

SUMMARY OF DELIBERATIONS AND RECOMMENDATION OF THE  
ASSOCIATE EVALUATION REVIEW PANEL  
FALL 2013 ACCREDITATION CYCLE

KAPIOLANI COMMUNITY COLLEGE  
HAWAII

**Program Accreditation History**

Established: 1989

Initial Accreditation: January 1993

Last Evaluation Visit: Fall 2005

ACEN Standards and Criteria Used: 2008

Action: Continuing Accreditation;  
Focused Visit Spring 2010;  
Affirmed Continuing  
Accreditation with  
Monitoring of Standard 2  
Faculty and Staff

**Overview**

Length of Program: ADN: 72 credits; six (6) semesters, including two (2) semesters  
of prerequisite courses and four (4) semesters of nursing courses  
LPN-to-RN transition: 70 credits; six (6) semesters, including two (2)  
semesters of prerequisite courses and four (4 ) semesters of nursing  
courses

Number of Students: 94      Full-time: 78      Part-time: 16

Number of Faculty: 16      Full-time: 13      Part-time: 3  
(Associate Only)

Number of Faculty: 1      Full-time: 1      Part-time: 0  
(Shared with  
Practical Program)

**Evaluation Review Panel Summary**

**Recommendation:**

**Continuing accreditation as the program is in compliance with all Accreditation Standards.  
Next visit in eight (8) years.**

**Commentary:**

**Areas Needing Development by Accreditation Standard**

**Standard 4 Curriculum**

- Ensure the length of the program is consistent with national guidelines and best practices.

**Standard 5 Resources**

- Ensure that all learning resources are current, including those in the library.

**Standard 6 Outcomes**

- Ensure that all expected levels of achievement are written in specific, measurable terms.
- Ensure that meeting minutes and/or other program documentation consistently reflect trended data, discussions, and actions that are used for decision-making by the faculty.
- Implement strategies to improve the licensure examination pass rates.
- Ensure that survey tools measure graduate and employer satisfaction by both qualitative and quantitative measures.
- Implement strategies to improve the job placement rates.



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**MEMORANDUM**

TO: Christine Nadamoto, MSN, RN  
Nursing Department Chair  
Kapi'olani Community College

FROM: Sharon J. Tanner, EdD, MSN, RN  
Chief Executive Officer

RE: Site Visitors' Report

A handwritten signature in cursive script, appearing to read "Sharon J. Tanner", is written over the "FROM:" line of the memorandum.

Enclosed are two copies of the final Site Visitors' Report, one copy for you and one copy for your Chief Executive Officer.

Thank you for your participation in the accreditation process. Please feel free to contact me if you have any questions or if I can assist you.

Enc.



**STANDARD 3**  
**Students**

Student policies, development, and services support the goals and outcomes of the nursing education unit.

- 3.1 Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the goals and outcomes of the nursing education unit.
- 3.2 Student services are commensurate with the needs of students pursuing or completing the associate program, including those receiving instruction using alternative methods of delivery.
- 3.3 Student educational and financial records are in compliance with the policies of the governing organization and state and federal guidelines.
- 3.4 Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.
  - 3.4.1 A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.
  - 3.4.2 Students are informed of their ethical responsibilities regarding financial assistance.
- 3.5 Integrity and consistency exist for all information intended to inform the public, including the program's accreditation status and ACEN contact information.
- 3.6 Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.
- 3.7 Orientation to technology is provided and technological support is available to students, including those receiving instruction using alternative methods of delivery.

*For nursing education units engaged in distance education, the additional criterion is applicable:*

- 3.8 Information related to technology requirements and policies specific to distance education is clear, accurate, consistent, and accessible.

**Commentary:**

A review of documents verified that the student policies of the nursing program are congruent with those of the College as stated in the SSR (pp. 66-67). The general student policies are published in the KCC Catalog and the KCC Student Handbook. The KCC Catalog and Student Handbook are accessible on the College website and in hard copy. The policies of the nursing program are found in the Nursing Student Handbook, which was reviewed onsite and on the website. The policy differences include those related to recruitment, admission, application deadlines, selection criteria, progression, attendance, evaluation and grading, withdrawal/dismissal, re-admission and retention, health and safety, and off-site determination. The differences are based on the rigor of the program and the clinical agency requirements. The policies are publically accessible, non-discriminatory, and were located on the nursing website, in the College Catalog, and in the Nursing Student Handbook. A justification for the differences in policies is provided in the SSR (pp. 69-71) and was verified onsite.

Interviews with the students at the Diamond Head Campus and the LCC location confirmed that the student services meet student needs. The students described the pre-nursing information sessions,



provided by the Nursing Department counselors, that helped them prepare for the nursing program. Following acceptance into the nursing program, the students discussed the mandatory program orientation that occurs two (2) months prior to the start date, and a 'Jumpstart' session one (1) week before class begins, which are facilitated by the nursing counselors. The students and the graduates of the program described the support by the counselors as being valuable to their success in the program.

There are two (2) full-time dedicated counselors who not only advise the students, but are considered to be integral members of the nursing team. They attend faculty meetings; offer frequent workshops; provide orientation to prospective students; provide tours of the facility for community members (high school students); and assist the students with their transfer plans to a BSN program as well as advise current and prospective students. The counselors work with pre-nursing and nursing students at the Diamond Head and the LCC locations.

All students have access to support services at KCC, LCC, and the University of Hawaii-Manoa. An example described by the nurse administrator was that there are no health services at KCC, but the students are welcome to utilize the services at the University of Hawaii-Manoa, which is located four (4) miles from KCC.

Some of the services available to foster student success include the Student Services Center; Student Support Center (TRIO); computer laboratories; disability support; financial aid; mental health and wellness counseling; Student Activities Center; STEM (Science, Technology, Engineering, Math) Center; and the Native Hawaiian Center. Online support is provided through the student technology support help desk, the student support laboratory, the library, and peer tutoring. The students may attend workshops that enhance their computer skills such as "Secrets of Success." The faculty, graduates, students, and support staff all confirmed an abundance of support services available at KCC.

The policies for student educational and financial records are maintained in accordance with College and federal guidelines. The student records were reviewed and found to be organized and complete. The counselors maintain the Department student files in a secure locked area within their office. A review of documents and interviews with the counselors confirmed that the health records are maintained in a separate locked file in the Nursing Department.

The College is in compliance with Title IV Regulations. Interviews with the Financial Aid Director and the students verified that there is a comprehensive written plan for student loan repayment, and the students are informed of their ethical responsibilities either by online methods or in person with staff from the Financial Aid Department. All students requesting financial aid must complete a loan counseling tutorial online. They may go to a financial aid laboratory to complete their documentation and receive help during the application process. Utilization of the Net Price Calculator allows the students to review options and plan for their College costs. A written copy of the loan default rates verified the most recent rate as 10.8% for 2011. The financial aid process was confirmed through interviews with the faculty, staff, and students as well as online via the website and the College Catalog.

The program's information was found to be accurate, current, and consistent in all areas reviewed, including the College Catalog, Nursing Student Handbook, program brochures, and the website. The students are provided with the nursing program information, financial aid information, the Nursing Student Handbook, and information about technology at the new student orientation that is held prior to entering the program. Program policy changes are provided to the students in person, by e-mail, and through Lailima.

The nurse administrator and the faculty noted that every attempt is made to not have policy changes mid-semester. The students confirmed this information during the student interview session. The students stated they were aware of program policies, where to find policies, and what the grievance process entails.

The students confirmed that they are notified by e-mail or during class when changes in policy, procedures, or program information occur.

The students and the faculty are oriented to technology and provided adequate technology support at both the Diamond Head and LCC locations. The students enter the program with a significant skill set related to computer and other forms of technology based on their prerequisite coursework. Laulima has an online tutorial plus a twenty-four (24) hours a day, seven (7) days a week help line. The students verified that they are oriented to Laulima in their prerequisite courses, and support is available. One (1) student described a recent problem with sending a paper to a nursing instructor. She notified technical support on a week-end and received a response over the same week-end. The students reported that if they have technology issues, their first stop is often the faculty who usually solve the issue. There is information technology (IT) support during regular College business hours at both the KCC and LCC locations for troubleshooting campus computers. The students are oriented to ATI testing, ExamSoft, and other technology used in the program during the first nursing course.

**Summary:**

**Compliance:**

The program is in compliance with the Standard.



While most of the student policies for the general college students are applicable to the nursing students, there are some nursing student policies which differ from the general college student policies due to the clinical practicum experience in the health care facilities related to safety, limited program space as well as the nature and rigor of the nursing profession. For a listing of the exceptions to the general college student policies for nursing student, please refer to Table 3.4: Exceptions to General Student Policies for Nursing Students.

**Table 3.4: Exceptions to General Student Policies for Nursing Students**

<b>Policy</b>	<b>Exception &amp; Rationale</b>
<b>Recruitment</b>	<p>Kapi‘olani Community College engages in recruitment activities primarily with Department of Education &amp; private high school counselors and students in yearly workshops and fairs. The First Year Experience also schedules additional opportunities for freshmen and transfer students to visit the College, individual programs and its counselors. The two Nursing Department Counselors participate in these campus-wide activities available to all prospective students. Additionally, the Counselors offer the same services at “Diamond Head” (DH) and Leeward Community College (LCC) campuses: bimonthly General Information Sessions to the public; offer 1:1 advising in person, via telephone &amp; e-mail. Faculty also volunteer to speak to various community agencies or schools about careers in nursing and the Kapi‘olani Community College nursing program.</p> <p><b>Rationale:</b> The College is committed to providing community workforce development programs including nursing. The nursing program is carrying out the College and Nursing Department mission by participating in various recruitment activities to prospective students.</p>
<b>Application Deadlines</b>	<p>Special application periods and deadlines are: Fall Semester entry, December 1 – February 1; Spring Semester entry, June 1 – September 1.</p> <p><b>Rationale:</b> In order to fulfill the mission of College to prepare nurses to meet community workforce needs, the ADN program accepts students in the Fall and Spring semesters. If there are adequate numbers of Transition students then LPNs are also admitted each semester.</p> <p><b>Rationale:</b> Application deadlines are earlier than the college dates because applications must be processed, selected, and students must be given adequate time to fulfill health and safety requirements.</p>
<b>Admission Criteria</b>	<p>Admission criteria differs from the college programs and they are:</p> <ul style="list-style-type: none"> <li>• Completion with a grade of “C” or higher in the following prerequisite courses:</li> <li>• English 100 or ESL 100 (ENG 100) Composition I</li> <li>• Family Resources 230 (FAMR 230) Human Growth and Development</li> <li>• Math 100 (MATH 100) or higher level mathematics course</li> <li>• Microbiology 130 (MICR 130)</li> <li>• Psychology 100 (PSY 100) or Anthropology 200 (ANTH 200)</li> <li>• Zoology 141 &amp; 141 Laboratory (ZOOL 141 &amp; 141L)</li> <li>• Zoology 142 &amp; 142 Laboratory (ZOOL 142 &amp; 142L)</li> <li>• Completion of one year of high school Chemistry or one semester (3 credits) of College Chemistry</li> <li>• A minimum cumulative grade point ratio (GPR) of 2.5 or higher for the required prerequisite general education courses and general support courses in the nursing curriculum, all courses being completed with a grade of “C” or higher</li> </ul>



Policy	Exception & Rationale
	<ul style="list-style-type: none"> <li>An Assessment Technologies Institute - Test of Essential Academic Skills (ATI-TEAS) exam taken with an adjusted individual total score of 78% or higher (3 year expiration)</li> </ul> <p><b>Rationale:</b> The Admission criteria insure that students have adequate preparatory educational background to apply biological, psychological, sociological, cultural and spiritual concepts into the care of their clients.</p>
<b>Selection Criteria</b>	<p>The college accepts all prospective students age 18 and older. The nursing program selection criteria differ from the general college criteria. The students with the highest scores will be selected into the Associate in Science in Nursing program and the Transition program for LPNs. All qualified students will be ranked for admission based on the combined scores of the following three areas:</p> <ol style="list-style-type: none"> <li>ATI-TEAS exam adjusted individual total score</li> <li>Grade point ratio for prerequisite general education course requirements</li> <li>Number and grade point ratio of completed co-requisite general education support courses.</li> <li>Health-related work experience or training that includes direct patient care experience.</li> </ol> <p>In the event that several students achieve the same ranking, the names of those with the same score will be anonymously drawn at random.</p> <p>The selection criteria does not consider age, ethnicity, or gender.</p> <p><b>Rationale:</b> The nursing program is unable to accept all the qualified applicants due to constraints of program space, available faculty and clinical sites. Selection, therefore, is on a best-qualified basis using the selection criteria.</p>
<b>Academic Progression and Repeating Courses</b>	<p>The Academic Progression is specific to the Nursing Program.</p> <p><b>Rationale:</b> Academic Progression follows the sequence: Health Promotion Across the Life Span; Pathophysiology; Professionalism in Nursing I; Health and Illness I; Health and Illness II (Family Health); Health and Illness III; Professionalism in Nursing II.</p> <p>The College policy indicates that students may repeat nursing courses without restrictions. Students may attempt to pass the same nursing course only twice. If a student withdraws or is dismissed, the student must follow the re-admission policy and procedure as found in the Student Handbook. The student may re-enter the program no more than one time.</p> <p><b>Rationale:</b> The progression of nursing courses was determined based on increasing depth and breadth of content and clinical experience. The nursing program policy and procedure for readmission were established to clearly explain the steps necessary for readmission. Based on data of previous nursing students who have decelerated from the nursing program, the nursing faculty believe that students who are unable to pass the nursing course a second time should not be allowed to continue in the course again because the chances of their success is unlikely. Students are allowed a maximum of one readmission into the ADN program.</p>
<b>Attendance</b>	<p>Regular attendance in class and laboratory sessions is expected of all courses. The College allows for each course to specify its attendance policies. In nursing courses with laboratory/clinical components, attendance is mandatory and a student may fail the course if absence exceeds 10% of the total number of laboratory/clinical hours in the course.</p> <p><b>Rationale:</b> The nursing faculty believes that critical experiences are learned and practiced in the laboratory/clinical setting that cannot be duplicated. Missing more than 10% of the laboratory/clinical time translates into significant missed opportunities for learning.</p>