

**Program Review
Career Ladder Nursing Program**

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UNIVERSITY OF HAWAII COMMUNITY COLLEGES ANNUAL INSTRUCTIONAL PROGRAM REVIEW

Maui Community College Nursing Program Review (2007-2008)

Program Mission Statement

The nursing program is committed to provide an educationally sound, comprehensive program of study which recognizes the trends in health care delivery that indicate increased complexity and variation in future health care settings and environments.

FIRST LEVEL (PN) PROGRAM LEARNING OUTCOMES

Graduates of the Maui Community College Career Ladder First Level (PN) nursing program are educated to provide nursing functions expected of beginning level Licensed Practical Nurses and are prepared to work under the supervision of a registered nurse or a physician in hospitals, extended care facilities, private nursing agencies, home health agencies, clinics, and physician offices with staff development opportunities and adequate supervision. They are primarily educated to function as members of the multidisciplinary health care team in direct nursing care roles with adult and pediatric clients on general medical/surgical, obstetrical and normal newborn nursery units under the supervision of a registered nurse. In addition, they have been introduced to the role of the licensed practical nurse in the physician's office, clinics, long term care facilities and home health.

Graduates are eligible to take the National Council for Nursing Licensure Examination for Practical Nurses (NCLEX-PN) and, upon demonstration of satisfactory performance, will be awarded a license to practice as an L.P.N. The Maui Community College Career Ladder conceptual framework and curriculum are based on the Betty Neuman Systems Model.

1. The PN graduate will identify signs of physical and mental health, normal growth and development throughout the life cycle, including the etiology and gross manifestations of common diseases and abnormal conditions.
2. The PN graduate will demonstrate beginning critical thinking in using the nursing process to assess, diagnose, plan, implement, and evaluate the care provided to clients and client systems.
3. The PN graduate will demonstrate proficiency in implementing [(including medication administration)] or delegating basic nursing skills.
4. The PN graduate will demonstrate caring behaviors, cultural sensitivity and will communicate therapeutically to meet the psychosocial needs of clients, client systems, and others.
5. The PN graduate's practice of nursing will demonstrate a basic understanding of health promotion and disease prevention, as well as restoration of health and management of chronic conditions.
6. The PN graduate will practice within the legal and ethical framework of nursing.
7. The PN graduate will function in a collaborative manner as a member of the multidisciplinary health care team in the provision of cost effective health care.

8. The PN graduate will demonstrate beginning skill in a variety of communication techniques, including written documentation, in the process of assessment, counseling, and therapeutic intervention with clients and client systems.
9. The PN graduate will provide appropriate basic health care instruction to clients, client systems, and others in a variety of settings.
10. The PN graduate will use quantitative reasoning, access and interpret information obtained using a variety of technologies.
11. The PN graduate will assume responsibility for maintaining current evidence-based practice, ongoing professional growth, and life-long learning.

SECOND LEVEL (ADN) PROGRAM LEARNING OUTCOMES

Graduates of the Maui Community College Career Ladder Second Level (ADN) nursing program are educated to provide nursing care in agencies that provide appropriate orientation, on-going staff development opportunities, and professional guidance. They are primarily educated to function as members of the multidisciplinary health care team in direct nursing care roles with adult and pediatric clients on general medical/surgical, obstetrical, newborn nursery and psychiatric nursing units. They have been introduced to the concepts of nurse leader/manager and the role of the Registered Nurse in the physician's office, clinics, long term care facilities and home health.

Graduates are eligible to take the National Council for Nursing Licensure Examination for Registered Nurses (NCLEX-RN), and upon demonstration of satisfactory performance, will be awarded a license to practice as an R.N. The Maui Community College Career Ladder conceptual framework and curriculum are based on the Betty Neuman Systems Model.

1. The ADN graduate will synthesize knowledge of physiological, psychosocial, sociocultural and developmental functioning of clients and client systems in assessment, planning, delivering and evaluating nursing care.
2. The ADN graduate will exercise critical thinking in using the nursing process to assess, diagnose, plan, implement, and evaluate nursing care for clients and client systems throughout all stages of the life cycle.
3. The ADN graduate will demonstrate proficiency in implementing and/or delegating nursing skills used in the delivery of safe nursing care.
4. The ADN graduate will use a variety of communication techniques, including written documentation, in the process of assessment, counseling, and therapeutic intervention with clients and client systems.
5. The ADN graduate will develop and maintain therapeutic relationships that are based upon mutuality and respect, and take into consideration the health and healing practices, beliefs and values of the clients, client systems, and the community.
6. The ADN graduate's practice of nursing will demonstrate professionalism, caring and compassion.
7. The ADN graduate will develop and implement a variety of teaching-learning strategies in teaching clients and client systems for health promotion and disease prevention, as well as restoration of health and management of chronic conditions.

8. The ADN graduate will collaborate with the multidisciplinary team to manage care for individuals, families and groups of individuals in hospital, long-term care and community based settings where specified policies, procedures and guidance are available.
9. The ADN graduate will utilize quantitative reasoning and technology in the provision of nursing care and information management in a cost effective manner.
10. The ADN graduate will practice within the legal and ethical framework of nursing. The ADN graduate will assume responsibility for maintaining current evidence-based practice, ongoing professional growth, and life-long learning.

Part I. Quantitative Indicators for Program Review

	AY 04-05	AY 05-06	AY 06-07	AY07-08
1. Annual new and replacement positions in the State	10,624 RN 2,411 PN	10,624 RN 2,411 PN	10,624 RN 2,411 PN	427 RN {1211} RN 94 PN 26 RN
2. Annual new and replacement positions in the County	451 RN 166 PN	451 RN 166 PN	451 RN 166 PN	{133} RN 9 PN
3. Number of majors *	41 {68} AS 51 {55} PN	41 {56} AS 52 {51} PN	40 {14} AS 40 {77} PN	67 {31} AS 78 PN
4. Student Semester Hours for program majors in all program classes	1502	1575	1496	1043
5. Student Semester Hours for non-program majors in all program classes	na	na	na	na
6. Student Semester Hours all program classes	1502	1575	1496	1043
7. FTE program enrollment	100	105	100	69.8
8. Number of classes taught	16	15	13	[17]
9. Determination of program's health based on demand (Healthy, Cautionary, or Unhealthy)				
10. Average class size	36	38	39	31
11. Class fill rate * see program data	100%	100%	100%	77%
12. FTE of BOR appointed program faculty	16	16	16	17
13. Student/Faculty ratio	10	10	10	10
14. Number of Majors per FTE faculty (-Dept Chair Sab, & NA)	7	7	6	7
15. Program Budget Allocation (Personnel, supplies and services, equipment)	^	^	^	^
16. Cost per Student Semester Hour	na	na	na	na
17. Number of classes that enroll less than ten students	0	0	0	0
18. Determination of program's health based on Efficiency (Healthy, Cautionary, or Unhealthy)				
19. Persistence of majors fall to spring				

20. Number of degrees earned (annual) See Program Data	19	30	38	31
21. Number of certificates earned (annual) See Program Data	38	38	48	72 [74]
22. Number of students transferred (enrolled) to a four-year institution	3	4	4	0
23. Perkins core indicator: Academic Attainment (1P1)			94.9 %ADN 100% PN	97.22%
24. Perkins core indicator: Technical Skill Attainment (1P2)			100% ADN 100% PN	100%
25. Perkins core indicator: Completion Rate (2P1)			87.8% ADN* 60%PN*	89.47%
26. Perkins core indicator: Placement in Employment, Education, and Military (3P1)			89.5%ADN* 40.% PN	91.67%
27. Perkins core indicator: Retention in Employment (3P2)			94.1%ADN 100% PN	100%
28. Perkins core indicator: Non Traditional Participation (4P1)			14.8% ADN 11.1%PN	15.69%
29. Perkins core indicator: Non Traditional Completion (4P2)			15.8%ADN 9.3%PN	15%

[data provided by system]

{Center on Nursing data statewide shortage-Maui extrapolated as 11% of Hawaii population}

See attached Nursing Program Data p. 9,10

Part II. Analysis of the Program

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data.

National League for Nursing Accrediting Commission (NLNAC) awarded full accreditation for Achievement of Quality and Excellence in Nursing Education from Spring 2007 to Spring 2015. The NLNAC site visitors identified the following strengths:

- Strong administrative support

- Strong community support

- The faculty at MCC have a strong commitment to the college and the nursing program.

- Allied Health Chair's ability to write and obtain grants for the nursing program.

- A designated academic counselor.

- A designated, part-time MSW Counselor is available and utilized by nursing students only.

- Strong student support service units.

- The Learning Center

- Four patient simulators (1 adult, 2 children, 2 infant)

The nursing program continues to have exceptional completion and NCLEX 1st pass rates. Maintaining these outcomes is a high priority during rapid expansion of enrollment and addition of new nursing faculty. Orientation of new faculty to program philosophy, classroom and clinical expectations, and the culture of Maui are keys to achieving this priority.

Significant Program Actions (new certificates, stop-out; gain/loss of positions, results of prior year's action plan)

Four additional faculty positions were secured with funding from County of Maui which allowed admission of a second 1st level class in January 2007. Six new general funded positions were filled for the Allied Health department for fall 2007. The positions included 4 nursing faculty, an academic counselor, and 1.0 APT fiscal position. Beginning January 2008 the nursing program has four cohorts of nursing students (160 FTE), with graduations in May and December (AS) and July and December (PN).

The first December PN graduate was held December 2007. The first December A D N graduate will be held December 21, 2008. The program expansion will result in a significant increase in nursing graduates at both PN and AS level, however based on demographic projections from the Hawaii Center on Nursing; these new nurses will be far below the number needed in Maui County as identified by the Hawaii State legislative study conducted by the Hawaii Center on Nursing.

Projected FTE Registered Nurses Supply, Demand and Shortages

Between 2006 and 2020, demand for RNs in Hawai'i is expected to grow by 28%, while supply of RNs is expected to grow by 8.9%. In relative terms, the shortfall in demand will increase from about 11 percent to 24 percent as shown in Table 1.

Table 1: Projected Hawai'i FTE RN Supply, Demand, and Shortages

	2006	2008	2010	2012	2014	2016	2018	2020
Supply	7,611	7,715	7,813	7,877	7,943	8,038	8,154	8,286
Demand	8,571	8,926	9,260	9,574	9,927	10,260	10,607	10,955
Shortage	960	1,211	1,447	1,697	1,984	2,222	2,453	2,669

Hawaii Center on Nursing 2008

Statewide Nursing Consortium

All nursing program faculty are members of the consortium working to develop the State wide nursing program which will include an integrated nursing curriculum with PN exit, AS exit and Bachelor of Science in nursing (BSN) outcomes. Current projections are for admission of students to this program in 2009 with the first graduates in 2013..

Maui Community College nursing faculty have committed themselves to this process because they believe the health care challenges facing Maui County will require more nurses prepared at the BSN level.

Curriculum modification for the Certificate of Achievement and Associate of Science in Nursing was submitted to the Curriculum Committee in October 2008 with the goal of approval to allow admission in fall 2009 .

Part III. Action plan

1. Continue to work with County of Maui and State officials to continue support for nursing program expansion to meet community need.
2. Secure approval for construction of portable classrooms and laboratory space for expanded nursing program.
3. Continue work on the Statewide Nursing Program that will provide on-going, cost effective access to the Bachelor of Science in nursing program on Maui.

Part IV. Resource Implications (physical, human, financial)

The nursing program is a high cost program. Faculty salaries were increased in 2006 based on equity and demand. The Hawaii Board of Nursing regulations mandate a 1:10 student faculty ratio during clinical instruction for patient safety. Program management is complex due to requirements for state and national accreditation, and the highly competitive admission process.

The cost of the nursing salary adjustments were off set, in part, by the implementation of a \$500/semester professional fee which is paid by all students in the nursing program.

**Maui Community College Registered Nurse Program
Enrollment and Student Outcomes**

Year	Number Enrolled	Number Graduated	Retention Percent	Number Passed 1st Exam	Percent Passed 1st Exam	Total Percent Passed
1982-83	22	19	86%	18	95% ^	100%
1983-84	19	17	90%	17	100% ^	100%
1984-85	21	19	91%	19	100% ^	100%
1985-86	24	22	92%	22	100% ^	100%
1986-87	24	22	92%	19	86%	96%
1987-88	22	20	91%	16	80%	96%
1988-89	25	18	72%	14	78%	100%
1989-90	27	21	78%	20	95% ^	100%
1990-91	25	19	76%	19	100% ^	100%
1991-92	36	34	94%	29	85%	100%
1992-93	48	39	81%	38	97% ^	100%
1993-94	39	34	87%	27	79%*	97%
1994-95	26	24	92%	22/23 tested	96% ^	100%
1995-96	36	30	83%	26	87% ^	97%
1996-97	26	23	89%	18	78%#	90%#
1997-98	24	20	83%	16	80%#	100%#
1998-99	24	23	96%	20	87%# ^	100%#
1999-2000	26	23	88%	19	82%#	100%#
2000-2001	32	28	88%	28	79%#	96%#
2001-2002	36	33	92%	25	76%#	96%#
2002-2003	36	30	83%	23	77%#	97%#
2003-2004	22	20	91%	19	85%#	96%#
2004-2005	38	33	87%	31	94%#^	97%#
2005-2006	42	38	91%	37	97%#^	100%#
2006-2007	40	39	98%	35 of 37 tested	95%#^	95%#
2007-2008	31	31	100%	29	94%#^	100%#

Testing only available off island ^ Above National Average

**Maui Community College Practical Nurse Program
Enrollment and Student Outcomes**

Year	Number Enrolled	Number Graduated	Retention Percentage	Number Passed 1st Exam	Total Percent Passed
1983-84	25	22	88%	22	100%
1984-85	24	21	88%	21	100%
1985-86	25	23	92%	22	100%
1986-87	24	18	75%	18	100%
1987-88	30	25	83%	25	100%
1988-89	33	26	79%	25	100%
1989-90	48	37	77%	33	100%
1990-91	40	34	85%	34	100%
1991-92	51	49	96%	45	96%
1992-93	50	42	84%	38	100%
1993-94	40	38	95%	35	97%
1994-95	50	45	90%	44/45 tested	100%
1995-96	40	35	88%	32	97%
1996-97	40	36	90%	30	97%
1997-98	40	34	85%	31	100%
1998-99	32	29	91%	29	100%
1999-2000	43	39	91%	37	97%
2000-2001	42	39	90%	39	97%
2001-2002	42	37	88%	34	97%
2002-2003	42	39	90%	37	97%
2003-2004	43	39	91%	38	97%
2004-2005	52	49	94%	48	98%
2005-2006	52	46	89%	46	100%
2006-2007					
F06 enroll	40	35	88%	32/33 tested	97%
Sp07 enroll	40	38	95%	35 of 36 tested	97%
2007-2008					
F07 enroll	38	37	97%	25 of 28 tested	90%
Sp 08 enroll	37	35	95%		

UH Maui Community College
Current and Proposed Nursing Curricula

Educational Focus	Current Curricula	Total Credits	Proposed Revisions	Total Credits
Non-Nursing Courses				
Biological and Physical Sciences	Anatomy and Physiology/lab Microbiology/ Micro Lab Pharmacology	8 cr 5 cr <u>3 cr</u> 16 cr	Anatomy and Physiology/ A&P Lab Microbiology Pharmacology	8 cr 3 cr <u>3 cr</u> 14 cr
Social and Behavioral Sciences	PSY 100 PSY 240	3 cr <u>3 cr</u> 6 cr	PSY 100 PSY 240	3 cr <u>3 cr</u> 6 cr
Arts or Humanities	Communications Elective Humanities Elective	3 cr <u>3 cr</u> 6 cr.	Arts, Humanities, Literature	3 cr
Other Non-Nursing Required Courses	Written Communication: English 100	3 cr	Written Communication: English 100	3 cr
Total		31 cr		26 cr
Educational Focus - Nursing Courses	Current Curricula	Total Credits	Proposed Revisions	Total Credits
Health Assessment Therapeutic Communication Nursing Fundamentals Normal/Community Pediatrics	Nurs 153/153L Concepts & Skills in Nursing Nurs 155/L Child Health Nursing I	9 (4/5) 2 (1/1)	Nurs 210 Health Promotion Across the Life Span	9 (3/6)
Nursing care of clients, as individuals and groups through the lifespan in a variety of settings for the promotion, maintenance, and restoration of health.	Nurs 156/L Adult Health Nursing I Nurs 157/L Adult Health Nursing II Nurs 256/L Adult Health Nursing III Nurs 257/L Adult Health Nursing IV Pathophysiology-integrated into nursing courses	4 (2/2) 4 (2/2) 5 (2/3) 6 (2/4)	Nurs 220 Health & Illness I Nurs 230 Clinical Immersion I Nurs 360 Health & Illness III	10 (4/6) 4 (1/3) 9 (3/6)
Maternal Newborn Acute Pediatric Care Psych/Mental Health	Nurs 240/L Family Health Nursing Nurs 255/L Child Health Nursing II Nurs 253/L Psychiatric/Mental Health Nursing	4 (2/2) 2 (1/1) 4 (2/2)	Nurs 212 Pathophysiology Nurs 320 Health and Illness II Psychiatric Nursing Concepts are integrated in every nursing course. *In patient clinical in Nurs 360.	3 10 (4/6)
Professionalism	Nurs 158 Issues and Trends I Nurs 258 Issues and Trends II	1 1	Nurs 211 Professionalism Nurs 362 Professionalism	1 1
Total		42 cr		47 cr

Most students have a three-year plan following this suggested course sequence.

Prerequisites

First Semester (Fall)	Credits	Second Semester (Spring)	Credits
PSY 100 Survey of Psychology	3	PSY 240 Developmental Psychology	3
ZOOL 141 Human Anatomy & Physiology	4	ZOOL 142 Human Anatomy & Physiology	4
ENG 100 Composition I	3	MICR 130 General Microbiology	3
		Humanities elective (<i>HIST 151</i>)	3
Total	10	Total	13

Nursing Year 1

First Semester (Fall)	Credits	Second Semester (Spring)	
*NURS 210 Health Promotion Across the Life Span	9	NURS 220 Health & Illness I	10
*NURS 211 Professionalism	1	PHRM 203 General Pharmacology	3
NURS 212 Pathophysiology	3		
Total	13	Total	13

Summer Session

NURS 230 Clinical Immersion I	4
Total	4

Nursing Year 2 Fall

NURS 320 Health & Illness II	10
Total	10

Spring

NURS 360 Health & Illness III	9
NURS 362 Professionalism	1
Total	10

1/2008
UH Hawai'i Statewide Nursing Competencies
Refined at HSNC Meeting of 08/02/2007
Revised at HSNC Meeting of 10/4/07*

1. **A competent nurse's professional actions are based on core nursing values, professional standards of practice, and the law.**
 - 1.1 Core nursing values include social justice (from the ANA statement), caring, advocacy, respect for self and others, collegiality, and ethical behavior
 - 1.2 Ethical dilemmas are embedded in clinical practice; an obligation of nurses is to notice, interpret respond and reflect on these dilemmas using ethical principles and frameworks as a guideline
 - 1.3 It is essential for nurses to participate in discussions of ethical issues in health care as they affect communities, society, and health professions
 - 1.4 Professional nursing functions within legally defined standards of practice and state specific regulations
2. **A competent nurse develops insight through reflective practice, self-analysis, and self care through the understanding that...**
 - 2.1 Ongoing reflection, critical examination and evaluation of one's professional and personal life improves nursing practice
 - 2.2 Reflection and self-analysis encourage self-awareness and self-care
 - 2.3 Pursuing and advocating healthy behaviors enhance nurses' ability to care for client
3. **A competent nurse engages in ongoing self-directed learning and provides care based on evidence supported by research with the understanding that . . .**
 - 3.1 Knowledge and skills are dynamic and evolving, in order to maintain competency one must continuously update their knowledge using reliable, current sources of information from the biological, social, medical, public health, and nursing sciences
 - 3.2 The nurse uses legitimate sources of evidence for decision-making such as research evidence, standards of care, community perspectives and practical wisdom gained from experience
 - 3.3 As "best practices" are continuously modified and new interventions are constant, the nurse incorporates changes into practice
4. **A competent nurse demonstrates leadership in nursing and health care through the understanding that ...**
 - 4.1 An effective nurse is able to take a leadership role to meet client needs, improve the health care system and facilitate community problem solving
 - 4.2 A competent nurse effectively uses management principles, strategies, and tools
 - 4.3 An effective nurse works with the health care team including the delegation of responsibilities and supervision

- 5. A competent nurse collaborates as part of a health care team**
 - 5.1 The client is an essential member of the healthcare team
 - 5.2 A collegial team is essential for success in serving clients
 - 5.3 Effective team members must be able to give and receive constructive feedback
 - 5.4 Colleagues create a positive environment for each other that values holistic client care
- 6. A competent nurse practices within, utilizes, and contributes to the broader health care system**
 - 6.1 All components of the healthcare system must be incorporated when providing interdisciplinary care
 - 6.2 The effective nurse contributes to improvements of the health care system through involvement in policy, decision-making processes and political activities
- 7. A competent nurse practices client-centered care**
 - 7.1 Effective care is centered around a respectful relationship with the client that is based on empathy, caring, mutual trust, and advocacy
 - 7.2 Nursing practice should reflect the attitudes, beliefs and values of clients
 - 7.3 An understanding of the culture and history of the community is fundamental in the practice of nursing
- 8. A competent nurse communicates effectively through the understanding that ...**
 - 8.1 Effective use of communication is an essential part of all interventions to establish caring and therapeutic relationships to educate and advocate for clients
 - 8.2 When working with colleagues or clients, it is important to insure that accurate, timely and complete communication has occurred
 - 8.3 Successful communication requires attention to elements of cultural influences, variations in the use of language and a participatory approach
- 9. A competent nurse demonstrates clinical judgment/critical thinking in the delivery of care of clients while maintaining safety through:**
 - 9.1 Analysis and integration of available data
 - 9.2 Implementation of prioritized care based on evaluation of data
 - 9.3 Evaluation and analysis of the nurses' personal clinical performance
 - 9.4 A competent nurse engages in risk reduction activities, recognize, communicate and intervene to promote client safety

Maui Community College Allied Health Proposal					1/1/09 - 12/31/09			
Year 2008 Proposed Budget					Last updated: 10/2/2008			
	Total Cost of Project	County of Maui	UH-MCC General Funds*	Strong Foundation	Matching Commitments			
Personnel								
Allied Health Careers Expansion								
Nursing Career Ladder C2-10 (fringe @ 39.37%)	73877	73,877	0					
Nursing Career Ladder C2-10 (fringe @ 39.37%)	73877	73,877	0					
Dental Hygiene Director	40229	-	40,229					
Simulation Staff (fringe @ 39.37%)	39406	39,406						
TLC Support, Edu Specialist (0.5) (fringe @ 2.35%)	19076	19,076						
Clerical 1.0 (fringe @ 39.37%)	26695	26,695						
Allied Health IT Specialist (fringe @ 39.37%)	38076	38,076						
Subtotal Personnel Costs:	311236	271,007	40,229					
Fringe Benefits	99633	99,633	0					
Total Personnel Costs:	410869	370,640	40,229					
Other Costs								
Facilities rent at Maui Oral Health Center	64660	64,660						
Building maintenance, electricity, phone, repairs	20686	20,686						
Allied Health new building design and construction	409771							409,771
Allied Health Vendors**	13990	13,990						
Operating Supplies	65302	15,302		50,000				
Total Other Costs:	574409	114,638	0	50,000				409,771
Total Personnel Costs:	410869	370,640	40,229					
Total Direct Costs:	985278	485,278	40,229	50,000				409,771
Modified Total Direct Costs	510847	420,618	40,229	50,000				
Total Indirect Costs @ 3.5% County	14722	14,722	0	0				
TOTAL COSTS	1000000	500,000	40,229	50,000				409,771
MCC General Funds								
Strong Foundation	40229		40,229					
Capital Improvement Funds from Leg.	50000			50,000				
TOTAL MATCHING FUNDS	409771							409,771
TOTAL MATCHING FUNDS	500000							

Budget Explanation:

MCC General Funds are new positions allocated to Maui Community College

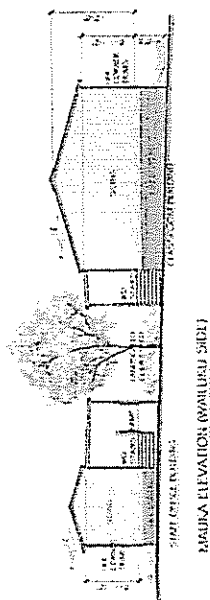
** Vendors for Allied Health = Shreddex, Blowaste, Alii Linens, Xerox

Notes

Anne is funded for 12 months

Constance for 9 months assuming the position will be G funded beginning October 2009





Preliminary Plant List

- 1 TREES
e.g. Bora Bora
Kaua
Ulu
- 2 PALMS
e.g. Dwarf Coconut
Lodoi
- 3 SHRUBS
e.g. Bora Bora
Ulu
Ara
- 4 GROUND COVERS
e.g. Pua Pua
Lodoi
- 5 MEDICINAL PLANTS
e.g. Kani
Maka
Kani
- 6 GRASSES
e.g. Common Bermuda
Ara

Future Road
Limits of Project/Planting - Typ. Sym

Small Medium Size Hawaiian Native Tree - Typical

Hawaiian Native Plants - Typical

Limits of Project/Planting - Typ. Sym

Hawaiian Native Medicinal Plants - Typical

Steps

Hanalei Access Ramp

Lodoi Palm - Typ. Sym

Steps

Smooth River Stones - Typical

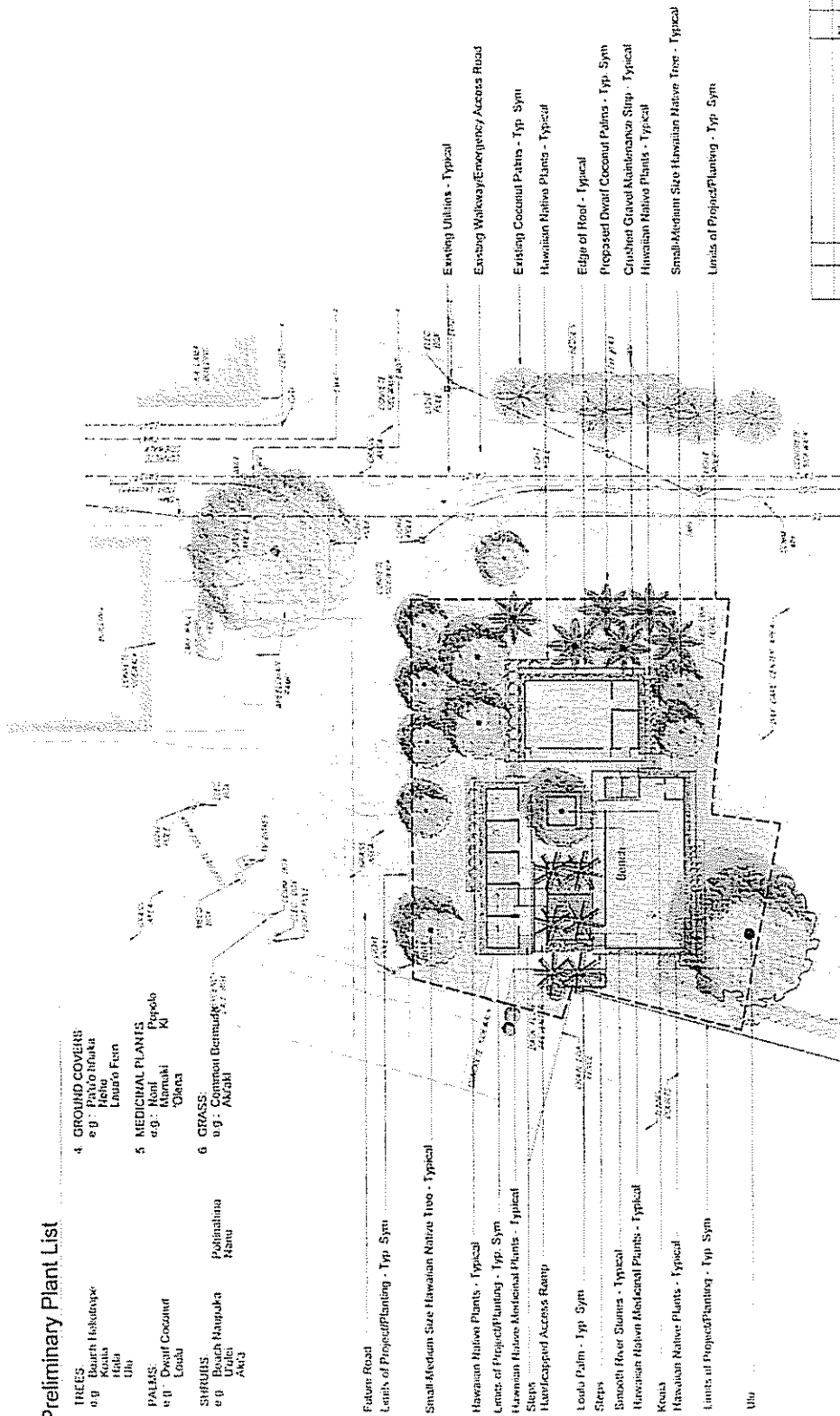
Hawaiian Native Medicinal Plants - Typical

Kaua

Hawaiian Native Plants - Typical

Limits of Project/Planting - Typ. Sym

Ulu



PRELIMINARY LANDSCAPE PLAN

		PRELIMINARY LANDSCAPE PLAN LP-1	
PROJECT NO. 10000 SHEET NO. 10000 DATE 10/10/10		SCALE 1" = 10'-0" DRAWN BY [Name] CHECKED BY [Name]	