

2025–2026 Registered Nursing (RN) Program Review

Form Details

Form: Annual Program Review

Submitted by: Carena Jarding (66270)

Submitted on: 1/7/2026

Program: Registered 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. Explain how program outcomes were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:

Program outcomes were reviewed through a variety of methods to include student feedback from monthly student representative meetings, faculty feedback and review of courses, biannual advisory board meetings, purchased ATI proctored assessment exams, student clinical and course evaluations, practicum evaluations, student exit surveys, student alumni surveys, and simulations; in-person and virtual, and clinical site feedback. No changes to the program outcomes for the 2024-2025 year.

3. Outcomes are up-to-date in Coursedog and on the program's web page: Yes

B. Course Syllabi

Course syllabi in the program include the following components (Select Yes if course syllabi include the component.):

- Course title and number — Yes
- Credit hours — Yes
- Instructor — Yes
- Instructor office hours/contact information — Yes
- Prerequisites — Yes
- Course description — Yes
- Competencies — Yes
- Required text(s) — Yes
- Grading criteria — Yes

- Freedom of expression statement — Yes
- Academic integrity policy — Yes
- ADA statement — Yes
- Nondiscrimination statement — Yes

Date of Review: 01/07/2026

Syllabi up-to-date in Courseedog: No

Explain which syllabi were reviewed this year; input received from advisory board, instructors, students, etc. regarding course objectives and textbooks used; and changes made, if any:

- RN 200 course competencies, objectives and syllabi reviewed. The following changes were made:
 - Remove the following concepts and exemplar objectives and competencies and move to RN 220:
 - 1. Concept: Elimination
 - 2. Exemplars: BPH, Bladder Incontinence and retention, bowel incontinence and constipation, UTI, and Cellulitis
- RN 201 course competencies, objectives and syllabi reviewed. No changes.
- RN 205 course competencies, objectives and syllabi reviewed. No changes.
- RN 210 course competencies, objectives and syllabi reviewed. With the following changes made:
 - Add the following exemplar objectives and competencies:
 - 1. Spina bifida
 - 2. Croup
 - 3. Epiglottitis
 - Polycystic kidney disease
- RN 211 course competencies, objectives and syllabi reviewed. No changes.
- RN 215 course competencies, objectives and syllabi reviewed. No changes.
- RN 220 course competencies, objectives and syllabi reviewed. With the following changes made:
 - Add the following concepts and exemplar objectives and competencies (removed from RN 200):
 - 1. Concept: Elimination
 - 2. Exemplars: BPH, Bladder Incontinence and retention, bowel incontinence and constipation, UTI, and Cellulitis
 - Add the following exemplar competencies:
 - 1. Amputations
 - 2. SIADH
 - 3. DI
- RN 221 course competencies, objectives and syllabi reviewed. No changes.
- RN 250 course competencies, objectives and syllabi reviewed. No changes.

C. Program Competencies

1. Date of Review 01/07/2026

2. Explain how competencies were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any: During the Fall advisory board meeting the RN 211 Clinical Intensive II course was

reviewed with the board. No changes to the program competencies were made based upon that advisory board meeting.

3. Competencies are up-to-date in Courseedog: No

D. Course Assessments

Instructors in the program will a.) use a variety of assessment instruments and tools; b.) assess identified program learning outcomes and competencies; and c.) include assessment of higher-level thinking skills, such as application, analysis, synthesis, and evaluation.

1. Indicate which kinds of assessments are used in your program:

- Oral examinations/presentations — Yes
- Written essays — Yes
- Written reports — Yes
- Examinations — Yes
- Comprehensive final exams — No
- Journals — Yes
- Peer evaluations — Yes
- Self-evaluations — Yes
- Clinical/internship observations — Yes
- Class participation — Yes
- Portfolio projects — Yes
- Capstone projects — Yes
- Other projects — Yes
- Videos of student mastery — No
- Quizzes — Yes
- Lab demonstrations — Yes
- Simulations — Yes

Assessments matched to outcomes/competencies: Yes

2. Explain changes in the assessments used in your program since your last review (include input received and rationale):

Additions/changes to assessment within the RN program include: All learning tools are through a singular company, ATI Add online worksheet for the ATI modules Removed Community Health proctored assessment and add the Therapeutic Communication assessment

3. Give examples of how assessments used in the program reflect higher-level thinking skills, such as application, analysis, synthesis, and evaluation.

Higher level thinking is used every day within the clinical setting where patient care decisions are made based upon assessment data and then clinical decisions are based upon evidencebased practice. The clinical judgement model is a framework taught to the students that assist with “nurse thinking” and decision making in a systematic manor that starts with data collection and assessment, analysis of that data, determining what that means for the patient, acting on that data, and then evaluating the interventions that were performed.

E. Certifications

If available, the program uses industry and/or program certification tests to assess student mastery of learning objectives or competencies. Verify that certifications and licensures are saved in the Industry Certifications library on your program's SharePoint page.

Explain any changes made or planned in the program based on assessment of industry certifications used in the program:

No changes to the program based upon the NCLEX-RN results. The 2025 cohort had a first time NCLEX-RN pass rate of 100%. The program continues to require HIPPA certification as well. This is obtained through the ATI assessment platform. In addition, students also must possess a certificate in BLS before they are allowed to go to the clinical facilities.

F. Program Internships/Externships

If applicable, the program uses internships, externships, or on-the-job training to assess student mastery of learning objectives or competencies.

1. How do you evaluate program competencies or learning objectives during internship/externship experiences?

The RN program has a practicum, RN 250 RN Capstone Practicum, at the end of the 3rd semester where students are 1:1 with a nurse in a practice setting of their choice. The student's preceptor is provided with a course syllabus, practicum guide and an evaluation tool that reflects the practicum course objectives and competencies. This tool is completed at midterm and again at the completion of the practicum experience. The evaluation tool is completed by the preceptor in conjunction with the nursing faculty to provide student feedback over course outcomes and objectives along with corresponding points for the course. Reflective journaling on topics like QSEN competencies is also included within the curriculum of RN 250. These topics correlate back to program competencies and learning objectives of the course. Faculty members make virtual visits with the student and preceptor at least once during the experience.

2. As you reviewed results of internship/externship evaluations, what curriculum changes were made or are planned in your program?

The summer 2025 RN 250 preceptor evaluations and student evaluations of the practicum experience were reviewed. The RN 250 Preceptor evaluation of their experience had a mean score of 4.83 or higher on the 1-5 Likert scale; with 13 of 23 (57%) preceptors returning the evaluation. All qualitative data was analyzed by faculty with no changes made. Student evaluation of the practicum experience was also reviewed. A mean score of 4.0 or higher was present on all surveyed items of the survey. The lowest mean score was for the same low scoring item as last year "Made a personal visit, either in person or virtual, to the practicum site." There was change in nursing faculty members that supervise that process in the middle of the practicum time, which likely created confusion for both the students and faculty member taking over the role. All qualitative data was reviewed with no concerns noted.

H. Enrollment

Five-year data for this program will demonstrate that the program's 10-day count is at or above 75% of its enrollment cap.

Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.

The enrollment for the 2024-25 school year was at 100%, even with an increase cap to 32 students. The 3-year enrollment average is 104%. The program continues to meet and exceed the goal. A goal of doubling RN program enrollment has been set for the Fall of 2027. Conversations with MTC administration for resources needs and clinical partners continues.

I. Retention

Five-year data for this program will demonstrate that 75% or more of enrolled students complete their program or return to MTC the following year.

Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.

The 2024-2025 RN retention was at 78%, with a 4-year average of 86%. The benchmark of 75% has been met. Despite reaching the benchmark of retention, a downward trend has been noted. With that data, a change in the program plan of study was implemented in the Fall of 2025. The RN program was moved from a 1-year program to a 2 year program. This change was made in an effort to increase the retention as well as provide more financial support to students that were still needing to complete general education courses and create a seamless pathway from the LPN program to the RN program for the MTC graduates. With the potential enrollment increase for the fall of 2027, the 1-year RN program option will be brought back to multiple options for students.

J. Graduation

Five-year data for this program will demonstrate that 70% or more of exiting students complete this program with a diploma or degree.

Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.

The 2024-2025 RN graduate rate was 80%, with a 4 -year average of 87%. This cohort has the lowest graduation rate since program inception. The benchmark of 70% has been met. No changes to the program based upon this data. Although the benchmark has been met, analysis of this data will hopefully show an upward trend with the change of program plan of study to a 2-year program to help facilitate work, school, and life balance for the students. On a national level, the average graduation rate for an associate degree RN is 67.1%

K. In-field Job Placement

Five-year data for this program will demonstrate that 80% or more of graduates in the labor market obtain employment in the program field.

Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.

The 2024 placement rate was 100%. The 3-year average is at 100%. No changes to the program based upon this data.

L. Student Satisfaction

Students in this program indicate an excellent level of satisfaction with their instruction, as demonstrated by no gaps exceeding 1.0 on questions related to instructional effectiveness on the most recent Noel-Levitz Student Satisfaction Inventory survey.

If this benchmark is not met, what strategy or strategies will be implemented to address this measure?

No Noel-Levitz survey was completed for the 2024-2025 school year, however, a yearly student satisfaction survey is completed at the completion of the program to evaluate their overall satisfaction of the program, teaching, and learning. The following items were surveyed on a 1-5 Likert scale with a benchmark of a mean score of a 4 or higher on each survey items. The class of 2025 survey items met that benchmark in all areas of the survey specific to the nursing program, with items at the 3.55 or higher in areas of the institution support services and/or general education courses. There was 100% participation in the exit survey. The Class of 2025 survey items met that benchmark in all areas.

- Aug. 2025
- I-F Overall, I am satisfied with the nursing program at MTC. 4.83
- I-F Overall, I feel adequately prepared for the RN role. 4.74
- V-C Overall, the general education courses for the nursing program enhanced my nursing knowledge and practice
- Speech 3.55
- Sociology 3.91
- Overall, I was you satisfied with the faculty teaching in the online courses 4.48
- Overall, I was you satisfied with the faculty teaching in the clinical area. 4.61
- IV-A Overall, I was satisfied with the assistance I received from my advisor. 4.74
- II-F Overall, I was satisfied with the learning resources available. 4.7
- II-F Overall, the availability and accessibility of learning resources such as ATI were sufficient to meet my needs. 4.7
- II-D Overall, program publications, documents, and policies were up-to-date and accurately reflected program practices. 4.7
- II-F Overall, technology was current, up to date, and sufficient to meet my needs. 4.74
- IV-A Overall, I was satisfied with the academic support provided. 4.78
- II-B Overall, the elected student representatives were an effective means of participation in program governance and ongoing communication with faculty. 4.09
- IV-B Overall, the nursing policies were implemented in a consistent and equitable manner. 4.7
- V-H Overall, the grading policies were clearly defined at the beginning of each course and were consistently applied by faculty. 4.61
- IV-D Overall, the student handbook explained the program and college policy for handling program complaints and grievances. 4.7
- IV-C Overall, the communication of changes in policies, procedures, and program information was clearly and consistently communicated to me in a timely manner. 4.74
- V-E Overall, the clinical sites provided were sufficient to meet my needs. 4.26
- II-F Overall, the online learning platforms were sufficient to meet my needs. 4.7
- II-F Overall, the skills lab was sufficient to meet my needs. 4.7
- II-F Overall, I was satisfied with my simulation experience. 4.39
- V-I Overall, I was satisfied with technology support. 4.71
- V-I Overall, information for technology requirements, orientation, and policies were clear, accurate, consistent, and accessible. 4.78

- IV-A Overall, I was satisfied with student resources available to me including:
- • Tutoring 4
- • Counseling Services 4.2
- • Career Services 4.27
- • Virtual library 4.42
- • Financial Aid 4.4
- • Technology support 4.5
- • Campus Store 4.45
- • Online Bookstore (Akademos) 4.45

M. Alumni Satisfaction

Institutional surveys of alumni indicate an 80% or greater satisfaction with their career preparation in this program.

If this benchmark is not met, what strategy or strategies will be implemented to address this measure?

The annual RN program 6-month alumni survey was sent out February 2025. There was a 62.5% participation rate, which is up from the previous year of 43%. The survey looks at the alumni's satisfaction and confidence in meeting the program outcomes 6 months after graduation. The following items are surveyed on a 1-5 Likert Scale with a benchmark set at a mean score of 4 or higher for each survey item. All surveyed items have met the benchmark. Faculty reviewed all results, including the qualitative comments. No changes to the program at this time.

Overall, I am satisfied with the educational experience that I received from Mitchell Technical College 4.85

Overall, I am satisfied with the RN Program at Mitchell Technical College. 4.85

- Student Survey Question February 2025
- 1 I understand the scope and standards of nursing practice for RN's 5
- 2 I feel empowered to provide a safe physical and psychosocial environment for the client 4.92
- 3 I feel empowered to assist the client and family unit to achieve optimum comfort and functional ability 4.85
- 4 I am confident attaining physical, developmental, spiritual, cultural, function, and psychosocial assessment data 4.85
- 5 I am confident utilizing knowledge of normal values to identify deviations in patient health status 5
- 6 I am confident in my ability to analyze assessment data to make clinical judgements 5
- 7 I am confident evaluating patient responses to nursing interventions 5
- 8 I am confident reporting data to appropriate healthcare personnel 4.92
- 9 I am confident in formulating, reviewing, and revising a client's plan of care 4.77
- 10 I feel empowered to provide nursing care in a meaningful and cost-effective manner 4.92
- 1 I feel adequately prepared to utilize information technology to support and communicate client care 4.92
- 2 I feel adequately prepared to accurately document client care 4.85
- 3 I feel empowered to demonstrate caring behaviors and nursing interventions grounded in evidence-based practice 4.92
- 4 I am confident prioritizing nursing care 5
- 5 I am confident managing time when providing care across the lifespan 5
- 6 I am confident in my delegation skills 4.69
- 7 I feel empowered to utilize my leadership skills 4.85

- 1 I understand the impact of economic, political, social, cultural, spiritual, and demographic force on my role as an RN 4.92
- 2 I feel empowered to identify and honor the emotional, cultural, religious, and spiritual influence of the client's health 4.85
- 3 I feel empowered to provide and promote the client's dignity 4.92
- 4 I feel empowered to provide compassionate nursing care 5
- 5 I feel empowered to be a positive role model 5
- 1 Completion of my RN degree at MTC has shaped my view of ethical, legal, and regulatory nursing frameworks 4.77
- 2 I feel empowered to be an advocate for the client 5
- 3 I understand my responsibility to protect client rights and confidentiality 5
- 4 I am confident in my ability to incorporate ethical behaviors set forth by the American Nurses Association 5
- 1 I am confident communicating with clients, significant others, and members of the interdisciplinary health care team 4.85
- 2 I am confident communicating relevant, accurate, and complete client information 4.92
- 3 I am confident communicating through appropriate channels of communication 4.92
- 5 I feel empowered to supervise and evaluate delegated aspects of client care to qualified UAP's and LPN's 5
- 1 I feel empowered to seek and utilize educational opportunities for life-long learning, competence, and advanced career opportunities 5
- 2 Completion of my RN degree at MTC has shaped understanding of my strengths and limitations to improve nursing care 5
- 3 I feel empowered to maintain accountability for my actions 5
- 4 I am confident in my ability to accept constructive feedback 4.92
- 5 I feel empowered to participate in professional nursing organizations 4.92

N. Employer Satisfaction

Employers respond favorably 80% of the time when surveyed about the quality of this program.

If this benchmark is not met, what strategy or strategies will be implemented to address this measure?

No employer satisfaction survey was completed this past year. The next survey will be sent in the Fall of 2027.

O. Professional Development

Instructors in this program demonstrate a commitment to their own professional development by completing continuing education activities each year.

1. What professional development activities have instructors in this program completed in the last year?

The RN faculty participate in a variety of professional development activities and have access to free on demand webinars specific to nursing education. Specific areas of a few professional development activities included: 2025 SDNA annual convention 2025 Nurses Day at the legislature Various ATI educational sessions Artificial Intelligence in Education 8-week book club Working in the clinical setting on a PRN status. ATI Proctor certification ATI Champion calls

2. How were these activities used to improve this program?

Both nursing industry and educational activities help build an evidence-based practice nursing program that facilitates new learning strategies and direct nursing care information directly to the student. To provide a holistic program to ensure continual improvement and evaluation.

P. Professional Organizations

Instructors in this program are members of professional organizations and encourage their students to pursue such memberships.

1. Do faculty members belong to professional organizations associated with this program? Yes

If no, explain why. All RN faculty members are member of the national American Nurses Association and state SD Nurses Association.

2. Are students made aware of the professional organizations for their career field? Y

Q. Advisory Board Recommendations

Suggestions and changes recommended by this program's advisory board are addressed and implemented by the program. Verify that minutes are saved in the Advisory Board Minutes library on your program's SharePoint page.

What changes were or will be made to this program based on feedback provided at the past year's advisory board meeting(s)?

The nursing advisory board met in May and November with no recommendations of change to the RN program by the board. However, the faculty proposed the change from a 1-year program to a 2-year RN program with board members in agreement.

Indicate the personnel responsible for implementing the change(s): All RN faculty and program director

Implementation date: 01/07/2026

R. Program Improvement Plans

As you review this past year, what changes do you propose for the next school year that will affect the program's budget?

Since its inception, the RN program at Mitchell Tech has demonstrated strong performance and demand for the program. Applications have grown from 38 in Fall 2021 to 174 in Fall 2025, with projections indicating continued growth. The program has consistently achieved high placement rates and competitive wages for graduates, underscoring its value to students and the healthcare workforce. Based on consistent growth in applications and enrollment, as well as increasing demand from healthcare providers across South Dakota and beyond, we recommend allocating additional resources to support program expansion to keep the 1-year RN program along with the 2-year degree option. This would double enrollment from 32-26 to 64-72 students every fall semester. Additional required resources include 3 faculty members, 1 assistant director, expanded lab and classroom space, additionally storage space, clinical sites, and admissions support. Anticipated costs: An estimate of \$1,000,000 for 3 additional nursing faculty members and additional space and equipment needs.

Contacts

Email Address: carena.jarding@mitchelltech.edu