel Committee	**Maria Fabro, Char Ono, Kurt Rutter** Alternate: Victoria	2 years voted in	As needed
Scholarships	**Tammie Napoleon, Maureen Tabura*, Char Ono**		As needed
HED Social Committee	Dana Hazelton		
Departmental Committees			
Nursing Club Advisor	**Maureen Tabura, Sharon Ehlers**		Monthly
HOSA Club Advisor	**Maria Fabro**		Monthly
Nursing Program Pinning Ceremony	**Maureen Tabura, Tammie Napoleon**		As needed in Spring
ACEN Committee	**Sandra Knighton, Tammie Napoleon, Char Ono, Maureen Tabura***		Weekly
Nursing Program Admission	**Maureen Tabura*, Sandra Knighton, Tammie Napoleon, Char Ono**, Shelley Sutter, Marla Pua Palmeira		As needed
Family Planning	**Char Ono, Maria Fabro**		Quarterly
System-Wide Committees			
UH Commission on the Status of Women	**Char Ono**, Commissioner		Monthly
Tenure and Promotion Review Committee TPRC (all tenured faculty)	**Maria Fabro**, Victoria Mathis, **Maureen Tabura, Tammie Napoleon, Char Ono, Kurt Rutter, Sandra Knighton**, Laura Dillman		Appointed by Chancellor for Spring

Criterion 1.3

> **The assessment of end-of-program student learning outcomes and program outcomes is shared with communities of interest, and the communities of interest have input into program processes and decision-making.**

The KCC Nursing Advisory Committee is comprised of community partners and stakeholders from healthcare facilities, hospitals, outpatient facilities, mental health facilities, long-term care facilities, home health agencies, hospice, and public health nursing (Table 1-3: Current Nursing Advisory Committee Members). The Advisory Committee meets biannually with KCC nursing faculty to discuss nursing career opportunities on Kaua`i, the KCC Nursing Program, and student achievement in the program and in the workforce. Agenda items from previous Nursing Advisory Committee meetings include identifying current and future community needs for nursing personnel, discussing student outcome data (e.g., licensure pass rates, completion, and job placement), evaluation of students by healthcare agencies, and addressing future course and curriculum development to maintain currency with both national standards and local needs. During the 2015-2016 academic year, the Advisory Committee made recommendations and provided dialogue to assist the Nursing Program with updating admission criteria, developing an admission rubric, and implementing a pre-entry exam to better identify the healthcare aptitude of nursing program applicants (Exhibit 1-3: Minutes). For further details please see Standard IV.

Table 1.3 Current Nursing Advisory Committee Members

Name	Organization	Title
Bailey-Myrick, Mistee	Malama Pono	Executive Director
Canha, Chelsie	Bayada	Office Manager
Elvenia, Jaeda*	WMH/HPH	Supervisor
Gutzman, Dana	Kaua`i Hospice	RN supervisor
Hinson, Carl	HPH	HPH Workforce Director
Keliipio, Sheryl	FHS/DOH	Maternal/Child Health Supervisor
Kent, Diane	HMSA	Provider Services
Myrick, Kevin	HPH	Critical Care Manager
Nakamura, Barbara*	SMMH/HHSC	Psych Unit Manager
Pablo, Cecilie*	WKMC	RN Quality Management
Skripko, Sharleen*	GIHC	Director of Nursing
Tennberg, Cheryl	KVMH	CNO at KVMH & SMMH
Torres, Toni	PHN/DOH	Supervisor
Trinidad, Estelita	SMMH	LTC Administrator
Wichimai, Donna*	KMC	Manager
STUDENTS		
Angela Corpuz	KCC nursing student, 2nd year	
Samuel Torres	KCC nursing student, 1st year	
FACULTY/STAFF		
Barko, Valerie	KCC	CTE Director
Cuyo, Stephanie*	KCC	Adjunct Faculty
Ehlers, Sharon	KCC	Faculty
Fabro, Maria*	KCC	Faculty
Knighton, Sandra	KCC	Faculty
Marshall, Melanie	KCC	Office Assistant
Napoleon, Tammie*	KCC	Division Chair
Ono, Charlene	KCC	Faculty
Rutter, Kurt	KCC	Faculty
Sutter, Shelley	KCC	Counselor
Tabura, Maureen	KCC	Nursing Program Coordinator

*Alumni of KCC Nursing Program

Criterion 1.4

Partnerships that exist promote excellence in nursing education, enhance the profession, and benefit the community.

The Nursing Program has strong community partnerships across the island. Besides having representation on the Advisory Committee, many of these organizations provide clinical practicum and preceptorship for nursing students through affiliation agreements. Current partners include Wilcox Memorial Hospital (WMH), Kaua`i Medical Clinic (KMC), West Kaua`i Medical Clinic (WKMC)/Kaua`i Veterans Memorial Hospital (KVMH), Kaua`i Hospice, Regency at Puakea, Department of Health (DOH), Department of Mental Health, Samuel Mahelona Memorial Hospital (SMMH), and Ohana Pacific Health (Exhibit 1-4: Affiliation Agreements).

The KCC Nursing Program is also a member of the HSNC. This consortium provides opportunities for participating nursing programs to share curricula and best practices in nursing education as well as provide professional development opportunities through course meetings, conferences, and workshops (Exhibit 1-3: Minutes). Because of this collaboration, KCC ADN graduates have an opportunity to seamlessly transfer to UH Mānoa to complete their BSN.

The ADN graduates also have distance education opportunities for BSN completion with UH Hilo (UHH) through KCC's University Center (UC). The UC develops articulation agreements with universities and colleges to offer programs that are needed by local residents through hybrid and distance delivery. The UHH also offers a Doctorate of Nursing Practice (DNP) program through the UC; whereas, UHM offers an MSN and DNP program. These offerings are available to any nurse wanting to further their education. Since the last accreditation, three nursing faculty have received their doctorate degree and one nursing faculty is currently enrolled in a doctoral program.

The Nursing Program partners with other campus divisions to provide outreach to high schools and middle schools on Kaua`i and participates in college and career fairs, campus visits, and high school science fairs. The Health Education Counselor provides admission information and academic advising for all nursing, pre-nursing, and health education students. The HED

Chair, Nursing Program Coordinator, Nursing Counselor, and several nursing faculty serve on the Financial Aid (FA) Scholarship Committee to review applications for scholarships and grants for nursing students. Nursing faculty and students actively participate in events with community and national organizations. They assist by coordinating and staffing events that promote health and wellness (e.g., screenings, patient education, health assessments, etc.). Examples of community activities (Exhibit 1-5: Examples of Community Events) include the Alzheimer's Association Memory Walk, Kaua`i Marathon, Kaua`i United Way Walk, National Kidney Foundation Kidney Screening, March of Dimes Walk-A-Thon, DOH Flu Clinics, Koloa Rotary Run, American Cancer Society Relay for Life, Malama Pono, Department of Education (DOE) Puberty Classes, Young Women's Christian Association (YWCA) Domestic Violence Vigil, Tri-annual Disaster Preparedness, and Visitor Charity Walk.

The Nursing Program has established international partnerships with Okinawa Prefecture College of Nursing (OPCN) and Nagasaki University in 2003 and 2008, respectively, to provide exchange opportunities for both students and faculty. These cultural exchanges enable additional learning and teaching opportunities in nursing across cultures while supporting the KCC mission. The last group of OPCN students hosted at KCC arrived in August 2016. These students participated in a cultural luncheon with program faculty and students as well as a seminar relating to health practices and nursing care in Hawai`i. Since March 2008, KCC nursing students and faculty have traveled to Japan to study its healthcare system and its culture through interaction with Nagasaki University and/or OPCN. Nursing faculty and students visited healthcare facilities to compare services available across the life cycle, participate in cultural experiences and historical excursions, and obtain firsthand observations of the effects of radiation and natural disasters (e.g., tsunami) on human health. Students earn credits for this experience by enrolling in the Cultural Exchange Course (NURS 277), and most exchanges are one week in length. Because of the valuable learning and cultural competencies achieved through these international partnerships, all KCC and UHCC Allied Health students and nursing community members are encouraged to participate in hosted visits and international exchange programs. The next cultural exchange visit to Nagasaki is tentatively planned for the Spring 2017 semester.

Criterion 1.5

> **The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing.**

The Nursing Program is administered by an academically qualified nurse; her academic qualifications include an MSN from UHM (Exhibit 1-6: Faculty Files).

Criterion 1.6

> **The nurse administrator is experientially qualified, meets governing organization and state requirements, and is oriented and mentored to the role.**

The Hawai`i BON requires that the administrator (person directly responsible) for the ADN program shall hold a minimum of an MSN, which shall include academic credit in curriculum development, evaluation, or teaching methods, and academic preparation for administration, administrative experience, or both (Exhibit 1-7: Hawai`i Administrative Rules Chapter 16-89-45, page 89-21). The Nursing Program Coordinator, Assistant Professor of Nursing, Maureen Tabura, meets all of these. She holds an MSN in Nursing Education with academic credits in curriculum development, evaluation, and teaching methods. She also possesses 6 years of experience in hospital nursing administration and 11 years of experience in nursing education (Exhibit 1-6: Faculty Files).

The current HED Chair, Associate Professor of Nursing, Tammie Napoleon, and previous HED Chair and Nursing Director, Professor Charlene Ono, have mentored and supported Maureen Tabura in her role as Nursing Program Coordinator since her appointment as Interim Nursing Director in January 2016. Both mentors share their administrative experiences and provide input as advisors; additionally, they serve on committees related to nursing governance (e.g., Scholarship Committee, ACEN Committee, and Nursing Program Admission Committee). The current HED Chair serves as the Kaua`i Member on the State BON, which provides

additional mentoring opportunities by assisting the Nursing Program Coordinator with annual BON reports and implementation of BON regulations.

Criterion 1.7

> **When present, nursing program coordinators and/or faculty who assist with program administration are academically and experientially qualified.**

The KCC Nursing Program has one program coordinator that functions as the Director of Nursing. All health education coordinators, including the Nursing Program Coordinator, report to the HED Chair. Health Education program coordinators are responsible for the day-to-day management of their program, and all are academically and experientially qualified (Exhibit 1-6; Faculty Files). Aside from possessing an MSN in Nursing and having 6 years of nursing administration experience and 11 years of nursing education experience, the Nursing Program Coordinator also has specialized intensive care (ICU) clinical experience.

Criterion: 1.8

> **The nurse administrator has authority and responsibility for the development and administration of the program and has sufficient time and resources to fulfill the role responsibilities.**

The Nursing Program Coordinator is responsible for the development and administration of the Nursing Program and receives facilitative support from the HED Chair and KCC administration. As the faculty administrator for the Nursing Program, the Coordinator provides insight and direction in curriculum development, community involvement, discipline, program concerns, budget, implementation of new technology, and grant applications. The HED Chair is the administrative liaison between the Nursing Program and KCC administrators who make final decisions regarding workload, curriculum, and budget.

The Nursing Program Coordinator is granted three credit hours of reassigned time per semester to administer the Nursing Program (i.e., six per academic year). Additional reassigned time may be granted to the Nursing Program Coordinator on an as-needed basis. For example, the Nursing Program Coordinator was granted three additional credits for aligning the Nursing SEP to the 2017 ACEN Standards and Criteria. In addition, the Nursing Program Coordinator receives clerical support from the HED Office Assistant.

Criterion: 1.9

> **The nurse administrator has the authority to prepare and administer the program budget with faculty input.**

The College successfully created and implemented a review (i.e., APRU) process that requires programs to align budget and planning requests with the College's mission and goals. Nursing faculty provide input to the Nursing Program Coordinator regarding annual planning and budgeting based on program needs and the SEP. However, the Nursing Program Coordinator is ultimately responsible for preparing, submitting, and presenting the APRU to College Council. Items approved during the APRU process are moved through the budgeting process, including approval by the UH Board of Regents, Hawaii State Legislature, and the Governor.

The HED Chair receives an allocation of the budget from the Vice Chancellor for Administrative Services (VCAS) each academic year. This allocation is then divided amongst each HED program. In addition to the budget allocation from the College, the Nursing Program also receives course fees. Course fees are collected from each student every semester he or she is in the Nursing Program. The Nursing Program Coordinator is responsible for planning and monitoring program expenditures.

Criterion 1.10

> **Policies for nursing faculty and staff are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the purpose and outcomes of the nursing program.**

With few exceptions, policies related to the nursing faculty are aligned with those of the governing organization. New faculty are oriented by the College and the Nursing Program (see Criterion 2.8). Personnel policies, established by the UH Board of Regents, define lines of authority, personnel classification, personnel policies, and both fiscal and academic policies. Policies established by UHPA specify policies on appointment, rank, workload, salary, evaluation, promotion, tenure, leave, outside appointment, and other faculty rights and responsibilities that are congruent with the Nursing Program and the governing body (Exhibit 1-8: UHPA contract 2015-2017 and Table 1-4: Policies that Differ Among the Nursing Program and the Governing Organization).

Policies that differ among the Nursing Program and the governing body are in the areas of health and safety as well as employment requirements, salary, rank, and workload. Differences in policy regarding health and safety are requirements mandated by the local clinical affiliating agencies for both nursing students and nursing faculty.

As part of the hiring process, all nursing faculty must submit a current Hawai`i State RN License. This is a requirement of the BON. Faculty are also required to have an MSN as a pre-requisite for employment. However, an exception has been made when a qualified nurse with an MSN was not available. A nurse held a BSN with three years of clinical experience and could only instruct in the first level of the curriculum (Exhibit 1-9: Minimum Qualifications for Faculty Positions, page 17). Although level of education attainment differs from other discipline areas at KCC, it is requirement from the BON.

Salary placement guidelines have been established for the placement of new nursing instructors with an MSN because of high demand and competitive salaries for nursing professionals within the state. The starting salary for new hires meeting the minimum qualifications with a master's degree is rank 2, step 10 of the current salary schedule. Additional

steps may be given as follows: one step for 1-8 years experience, two steps for 9-16 years experience, and three steps for 17+ years of experience. A cap is placed at step three. This placement allows the College to better compensate nursing professionals with beginning salaries.

According to the UHPA contract agreements (Exhibit 1-8: UHPA Contract 2015-2017), regular faculty teaching workload is 27 TEs per academic year. Nursing faculty TEs workload include lecture, laboratory, lab/clinical time, and other assigned time duties such as curriculum/program development, CWC duties, and institutional service.

Table 1.4: Policies that Differ Among the Nursing Program and the Governing Organization

Policy	KCC Policy	Nursing Program Policy
Health and Safety		
Immunizations	None	All nursing faculty must show adequate immunization or immunity (titer) to Varicella, Rubella, Rubeola, and Hepatitis B.
Tuberculosis (TB) Clearance	Faculty must only have initial TB clearance.	All nursing faculty must have an initial 2-step TB clearance and yearly TB clearance.
Cardiopulmonary Resuscitation (CPR)	None	All nursing faculty must maintain current CPR certification.
Employment		
Licensure	None	All nursing faculty must have a current Hawai`i RN license to be considered for employment.
Degree Requirements	Defined accordingly to discipline area and position.	Faculty must possess an MSN. If qualified applicants are not available, those not meeting minimum qualifications will be considered as an acting instructor (BSN with specific requirements).
Salary & Rank		
Academic Rank	Five rank scale with entry at Rank 1.	Five rank scale with entry at Rank 2, step 10, with additional step placements based on years of related nursing and college teaching experience.
Workload		
Teaching load	27 credits or TEs per academic year	Approximately 27 TEs/academic year for 9-month faculty and 33 TEs for 11-month faculty

Criterion 1.11

> **Distance education, when utilized, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.**

KCC fosters partnerships with other schools, colleges, and universities to support its mission. This is done, in part, through distance education. Because the Nursing Program's mission is to "provide access for the people of Kaua`i to quality nursing education within a caring environment," distance education is used selectively in the program because it's difficult for faculty to model compassion and communication, which are integral to the nursing profession, virtually. However, the Nursing Program currently offers Professionalism in Nursing II (NURS 362) face-to-face and via distance education to support the College's strategic goal to strengthen distance education. Exposure to distance education will benefit students who choose to stay on Kaua`i while pursuing advanced nursing degrees.

STANDARD II

FACULTY AND STAFF

Qualified and credentialed faculty are sufficient in number to ensure the achievement of the end-of-program student learning outcomes and program outcomes. Sufficient and qualified staff are available to support the nursing program.

Full- and part-time faculty include those individuals teaching and/or evaluating students in didactic, clinical, and/or laboratory settings.

Criterion 2.1

> **Full-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.**

      As of December, 2016, the KCC Nursing Program employs seven full-time faculty members, including the Nursing Program Coordinator. All hold an MSN and current State of Hawai`i RN license (Exhibit 1-6: Faculty Files). The Nursing Program Coordinator evaluates and verifies each faculty's continuing education and includes this assessment in an annual BON Report and the SEP. In addition, one faculty holds a Doctorate in Philosophy (PhD), two faculty hold DNP degrees, and one is currently enrolled in a doctoral program. Full-time faculty are eligible for a six-credit tuition waiver each semester that may be used to pursue further education in any UH program. In the past three years, six nursing faculty took advantage of the tuition waiver for advancing their education. All full-time faculty meet requirements of the governing organization, ACEN, and Hawai`i BON (Appendix B: Faculty Profile). All nursing faculty meet the educational qualifications of the UH system (Exhibit 1-9: Minimum Qualifications for Faculty Positions, page 4).

      In addition, full-time faculty members have many combined years of practice to support and provide expertise in all areas of the nursing curriculum. All nursing faculty have varied teaching experiences: two are certified nurse educators, four are board certified nurse practitioners, and three held nursing administration positions. Each of these faculty members

bring varied perspectives to curricular and program issues as a result of differences in their clinical backgrounds and instructional competencies (Appendix B: Faculty Profile and Exhibit 1-6: Faculty Files).

Criterion 2.2

> **Part-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.**

KCC does not currently have any part-time nursing positions. The College has hired

Criterion 2.3

> **Non-nurse faculty teaching nursing courses hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.**

In Fall 2016, Pathophysiology (NURS 212) was co-taught by a nursing faculty and an anatomy and physiology (A&P) faculty member who holds a master's degree in Biology with a minor in Education and has 13 years of experience instructing A&P at the postsecondary level. The governing organization follows faculty qualification guidelines established by UH System (Exhibit 1-9: Minimum Qualifications for Faculty Positions). The A&P faculty reviewed physiological processes, while the nursing faculty emphasized pathological conditions of each process (Appendix B: Faculty Profile).

Criterion 2.4

Preceptors, when utilized, are academically and experientially qualified, oriented, mentored, and monitored, and have clearly documented roles and responsibilities.

The KCC Nursing Program uses nursing preceptors in the last semester for an elective course (NURS 299V). Clinical facilities are solicited for potential preceptors, depending on the types of precepting experiences students are seeking. Staff RNs are generally recommended from these agencies because they are seasoned staff who demonstrate professionalism, are clinically competent, have experience with precepting, and enjoy working with students. Faculty assigned to NURS 360 review the list of recommended staff, discuss any experiences working with them clinically, and make recommendations. The faculty then determine which preceptors would be best suited based on the students' needs. A preceptor will be paired with a student to best align preceptor skills and clinical experience with the student's career goals. The program seeks BSN-prepared staff for precepting. However, many staff RN's in Kaua`i are ADN-prepared, but have excellent clinical currency and work extremely well with our students. Historically, the majority of clinical preceptors have been employed by WMH and their administration only permits staff to precept if they have completed a formal precepting course. This extra training has been invaluable in providing a successful preceptoring experience for students. Hence, most sections of NURS 299V are conducted at WMH. In Spring 2016, four of the five available preceptors at WMH were BSN prepared. Before starting the clinical preceptorship, students and preceptors meet and are provided an in-service by the faculty assigned to the course. He or she covers the expectations of the preceptoring experience for both the student and preceptor (Exhibit 2-1: Preceptor Program). Preceptors are provided training on how to facilitate learning, rather than simply telling the students what to do, and how to complete the weekly paperwork to assess student clinical performance. There is a faculty member assigned to NURS 299V to meet with the students and preceptors at least three times during the preceptorship to ensure course expectations are being met and students are practicing in a safe, effective manner. The assigned faculty is available throughout the semester to both students and preceptors to answer questions and provide mentoring. Students and preceptors both evaluate clinical experiences and provide feedback on how to strengthen the experience.

Criterion 2.5

The number of full-time faculty is sufficient to ensure that the end-of-program student learning outcomes and program outcomes are achieved.

There is an adequate number of full-time faculty to meet the outcomes and objectives of the Nursing Program. The need is monitored each semester to ensure student ratios meet the BON and clinical agency guidelines. Currently, four faculty members assigned to the Nursing Program are appointed to 9-month contracts and three are appointed to 11-month contracts. Nine-month faculty are required to teach 27 TEs each academic, and 11-month faculty are required to teach 33. Nursing TEs are composed of lecture, lab, and clinical courses, which have different workload calculations. Essentially, lab and clinical time receive fewer credits for contact hours when compared to lectures. Thus, the nursing faculty have varying workloads, depending on the courses they are instructing. In addition to teaching, faculty also serve on college committees, prepare for courses, tutor students, and may have additional responsibilities or reassigned-time duties. Reassigned time may be awarded to provide clinical services at the CWC, develop and review curriculum, work on special projects, coordinate and maintain lab activities, and to participate in campus leadership. Table 2-1: Faculty Workload outlines faculty workload in TEs for the last six semesters.

Currently, the Nursing Program admits approximately 24 students each fall. In subsequent semesters, students who have failed a course or courses may be added to the cohort if space permits. As mandated by the Hawai`i BON (Exhibit 1-7: Hawai`i Administrative Rules Chapter 16-89-45, p. 89-23), the maximum ratio of faculty-to-students in clinicals is 1:10 (Table 2-2: Instructor-Student Ratios in Classrooms and Lab/Clinical. Although didactic course ratios are not mandated by the BON, the Nursing Program occasionally allows between 24-32 students in these courses. This ensures students are provided adequate time to practice and demonstrate skill mastery, as well as provide effective supervision by faculty. Each faculty member brings a broad set of nursing experiences and skills to the teaching role and instructs courses that are in alignment with his/her clinical expertise. For most nursing courses, classroom content is taught in teams, which provides a variety of instructional styles as well as varied expertise and perspectives. If particular classroom strategies require lower ratios of students to instructors,

other members of the teaching team are available to assist. Each faculty member who is part of the teaching team provides instruction to either first- or second-level students. When possible, each faculty member in a team instructs in his/her area of primary expertise. For example, faculty members with clinical expertise in med-surg nursing generally teach the nursing concepts and skills of Adult Health, while faculty members with clinical expertise in psychiatric nursing teach the mental health/psychiatric concepts and skills.

Table 2-1: Faculty Workload Per Academic Year

Eleven-month faculty workloads are indicated with an ** in the AY Total Column.

Faculty	Academic Year (AY)	Fall			Spring and Summer (11 month Faculty only)			AY Total
		Course	TE	Assigned Time in TE	Course	TE	Assigned Time in TE	Total TE
Ehlers, Sharon	2016-2017*	NURS 320	12.58		NURS 220, HLTH 155 NURS 230	21.21		33.79**
Fabro, Maria	2013-2014	NURS 210	13		NURS 360, HLTH 140, NURS 230	18.13	3	34.13**
	2014-2015	Sabbatical			NURS 220, 362, 230	19.21		20.21**
	2015-2016	NURS 210	12.25	1.5	NURS 220, 230(Leave 7/16-8/16)	18.46	1.5	33.71**
	2016-2017*	NURS 210	12.25		NURS 220, HLTH 140, NURS 230	21.21		33.46**

Fox, Robert	2013-2014	NURS 210	12		NURS 220	12.25		24.25
	2014-2015	NURS 210, 211	13	Resigned 12/14				
Knighton, Sandra	2013-2014	NURS 210, 211	13		NURS 360, 362 NURS 12, 230	21.13		34.13**
	2014-2015	NURS 320	12.58		NURS 360, 230	18.54		31.12**
	2015-2016	NURS 210, 211	13.25		NURS 220, 362	13.58		26.83
	2016-2017*	NURS 210, 211	13.25		NURS 220, 362	13.25		27
Mooy, Cherie	2013-2014	NURS 210	12	3	NURS 220	12.25		27.25
	2014-2015	HLTH 140	3	6	HLTH 140	3	6	18
	2015-2016	Leave			Leave			
	2016-2017	NURS 210		Resigned 9/16				
Napoleon Tammie	2013-2014	NURS 320	12.25	3	Sabbatical			
	2014-2015	Sick leave	13.5 Credited		NURS 220, 203, 275, HLTH 155	9		22.5
	2015-2016	NURS 320, HLTH 140	10.33	6	NURS 203, 212	4.5	6	26.83
	2016-2017*	NURS 320	12	7.5	NURS 220/360 SIMs, 203, 212	7.5	6	33

Ono, Char	2013-2014			15	NURS 277, 14	4.33	20.63	42.96**
	2014-2015	NURS 320	5	10.5	NURS 277	3.33	20.63	39.46**
	2015-2016	NURS 320, 212, 100	10.88	4.5	NURS 212, 277, 360, 230	21.46	4.5	41.34**
	2016-2017*	NURS 320, 212			NURS 212, 277, 230			
Robinson, Pat	2013-2014	NURS 320	12.25		NURS 220, 230	18.13		30.38**
	2014-2015	NURS 210	12		NURS 220, HLTH 140, NURS 230	19.41		33.21**
	2015-2016	NURS 320, HLTH 140	12.92		NURS 220, HLTH 140	15.58		28.5
	2016-2017*	NURS 320		Resigned 9/16				
Rutter, Kurt	2013-2014	HLTH 140, NURS 199V	3	9	NURS 275, HLTH 140	5	3	20
	2014-2015	NURS 210, HLTH 140	15		NURS 220	11.25		26.25
	2015-2016	NURS 210	12.25	1.5	NURS 360, HLTH 155	15.25		29
	2016-2017*	NURS 320			NURS 360			

Stogner, Tracy	2013-2014	NURS 320	12.25	1	NURS 360, 299v	12.25	1	26.5
	2014-2015	NURS 320, HLTH 140	12.583	2	NURS 360	10	3	27.58
	2015-2016	NURS 320, HLTH 140	12.33	3 Resigned 12/15				
Tabura, Maureen	2013-2014	NURS 320	12.25		NURS 360, 259	14.25		26.5
	2014-2015	NURS 320	12.583		NURS 360, 259	14.583		27.17
	2015-2016	NURS 320	12.583	3	NURS 360, 299V	12.25	3	30.83
	2016-2017*	NURS 320			NURS 360, 259, 299v		6	
Tazelaar, Sally	2013-2014	NURS 210, 212	15.25		NURS 220, NURS 230	18.125		33.38**
	2014-2015	NURS 210, 212	15	Resigned 12/2014				

*Projected workload

** 11month faculty

Each course with clinical components divides students into clinical groups to maintain a faculty-to-student ratio of about 1:8, with a maximum of 1:10. The 1:8 ratio is preferred by the BON and allows for closer supervision of students in the clinical setting, which helps improve clinical objective mastery and end-of-program student learning outcomes (Table 2-2: Instructor-Student Ratios in Classrooms and Lab/Clinical).

Table 2-2: Instructor - Student Ratios in Classrooms and Lab/ Clinical

Term	Course	Instructor/Student Lecture Ratio	Instructor/Student Lab/Clinical Ratio
Fall 2013	NURS 210 NURS 211 NURS 212 NURS 320	1:28 1:28 1:27 1:25	1: 7 N/A N/A 1: 6.25
Spring 2014	NURS 220 NURS 360 NURS 362 NURS 299V	1: 28 1:25 1:25 1:10	1: 7 1: 6.25 N/A 1: 10
Summer 2014	NURS 230	1: 30	1: 10
Fall 2014	NURS 210 NURS 211 NURS 212 NURS 320	1: 26 1: 26 1: 26 1: 22	1: 6.5 N/A N/A 1: 5.5
Spring 2015	NURS 220 NURS 360 NURS 362 NURS 299V	1: 20 1: 21 1: 21 1: 8	1: 5 1: 7 N/A 1: 8
Summer 2015	NURS 230	1: 21	1: 7
Fall 2015	NURS 210 NURS 211 NURS 212 NURS 320	1: 30 1: 27 1: 27 1: 25	1: 7.5 N/A N/A 1: 6.25
Spring 2016	NURS 220 NURS 203 NURS 360 NURS 362 NURS 299V	1: 21 1: 6 1: 23 1: 23 1: 7	1: 7 N/A 1: 7.67 N/A 1: 7
Summer 2016	NURS 230	1: 20	1: 10
Fall 2016	NURS 210 NURS 211 NURS 320	1: 24 1: 24 1: 18	1: 8 N/A 1: 6- 9
Spring 2017	NURS 220 NURS 203 NURS 360 NURS 362 NURS 299V	1:24 1:1 1:17 1:1 1:1	1:6 N/A 1: 5.66 N/A 1:TBD

When unexpected faculty leaves of absences or resignations have occurred, the Nursing Program Coordinator and program faculty re-organized the workload and responsibilities to ensure students were able to achieve end-of-program outcomes. Because students are the Program's priority, its administrators may be assigned to teach nursing courses in addition to their administrative responsibilities. In the past, when faculty left the program unexpectedly, hours were reduced at the CWC to allow the Director to spend more time in the classroom and at clinicals. Program administrators (e.g., Nursing Program Coordinator and HED Chair) received additional teaching assignments to ensure compliance with student-to-faculty ratios and deliver instruction. Evidence of the Program's consistent student focus is evident by the end-of-program results reported in Standards IV and V.

Criterion 2.6

> **Faculty (full- and part-time) maintain expertise in their areas of responsibility, and their performance reflects scholarship and evidence-based teaching and clinical practices.**

The KCC Nursing Program defines scholarship as knowledge attained by lifelong and self-directed learning with a commitment to sharing this knowledge with others. Faculty members apply scholarship in their teaching and practice by obtaining continuing education credits and obtaining certifications. Faculty remain current in clinical skills by participating in community clinical events (e.g., health fairs), clinical agency competency fairs, volunteering at community clinics, and by working at clinical facilities, when time permits (See Table 2.3 Faculty Professional and Public Service and Exhibit 1-6: Faculty Files). Diversity is evident through the faculty's breadth of education, past work and teaching experiences, and continued involvement with professional and community organizations.

Faculty also participate in nursing development programs, conferences, teaching seminars, workshops, in-services, competency fairs at clinical sites, and enroll in college courses to advance skills and earn college credit towards advanced nursing degrees (Exhibit 1-6: Faculty Files). In addition, the UH System also fosters enhancement of teaching strategies. Each year, a non-instructional day is set aside for the UHCC's "Excellence in Education Day," which provides all faculty and staff time to participate in professional development. Faculty members are encouraged to attend and participate in the variety of workshops and presentations. The

topics discussed range from education, technology, and professional improvement, as well as nursing education. New faculty are encouraged to attend teaching strategy workshops, such as the annual "Great Teachers Seminar" (held on the island of Hawai`i). Many nursing faculty have participated in this event.

All of the aforementioned courses and workshops provide faculty with best practices in teaching methodologies, assessment, and curriculum development. In addition, UHM offers graduate courses in curriculum development and creative teaching strategies that have been taken by four nursing faculty.

Since a high value is placed on teaching and learning by UH Board of Regents, all faculty are expected to obtain ongoing professional development in evidence-based clinical practice and classroom modalities. All UH faculty are expected to demonstrate expertise and excellence in teaching. Nursing faculty have been recognized by students and peers for their excellence in teaching and have been awarded the UH Board of Regents' Excellence in Teaching Award in 2007 and 2008. Another faculty member was nominated for the award in 2015. In addition, the employment of two certified nurse educators (CNE) as faculty further shows the Program's commitment to scholarship. This commitment led to the recognition of the Program's faculty in an article published in 2013. The article, "Developing a State-wide Nursing Curriculum, Island Style" (Magnussen, Niederhauser, Ono, Johnson, Vogler, & Ceria-Ulep, 2013), was published in the *Journal of Nursing Education.*

Service to the profession and community are scholarly activities that are important components of not only applying theory to practice, but also developing new relationships to enhance student learning opportunities (Table 2-3: Faculty Professional and Public Service). Several nursing faculty fulfill public speaking requests in lay and healthcare communities, participate on local, state, and national professional boards and committees, and provide advance practice nursing care. Faculty may engage in outside employment for up to 8 hours a week, as long as it does not interfere with their primary duties or create a conflict of interest between the outside employer and the College (Exhibit 1-8: UHPA Contract 2015-2017, page 2). In addition, three nursing faculty use assigned time to offer professional and community service at the CWC.

Table 2-3 Faculty Professional and Public Service

Faculty Member	Professional and Public Service
Sharon Ehlers	St. Raphael's Catholic Church Outreach Program Private/professional Nurse Practitioner (NP) practice
Maria Fabro	Kaua`i Medical Reserve Healthy Aging Project, Office of Elderly Affairs Kaua`i County Community Health Assessment Primary Stroke Center Committee at WMH, member
Sandra Knighton	Healthy Aging Project, Office of Elderly Affairs Kaua`i Rural Health, Secretary Membership Committee ZONTA International Assist with March of Dimes student volunteers each year
Tammie Napoleon	American Heart Association (AHA) CPR and First Aide Instructor and Provider Hawai`i State BON Kaua`i Member National Council State BON - NCLEX-RN Review Subcommittee `Ae Kamali`i Preschool Board of Directors Private/professional NP practice Symposium, presenter
Char Ono	UH Commission on the Status of Women, Commissioner AHA CPR and First Aid Instructor and Provider Na Lei Wili Area Health Education Center, Board of Directors Kaua`i Sexual Assault Response Team Kaua`i Children's Justice Committee, Board of Directors Hale Opio Kaua`i, Volunteer with the Youth Kaua`i County Community Health Assessment International Qualitative Research Conference, presenter
Kurt Rutter	Kaua`i Rural Health NCLEX-RN Test Writing Panel International Conference on Media Education (iCome), presenter
Maureen Tabura	AHA CPR and First Aide Instructor and Provider Kaua`i County Board of Ethics Commission Kaua`i United Way Board of Director Hawai`i Center for Nursing / Academic Progression in Nursing committee member

Criterion 2.7

The number and qualifications of staff within the nursing education unit are sufficient to support the nursing program.

The Nursing Program and HED is supported by one office assistant and one academic counselor. The office assistant's responsibilities (Exhibit 2-2: Office Assistant Position Description) include recording minutes of the Nursing Program and Advisory Committee meetings (to document curricular, student, and program issues), ordering supplies for the Division and Nursing Program, making travel arrangements for faculty development and student practicum on Oahu, tracking grant expenditures, maintaining faculty and nursing student files, preparing records of training, and inputting courses onto the online schedule of classes. Currently, the Office Assistant is meeting the needs of the Nursing Program and HED.

In addition, a part-time grant-funded assistant is employed in the CWC to alleviate some of the increasing clerical burden that has been placed on the Nursing Program's Office Assistant. The grant assistant is responsible for purchasing, tracking, and reporting under the Title X grant.

A health science counselor, employed by Student Affairs, provides academic counseling to HED students. The current counselor holds a Master of Arts (MA) degree in Counseling Psychology and Education and has 20 years of experience in student counseling at the postsecondary level. Additionally, she has 11 years of experience advising nursing students. (Exhibit 1-9: Minimum Qualifications for Faculty Positions, page 10). The role of the counselor is to advise and register nursing students each semester and recommend support services to assist them in successfully achieving the goals and objectives of the Program. Nursing Graduate Survey results indicate that the majority of the nursing graduates are satisfied with their academic advising (Exhibit 2-3: Graduate Surveys).

Criterion 2.8

Faculty (full- and part-time) are oriented and mentored in their areas of responsibility.

New hires receive information from various individuals, including the Human Resources (HR) Director, Chancellor, and Vice Chancellor of Academic Affairs, and from the College mission, vision, philosophy, and faculty responsibilities. A tour of the campus is included in the new employee orientation and the Office of HR provides a copy of the UHPA contract (Exhibit 1-8: UPHA Contract 2015-2017). This office also processes employee paperwork and sends it to the UH System Office. Additional training is provided throughout the semester by the PD Coordinator, other faculty, administrators, and through the Office of Continuing Education. The New Faculty Orientation culminates in a two-day retreat at the Waipa Foundation camp grounds and facilities. The retreat provides opportunities for team-building, reflection, cultural immersion, and fellowship.

Additionally, an all-campus faculty and staff convocation is held at the beginning of every fall and spring semester. This event introduces new faculty and staff to the campus community and provides updates on topics such as the College's strategic plan, assessment, accreditation, major projects, college and system budgets, and division reports. During the report-to-duty week at the beginning of each semester, trainings and professional development workshops are provided by the PD Coordinator and others. Topics for these sessions range from software tutorials, best practices for online teaching and learning, emerging technologies, and a variety of others.

A program-specific orientation is provided by the HED Chair and Nursing Program Coordinator over the course of the faculty's first semester. The Nursing Program Coordinator reviews the Nursing Faculty Orientation Checklist (Exhibit 2-4: New Nursing Faculty Orientation Checklist) with new faculty during their first semester. Generally, new faculty are assigned the minimum number of TE's to provide time to familiarize themselves with the roles and responsibilities of a nursing faculty at both the College and in the community. New faculty are assigned to a teaching team that is led by a senior faculty member, and this faculty member mentors and orients new faculty.

Clinical faculty are oriented to their clinical sites by facility staff and a senior faculty member who has experience instructing at that site/facility. Each facility has their own method of orienting the faculty and the students. Faculty are shown how to access facility policies and procedures as well as how to chart patient information in the electronic medical record (EMR) system. Orientation generally occurs during the duty week before the semester begins; otherwise, it is completed before the clinical rotation begins. Senior faculty will continue working with new faculty until they (the new faculty) can (and are) functioning independently. This is done to ensure that the optimal learning environment is being provided to the students and to maintain patient safety. The course lead will continue to check-in with new faculty on a weekly basis to answer any questions and/or provide resources and direction, as needed.

Criterion 2.9

Faculty (full- and part-time) performance is regularly evaluated in accordance with the governing organization's policy/procedures, and demonstrates effectiveness in assigned area(s) of responsibility.

A systematic evaluation of faculty is assessed through internal and external college policies and procedures. Internal policies and procedures include:

- The tenure review and promotion process,
- Post-tenure review (five-year cycle, if not applying for promotion),
- The contract renewal process (2-year cycle).
- The review of probationary faculty and non-probationary faculty (lecturers, adjunct),
- Student evaluation of faculty,
- Peer evaluation of faculty, and
- Graduating students' focus groups and post graduation surveys.
  Faculty are also indirectly assessed when external evaluations (e.g., review for continued accreditation or annual BON reviews) take place.
  According to the UHPA (Exhibit 1-8: UHPA Contract 2015-2017), faculty performance must provide safeguards for academic freedom and shall provide the opportunity for faculty participation in the review process (i.e., peer review). Faculty performance is evaluated to assure ongoing professional development and competence. There is a voluntary annual self-assessment

and a mandated two-year contract renewal process for all non-tenured faculty. Probationary faculty are evaluated according to guidelines established by UH and UHPA (Exhibit 1-8: UHPA Contract 2015-2017). Based on these guidelines, HED developed a set of Division Personnel Procedures, which were drafted and approved by the UHCC system in 1997 and later updated in 2005, 2007, 2011, and 2016 (Exhibit 2-5: Division Personnel Procedures).

The systematic evaluation of faculty has several components. Non-tenured faculty are encouraged to obtain peer and student evaluations every semester. Faculty must discuss how they are carrying out their primary duties as instructors and should include an analysis of their peer and student evaluations with their contract renewal document. This dossier and other supporting documents are reviewed first by the Division Personnel Committee (DPC), then by the Division Chair, followed by the Vice Chancellor for Academic Affairs (VCAA), and finally by the Chancellor, who is the CEO of the college. Each evaluating body includes a recommendation for or against continued employment. Faculty seeking tenure and promotion follow a similar but more rigorous process. All the aforementioned review applications for tenure and promotion; however, an additional review committee is convened (i.e., Tenure Promotion Review Committee or TPRC). This committee, usually composed of discipline faculty from other UHCC campuses, provides an outside, objective peer perspective to the evaluation process. In addition, tenure and/or promotion requires the approval of the UH Board of Regents. For more information about this process, see the Division Personnel Procedures (Exhibit 2-5), Guidelines for Contract Renewal, Tenure and Promotion (Exhibit 2-6), and the UHPA Contract 2015-2017 (Exhibit 1-8).

Students play an important role in the review process by providing instructors with feedback to improve instruction and courses by completing instructor and course evaluations each semester. The UH System uses the Electronic Course and Faculty Evaluation (eCAFE) system. Students complete their evaluations anonymously via an eCAFE weblink. Once the semester is completed and grades have been submitted, faculty can access, review, and publish their results via an online console. All nursing lecturers and faculty use eCAFE to collect and analyze student evaluations. eCAFE asks students to rate the instructor's content knowledge, communication skills, organization, teaching methods, evaluation methods, and willingness to help students. Additionally, students are also asked to evaluate each nursing course at the end of the semester. The Course Evaluation (Exhibit 2-7), is designed to assist nursing faculty in

improving their courses. Many of the questions in this evaluation are focused on unit and course objectives, classroom and lab teaching and environment, evaluation methods, resources, and clinical experiences.

In addition, final-semester students provide feedback on the Nursing Program by completing the Graduate Survey (Exhibit 2-3). This survey is issued to second-level students during the final week of instruction. It provides the Nursing Program with insight and information to identify potential areas for improvement as well as program strengths. The questions in the Graduate Survey also address how students perceive their level of preparedness for the nursing profession and their overall satisfaction with the Nursing Program. Other areas addressed include availability of resources, academic advising, and campus services. These student evaluations use both quantitative and qualitative data collected from a Likert scale and open-ended questions.

After tenure is awarded, faculty must submit a post-tenure self assessment once every five years unless a promotion or merit application is submitted. This evaluative process requires self-assessment and assessment from external sources (students and peers) on the currency and accuracy of instruction, faculty's contribution to the Campus and community, and student perceptions of the faculty's ability and willingness to assist them in reaching Program goals and outcomes (Exhibit 2-8: Five-year Evaluation).

Formal peer evaluations of non-tenured faculty are conducted each semester and written feedback is provided regarding their classroom and/or clinical instruction to provide suggestions for improvement and highlight observed best practices. Adjunct faculty are also evaluated as lecturers through the eCAFE evaluation system. Lecturers are unable to opt out of the evaluation process and must include their student evaluations in their annual self evaluation that is submitted to the HED chair (Exhibit 2-9: Policies for Lecturer Evaluation).

Criterion 2.10

Faculty (full- and part-time) engage in ongoing development and receive support for instructional and distance technologies.

The nursing faculty, upon hire, are oriented to the various instructional technologies that the school/program uses by the PD Coordinator and staff members of Computer and Media Services. All nursing courses currently use Laulima, the UH System's learning management system, for instruction, testing, and submission of student work. Laulima provides tutorials and support information for faculty, which is usually accessible 24 hours a day, 7 days a week (excluding downtimes and system maintenance periods). The UH System Information Technology (IT) Services department communicates to all instructional faculty when new updates or system changes are planned and implemented.

A new assessment tool, LiveText, was implemented this academic year to replace the Course Assessment Record Data System (CARDS) system. After presentations by several assessment software companies, KCC faculty voted to adopt LiveText. Once chosen, LiveText provided initial face-to-face training on campus, and the Assessment Coordinator provided two additional follow-up trainings. LiveText training is now supported by the PD Coordinator. He is easily accessible to faculty via e-mail, telephone, or in person. Additionally, he provides one-on-one training, telephone consultation, and group training for all instructional technology. The PD coordinator also posts articles, videos, and discussion topics on the KCC Professional Development Facebook page and website regularly.

Program-specific instructional technologies include Examsoft and ATI Nursing Education. The Nursing Program began using the Examsoft testing platform in Spring 2013. During the 2014-2015 academic year, the Program Coordinator provided informational sessions about the system to faculty. New nursing faculty are oriented to the Examsoft website by the Nursing Program Coordinator and encouraged to use the tutorial videos to navigate the website. Tutorial videos are also available on the Nursing Faculty Google site. Questions not answered on the Frequently Asked Questions (FAQ) page are referred to senior faculty.

The ATI Nursing Education learning system was implemented in the 2015-2016 academic year. Faculty were provided information and training on the ATI products that students

purchased by our ATI Nurse Educator partner via teleconference. A second round of training occurred in August 2015 that included advanced training. In February 2016, a Nurse Educator from ATI came to the College to provide face-to-face training on ATI products, how to integrate into the curriculum, and the role of administrators. New faculty are encouraged to complete the online ATI Faculty Academy, which provides tutorials on all products and provides examples and instructions on how to integrate ATI products into the classroom (Exhibit 1-3: Minutes).

All nursing classrooms have interactive SmartBoards, and Nursing faculty were provided an in-service by the PD Coordinator on their use. Classrooms also have laptop computers and Digital Video Devices (DVD) players supported by the Computer and Media Services departments.

Clinical SIMs mannequins (i.e., original SimMan and SimBaby) were added to the curriculum in 2008. Nursing faculty received face-to-face SIMs training by Laerdal and SIMs have been integrated into most courses. In August 2016, the Program purchased a SimMan 3G and training for all faculty was provided by the Nurse Educator from Laerdal on December 15 - 16, 2016.

 In addition to in-house and program-sponsored trainings, faculty are encouraged to seek professional development activities to support their teaching strategies and develop new learning activities using technology. In July 2016, the Distance Learning Committee hosted a two-day Distance Education workshop to guide faculty on how to incorporate best practices in teaching online courses. Leeward Community College provided a professional development opportunity by hosting an online workshop called the "Create an Online Workshop."

As mentioned in criterion 2.6, faculty are encouraged to participate in system teaching strategy workshops and are provided financial support from the College and Foundation to attend applicable professional development conferences.

STANDARD III

STUDENTS

Student policies and services support the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.

Criterion 3.1

Policies for nursing students are congruent with those of the governing organization as well as the state, when applicable, and are publicly accessible, non-discriminatory, and consistently applied; differences are justified by the end-of-program student learning outcomes and program outcomes.

Major policies for all KCC students are located in the KCC Catalog 2016-2017, which is updated annually, and on the College's webpage (Exhibit 3-1: KCC Catalog 2016-17 p.38-50). New students are provided a Student Handbook and Planner (Exhibit 3-2) during new student orientation and can access them on the Student Services Website.

In addition to the College policies, the Nursing Program has developed student policies, which are found in the KCC Career Ladder Nursing Program Student Policy Handbook (Exhibit 3-3). This handbook is available to all nursing students online. It is reviewed with students during the first week of instruction, and each student is required to sign a form stating they are aware and responsible for the information contained within it. In addition, each nursing course syllabus reiterates specific student policies.

The differences in the governing organization and Nursing Program policies are justified by the academic, physical, and safe-patient handling challenges of the Nursing Program, along with each clinical facility's requirements. Differences in congruency of student policies with those of KCC are related to requirements of the Program, profession, and health and safety concerns. In some cases, policies are instituted at the request of the clinical affiliated agencies. In addition to the required health and safety requirements, nursing students also have a specific attendance policy for instilling professional outcomes (Table 3-1: Location of Major Student Policies at KCC).

Table 3-1. Location of Major Student Policies at KCC

Policy	Catalog (pg)	Nursing Handbook (pg)
Academic Dishonesty	38	
Non-discrimination	46	
FERPA	41	
Code of Conduct	49	
Academic Grievance	49	
Non-academic Grievance	49	
Admission*	17	49
Health/Accident Insurance	45	
Sexual Assault	49	
Grading	44	23
Transfer of Credits	50	
Prior Learning Assessment	19	56
Safety*	39	45
Immunizations*	45	25
Graduation Requirements	44	23
Credit Hour		
Attendance*	38	26
Refund	24	

* Indicate policies that differ for nursing students

Students' rights have been carefully delineated in federal equal opportunity and affirmative action programs such as 504, Title IX, Title VI, Health Insurance Portability and Accountability Act of 1996 (HIPAA), American Disabilities Act (ADA), and the 1974 Family Educational Rights and Privacy Act (FERPA). Educational opportunities are offered without regard to race, color, national origin, gender, or disability. KCC Administration and the Equal Employment Opportunity (EEO) Officer ensures that these guidelines are followed.

Criterion 3.2

> **Public information is accurate, clear, consistent, and accessible, including the program's accreditation status and the ACEN contact information**

General information for KCC, including the an academic calendar, is available to the public via the college website. The Nursing Program's information is accessible via the its web page, which states its ACEN accreditation status. Advisory committee members are informed of accreditation updates, licensure pass rates, and program completion rates via email and/or at biannual meetings (Exhibit 1-3: Minutes). The public may access Nursing Program Outcomes via the Nursing Program webpages. Students are educated regarding the purpose and status of accreditation at their fall orientation; whereas, program faculty and the Nursing Program Coordinator communicate the importance of accreditation to College administrators and public partners. Nursing program web pages are reviewed annually for accuracy, currency, and consistency of information by the Nursing Program Coordinator and HED Chair. During this self-study, it was noted that the dates of the reaffirmation of accreditation site-visit needed to be added to the webpage. This has been communicated to the Director of Marketing and Recruitment and should be addressed once a webmaster is hired in early 2017. ACEN contact information can be obtained through the website. In addition, ACEN contact information is included in the KCC Nursing Program Student Policy Handbook 2016-2017 (Exhibit 3-3: p. 2).

Criterion 3.3

> **Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.**

Changes in policies, procedures, and program information are communicated to students. However, a formal procedure for disseminating information does not exist. Nursing faculty are drafting a policy that will be given to the students during the Spring 2017 semester stating the process for communicating changes in program, policies, and procedures. Instructors will announce the modification to each class, and copies describing changes will be distributed to each student individually and posted on bulletin boards outside the classrooms. In the future, when changes to the KCC Career Ladder Nursing Student Handbook (Exhibit 3-3) are made, students will be given the specific changes in writing, and each student will sign a form indicating he/she understands said changes. Currently, students are required to sign and submit a form upon admission into the Nursing Program, and again, in the fall semesters of the program indicating that he/she has reviewed the KCC Career Ladder Nursing Student Handbook and agrees to abide by all policies and procedures. All forms signed by students are kept in the HED Office in the students' files (Exhibit 3-4).

Criterion 3.4

> **Student services are commensurate with the needs of nursing students, including those receiving instruction using alternate methods of delivery.**

Nursing students have access to all support services available to other students enrolled at KCC (Table 3-2: Student Support Services Program Administrators), and these services are appropriate to the needs of nursing students. Students are made aware of services through the College Catalog, at orientation programs, via e-mail announcements, and through communication with faculty and counselors. They are also referenced in informational brochures, campus posters, at student club meetings, and from classroom visits from professional staff. Student support service personnel and nursing faculty maintain strong relationships and communicate with students often. For example, the library maintains a variety of nursing

references in the collection and a representative from the HED attends library meetings to aid in collaboration.

For the Nursing Program, distance learning (DL) students have access to the same services that face-to-face student have. The web-based LMS used in all of the nursing courses is Laulima. When students log-in to Laulima for the first time they see the following message: "**New to Laulima?** A general tutorial will greet you when you log in to the site. To turn off/on the tutorial, click on the bust icon ( ) on the upper right of the page. Also please make sure you are familiar with the things that every Laulima user should know. **Note**: Laulima has a daily downtime of 3:00am - 4:00am HST." In addition, the NURS 362 instructor holds a face-to-face orientation about the course on the first day.

The One Stop Center (OSC) consolidates several key student services in one location. In doing so, students and community members are provided centralized services. These services include assistance with college admissions, financial aid, a testing center, academic advising, new student orientation, registration, business office, transcript request, career placement, counseling, and the UC.

Table 3-2

Student Support Services Program Administrators

Student Services	Student Service Personnel/Title	Degree, Major	Description of Service
Career Placement and Counseling	Sandra Magnusson/ Career Counselor	BA, Education, MA Counseling, NBCC	Provides career counseling and education opportunities
Financial Aid Counseling	Jeff Anderson/ Coordinator of Financial Aid	BS, Business Administration and Marketing	Provides students with financial aid counseling and access to grants, scholarships, and loans
Financial Aid Counseling	Roxanne Carvalho/ Financial Counselor	AS, Liberal Arts, BS, Business Administration	Provides students with financial aid counseling and access to grants, scholarships, and loans
Student Tutoring Services	Tina Castro/ Educational Specialist, Learning Center	AAS, BS, MLA	The College provides tutoring free of charge

Student Services	Student Service Personnel/Title	Degree, Major	Description of Service
Student Counseling/ Student Life	John Constantino/ Student Counselor and Student Life Coordinator	AA, Liberal Arts, BA, Graphic Arts, MA, Curriculum and Instruction	Provides students opportunities to participate in campus life/community service
Campus Wellness Center	Charlene Ono/ Director/Practitioner, Campus Wellness Center	PhD, APRN-Rx, APRN-BC	Health Services
Child Care Services	Sue Macklin/ Pre-Kindergarten Center Director (Island School located on KCC campus)	MA, Education	Provides discounted pre-kindergarten program for children of KCC students, faculty, and staff between ages 2 years, 8 months and 5 years.
College Bookstore	Noel Mock/ Bookstore Manager	BA, Language Arts	Textbook and School Supplies
Testing Center	Esther Miller/ Test Center Coordinator	AA, Liberal Arts	Testing Center Services for Proctored Tests
Campus Public Safety	Jim Hollingsworth/ Campus Public Safety Manager	CA, Paramedic CA, Fire Science AA, General Studies	Provides for Student and Campus Safety
Veterans Support Center	Foster Brown Jr. III/ Student Veteran Coordinator	KCC Student USAF Veteran	Veteran Support Run by Veterans
Student Counseling/Disability and Mental Health Services	Marilyn Hashisaka/ Student Counselor and Mental Health Services	BA, Psychology MEd, Counseling and Guidance	Students provided with Counseling/ Disability and Mental Health Services
Health Education Student Counseling	Shelley Sutter	BA, Economics MA, Counseling Psychology/ Education	The health education department has a dedicated student counselor
Admissions/ Records Services	Kailana Soto/ Admissions/Records	BA, Psychology	Provides services required for admission, transfer, and completion of academic program

Criterion 3.5

> **Student educational records are in compliance with the policies of the governing organization and state and federal guidelines.**

There have been no changes in the policies concerned with educational records since the last accreditation. The KCC Nursing Program follows the College's policies and procedures relative to the FERPA Act of 1974. The College maintains two sets of records for nursing students: one set is the official college admission records, and the second set is admission applications to a Health Science discipline, including health requirement documents and signed nursing forms. The college admission records are maintained by the registrar in a secured area; whereas, the records for the Nursing Program are maintained by the HED Office Assistant under lock and key in the HED Office.

In addition, KCC uses the Banner system to manage student records. This system is a comprehensive database which stores information including, but not limited to, grades, student schedules, registration transactions, student transcripts, student accounts, financial aid, and application information. The system is managed through the UH System Office of the Vice President for Information Technology and Chief Information Officer. Paper files of active students and graduates are stored in lockable fireproof cabinets located in the Registrar's Office. Financial Aid record access is controlled by the Coordinator of FA.

KCC complies with FERPA in maintaining educational records. FERPA guidelines are published each year in the College's catalog (Exhibit 3-1, p.43). Students may fill out a form and follow instructions included in the catalog link above to withhold any or all information designated as directory information and defined in FERPA. Administrative policy (AP 7.022), which details procedures of the "Protection of the Educational Rights and Privacy of Students," may be obtained from the website or the VCSA Office.

Criterion 3.6

> **Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained, including default rates and the results of financial or compliance audits.**

KCC is authorized to provide postsecondary education in the state of Hawai`i and is accredited by ACCJC. Accreditation was reaffirmed in 2013 through 2019. KCC filed a Program Participation Agreement (PPA) with the United States DOE and received approval to participate in the Federal Title IV programs until March 2017, and is currently in process for recertification through 2023 (6-years). Hence, KCC is authorized to offer Federal Pell Grants, Federal Direct Student Loans, Federal Supplemental Educational Opportunity Grants, and Federal Work Study financial aid programs. KCC maintains full compliance with the Title IV requirements of the Higher Education Reauthorization Act which requires a current PPA, Eligibility and Certification Renewal, and program audits. Each year the FA Coordinator conducts an independent audit (per 34 CFR 668.24 9f)(1)) to review its program, fiscal records, and privacy disclosure information. The KCC three-year loan default rate is 26.5%, and according to FA Coordinator, Jeff Anderson (interviewed on December, 21, 2016), the College is currently in compliance with all federal and state regulations. Student loan repayment guidance is provided by the KCC FA office. In addition to personal counseling on loan repayment, the KCC FA website offers guidance on loan repayment.

An independent audit (A-133) of student financial aid and fiscal records is conducted annually by Acuity Advisors and Certified Public Accountants (CPAs) and made public by December 31 of each year. In addition, the Fiscal Operations Report and Application to Participate are filed, and both, the fiscal year-end report and supporting records, are kept on-file for a period of three years from the end of the award year. Audit reports are available through the UH System Financial Management Office Financial Reporting web page.

Below is a table of compliance and financial findings. One issue, providing student loan exit counseling, was a repeat finding. Cost questioned on financial findings were $982, $1069, and $447 for FY 2016, FY 2015, and FY 2014 respectively. No compliance or financial findings were found for FY 2013 or FY 2012.

Table 3-3: Independent Audit Compliance Findings

Year Ended 06/30/2016	Finding	Cost Questioned	Recommendation
Year Ended 06/30/20 16	For 2 out of 15 students tested, the institution incorrectly prepared the return of Title IV calculation, resulting in an underpayment of $19 to the Title IV program. The institution reviewed all calculations and determined that an additional eight return of Title IV calculations were incorrectly prepared, three of which resulted in an underpayment of the amount that was required to be returned of $982. For 2 out of 15 students tested, the institution failed to update student enrollment status in the NSLDS within a timely manner.	$982	Ensure that the correct information is used to prepare the return of Title IV calculation and that someone review the calculation prepared. Provide the National Student Clearinghouse with its enrollment report timely so that it can update NSLDS within the 60 day requirement.
Year Ended 06/30/20 15	For one out of fifteen students tested, the institution failed to remit all Title IV grant assistance for a student that did not begin attendance at the institution, resulting in an underpayment of $1,069 to the Title IV program. For four out of fifteen students tested, the institution failed to provide exit counseling in a timely manner.	$1,069	Remit all aid to the appropriate Title IV program if a student fails to begin attendance. **Provide exit counseling to borrowers in a timely manner.**
	For one out of ten students tested, the institution failed to award Pell aid based on the student's eligibility, which resulted in an over award of $447. For one out of fifteen students tested, the institution used the incorrect student Title IV aid information, specifically the amount of aid that could have been disbursed to calculate the portion of Title IV aid to be returned. This resulted in a post withdrawal disbursement to the student being calculated, when in fact, aid should have been returned to the Title IV program. For two out of fifteen students tested, the institution failed to remit the institutional portion of unearned Title IV Funds to the Title IV program or the FDL lender within 45 days after the institution determined that the students withdrew. For eight out of fifteen students tested, the institution failed to provide exit counseling within a timely manner. For seven of the eight students, the institution claims that exit counseling was provided, however, could not provide evidence of such. The institution failed to meet the community service and literacy tutor earmarking requirements of the Federal Work Study (FWS) program.	$447	Ensure that aid awarded is updated and in line with enrollment status of each semester when changes are made after Title IV aid is packaged. Remit the institutional portion of unearned aid to the appropriate Title IV program within the required 45-day time period in accordance with federal regulations. **Provide exit counseling to borrowers in a timely manner.** Ensure earmarking requirements are met. The institution could request for a waiver of earmarking requirements by submitting a request to the Department of Education electronically via the eCampus-Based website by April 27, 2015.

Criterion 3.6.1

> **A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.**

KCC is in compliance with loan entrance and exit interview counseling requirements as specified in federal regulations. The College provides educational materials for maximum annual and aggregate loan limits with each award. No cooperative agreement exists between the College and lenders. However, lenders are given student loan information reported in the National Clearinghouse and National Student Loan Data Systems. The College uses Federal Funds as the State designated Guarantor to guarantee student loans. The FA Program at KCC provides financial assistance to students who would not be able to attend college without such assistance. All funds are distributed in accordance with federal, state, and institutional policies. To ensure consistency and equity in the awarding of aid, students are encouraged to complete the Free Application for Federal Student Assistance (FAFSA). KCC FA coordinators assist students with navigating to the FAFSA website. All FA programs are subject to change due to legislative action.

Criterion 3.6.2

> **Students are informed of their ethical responsibilities regarding financial assistance.**

Student FA coordinators at KCC inform students of their rights and responsibilities in receiving federal student financial aid by conducting student loan interviews prior to the first disbursement at KCC. Students are also required to take a quiz upon receiving an award letter to inform them of statutory and regulatory rules. Repayment of student loans is emphasized during both entrance and exit interviews. The FA Coordinator provides every student receiving educational loan(s) an information folder that outlines requirements, rights, and responsibilities of participating in a federal financial assistance program. In addition, students are directed to the

StudentLoans.gov website, which provides students with abundant information on their responsibilities with acquiring and repaying student loans.

The College is required to inform the United States Department of Education of learners who have graduated, taken a semester off, or are enrolled in courses less than half time. When a learner has exited from the learning institution for more than the 180-day grace period for Stafford loans, the learner must begin repaying the loans. In addition, the student is directed to complete an online exit counseling session.

Criterion 3.6.3

Financial aid records are in compliance with the policies of the governing organization, state, and federal guidelines.

As previously mentioned, student financial aid records are housed securely and are not accessible to individuals outside of the FA office. KCC and the Nursing Program abides by all College, state, and federal policies regulating student records as outlined by FERPA.

Criterion 3.7

Records reflect that program complaints and grievances receive due process and include evidence of resolution.

The Nursing Program follows the KCC campus-wide grievance policies, which includes due process (Exhibit 3-5: KCC Student Grievance Procedures: Academic and Non-academic). If students are unable to resolve their grievance through informal processes with the Nursing Program, they are encouraged to file a written, formal complaint. There were 14 formal complaints (Exhibit 3-6: List of Complaints and Grievances) filed against the Nursing Program to either the Chancellor's and/or the VCSA Office since the last reaffirmation of accreditation in 2008. According to the VCSA, all complaints were resolved, although the resolutions were not communicated to the Nursing Program. Two formal academic grievances were filed with the Chancellor's Office using the Academic Grievance Procedures. In all cases, the applicable grievance policy was followed and findings were timely and with due process. Although KCC

Policy Guidelines 5-3 (Academic Grievance Policy) states that records from the grievance panels may not be made available to outside inspection, a log of hearings, without personal identifiable information, is on file. The information includes a brief description of the grievance and the panel recommendation. The grievance file is available in the Chancellor's Office for review by the accreditation team.

Criterion 3.8

Orientation to technology is provided, and technological support is available to students.

The Nursing Program believes it is essential for students to understand how to use technology to be successful in college and in the workforce. All students use Laulima, the online learning platform, and MyUH Portal for student services at KCC, regardless of their academic program. In addition, students are provided with an e-mail address for college communications. All nursing courses are web-enhanced, allowing students to complete and submit assignments electronically. Classroom technology (e.g., multimedia teaching stations, SmartBoards, and simulation mannequins) are available and used in nursing courses to enhance the student learning environment. Technology used in labs and simulation are taught by instructors during lab and simulation instruction. For example, when students are taught how to hang a bag of intravenous fluids, they are also taught how to work the intravenous pump systems. The Program uses the same intravenous pump systems found at the clinical sites.

Computerized and standardized online testing is also utilized (e.g., via Laulima, ExamSoft, ATI, and HESI). Nursing students are provided orientation and training sessions by faculty and clinical site staff to familiarize themselves with required technology, electronic health records, and medication administration systems used in the Testing Center, labs, and clinical facilities. Students have access to computer labs and printers and WiFi is available across campus. Computer Services provides computer support to students, faculty, and staff by telephone, electronic communications, and in person on campus each weekday from 8:00 a.m. to 4:00 p.m. or by phone after hours.

Criterion 3.9

> **Information related to technology requirements are policies specific to distance education are accurate, clear, consistent, and accessible.**

The KCC DL website clearly states technical requirements for courses offered via distance learning and provides links to distance education policies. The website also provides links to the DL Orientation Program, DL Faculty Handbook, FAQs, DL Schedule of Classes, UHCC E-Learn, and KCC UC. Students are required to have access to a computer, the Internet, and a printer; all are available in the nursing computer center and the College library. In addition, as stated in the NURS 362 syllabus, "This course utilizes online media and tools for course content and participant interaction. You must be able to: navigate and use the UH Laulima courseware; manage your web browser and word processor."

STANDARD IV

CURRICULUM

The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments.

Criterion 4.1

> **Consistent with contemporary practice, the curriculum incorporates established professional nursing standards, guidelines, and competencies, and has clearly articulated end-of-program student learning outcomes.**

In 2005, UH nursing programs met to discuss the formation of a consortium to develop a statewide curriculum to not only increase educational opportunities for nursing students across the state, but also to ensure curricula maintains currency with healthcare's increasing complexity and scope of delivery. The HSNC curriculum was modeled after the Oregon Consortium for Nursing Education (OCNE). In 2005, representatives from participating campuses, including KCC, UHMC, KapCC, and UHM met with representatives from OCNE (e.g., Christine Tanner, PhD, RN) to obtain mentoring support for consortium development. In Fall 2010, KCC implemented the HSNC curriculum to support the unified approach to nursing education across the State of Hawai`i. The main goals of the consortium were to: 1) standardize the curriculum, clinical experiences, and course content, 2) harness the shared knowledge and experience of nursing educators across the state and beyond, 3) and streamline the delivery of nursing education to offer seamless transition to the UHM baccalaureate nursing program. The BSN year is delivered by UHM while allowing Kaua`i students to stay on Kaua`i.

The last course of the "traditional curriculum" was completed in May 2011. Hence, this self-study report is focused on the HSNC curriculum, which is based on nine competencies derived from established professional standards (e.g., American Nurses Association), guidelines, and clearly articulated student learning and program outcomes. Table 4-1: HSNC Competencies

STANDARD V

RESOURCES

Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.

Criterion 5.1

> **Fiscal resources are sustainable, sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and commensurate with the resources of the governing organization.**

Faculty agree that the fiscal resources support the Nursing Program's purposes (Exhibit 1-3: Minutes). As part of the public university system, KCC receives over 80% of its appropriated funding directly from the State of Hawai`i, with the remainder coming from tuition and fee revenues. KCC also receives extramural funding through federal and state grants and awards and through the UH Foundation. In 2011, the Board of Regents approved a higher fee for nursing courses, which is currently $400, to help offset the cost of the program and provide additional revenue to ensure currency of facilities and equipment. The College is committed to financially supporting the Nursing Program and provides sufficient monies for Program operation to pay for salaries, benefits, professional development, travel, equipment, service contracts, and instructional supplies.

In 2005, KCC instituted a program budget process to facilitate campus-wide participation in the development of institutional plans and budgets called APRU. The process ties budget development and subsequent funding to an analysis of actual services, functions, and needs of each program or division. The divisions or programs are required to define the resources necessary to perform basic functions/services and justify how resources are or will support the Institution's mission, goals, and objectives. The Nursing Program Coordinator requests input from nursing faculty on program needs during faculty and advisory committee meetings. The

Nursing Program Coordinator uses this input to build the annual budget request for submission to the Chancellor.

Current operating expenses for the Nursing Program are approximately $965,000 excluding personnel costs (Table 5-1: Budget Allocations). The nursing budget is approximately 7% of the institutional budget with only 3% of the student population enrolled. This included the additional funds allocated for items listed in the APRU, such as the purchase of the new Adult SimMan 3G. The Nursing Program also receives a portion of the HED budget each academic year (i.e., approximately 20% over the past two years) and nursing course fees.

Faculty receive support for professional educational development to use in-state or out-of-state, depending on individual development needs. In addition, various funding sources are available for special projects and/or professional development (e.g., special Division or Program funds, KCC Ed White Foundation Fund, Carl D. Perkins, State Career and Technical Education Funds, Rural Development Project Funds, Family Planning Grant, CWC Funds and U.S. Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant). Funding is granted based on available monies and whether the program needs are relevant to goals and objectives.

Table 5.1 Budget Allocation ($ 000's)

	Number of FT Faculty	Number of Students	Total Budget	Number of FT Faculty	Number of Students	Total Budget	Number of FT Faculty	Number of Students/ % of Total Students	Total Budget/ % of Total Budget
	Kauai CC			**Health Education Division**				**Nursing**	
AY 2013-2014	64	2897	13,543	14	425	1,206	9	127 4.4%	793 5.9%
AY 2014-2015	64	2716	13,212	14	375	1,157	11	99 3.6%	847 6.4%
AY 2015-2016	61	2625	13,689	12	361	1,202	9	96 3.7%	949 6.9%
AY 2016-2017	65	1401 Fall only	13,750	11	155 Fall only	1,200	9	42 Fall only 3.0%	965 7.0%

Criterion 5.2

> **Physical resources are sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and meet the needs of the faculty, staff, and students.**

The Nursing Program is housed in three buildings: the HLTSCI Building, Kilohana portable building (HLT-KH), and Ha`upu (HLT-HP) portable building. The HLTSCI building is a one-story, L-shaped building that contains offices for three faculty members, the HED Chair, and the HED Office Assistant. It also provides space for the HLTSCI Skills Laboratory, two multipurpose classrooms, and a Nursing Computer Laboratory. A corridor connects the HLTSCI Building with the BED Building for shared restrooms (equipped with handicapped facilities) and a building maintenance closet. The portables are accessible through the rear door of the HLTSCI Building and provide two dedicated classrooms, one nursing skills lab, two simulation rooms (SimBaby and SimMan), a simulation control office, and 6 additional faculty offices. An additional faculty office is located in the CWC for the nursing faculty Wellness Center Director.

Currently, most nursing faculty have private offices with a desk, file cabinet, bookshelf, telephone, and computer with internet and local network access that includes printing capabilities. Networked printers are located in the Office Assistant's work area, HLT-KH, HLT-HP, and the CWC. All faculty and staff have access to software applications, including Microsoft Office and the Google for Education suite, which allow for data storage and document sharing. In addition, a copier machine, all-in-one printer/scanner, color printer, fax machine, variety of office supplies, and department files are located in the Office Assistant's work area and are accessible to faculty. Table 5.2 illustrates the capacity, equipment, and technology used by the Nursing Program.

Table 5-2: Physical Space Used by the Nursing Program

Building	Room Number	Purpose	Capacity/Equipment	Technology
HLTSCI	124	Classroom	32 seats	SmartBoard, whiteboard, video, computer with internet access, projector, DVD, digital presenter
HLTSCI	125	Computer Lab	5 seats	5 computers with link to EPIC EMR software used in the clinical facility, internet access, and networked to a laser printer
HLTSCI	127	Skills Lab	12 seats 5 beds and furnishings 5 examination tables 4 mannequins Supplies for skills learned	
HLTANX	101	Classroom	28 seats	White board, projector, internet access
HLTSCI	128	Classroom	32 seats	Whiteboard, computer with internet access, projector, DVD, digital presenter
HLT-KH	106	Skills Lab	7 beds and furnishings 3 Mannequins Supplies for skills learned	Infusion pump
HLT-KH	107	Classroom	34 seats	SmartBoard, whiteboard, DVD, laptop with internet access, TV monitor with link to SIMs room.
HLT-HP	108	Classroom	32 seats	SmartBoard, whiteboard, DVD, computer with internet access, TV monitor with link to SIMs room.
HLT-HP	112	SIMs Lab	Adult Simulation Models 1 bed	SimMan, SimMan 3G, simulation operating equipment
HLT-HP	113	Control Room	A/V equipment	simulation operating equipment, 1 networked printer
HLT-HP	114	SIMs Lab	Baby and Junior Simulation Model, newborn and infant mannequins, exam table, crib	SimBaby, SimJunior, simulation operating equipment

The Nursing Skills Lab is available to nursing students Monday through Friday from 7:30 a.m. to 4:30 p.m. Students are encouraged to practice skills on their own time as well as during scheduled, supervised lab time. Extended hours for lab are available during evenings and weekends.

Nursing students may use the HLTSCI Computer Lab Monday through Friday from 7:30 a.m. to 4:30 p.m. Additional student computer facilities are available in the adjacent Business Building as well as in the library. A wireless network is also available to KCC students. This provides the students with the ability to access the internet using their personal electronic devices (e.g., phones, pads, laptops, etc). Many students with laptops study in the OSC, where there are couches, tables, and chairs for student use.

Criterion 5.3

Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students.

KCC's Academic Support Services has several instructional support departments used by nursing students and faculty, including the Library, Learning Center (LC), Testing Center, Computer Services, Professional Development, Media Services, Hawai`i Interactive Television System (HITS), and UC. Each unit has its own personnel and hours of operation. There are two First Year Experience (FYE) programs which provide resources and support to help students succeed.

Library

The Library's mission is to provide an intellectually stimulating environment for the College community by providing a variety of resources and services that promote the development of critical thinking and information literacy skills. This aligns with the College mission of providing "education and training in an ethical and innovative student-centered and community-focused environment, nurturing life-long learners who appreciate diversity and lead responsible and fulfilling lives" (Exhibit 3-1: KCC Catalog 2015-2016, page 8). The Library's resources and services are available to KCC students, faculty, and staff, distance education students, and the community. The Library is open 5 days a week for a total of 54.5 hours and is

accessible during the day and evening. To ensure evening students receive the same services as daytime students, the Library is open until 7:00 p.m. from Monday - Thursday each academic semester.

To support the College's mission, the Library relies heavily on faculty for recommending resources to support their curriculum. One of the nursing faculty is a member of the Library Committee and serves as the liaison between the Program and the Library (Table 1-2: HED Committee Assignments 2016-2017). The book selection process permits instructors to actively participate in selecting library materials that support student learning. With the use of book reviews, publishers' catalogs, and personal recommendations, faculty assist librarians in selecting books, journals, and other resources in their disciplines. Currently, there are more than 57,000 volumes of printed works and more than 5,000 non-print materials, which include video and DVD titles. The "R" Category consists of a hard copy collection of health, medicine, and nursing subjects. The evaluation process for the Library's "R" category is planned annually. To evaluate its collection, the Library uses student and faculty surveys and an analysis of the library collection on age and subject coverage. The video and DVD holdings are updated and evaluated for deletions and additions based on student surveys, course evaluations, and faculty recommendations from discussions at nursing faculty meetings (Exhibit 1-3: Minutes). Other decisions are based on changes in curriculum, emergent technology, program/course content, course evaluations (Exhibit 2-7), professional trends in nursing or education, nursing graduate surveys (Exhibit 2-3), and funding.

Although the building that houses the library was under renovation during the summer and fall of 2016, the library was relocated to a temporary location in the Social Sciences building to continue providing computer access to full-text databases, provide assistance with accessing library resources, and maintaining a quiet study space for students. The Library webpage provides links to science, medical, and nursing databases that may be accessed from remote locations. The library website also offers a Nursing Subject Research guide with links to e-books, journal and film databases, and to selected web resources. The Nursing Program partially subsidized the journal databases through the Hawai`i Medical Library Consortium. The library also continued to provide access to intersystem loans (ISL) for the entire UH Library System (i.e., access to more than four million book titles and volumes, videotapes, and DVDs)

during the renovation. The ISL service provides free book delivery for the UH System within 3-5 days of request.

The Learning Center (LC)

The LC, which is located in the LRC Building, is responsible for supporting student learning through workshops, computer support, technological assistance, and tutoring. Workshop topics have focused on test-taking anxiety, test-taking strategies, study skills, and application of writing formats (e.g., Modern Language Association and American Psychological Association). The LC provides computer support and technological assistance to students. One printer and four computers are available for student use, one of which is ADA compliant. An additional computer is reserved for scheduling tutoring appointments using the online scheduling system, My Success Connect. All of these computers are updated and maintained by Computer Services.

The LC also provides content-area tutoring in math, science, and writing/English. Learning skills workshops may also be scheduled by counselors or faculty for individuals or groups. Online tutoring is also available through Brainfuse.com, which is accessible through the MyUH Portal located on the KCC internet homepage. Writing tutors are available 24 hours, 7 days a week, whereas nursing tutors are available from 12 noon to 5 p.m. Sunday - Thursday.

The Nursing Program relies on LC staff for their expertise and student support resources. This center provides an orientation to the LC resources and study skill classes at the request of the nursing staff. Nursing students frequent the LC to obtain assistance with writing various types of papers and guides to prevent plagiarism.

The LC is accessible for day, evening, and distance education students. Hours of operation are posted on the front entrance and on the LC internet homepage. To best serve students, the LC is open from 7:30 a.m.to 7:00 p.m. Monday - Thursday, and from 7:30 a.m. to 4:00 p.m. on Friday.

Testing Center

The Nursing Program transitioned to computer-based testing to help prepare students for their computer adaptive testing (CAT) licensure examination. The Nursing Program utilizes the Testing Center to administer proctored ATI, Examsoft, and HESI exams. Other services provided by the Testing Center include placement testing, ATI Test of Essential Academic Skills

(TEAS) testing, academic testing for University of Hawai`i students and students from other universities or colleges, as well as professional testing for students, community members, and visitors.

Computer Services

Technical support for both hardware and software is provided by the campus' Computer Services unit. Computer Services supports the College's technology infrastructure needs by establishing, maintaining, and updating hardware and providing software support. A priority of Computer Services is ensuring student computer labs remain operational with relevant software to meet the instructional needs of faculty and students. Computer Services is also responsible for the security of the campus network and maintains links with the rest of the UH System. Another priority of Computer Services is maintaining current computer resources through collaboration with the Information Technology Advisory Council (ITAC) and implementation of a replacement plan for hardware and software. This plan is based on accepted equipment "life cycles," but can be altered to a needs-based cycle to conserve physical or monetary resources (i.e., sustainability).

Computer Services works closely with the ITAC, which is comprised of faculty and staff across College divisions to collaboratively develop and implement the IT Strategic Plan. Professional development is offered on-campus to assist faculty with obtaining, using, updating, and troubleshooting internet and computer-based technology.

The Computer Service unit is located in the Natural Science Building. It provides assistance to students and faculty by help desk, telephone, or in-person five days a week from 8:00 a.m. to 4:00 p.m. Computer Services also offers a Computer Help Line and a web-based work order form, on the KCC website, for faculty.

Professional Development (PD)

KCC employs a full-time PD Coordinator to research instructional technology and provide training opportunities for faculty and staff. The PD Coordinator's office and training room are located in the OSC, which is the administrative hub for both students and faculty. As new software and/or teaching best practices are made available to faculty, the PD Coordinator develops and offers support, trainings, and in-services. The PD coordinator works closely with

faculty to identify new instructional technologies to integrate into curricula. Current professional development offerings may be viewed online. In addition to PD trainings, faculty and students have access to online tutorials on how to use system-wide technology such as Laulima, Google, LiveText, and MyUH Portal.

Media Services

        Media Services provide technical support for the campus telephone system, distance education infrastructure (i.e., HITS, cable television, and videoconferencing), computer services, Performance Arts Center (PAC), teleconferencing, and classroom multimedia hardware. Media Services also provides technical support for classroom presentations and simulation.

        Personnel in Media Services include one electronic technician, a graphic artist, and clerical support. Media Services strives to provide a technology-enabled environment in both physical and virtual classrooms, support the College through print and electronic media, provide and maintain state-of-the-art equipment, and support an infrastructure for electronic communication. Media Services tracks age and replacement costs for equipment, use of services by students and faculty, and conducts surveys, with faculty input, to evaluate service and equipment needs. Media Services personnel also provides an orientation on their services for new faculty, maintains the nursing multi-media carts, and develops graphics for brochures and this self-study.

Hawai`i Interactive Television System (HITS)

        HITS is a system that provides a video and audio link connecting all UH System campuses for interactive video conferencing. It allows for the delivery of UH classes, workshops, meetings, and seminars to faculty, students, and staff within the System. There are a total of three HITS rooms (two in the LRC Building and one in the PAC) at KCC. However, one was relocated to the Office of Continuing Education (OCET) 110, and the other two to the BED, in BUS 101 and BUS 112, during the LRC remodel. Several nursing faculty have taken classes via HITS in their master's, post-master's, and doctorate degree programs.

The University Center (UC)

The [UC](link), which was established by the UH Board of Regents in 1996, extends beyond the physical location of the campus by acting as a "broker" with UH campuses that offer baccalaureate or higher degrees to ensure place-bound residents have access to post-associate degree education. Once a UH program is designated for system-wide delivery, the originating campus is committed to providing financial and technical support to enable a cohort of students to complete the degree. The UC currently offers baccalaureate and graduate programs in Nursing from UH campuses in Hilo, Mānoa, and West Oahu. These UC programs allow students to fulfill the prerequisite requirements for upper division programs while they attend KCC and provide support (e.g., advising, technical, and resources) to students as they work to complete degrees via [distance education](link).

First Year Experience (FYE)

At KCC, there are two programs, the [Wai'ale'ale Project](link) and [Kipaipai](link), that provide students with variety of support services and resources their first year of college. Although these two programs have different requirements, they both provide resources, including skill-building activities and program-specific peer mentoring. The peer mentors are also available to assist all currently enrolled students with general questions and advice.

The FYE staff also coordinates success workshops that are available to all KCC students. These include a variety of topics including study skills, financial aid, scholarship essay writing, resume writing, and transferring to UH 4-year colleges. Staff also organizes field trips to tour UHM and UH West Oahu (UHWO) twice a year for students interested in transferring.

Criterion 5.4

Fiscal, physical, technological, and learning resources are sufficient to meet the needs of the faculty and students engaged in alternative methods of delivery.

KCC is committed to ongoing support, both financially and technically, for the viability of distance education. Because KCC is a designated UC site, programs that include distance education are subject to prioritization on a system-wide level.

The DL Librarian supports community college distance students and UC distance students by providing reference services, information literacy instruction, and resources (e.g., databases, tutorials, online reference tools, subject research guide, and distance learning resources including interlibrary loan and important contacts) are uploaded or linked to the main library website.

The DL Librarian, LC Coordinator, and UC Educational Specialist provide orientations for distance education students every semester on using UH email, MyUH Portal, Laulima, online library resources, the interlibrary loan service, proctoring services, and book ordering.

STANDARD VI

OUTCOMES

Program evaluation demonstrates that students have achieved each end-of-program student learning outcome and each program outcome.

The Nursing Program has a current systematic plan of evaluation. The systematic plan of evaluation contains:

    a.   Specific, measurable expected levels of achievement for each end-of-program student learning outcome and each program outcome.

    b.   Appropriate assessment method(s) for each end-of-program student learning outcome and each program outcome.

    c.   Regular intervals for the assessment of each end-of-program student learning outcome and each program outcome.

    d.   Sufficient data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.

    e.   Analysis of assessment data to inform program decision-making for the maintenance and improvement of each end-of-program outcome and each program outcome.

    f.   Documentation demonstrating the use of assessment data in program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.

Criterion 6.1

The program demonstrates evidence of students' achievement of each end-of-program student learning outcome.

There is ongoing assessment of the extent to which students attain each end-of-program student learning outcome.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' attainment of each end-of-program student learning outcome.

The Nursing Program has developed a SEP to evaluate CSLOs and PSLOs, and end-of-program outcomes that align with ACEN 2013 Standards and Criteria as well as Hawai'i BON standards (Appendix G: SEP 2014-2015). The SEP is currently being revised to align with the ACEN 2017 Standards and Criteria for evaluation of 2015-2016 academic year data. Previous SEPs (Exhibit 6-1) will be available for review onsite. The current SEP includes the elements of each ACEN standard, definition of the standard, expected level of achievement, assessment method, data sources to be included in the evaluation, persons responsible for data collection, and timeframe for evaluation. When setting the expected achievement levels, aspects unique to KCC are considered, such as the highly diverse and multicultural nature of Kaua`i's population, college mission, and recommendations from Nursing Advisory Committee members.

Significant events and issues have influenced the SEP over the past three academic years. As the Program has gone through a transitional leadership and curricular period, so has the process of systematic review. The initial SEP was originally based on the National League of Nursing Accrediting Commission (NLNAC) criteria and standards and had been updated with ACEN revisions. The 2014-2015 SEP follows the 2013 ACEN criteria and standards. This academic year, the Nursing Program Coordinator is currently updating the SEP to the 2017 ACEN criteria and standards, which will be used to evaluate program data of academic year 2015-2016 beginning in the Spring 2017 semester. The inconsistent leadership within the Program adversely affected the SEP format and data collection; during this three year period, the

SEP was maintained by three different program coordinators, which resulted in an inconsistent timeline and schedule for SEP meetings.

All nursing faculty teaching in the Nursing Program are involved in the annual SEP evaluation. Each faculty member selects a SEP standard to focus on and works with a faculty team to collect and analyze data covering the previous academic year. Elements of the SEP are compiled, analyzed, updated, and presented to the faculty at Nursing/SEP meetings scheduled for the purpose of Program evaluation (Exhibit 1-3: Minutes). The information presented during SEP meetings is used to develop action plans for program improvement. Additional data are reviewed, including licensure pass rates, student surveys, ATI results, and labor market projections for Kaua'i County. The 2014-2015 SEP was most recently analyzed during the Spring 2016 semester. The consensus of the faculty members was that the SEP provided an accurate and comprehensive framework for program evaluation and identified areas for program improvement (Exhibit 1-3: Minutes). The outcomes of the evaluation, in relation to the expected level of achievement, are noted in the data collection and analysis section. Results suggesting changes to improve student outcomes are noted in the action plan. An example of how data were used to implement program changes are discussed in Criteria 6.2, 6.3, and 6.4.

The Nursing PSLOs and competencies were developed within the HSNC framework. Each CSLO is linked with a PSLO. Every semester, faculty in each course measure achievement of CSLOs, create a course review (Exhibit 4-1), and report the findings at a Program meeting (Exhibit 1-3: Minutes). The course review template guides faculty in: 1) examining factors affecting the course and student learning; 2) analyzing and reviewing the course; and 3) developing recommendations for improvement in future course offering. Prior to 2016, CSLOs achievement benchmarks were documented on the CARDs and the lead faculty of each course reported the findings in their course review (Exhibit 4-1). In academic year 2016-2017, the campus transitioned to the LiveText assessment system, and because of this, faculty are currently developing new or adapting assessment rubrics to evaluate CSLO and PSLO achievement in the new system. Findings from the LiveText assessment will be part of subsequent course reviews.

The majority of the CSLOs for nursing courses have been met as evidenced by the CARD system data (Table 6-1). In addition, each nursing course examination includes questions/items that measure achievement of the module unit objectives, which are linked to

CSLOs. Faculty review exam items of each course to ensure all module unit objectives are being evaluated.

The Program has been using ExamSoft since 2014. The faculty are currently discussing a consistent way of inputting module student learning outcomes into ExamSoft for implementation during the 2017-2018 academic year.

Table 6-1 Program Student Learning Outcomes and Assessment

KCC PSLO	ISLO	Course Assessed Semester Assessed							Assessment Methods	Students Achieved Benchmark of PSLO
		NURS 210 Fall 2015	NURS 220 Sp 2016	NURS 230 Sum 2016	NURS 320 Fall 2015	NURS 360 Sp 2016	NURS 211 Fall 2015	NURS 362 Sp 2016		
		% of students attaining the benchmark of the CSLO linked to the PSLO								
PSLO #1	Ethics	97%	100%	100%	92%	100%	96%	100%	Ethical Dilemma Discussions	Yes
PSLO #2	Integrative Thinking	100%	100%	100%	96%	100%	93%	100%	CJT, Post-conference discussion, SIMs debriefing, Reflective writing assignments	Yes
PSLO #3	Reading Information Literacy	97%	100%	100%	92%	100%	93%	100%	Students PICO research and peer-reviewed writing analysis, Postpartum Teaching Project	Yes
PSLO #4	Teamwork	100%	100%	95%	92%	100%	89%	100%	TL Conference and Rotation CHP Clinical evaluation	Yes

PSLO										
PSLO #5	Teamwork	100%	100%	100%	92%	100%	96%	96%	TL Conference and Rotation CHP, CJTs Clinical evaluations	Yes
PSLO #6	Respect for Diversity	100%	100%	100%	100%	100%	85%	100%	Cultural exchange, Post clinical discussions, Health Fair Project, CHP Clinical evaluations	Yes
PSLO #7	Respect for Diversity	100%	100%	100%	48%*	100%		100%	Clinical experiences, Post clinical discussions, CJTs, Pediatric Concept papers, Clinical evaluations	No*
PSLO #8	Written Communication Oral Communication Technological Competency	97%	100%	100%	72% *	74%*		100%	CJTs, Bedside reporting, EMR Charting, Patient Assessment/ Teaching Class presentations Written assignments Interdisciplinary collaborations/ discussions Clinical evaluations	No**
PSLO #9	Symbolic Reasoning Integrative Thinking	100%	100%	95%	92%	100%		100%	ATI CJTs Clinical evaluations	Yes

*Students have historically met PSLO 7. However, in Fall 2015, students struggled with the writing of the assignments and using the rubrics as a guide; the assignments was adjusted/revised; associated rubrics were revised, and more instruction time was allotted to discuss the assignment to improve PSLO attainment.
**Benchmark not met in Fall 2015 for similar reasons stated above; faculty revised the assignments and associated rubrics as like they did with PSLO 7.

Criterion 6.2

The program demonstrates evidence of graduates' achievement on the licensure examination.

The program's most recent annual licensure examination pass rate will be at least 80% of all first-time test-takers during the same 12-month period.

There is ongoing assessment of the extent to which graduates succeed on the licensure examination.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates' success on the licensure examination.

There is a minimum of the three (3) most recent years of available licensure examination pass rate data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.

A component of the SEP includes assessment of first time pass rates of NCLEX-RN licensing examinations (Table 6-2). Currently only NCLEX-RN pass rates are annually tracked and analyzed because the KCC Nursing Program is designed as a career ladder with a License Practical Nurse (LPN) exit point. The majority of students enrolling in the program are seeking RN licensure. Therefore, the program does not mandate that all students take NCLEX-PN, which results in a small number (i.e., sample size) of students voluntarily sitting for NCLEX-PN.

Students exceeded the ACEN benchmark the past two years, as well as the national average. Faculty made admission requirement changes, modified the curriculum, and implemented ATI testing after analysis and review of the 2014-2015 SEP (Exhibit 1-3: Minutes).

Table 6-2: NCLEX-RN Examination Rates for KCC Students from 2013-2016

(Timeframe: June 1st to May 31st)

Graduation Year	# of students taken the exam from the cohort	First time Pass Rate of NCLEX	National NCLEX First Time Pass Rate for Associate Degree Candidates
2013	22	77%	81.43%
2014	25	56%*	79.26%
2015	19	84%	82%
2016**	19	89.4%	82.65%

*Changes in pass rate are reflective of significant changes in admission requirements, curriculum, leadership, and faculty (see Criterion 6.3).
**Data current as of December 2016.

The SEP is used to analyze the pass rate annually to compare and aggregate the data within a three year period. Each year the nursing faculty review annual student NCLEX-RN pass rate data and develop action plans to implement, as needed, to increase student success in both the program and on the licensure exam.

Along with significant curriculum changes in 2010, the leadership structure within the HED and the Nursing Program was restructured. Prior to Fall 2012, the HED Chair was assigned to carry out the Chair's and Program Coordinator's administrative roles. With the restructure, the roles and responsibilities of the HED Chair were decoupled from the Nursing Program Coordinator. A new Nursing Program Coordinator and an Allied Health Coordinator were appointed for a term of 2 years, which began in Fall 2012. At the end of the term, eligible nursing faculty interested in serving as the Nursing Program Coordinator were nominated. A vote was taken and the consensus of the faculty recommended a different faculty to the Chancellor for appointment into the position. Due to medical reasons, the appointed faculty was

not able to assume the Nursing Program Coordinator role, and another faculty was appointed. She resigned from her position in December 2015, and an Interim Nursing Program Coordinator was appointed in January 2016 and subsequently appointed as the Nursing Program Coordinator in September 2016. With sudden and frequent changes in leadership, the Program needed to adapt quickly.

After discussing and reviewing possible causes for a decline in annual pass rates, the faculty approached the Nursing Advisory Committee (Exhibit 1-3: Minutes). An analysis of the steadily declining pass rates of the previous three years directed faculty to remediation interventions and an implementation of review courses during the last semester of the curriculum. Although there had been several different types of NCLEX-RN review courses offered (e.g., 16-week semester hybrid offering (NURS 275), concentrated Kaplan review, and an NCLEX-RN Review during the summer session), no option produced consistent results. Due to the success of ATI on other HSNC campuses, the faculty decided to pilot it during the last semester of the program for the graduating class of 2015. ATI was implemented in the NCLEX-RN Review Course (NURS 275) and Health and Illness III (NURS 360) offered in Spring 2015. The pass rate for 2015 increased from 56% to 84% and exceeded the National Pass Rate. After reviewing the data further and seeing the benefits that ATI had on the pass rate, the Nursing faculty decided to incorporate ATI into the entire curriculum beginning Fall 2015 for both first- and second-level students. With this implementation, the graduating class of 2016 NCLEX-RN Pass rate increased to 89%, exceeded the national average for the second consecutive year and has been the highest pass rate since the beginning of the new HSNC curriculum.

Previous changes in admission requirements have also had an impact on both program completion and NCLEX-RN pass rates. See discussion on admission requirements in Criterion 6.3.

Criterion 6.3

> **The program demonstrates evidence of student's achievement in completing the nursing program. The expected level of achievement for program completion is determined by the faculty and reflects student demographics.**
>
> **There is ongoing assessment of the extent to which students complete the nursing program.**
>
> **There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' completion of the nursing program.**
>
> **There is a minimum of the three (3) most recent years of annual program completion data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion or entering cohort.**

The two main components of program completion include 1) graduating a multicultural mix, and 2) graduation rates. The Nursing Program tracks demographic data of each cohort at the time of graduation. KCC is located in a diverse, multicultural community and the Nursing Program shares in the KCC's mission of serving the Kaua`i community. One of our program goals is to have nursing student demographics closely mirror demographics of the community. Each graduating class from 2013-2015 generally have reflected the Kaua`i County Census 2014 QuickFacts Ethnicity Data (Table 6-3). In 2014 and 2015, Hawaiian/Pacific Islander program graduates were underrepresented, which was also a trend for the College overall. There have been several campus initiatives to increase the rates of Native Hawaiian/Pacific Islander enrollment and graduates including the Wai`ale`ale and Kipaipai programs.

Table 6-3: Kaua'i County Demographics Compared to Nursing Program Graduate Demographics.

These data were used to assess a program goal stating that the Graduating Class will reflect the multicultural ethnicity of Kaua`i.

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

The curriculum is designed as a Career Ladder Program. Students who finish the first level of the program fit into one of three groups: 1) meet the entry requirements for the second level of the program and desire to continue their education; 2) meet second-level requirements but voluntarily step out to work as an LPN; and 3) do not meet the academic or clinical requirements to enter the second level of the program and need to practice as LPNs before applying for reentry. The Nursing Student Handbook describes the pathways for returning LPN students entering the second level of the Nursing Program (Exhibit 3-3: KCC Student Policy Handbook 2016-2017, pp. 56-58)

The Nursing Program has two goals pertaining to completion, retention, and attrition (See Tables 6-4 and Table 6-5). Students are tracked based on the year they were initially enrolled in the Nursing Program and rates are determined by the date they successfully complete their CA and ADN. Since the Nursing Program is designed as a career ladder with an option to step out as an LPN, the completion goal for practical nursing is measured within 2 academic years and completion goal for RN is measured within 5 academic years.

Table 6-4: Data Analyzed to Assess Program Goal 5

Eighty percent (80%) of students enrolled in NURS 210 within 15 days of the beginning of the semester will complete the CA as a Practical Nurse within 2 academic years.

Fall Semester Cohort Started	# of students enrolled in NURS 210	# of students that completed CA within 1 academic year	Additional # of students that completed CA within 2 academic years	Completion rate of CA within 2 academic years
2011	32	27	2	90%
2012	32	26	3	90%
2013	28	26	0	93%
2014	28	20	3	82%*
2015**	27	19	TBD	70%*

*Decline in retention and completion rate correlating to change in admission requirements

**2015 Data current as of December 2016

Table 6-5: Data Analyzed to Assess Program Goal 6

Sixty percent (60%) of students enrolled in Nursing 210 within 15 days of the beginning of the semester will complete the ADN within 5 academic years.

Fall Semester Cohort started	# of students enrolled in NURS 210	# of students completed AD within 2 academic years	# of students completed AD within 3 academic years	# of students complete AD within 4-5 academic years.	Completion rate within 5 academic years
2010	25	20	2	1	92%
2011	32	22	3	0	78%
2012	32	20	2	4	81%*

*2012 Data Current percentage as of Fall 2016.

The Nursing Program has undergone significant changes in curriculum and admission requirements since Fall 2010 (Exhibit 6-2: Program Action Requests). According to documented Program Action Requests (PARs) the Nursing Program was changed in 2010, 2013, 2014, and 2016 (Table 6-6). Changes in admission requirements appear to have negatively affected retention and completion rates as well as increased attrition rates. The changes in Grade Point Average (GPA) admissions requirements, selection, and pre-entry exam were implemented for cohorts admitted in 2014, 2015, and 2016. These changes appeared to affect, impact, and illustrate a possible cause for the decline in completion rates for cohorts 2014 and 2015. Because of changes in the selection process, many students were entering the new HSNC curriculum without adequate preparation for the rigors of the program. There was also a high attrition rate in NURS 212, Pathophysiology. The students who returned to the program after failing this first-semester nursing course often continued to struggle throughout the remainder of the program and/or failed other subsequent nursing courses.

After annual review of data in 2014, the nursing faculty revised the admission requirements by increasing the minimum the GPA to 2.75 and implemented a new a rubric-based admission system that included a weighted pre-entry TEAS exam. The new admission requirements became effective Fall 2016, and the first cohort to be admitted under the new admission requirements will be Fall 2017. Since Admission requirement changes affect completion, retention, attrition, and NCLEX-RN pass rates, data for this change will not be obtained and analyzed until first-level completion in Summer 2018 and second-level completion in Spring 2019.

In addition to changes in admission requirements, the 2016 PAR included a modification to prerequisite and program courses. With the high attrition rate noted in NURS 212 and the understanding that students should have this knowledge prior to entering the Nursing Program, the faculty decided to move NURS 212 out of the Nursing Program and designated them as prerequisites. In addition, NURS 203 was developed to replace the General Pharmacology (PHARM 203) to better prepare nursing students with Pharmacological principles applicable to the role of nurses. Since NURS 203 is a course that emphasizes nursing roles and responsibilities related to administration and evaluation of medication, the nursing faculty decided to place NURS 203 as a core program course instead of a prerequisite prior to admission. The intent of the two course changes above is to assist students in obtaining foundational knowledge prior to

program admission and learn pharmacological principles while in the program. Data will be collected and the effects of these changes on course completion, program completion, and NCLEX-RN Pass rates will be analyzed for CA completion of Summer 2018 and ADN graduates of May 2019.

Table 6-6: Admission Requirement Changes 2010-2016

Year	2010	2013	2014	2016
Criteria for Admission	Graduate from an accredited high school or GED equivalent	No Change	No Change	No Change
Basic Skills Assessment	COMPASS Placement test for writing, reading, and mathematics or ACT/SAT (developmental pathway for deficiencies in basic skills)	Reading COMPASS test score of 79 or greater or completed ENG 21 with a grade C or higher	No Change	No Compass Requirement (see pre-entry exam below)
Prerequisite GPA	Minimum GPA 2.5 with C or higher in Program Prerequisites	Minimum GPA 2.5, with recommended academic plan if less than 3.0.	No Change	Minimum GPA 2.75 with C or higher in Program Prerequisites
Pre-entry Exam	NLN Pre-admission Exam	None required	None required	Test of Essential Academic Skills (TEAS)
Selection	Qualified Hawai`i residents are considered first for admissions. Qualified non-residents are considered after Hawai`i residents	25% most qualified and 75% "first qualified, first applied"	No change	Admissions rubric for selection of most qualified applicants

Criterion 6.4

The program demonstrates evidence of graduates' achievement in job placement.

The expected level of achievement for job placement is determined by the faculty and reflects program demographics.

There is ongoing assessment of the extent to which graduates are employed.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed.

There is a minimum of the three (3) most recent years of available job placement data, and data are aggregated for the nursing program as a whole.

A component of the SEP includes assessment of the attainment of program outcomes that include job placement rates. Faculty review the data on the established benchmarks (Table 6-7) and data are gathered, aggregated, and analyzed annually.

Within the past three years, we have met our benchmark of 75% of students employed as an RN or pursuing RN-BSN (Table 6-7). This indicates that the majority of graduates who have successfully passed their NCLEX-RN exam hold RN positions within our community, state, or nation. A few graduates, who have passed their NCLEX-RN exams, are still employed in other health care fields by choice, often because they had previous employment at the agencies and have years of service (seniority) and/or other benefits. These graduates chose to stay with the agency and wait for an RN position to open for intra-agency transfer.

Table 6-7: Data Used to Assess Program Goal 3

Seventy-five percent (75%) of the graduates desiring employment as an RN will be employed as an RN and/or enrolled in an RN-BSN program within one year of graduation. (Time frame: June 1st to May 31st)

Employment Type	2012-2013 (n = 23 students)	2013-2014 (n = 25 graduates)	2014-2015 (n = 21 graduates)
RN	70% (n = 16)	52% (n = 13)	57% (n = 12)
Pursuing BSN	17% (n = 4)	24% (n = 6)	28% (n = 6)
LPNs	17% (n = 4)	20% (n = 5)	5% (n = 1)
CNA	4% (n = 1)	4% (n = 1)	4% (n = 1)
Health Care Field	4% (n = 1)	4% (n = 1)	10% (n = 2)
Not employed in healthcare field; Not pursuing BSN/higher education; Or Unknown	0% (n = 0)	4% (n = 1)	10% (n = 2)

One of the factors that contributed to a decrease in the employment rate, was the economic recession. In a discussion with our advisory committee, there were several nurses who delayed retirement causing limited nursing openings across the county and state for new program graduates. As a result, the program reduced the number of available seats from 28 to 24. Employment needs within the community are discussed as standing agenda items at each advisory meeting (Exhibit 1-3: Minutes). At the December 2016 meeting, several open RN positions were anticipated because of retirement and movement into specialty areas. The KVMH facility also reported that they are willing to train new graduates and would like to develop an employment contract. The main healthcare facility governed by Hawai`i Pacific Health (HPH) indicated that graduates should "get their foot in the door" and accept any healthcare positions (e.g., CNA/LPN, telemetry tech, EPIC trainer, clinical assistant, etc). According to the HPH Workforce Director, HPH gives priority to current employees and believes in creating opportunities for upward mobility. The program will closely monitor job placement trends within the county and adjust available seats per cohort as needed by the healthcare community.

Since the inception of the HSNC curriculum, the program has seen an increase in graduates seeking BSN within the past three years. One of the main purposes of creating the

HSNC was to increase the number of BSN graduates within the State of Hawai`i and develop a seamless transition from ADN to BSN programs within the state. Because of this increase, as discussed at the spring 2016 SEP meeting, faculty are considering disaggregating data to indicate job placement and BSN transfer, as both are measures of program success.