

2025–2026 Licensed Practical Nursing (LPN) Program Review

Form: Annual Program Review

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Program: Licensed Practical Nursing

Year: 2025–2026

Begin Date: 01/07/2026

A. Program Learning Outcomes

Program learning outcomes meet industry and community trends and support the mission of Mitchell Technical College.

1) Date of Review: 01/07/2026

2) Review Process and Changes: Program outcomes were reviewed through student feedback from monthly student representative meetings, faculty feedback and course reviews, biannual advisory board meetings, purchased ATI proctored assessment exams, student clinical and course evaluations, practicum evaluations, student exit and alumni surveys, simulations (in-person and virtual), and clinical site feedback. No changes to the program outcomes were made throughout the 2024–2025 year.

3) Outcomes up-to-date in Coursedog and on the program web page: Yes

B. Course Syllabi

Course syllabi include: course title and number; credit hours; instructor; instructor office hours/contact information; prerequisites; course description; competencies; required texts; grading criteria; freedom of expression statement; academic integrity policy; ADA statement; nondiscrimination statement.

Date of Review: 01/07/2026

Syllabi up-to-date in Coursedog: No

Summary of Syllabi Reviews and Changes:

- LPN 101 – Course Competencies and Objective Changes

- Analyze the health and illness views that influence patient teaching, health promotion, and illness prevention across the lifespan. • Discuss the healthcare implications of an increase in the geriatric population.
 - Identify legal and ethical responsibilities and obligations of the licensed practical nurse when providing patient-centered care across the lifespan. • Differentiate between common forms of elder abuse and common forms of child abuse.
 - Illustrate the components of a nursing process in developing a patient's plan of care and quality improvement of healthcare for all ages.
 - Add objective to #8 – Identify communication techniques that are effective with older adults.
 - Add objective to #16 – Describe age related changes that affect digestion and nutrition.
 - Add objective to #17 – Identify older adults who are most at risk for experiencing disturbed sleep patterns.
 - Add objective to #20 – Examine why the geriatric population may be at a higher risk for problems related to fluid status.
- LPN 102 – Course Competencies and Objective Changes
 - Add objective to #1 – Explain adaptations to use when assessing vital signs in older adults.
 - Add objective to #5 – Discuss modifications to use when preparing an older adult for a physical examination.
 - Add to objective #8 – Describe specific nursing interventions and modifications in technique that are related to medication administration in the geriatric population.
 - Promote nursing interventions for proper patient urinary elimination for all ages. • Examine age related changes in bladder elimination.
 - Demonstrate nursing interventions for proper patient bowel elimination for all ages.
 - Examine age related changes in bowel elimination.
 - Prioritize the physiological, psychosocial, and spiritual needs of patients across the lifespan with caring and appropriate nursing interventions.
- LPN 103 – Course Competencies and Objective Changes
 - Add to objective #3 – Identify the risks related to ageing and pertinent nursing observations for specific drug categories.
 - Add objective to #4 – Describe how pharmacokinetics is altered in the geriatric population.
- LPN 105 – Course Competencies and Syllabi Changes
 - Add objective to #4 – Differentiate musculoskeletal changes in the older adult due to the ageing process from disease processes.

- Add objective to #10 – Differentiate immune and lymphatic changes in the older adult due to the ageing process from disease processes.
- Add objective to #12 – Differentiate respiratory changes in the older adult due to the ageing process from disease processes.
- Add objective to #15 – Differentiate hematologic changes in the older adult due to the ageing process from disease processes.
- Add objective to #17 – Differentiate cardiovascular changes in the older adult due to the ageing process from disease processes.
- Add objective to #21 – Differentiate reproductive changes in the older adult due to the ageing process from disease processes.
- Add to objective #25 – Differentiate endocrine changes in the older adult due to the ageing process from disease processes.

- LPN 106 – Course Competencies and Syllabi
 - Reviewed with no changes.

- LPN 107 – Course Competencies and Objective Changes
 - Remove the following objectives and corresponding competencies:
 - Analyze nursing care for the child with an emotional or behavioral condition.
 - Analyze the impact of early childhood experience on a person’s adult life.
 - Provide examples of the symptoms of potential suicide in children and adolescents.
 - Explain the immediate and long-range plans for the suicidal patient.
 - List criteria for referring a child to a mental health counselor or agency.
 - Explain common behaviors that may indicate substance abuse.
 - Name community programs that are available for members of families of alcoholics.
 - Analyze the problems facing children of alcoholics.
 - List symptoms of attention deficit–hyperactivity disorder.
 - Describe techniques of helping children with attention deficit–hyperactivity disorder to adjust to the school setting.
 - Compare and contrast the characteristics of bulimia and anorexia nervosa.
 - Discuss the effect of autism on growth and development.

- LPN 108 – Course Competencies and Syllabi
 - Reviewed with no changes.

- LPN 110 – Course Competencies and Syllabi Changes
 - Add objective to #1 – Differentiate neurological changes in the older adult due to the ageing process from disease processes.
 - Add objective to #5 – Describe how sensory perception changes with ageing.

- Add objective to #7 – Differentiate gastrointestinal changes in the older adult due to the ageing process from disease processes.
 - Add objective to #11 – Differentiate urinary changes in the older adult due to the ageing process from disease processes.
 - Add objective to #14 – Differentiate integumentary changes in the older adult due to the ageing process from disease processes.
 - Remove the following mental health–related objectives and learning objectives (anxiety/mood, substance abuse, thought/personality alterations).
- LPN 111 – Geriatric Nursing
 - Reviewed; course will be shelved and replaced with LPN 109 Mental Health Nursing.
 - LPN 112 – Clinicals
 - Reviewed; course will be shelved and replaced with LPN 113 Adult Health and Mental Health clinicals.
 - LPN 150 – Capstone Practicum
 - Reviewed with no changes.

C. Program Competencies

1) Date of Review: 01/07/2026

2) Review Process and Changes: Faculty reviewed course competencies and objectives yearly and at semester completion. Significant movement of outcomes occurred with creation of a new Mental Health course and shelving of the Geriatric course. LPN 111 Geriatric Nursing and LPN 110 Medical Surgical Nursing II were reviewed with the advisory board (spring and fall meetings respectively).

3) Competencies up-to-date in Coursedog: No

D. Course Assessments

Assessment methods used include: oral examinations/presentations; written essays; written reports; examinations; comprehensive final exams; journals; peer evaluations; self-evaluations; clinical/internship observations; class participation; capstone projects; other projects; videos of student mastery; quizzes; lab demonstrations; simulations.

Assessments matched to outcomes/competencies: Yes.

Changes since last review: Exam questions updated and exam pools implemented after content re-arrangement; additional class discussion prompts and Slido questions added to content.

Evidence of higher-level thinking: Clinical settings require daily application of the clinical judgement model—data collection/assessment, analysis, determining implications, acting on data, and evaluating interventions (application, analysis, synthesis, evaluation).

E. Certifications

NCLEX-PN results: 2025 cohort first-time pass rate of 100% (one student remaining to test). No program changes based on results. HIPAA certification required and obtained through ATI. Basic Life Support certification required before clinicals.

F. Program Internships/Externships

Evaluation of competencies during practicum (LPN 150 Capstone Practicum): Students are 1:1 with a nurse in a selected practice setting. Preceptors receive syllabus, practicum guide, and evaluation tool aligned to course objectives/competencies; evaluations at mid-term and completion. Reflective journaling (QSEN topics) included. Faculty conduct at least one virtual visit with student and preceptor.

Curriculum changes based on evaluations: Summer 2025 preceptor evaluations had a mean score of 4.55 or higher (1–5 Likert) with a 48% response rate—up 23% from prior year—using a QR code evaluation tool. No changes to the practicum at this time. Student evaluations for 2025 cohort showed mean scores of 4.43 or higher on all items; qualitative data reviewed with no concerns.

H. Enrollment

Most recent year meets benchmark ($\geq 75\%$ of cap). 2024–2025 enrollment was 119%; 5-year average 101%. Program maintains high interest and continues recruitment via statewide career fairs and on-campus events.

I. Retention

Most recent year: 74%; 5-year average: 76% (meets 5-year benchmark). Ongoing strategies:

- Study table increased to 2×/week (from 1×).
- Extended plan of study option to keep students engaged with general education coursework in spring (still requires program readmission process).
- Peer mentorship encouragement.
- Added full-day orientation to set expectations and resolve technology issues before classes begin.
- Improved tracking strategy for Plans for Success contracts, ensuring faculty alignment on recurring issues.
- Move Plan for Success issuance earlier—after the first exam in any nursing course rather than waiting for midterm.

J. Graduation

2024–25 graduation rate: 71%; 5-year average: 76.2% ($\geq 70\%$ benchmark). Note: This year's rate is the lowest in 4 years; cohort average age 21.72 (over 2 years younger than prior 4 cohorts). National PN graduation rate: 63.7%. Plan forward aligns with retention strategies above.

K. In-field Job Placement

Class of 2024 placement: 100% employed in nursing field; 5-year placement average: 100%.

L. Student Satisfaction

No Noel-Levitz survey this year; annual program satisfaction survey administered at program completion. Benchmark: mean ≥ 4.0 (1–5 Likert) for nursing-program-specific items. Class of 2025 met benchmark in all program items; institutional/general education items ranged from 3.61 to higher.

Selected results (Aug 2024 vs. Aug 2025):

- Overall satisfaction with nursing program: 4.77 → 4.35
- Prepared for LPN role: 4.17 → 4.39
- Gen Ed enhanced nursing knowledge: English 4.22 → 3.61; Mathematics 3.88 → 4.00; General Psychology 3.44 → 3.61
- Satisfied with faculty teaching (classroom): 4.33 → 4.30
- Satisfied with faculty teaching (clinical): 4.67 → 4.43
- Advisor assistance: 4.25 → 4.35
- Learning resources available: 4.50 → 4.43
- ATI/Evolve availability: 4.75 → 4.30
- Publications/policies up-to-date: 4.67 → 4.48
- Technology sufficient: 4.75 → 4.61
- Academic support: 4.50 → 4.35
- Student reps effective in governance: 3.67 → 4.30
- Policies implemented equitably: 4.00 → 4.48
- Grading policies clear and consistent: 4.25 → 4.52
- Handbook explained complaints/grievances: 4.33 → 4.52
- Timely communication of changes: 4.25 → 4.39
- Clinical sites sufficient: 4.17 → 4.22
- Classrooms sufficient: 4.67 → 4.35
- Skills lab sufficient: 4.25 → 4.57
- Simulation experience satisfaction: 4.33 → 4.52
- IT support satisfaction: 4.42 → 4.59
- IT requirements/orientation/policies clear: 4.50 → 4.57

- Student resources – Tutoring: 3.40 → 4.25; Counseling: 3.50 → 3.88; Career Services: 3.50 → 4.00; Virtual library: 4.00 → 3.89; Financial Aid: 4.17 → 4.10; Technology support: 4.30 → 4.14; Campus Store: 4.50 → 4.48; Online Bookstore (Akademos): 3.91 → 3.90

M. Alumni Satisfaction

Six-month alumni survey (sent Feb 2025) participation: 62.5%. Benchmark: mean ≥ 4.0 on each item; all items met benchmark. Overall satisfaction with MTC and LPN Program: 5.0 each. Selected item means include:

- Communication with clients/teams: 4.63
- Communicating relevant, accurate information: 4.75
- Supervise/evaluate delegated care to UAPs: 4.75
- Use of information technology to support/communicate patient care: 5.00
- Appropriate channels of communication: 5.00
- Ethical, legal, regulatory frameworks shaped by program: 5.00
- Understands scope and standards of practice: 5.00
- Life-long learning and advanced opportunities: 4.88
- Self-awareness to improve care: 5.00
- Accountability for actions: 5.00
- Advocacy: 5.00; Positive role model: 5.00; Participation in professional organizations: 4.50
- Understands broader forces (economic, political, social, cultural, spiritual, demographic): 5.00
- Safe environment: 5.00; Patient dignity: 5.00; Cultural/spiritual respect: 5.00; Caring behaviors/Evidence-based interventions: 5.00
- Assessment/data collection accuracy and documentation: 5.00
- Prioritizing nursing care: 4.88; Referral outside scope: 5.00; Cost-effective care: 5.00; Technology in care: 5.00
- Identify deviations in health status: 5.00; Contribute to plan of care with RN: 4.88

N. Employer Satisfaction

No employer satisfaction survey completed in 2024–2025. Next employer satisfaction survey scheduled for Fall 2027.

O. Professional Development

Faculty development activities in the last year included: 2025 SDNA Convention; doctorate and master's degree coursework completed (degrees obtained); PRN work at local hospital; SD Center for Nursing Workforce conference; Child Safety Expo; Hazing Awareness and

Prevention; ATI proctoring recertification; ATI webinar on Engage Pharmacology and Medical-Surgical modules.

Application to program improvement: Both industry and educational activities support an evidence-based nursing program and holistic continuous improvement.

P. Professional Organizations

Faculty belong to professional organizations: Yes — American Nurses Association and South Dakota Nurses Association. Students are informed of relevant professional organizations.

Q. Advisory Board Recommendations

Advisory board meets twice per year (May and November). No program changes based on the past year's meetings and industry feedback.

Responsible personnel: All LPN faculty and program director. Implementation date: 01/07/2026.

R. Program Improvement Plans

Budget-impacting proposal: With student growth, there is a significant need to expand LPN lab and classroom space. Opportunity exists for both LPN and RN programs to utilize space on the 3rd floor of the Campus Center. Anticipated costs: Substantial (budget increase required).

Contacts

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