

**MAUI COMMUNITY COLLEGE**  
**2005 Annual Assessment Report**  
**Career Ladder Nursing Program**

**College Mission Statement**

Maui Community College is a learning-centered institution that provides affordable, high quality, credit and non-credit educational opportunities to a diverse community of lifelong learners.

**Program Mission Statement**

The nursing program is committed to providing 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.

Table I, p 2-6 compares the University of Hawaii, Maui Community College, and the Maui Community College Nursing Program philosophy.

The Nursing Career Ladder program serves the following broad purposes:

1. To provide individual counseling pre-enrollment and throughout the program to encourage student to achieve their maximum capacity as they progress in the Nursing Career Ladder.
2. To prepare highly qualified nurse aide, practical nurse, and associate degree nursing graduates who are successful on the certifying or licensing exam, and meet employer expectations.
3. To respond to community and statewide needs for continuing education for graduate nurses and other health care providers.
4. To provide leadership in Maui County as the community responds to the changing health care environment.

**Table 1**  
**Maui Community College Nursing Program**  
**Comparison of Mission and Goals**

| University of Hawai'i System  | Maui Community College   | MCC Nursing Program  |
|---|--|--|
| <p><b>Mission:</b> The common purpose of the University of Hawaii system of institutions is to serve the public by creating, preserving, and transmitting knowledge in a multi-cultural environment. The University is positioned to take advantage of Hawaii'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.</p> <p>Functioning as a system, the purposes of the University of Hawaii are to:</p> <ul style="list-style-type: none"> <li>▪ Provide all qualified people in Hawaii with equal opportunity for high quality college and university education and training.</li> <li>▪ Provide a variety of entry points into a comprehensive set of postsecondary educational offerings, allowing flexibility for students to move within the system to meet individual educational and professional goals.</li> <li>▪ Advance missions that promote distinctive pathways to excellence, differentially emphasizing instruction, research, and service while fostering a cohesive response to state needs and participation in the global community.</li> </ul> | <p><b>Mission:</b> Maui Community College is a learning-centered institution that provides affordable, high quality credit and non-credit educational opportunities to a diverse community of life long learners.</p>  | <p><b>Excerpts from MCC Nursing Program Philosophy:</b></p> <p>The nursing program is committed to providing 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 economics.</p> |
|   | <p><b>Vision:</b> We envision a world-class college that meets current and emerging Maui County education and training needs through innovative, high quality programs offered in stimulating learning environments. The College mission, goals, and actions will be guided by the Native Hawaiian reverence for the ahupua'a, a practice of sustaining and sharing diverse but finite resources for the benefit of all.</p> | <p>Maui Community College nursing program provides Maui County and other geographic locations with highly qualified practical and registered nurses...the nursing program remains responsive to community needs by providing basic nursing education and continuing education for graduate nurses.</p>                     |

| University of Hawai'i System   | Maui Community College   | MCC Nursing Program  |
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| <p><b>Goals:</b><br/>Educational Effectiveness and Student Success - Embrace a culture of excellence and performance as the hallmarks of effective learning and student success.</p> <p>Objective 1: To achieve a shared institutional culture that makes student learning and success the responsibility of all.</p> <p>Objective 2: To achieve a shared institutional culture that treasures diversity and inclusion, honors collegiality, and continuously strives for exceptional performance.</p> | <p><b>Maui Community College Goals:</b></p> <p><b>Goal 1:</b> Educational effectiveness and student success. Embrace a culture of excellence and performance as the hallmarks of effective student learning and success.</p> <p>Achieve a shared institutional culture that treasures diversity and inclusion, honors collegiality, and continuously strives for exceptional performance.</p> <p>Develop and implement a comprehensive evaluation system for regular review of all educational and student service programs.</p> | <p><b>Excerpts from MCC Nursing Program Philosophy:</b></p> <p>To facilitate the variety of opportunities necessary for students with diverse abilities and learning styles to demonstrate the knowledge, attitudes, and skills that are basic to the practice of nursing utilizing current available technologies.</p> <p>The Maui Community College Career Ladder Nursing Program philosophy builds on the basic liberal arts, behavioral and natural sciences. Knowledge is applied through development of critical thinking skills.</p> <p>We believe the new nurse graduate must be flexible, culturally competent and able to provide nursing care in changing health care and economic environments. We believe health care settings or placed in which care is delivered are increasingly community based.</p> |

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| <p><b>University of Hawai'i System</b></p> <p>A Learning, Research, and Service Network -Engage diverse elements of the UH system in intellectual capital formation that enables Hawaii to flourish.</p> <p>Objective 1: To excel in basic and applied research for the discovery and dissemination of new knowledge.</p> <p>Objective 2: To support Hawaii's economy, workforce development, and improved access and flow of education in Hawaii from preschool through a lifetime of learning by building partnerships within the University and with other public and private educational, governmental, and business institutions.</p> <p>Objective 3: To provide access for students, faculty, and staff to a first-class information technology infrastructure, support, and services that sustain and enhance University instruction, research, and administrative services within the University, throughout Hawaii, and beyond.</p> | <p><b>Maui Community College</b></p> <p><b>Goal 2: A Learning, Applied Research, and Service Network</b></p> <p>Engage in intellectual and educational activities that enable the county of Maui and the state of Hawaii to flourish.</p> <p>Support the county and state economy, workforce development, and improved access to lifetime education for all by building partnerships within the UH University system and with other public and private educational governmental, and business institutions.</p> <p>Provide access for students, faculty, and staff to a first-class information technology infrastructure, support and services that sustain and enhance instruction, applied research, and administrative services.</p> | <p><b>Excerpts from MCC Nursing Program Philosophy</b></p> <p>We believe that trends or the approaches to health care delivery are dynamic. Therefore, the manner in which care is delivered must change to meet the needs of consumer/client. We believe the new nurse graduate must be flexible, culturally competent and able to provide nursing care in changing health care and economic environments.</p> <p>Given the dynamic relationships between knowledge and technology, we are committed to inclusion of new knowledge related to technologies used to provide care for clients in health care facilities and the community. These efforts include, but are not limited to, the use of monitoring devices, devices enabling the efficient and safe distribution of medications and therapeutic treatments, and devices that enable access to information. To facilitate students' ability to embrace new technologies, it is important that the nursing faculty utilize technology for instruction and clinical practice.</p> |
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| <p><b>University of Hawai'i</b></p> <p>A Model Local, Regional, and Global University</p> <p>Objective 1: To establish the University of Hawai'i and the state of Hawai'i as the research, service, and training hub of Oceania, with bridges to the Asia-Pacific region, the Americas, and the rest of the world.</p> <p>Objective 2: To strengthen the crucial role that the University of Hawai'i system performs for the indigenous people and general population of Hawai'i by actively preserving and perpetuating Hawaiian culture, language, and values.</p> <p>Investment in Faculty, Staff, Students, and Their Environment -Recognize and invest in human resources as the key to success and provide them with an inspiring work environment.</p> <p>Objective 1: To create a University culture of excellence by recruiting, rewarding, and empowering top-performing faculty and staff and to foster a spirit of joint enterprise and appreciation for all University employees, including graduate assistants and student employees.</p> <p>Objective 2: To create positive, healthful, resource efficient, and sustainable physical environments on the campuses of the University that enhance the psychological well-being of the students, employees, and community members.</p> | <p><b>Maui Community College</b></p> <p><b>Goal 3: A Model Local, Regional, and Global College Transform the profile of the College, positioning it as one of the world's foremost multicultural centers for island and indigenous studies.</b></p> <p>Establish Maui Community College as a preferred educational and training destination for local , national, and international students.</p> <p>Strengthen the critical role that the college performs for the indigenous people and general population of Maui County by actively preserving and perpetuating Hawaiian culture, language, values.</p> <p><b>Goal 4: Investment in Faculty, Staff, Students, and Their Environment.</b></p> <p>Create a culture of excellence by recruiting, rewarding and empowering faculty and staff and fostering a spirit of appreciation for all college employees.</p> <p>Create positive, healthful, resource-efficient, and sustainable physical environments on the campuses of the College.</p> <p>Acquire, allocate, and manage the resources needed to achieve success and exercise responsible stewardship over University assets.</p> | <p><b>Excerpts from MCC Nursing Program Philosophy</b></p> <p>We believe the new nurse graduate must be flexible, culturally competent and able to provide nursing care in changing health care and economic environments.</p> <p>Individual counseling, which is provided pre-enrollment and throughout the nursing programs, assists students to work to their highest ability.</p> <p>The faculty fosters knowledge of the various roles within the nursing profession and an awareness of the need for life long learning and advancing competency over a lifetime of clinical practice.</p> |
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| <p><b>University of Hawai'i</b></p> <p>Resources and Stewardship-Acquire, allocate, and manage the resources needed to achieve success and exercise exemplary stewardship over University assets.</p> <p>Objective 1: To build an effective constituency that converts community support for the University of Hawai'i into public and private revenue streams that support achievement of strategic plan goals.</p> <p>Objective 2: To allocate and manage resources to achieve continuing improvement in organization, people, and processes and to secure competitive advantage.</p> | <p><b>Maui Community College</b></p> <p>Objective 1: Build an effective public and private constituency whose support provides revenue for the achievement and implementation of Strategic Plan goals.</p> <p>Objective 2: Allocate and manage resources to achieve continuing improvement in organization, people, and processes.</p> | <p><b>Excerpts from MCC Nursing Program Philosophy</b></p> |
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## Part I. Quantitative indicators for Program Review

### Demand/Efficiency

#### 1. Current and projected positions in the occupation'

Government publications, healthcare literature, and popular media identify and describe current and projected shortages of nurses, and of nursing faculty. The shortage of nursing personnel is predicated at all levels:

Nurse aide/personal care attendants-long term care and home care  
Practical nurses-long term and ambulatory care  
Registered nurses-long term, home care, acute care, leadership and nursing education

#### 2. Annual new positions in the State.

The U.S. Department of Labor Bureau of Labor Statistics predicts a need for one million new or replacement nurses by 2012. In a revised projection for full-time equivalent RNs in Hawaii, the U.S. Department of Health and Human Services National Center for Health Workforce Analysis projects a shortfall of more than 35% or 4,593 RNs in Hawaii by 2020 (U.S. Department of Health and Human Services, 2002).

Table II  
*Supply & Demand Projections for FTE RNs in Hawaii*

| <i>Year</i> | <i>FTE Supply</i> | <i>FTE Demand</i> | <i>Sup - Demand</i> | <i>Shortage</i> |
|-------------|-------------------|-------------------|---------------------|-----------------|
| 2000        | 7237              | 8278              | -1041               | -12.6%          |
| 2005        | 7650              | 9168              | -1518               | -16.6%          |
| 2010        | 7922              | 10,189            | -2267               | -22.3%          |
| 2015        | 8052              | 11,402            | -3350               | -29.4%          |
| 2020        | 8239              | 12,832            | -4593               | -35.8%          |

Bureau of the Census, Current Population Reports, Population Projections: States, 1995-2025; P25-1131, May 1997.

The Hawaii Center on Nursing in the document, predicts that by the year 2020 80% of Hawaii's nurses will retire and the number of individuals 60 and older will increase by 75%.

In response to concerns about age of nurses and future nursing shortage, representatives of the Maui Memorial Medical Center Management Advisory Committee (MAC) approached Maui Community College to discuss collaborative planning. Human Resources at the Hawaii Health System Corporation (HHSC) office on Oahu compiled data on ages of nurses in HHSC hospitals.

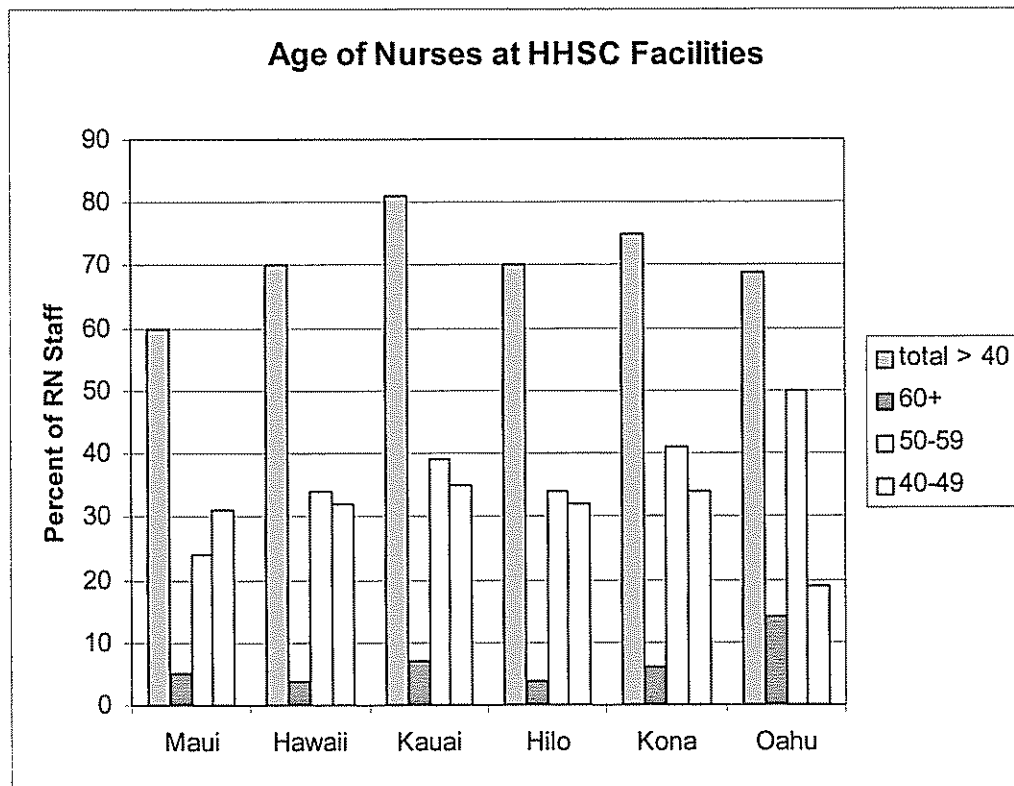


Figure 1. Age of Nurses in HHSC Facilities

Across all HHSC hospitals 70% of the registered nurse staff is age 40 and older, 37% is 50 and older and 7% is 60 years and older. This data has serious implications for a University System responsible for preparation of nurse in Hawaii. The average Hawaii student takes three to four years to complete an Associate of Science degree in nursing. A proposal to double enrollment in the Nursing Program is included in the action plans.



3. Number of applicants:

Maui Community College Career Ladder Nursing Program has more than four hundred applicants. Approximately 25% of the applicants do not achieve the English and Math prerequisite requirements. For fall 2005 Maui Community College had 160 qualified applicants for 52 spaces (note: general funds supported admission of 42 students--10 additional students was admitted using Area Health Education Funding).

4. Number of majors: PN 56 ADN 68

5. Student semester hours for program majors in all program classes: not available

6. Student Semester Hours for all program classes. not available

7. FTE program enrollment Fall 2005 PN 52, A D N 42

8. Number of classes taught: PN: Fall-NURS 153/153L, 155/155L, 158  
Spring-NURS 240/240L, NURS 156/156L  
Summer-NURS 157/157L  
A D N: Fall-NURS 253/253L, NURS 256/256L  
Spring-NURS 255/255L, NURS 257/257L, NURS 258

9. Average class size: Theory classes team taught PN 52, A D N 42  
Clinical sections 10 (Hawaii Board of Nursing Maximum)

10. Class fill rate: PN 102% A D N 103%

11. FTE of BOR appointed program faculty:

NA 1

PN 6

A D N 4

PN/A D N 2 (Psychiatric and pediatric faculty teach in both programs.)

Allied Health Dept Chair

Counselor 0.5

12. Semester credits taught by lecturers: not available

13. Percent of classes taught by lecturers: not available

14. FTE workload (Credits taught / full teaching load.) Note: Full teaching load is generally defined as 27 or 21 credits depending on program:

All nursing faculty are fully loaded. Due to faculty shortages no faculty members have received 5/4 workload reductions.

15. Major per FTE faculty: not available

16. Number of degree/certificates awarded in previous year by major:

PN Certificate of Achievement- 2004=39, 2005=49

Associate Degree in Nursing –2004=20, 2005=33

17. Cost of program per student major: not available

18. Cost per SSH: not available

19. Determination of program's health based on demand and efficiency (Healthy, Cautionary, Unhealthy)

Healthy

**Program Demand & Efficiency Measures**  
**Outcomes    Attainment of student educational goals**

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

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

\* First NCLEX Computer Testing

#NCLEX available off-island only

^ Above National Average

**Table IV**  
**Maui Community College**  
**Enrollment and Student Outcomes**  
**Associate Degree Nursing Program**

| Year      | Number<br>Enrolled | Number<br>Graduated | Retention<br>Percent | Number<br>Passed<br>1st Exam | Percent<br>Passed<br>1st Exam | Total<br>Percent<br>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%#                          | 94%#                       |
| 2001-2002 | 36                 | 33                  | 92%                  | 25                           | 76%#                          | 94%#                       |
| 2002-2003 | 36                 | 30                  | 83%                  | 23                           | 77%#                          | 93%#                       |
| 2003-2004 | 22                 | 20                  | 91%                  | 19                           | 85%#                          | 96%#                       |
| 2004-2005 | 38                 | 33                  | 87%                  | 28 of 29 tested              | 97%                           | pending                    |
| 2005-2006 | 44                 |                     |                      |                              |                               |                            |

# Testing only available off island

^ Above National Average

2. Persistence of majors fall to spring: See Table III and Table IV Enrollment and Student Outcomes

3. Graduation rate- See Table III and Table IV Enrollment and Student Outcomes

4. Transfer rates-  
Approximately 25% of MCC Nursing graduates continue for the BSN. A number also continue for the MSN. Two MCC Associate Degree graduates, Denise Cohen and Carol Petith-Zbiciak completed the UH Manoa MSN program, became Certified Nurse Practitioners, and are currently nursing faculty at Maui Community College.

5. Success at another UH campus (based on GP A): This data has not been collected.

6. Licensure information where applicable: Table III and Table IV Enrollment and Student Outcomes

7. Perkins core indicators.

**Table V Perkins II Core Indicators**

|     |                                      | <i>Baseline</i> | <i>Performance</i> | <i>+/-</i> |
|-----|--------------------------------------|-----------------|--------------------|------------|
| 1P1 | Academic Achievement                 | 81.56%          | 100.00%            | +          |
| 1P2 | Vocational Skills                    | 91.53%          | 97.22%             | +          |
| 2P1 | Diploma/Equivalent/Degree/Credential | 35.70%          | 47.22%             | +          |
| 3P1 | Placement: Employment                | 70.52%          | 88.46%             | +          |
| 3P2 | Retention: Employment                | 90.13%          | 78.26%             | -          |
| 4P1 | Nontraditional Participation         | 15.94%          | 15.76%             | -          |
| 4P2 | Nontraditional Completion            | 14.34%          | 13.89%             | -          |

8. Determination of program's health based on outcomes (Healthy, Cautionary, Unhealthy)

Healthy

## Part II. Assessment Results for Program SLOs

All five standards (critical thinking, oral communication, written communication, information technology, and quantitative reasoning.) are currently in place to assess student progress in the nursing program. Table VI Nursing Program Learning Outcomes and General Education Standards, describes the relationship between the standards and the nursing program learning outcomes.

**Table VI**  
**Nursing Program Learning Outcomes and General Education Standards**

| <b>Nursing Program Learning Outcome</b>   | <b>General Education Standard</b>  |
|---|--|
| <b>Practical Nurse Program</b><br>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. | <b>Quantitative Reasoning</b><br><b>Oral Communication</b>                                     |
| 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.   | <b>Critical Thinking</b>   |
| The PN graduate will demonstrate proficiency in implementing or delegating basic nursing skills including medication administration.  | <b>Quantitative Reasoning</b><br><b>Information Technology</b><br><b>Written Communication</b> |
| The PN graduate will demonstrate caring behaviors, cultural sensitivity and will communicate therapeutically to meet the psychosocial needs of clients, client systems, and others.   | <b>Oral Communication</b>  |
| 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.   |  |
| The PN graduate will practice within the legal and ethical framework of nursing.  | <b>Oral Communication</b>  |
| 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.   | <b>Oral Communication</b><br><b>Quantitative Reasoning</b>                                     |

| Nursing Program Learning Outcomes  | General Education Standard   |
|--|--|
| <p>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.</p> <p>The PN graduate will provide appropriate basic health care instruction to clients, client systems, and others in a variety of settings.</p> <p>The PN graduate will use quantitative reasoning, access and interpret information obtained using a variety of technologies.</p> <p>The PN graduate will assume responsibility for maintaining current practice, ongoing professional growth, and life-long learning.</p>  | <p><b>Oral Communication</b><br/><b>Written Communication</b></p> <p><b>Oral Communication</b><br/><b>Written Communication</b></p> <p><b>Quantitative Reasoning</b><br/><b>Information Technology</b></p>   |
| <p><b>Associate Degree Nurse Program</b></p> <p>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.</p> <p>The ADN graduate will exercise critical thinking in using the nursing process to plan and delivery of safe and effective nursing care for clients and client systems from all stages of the life cycle.</p> <p>The ADN graduate will demonstrate proficiency in implementing or delegating nursing skills used in the delivery of safe nursing care.</p> <p>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.</p> <p>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.</p> <p>The ADN graduate's practice of nursing will demonstrate professionalism, caring and compassion.</p> <p>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.</p> | <p><b>Quantitative Reasoning</b><br/><b>Oral Communication</b></p> <p><b>Critical Thinking</b></p> <p><b>Quantitative Reasoning</b><br/><b>Information Technology</b><br/><b>Written Communication</b></p> <p><b>Oral Communication</b><br/><b>Written Communication</b></p> <p><b>Oral Communication</b></p> <p><b>Oral Communication</b></p> <p><b>Oral Communication</b><br/><b>Written Communication</b></p> |

| Nursing Program Learning Outcomes   | General Education Standard   |
|---|--|
| <p>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.</p> <p>The ADN graduate will utilize quantitative reasoning and technology in the provision of nursing care and information management in a cost-effective manner.</p> <p>The ADN graduate will practice within the legal and ethical framework of nursing.</p> <p>The ADN graduate will assume responsibility for maintaining current practice, ongoing professional growth, and life-long learning.</p> | <p><b>Oral Communication</b><br/><b>Written Communication</b></p> <p><b>Quantitative Reasoning</b><br/><b>Information Technology</b></p> |

Student learning outcome are assessed in each course, during the nursing program, at the end of the nursing program and by employers in the month of May following graduation.

Table VI I Nursing Program Assessment Matrix outlines the assessment measures used. Table VIII compares nursing program student learning outcome results from 2004 with those for 2005.



**Table VII**  
**Nursing Program Assessment Matrix**

| <b>Assessment Period</b>               | <b>Quantitative Reasoning</b>   | <b>Written Communication</b>   | <b>Critical Thinking</b>   | <b>Inform Retrieval &amp; Technology</b>   | <b>Oral Communication</b>   |
|--|---|--|--|--|---|
| <b>Admission</b>                       | COMPASS Math<br>NLN Prenursing Math Score   | COMPASS ENGLISH Score<br>NLN Prenursing Test Verbal  | Collegiate Assessment of Academic Proficiency  | MCC Information Retrieval/<br>Computer Literature Survey   | preadmission References<br>Verbal Skill<br>Teaching skills<br>Reporting<br>Personal Report of Communication Apprehension 24 |
| <b>During Program "Embedded"</b>       | Nursing Math Module<br><br>Math in each course<br><br>Math in clinical performance-evaluated during medication administration<br><i>Evaluated</i> | <b>Writing in Clinical courses</b><br>Documentation Rubric<br><br><b>Writing in Theory Courses:</b> N153, 158, 240<br><i>Evaluated</i> | Nursing Process Rubric<br>N153L-157L<br><br>Critical Thinking Rubric<br>253L, 256L, 257L<br><i>Evaluated</i> | Computer generated assignments<br><br>Use of computer in clinical to access information<br><br>WEBC<br>Frequency of access to site | <b>Therapeutic Communication</b><br>Rubric in clinical evaluation tool.<br><br><i>Evaluated Throughout the program.</i>     |
| <b>End of Program</b>                  | HESI Test<br><br>NCLEX-PN<br>NCLEX-ADN  | N258 Cover Letters & Resumes<br><br>Writing Rubric in N257L  | <b>HESI Critical Thinking Scores</b>   | <b>Research for Health Fair &amp; Infomercial"</b>   | Health Fair & "Infomercial" Video<br><br>personal Report of Communication Apprehension 24                                   |
| <b>Graduate Evaluation of Program</b>  | "Med & IV Administration"   | "Documentation and Writing in Clinical Setting"  | "Critical thinking"  | "Use of information systems in patient care"   | "Case presentation & oral Presentation"   |
| <b>Employer Evaluation of Graduate</b> | "Administer Medications"  | "Document Care"  | "Problem Solving" "Analyze Simple Situations"  | "Use of information systems in patient care"   | "Communicate Effectively"   |

**Table VIII**  
**Nursing Program Student Learning Outcomes**

| SLO   | 2004           | 2005           |
|---|----------------|----------------|
| Quantitative Reasoning-Math on HESI Exit Test   | 687=67%        | 793=78%        |
| Written Communication-WI Course Performance   | Satisfactory   | Satisfactory   |
| Critical Thinking-HESI Exit Test  | 782 = 79%      | 824 = 82%      |
| Information Retrieval & Technology<br>MCC Information Retrieval/Computer Literacy<br>Survey                     | 3.37           | 3.74           |
| Oral Communication<br>HESI Exit Test-Therapeutic Communication<br>Personal Report of Communication Apprehension | 817=80%<br>3.3 | 830=83%<br>3.6 |

The Health Education Systems, Inc. (HESI) test scores are reported in raw scores and national percentiles. The national percentiles appear low, however, this is a function of Maui Community College nursing program's administers of the test at the beginning of the spring semester, while most schools administer it at the conclusion of the final semester. The MCC rationale for administration of the HESI Exit test at this time is early identification of students at risk. The positive results of this strategy are demonstrated in the significant improvement in the first time NCLEX-RN pass rate from 77% in 2003 to 97% in 2005.

Summary data in all Student Learning Outcome categories demonstrates improvement. Nursing faculty discussed setting specific benchmarks for the SLO's, however, due to limited experience with the measures for the first two years the goals of continually improving outcomes was established. This goal was met in all categories for 2005.

### **Part III. Curriculum Revision Courses reviewed/revised for currency, accuracy, integrity**

Nursing program curriculum is updated on a continual basis in response to the changing health care environment. Three curriculum changes will be proposed for fall 2005:

1. math admission requirement will be raised to MATH 23 with C or better or placement at MATH 25.
2. ANTH 200 will be recommended, not required
3. PHRM 203 will be required, recommended enrollment during the spring semester of the first year of the nursing program.

### **Part III. Analysis of data**

Alignment with mission – Aligned

Strengths and weaknesses based on analysis of data.

Strengths:

1. Improved NCLEX-RN first time pass rate
2. Improved HESI Critical Thinking Scores
3. Improve quantitative ability demonstrated on the HESI Math test, in clinical, and on the newly established A D N Math Competency test.
4. High demand for nursing graduates at all levels.

Weaknesses:

1. Inadequate number of Master in Nursing prepared faculty.
2. Inadequate physical laboratory facilities for nurse aide, practical nurse, and registered nurse programs.
3. Limited science laboratory classes for prerequisite preparation.

Evidence of quality

1. NCLEX-RN and NCLEX-PN licensure results
2. Employer satisfaction
3. Graduate satisfaction

Evidence of student learning

1. NCLEX-RN and NCLEX-PN licensure results
2. Improved student learning outcomes in all areas.

Resource sufficiency

1. Financial resources are not sufficient to meet the growing community need for nurses.
2. Facility resources are not sufficient to meet the current demands of the nurse aide, practical nurse, and registered nurse program.
3. Faculty resources do not meet the National League for Nursing Commission on Accreditation requirements for Master in nursing minimum preparation.

## **Part IV. Action plan**

### **Nursing Faculty**

According to an American Association of Colleges of Nursing (AACN) survey of schools of nursing in 2004, three quarters of the schools surveyed reported nursing faculty shortages as a reason for not accepting qualified applicants into their programs (American Association of Colleges of Nursing, 2005). Maui Community College is competing with nursing program across the United States for qualified faculty. It is imperative that Maui develop nursing faculty on Maui. The University of Hawaii Manoa nursing program has recognized this priority and increased access to graduate nursing education courses.

### **Increased Enrollment**

The issue of community need for nurses is complex and will probably become even more challenging given the proposal for new facilities in Kihei and West Maui. Maui Community College is working with Hawaii Health Systems Corporation to secure funding for increasing enrollment in the Maui Community College Nursing Program (See Appendix Semi-annual Admission Proposal).

### **Facilities**

Expansion plans for Allied Health facilities are included in the Science building proposal and in the campus CIP proposals. The minimum requirement will be restoration of the space in the Student Center building following the renovation. Doubling the nursing program will require a minimum of two traditional classrooms, a computer classroom, and an additional nursing skills laboratory classroom.

### **Bachelor of Science in Nursing (BSN)**

The Statewide Nursing Taskforce is exploring a system-wide curriculum for which would increase access to the BSN on all neighbor islands. This program builds on a model from Oregon Health Science University (See Appendix Statewide Nursing Program).

**Part IX. Budget implications**

Given the current campus financial situation, expansion of the nursing program to meet community need must come from external sources. The nursing shortage has national and State attention. Maui Community College needs to be prepared to respond when resources become available.