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| PROGRAM INFORMATION | Program | LPN (Licensed Practical Nursing) |
| | Submitted by: | Carena Jarding |
| | Year | 2023-2024 |
| | Date of Review | 2024-01-05 |
| | Form Key | 792d1388-41c3-475b-8203-cf6a1985f5b4 |
| PROGRAM OUTCOMES | 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, bi-annual advisory board meetings, purchased ATI proctored assessment exams, student clinical evaluations, practicum evaluations, student exit surveys, student alumni surveys, and simulations. |
| | Outcomes are up to date in WIDS and on the program's web page | Yes |
| SYLLABI | ADA Statement | Yes |
| | Competencies | Yes |
| | Course Description | Yes |
| | Course Title and Number | Yes |
| | Credit Hours | Yes |
| | Freedom of Expression Statement | Yes |
| | Grading Criteria | Yes |
| | Instructor | Yes |
| | Academic Integrity Policy | Yes |
| | Nondiscrimination Statement | Yes |
| | Office Hours/Contact Information | Yes |
| | Prerequisites | Yes |
| | Required Text(s) | Yes |
| | Syllabi Up to Date in WIDS | Yes |
| 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. | <p>Review of LPN 100 Course and Syllabi; Discussion was had regarding the course content and the teaching of dosage calculation content which historically was an independent study requirement for the students with content grades within LPN 103. Over the last two years, "help sessions" were held during LPN 100 time and students provided positive feedback to have structured content over dosage calculations. Carena made a motion for the following changes:</p> <ol style="list-style-type: none"> 1. Change the wording of competency #5 to read: 2. Identify the focus of a nursing exam question within the framework of the nursing process and the clinical judgement model 3. Add the following wording to Competency #5, objective c. 4. Derive the correct response to exam questions by using the nursing process of ADPIE and the clinical judgement model 5. Add dosage calculation content to the LPN 100 course which includes adding the following course competencies and objectives 6. Demonstrate accurate conversions of metric and household measurements 7. Recall the metric measures of weight, volume, and length 8. Compute equivalents within the metric system 9. Recall equivalents between metric and household measures 10. Compute equivalents between the apothecary and metric systems by using dimensional analysis to calculate intake and output, weights, and lengths 11. Convert from Fahrenheit scale to the Celsius scale and from Celsius scale to Fahrenheit 12. Identify trade name, generic name, medication strength, route of administration, total volume, and directions for preparation on medication labels 13. Demonstrate accurate oral and parenteral medication calculations | |

14. Use either dimensional analysis or proportion to solve problems of oral dosages involving tablets, capsules, liquid medications, and those measured in milliequivalents
15. Convert measure within a problem to equivalent measure to one system of measurement
16. Use either a proportion or dimensional analysis method to solve parenteral dosage problems
17. Demonstrate accurate dosage calculations for those medications measured in units and those that are reconstituted
18. Solve problems involving drugs measured in unit dosages
19. Calculate drug dosage problems that first require reconstitution of a powdered drug into a liquid form

The content was already being taught in LPN 100 and so wanted to move those competencies and objectives to the correct courses.

Adjust the grade weighting of the course to the following

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| 1. | Dosage Cal homework: | 20% |
| 2. | Dosage Cal quiz: | 20% |
| 3. | Dosage Cal exam: | 10% |
| 4. | Strategies homework: | 20% |
| 5. | Strategies quiz: | 20% |
| 6. | Strategies Action plan: | 10% |

The credits of the course will not change and remain the same at 0.5 credits

Change the name of the course to: "Test Taking Strategies and Clinical Calculations"

Adjust the course description to the following:

1. This course will prepare nursing students in becoming more effective in test-taking with topics of time management, critical thinking, clinical judgement, stress and anxiety management, and test question and answer evaluation methods. This course will help students understand the NCLEX-PN exam test plan and long-term strategies to prepare students for the exam. Additionally, this course introduces students to fundamental principles of clinical dosage calculations.

Review of LPN 101 course and syllabi. Discussion regarding adding the Clinical Judgment Model verbiage to the course competencies. The following changes:

Change and add verbiage to include clinical judgement to competency #6 objectives to the following:

1. Explain the use of the nursing process
2. Identify the components of the nursing process and the purpose of each
3. Describe the Clinical Judgment Model
4. Compare the nursing Process with the Clinical Judgment Model
5. Compare and contrast the terms critical thinking, clinical reasoning, and clinical judgment.
6. Discuss the three basic methods used to gather a patient database
7. Differentiate objective and subjective data
8. Correlate patient health and wellness issues with problem statements from the Priority Problem list
9. Select appropriate outcomes criteria for selected problem statements
10. Plan goals for each patient and write outcome criteria for the chosen problem statements
11. Identify factors to consider in implementing the care plan
12. Describe the Standard Steps commonly carried out for all nursing procedures
13. Determine the steps a nurse uses to evaluate care given
14. Discuss the evaluation process and how it correlates with expected outcomes
15. Explain the term quality improvement and how it relates to the improvement of health care

Review of LPN 102 course and syllabi; No changes needed.

Review of LPN 103 course and syllabi; With the addition of dosage calculation competency to LPN 100, the following competency and objectives will be removed from LPN 103:

1. Demonstrate accurate medication calculations
2. Learning Objectives
3. Solve proportion problems involving fractions, decimals, and percents
4. Recall the metric measures of weight, volume, and length
5. Compute equivalents within the metric system

6. Recall equivalents between metric and household measures
7. Compute equivalents between the apothecary and metric systems by using dimensional analysis to calculate intake and output, weights, and lengths
8. Convert from Fahrenheit scale to the Celsius scale and from Celsius scale to Fahrenheit
9. Identify trade name, generic name, medication strength, route of administration, total volume, and directions for preparation on medication labels
10. Use either dimensional analysis or proportion to solve problems of oral dosages involving tablets, capsules, and liquid medications
11. Use either a proportion or dimensional analysis method to solve parenteral dosage problems
12. Solve problems involving drugs measured in unit dosages
13. Calculate drug dosage problems that first require reconstitution of a powdered drug into a liquid form
14. Calculating milliliters per hour when given the total volume and time over which an IV solution or intravenous piggyback is to be infused
15. Perform pediatric dosage calculation
16. Determine a safe and therapeutic 24-hour dosage range
17. Change the course description to remove dosage calculation verbiage and read as the following:
 - a. This nursing course is designed to provide students with opportunities to develop pharmacological competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner. This course contains a basic pharmacological foundation of knowledge of drug classifications and medication prototypes, therapeutic actions, side-effects, and nursing implications. Review of LPN 105 course syllabi and course competencies; In review of the LPN 105 course syllabi, competencies, and objections the following changes were made:
 1. Combine learning objectives 4b "Show how the musculoskeletal system provides the function of movement" and 4c "Discuss how the musculoskeletal system provides protection for the body" to read "Discuss how the musculoskeletal system provides the function of movement and protection for the body."
 2. Add objective "Identify pharmacologic considerations for patients with musculoskeletal and connective tissue system alterations" to Competency #5
 3. Add objective "Identify pharmacologic considerations for patients with cancer" to Competency #8
 4. Add objective "Identify pharmacologic considerations for patients with immune and lymphatic system alterations" to Competency #11
 5. Add objective "Identify pharmacologic considerations for patients with lower respiratory system alterations" to Competency #14
 6. Add objective "Identify pharmacologic considerations for patients with hematologic system alterations" to Competency #16
 7. Add objective "Identify pharmacologic considerations for patients with coronary artery alterations and cardiac surgery" #20
 8. Add objective "Identify pharmacologic considerations for patients with sexually transmitted infections" to Competency # 24
 9. Add objective "Identify pharmacologic considerations for patients with pituitary, thyroid, parathyroid, and adrenal alterations" to Competency #26
 10. Add objective "Identify pharmacologic considerations for patients with diabetes and hypoglycemia" to Competency #27
 11. Change 13a "Recognize symptoms of disorders of the sinuses, pharynx, and larynx" to read "Compare and contrast symptoms and nursing care of disorders of the sinuses, pharynx, and larynx."
 12. Change 13b "Describe the postoperative care for a patient undergoing a rhinoplasty" to read "Describe the postoperative care and considerations for a patient undergoing a rhinoplasty and tonsillectomy."
 13. Change 15f "Illustrate ways to accomplish hematologic system disorders" to read "Illustrate ways to accomplish hemostasis."
 14. Change 18j "Compare venous stasis ulcer with arterial leg ulcer" to read "Compare and contrast Peripheral Venous Disease with Peripheral Arterial Disease."
 15. Add objective to Competency 18 Utilize the nursing process while providing nursing for patients with hypertension and peripheral vascular alterations 18L- Identify pharmacologic considerations for patients with hypertension and peripheral vascular disease.
 16. Change 19e "Examine usual treatment for atrial fibrillation, sinus brady, ventricular fibrillation, and ventricular tachycardia" to read "Examine usual treatment

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| | | <p>for atrial fibrillation, atrial flutter, sinus bradycardia, ventricular fibrillation, and ventricular tachycardia.”</p> <p>17. Remove 21c “Discuss normal physiology considering age-related changes to the female and male reproductive systems”</p> <p>18. Add objective “Discuss normal physiology considering age-related changes to the female reproductive systems” to competency 22 “Develop and implement a nursing plan of care to provide patient-centered interventions for female reproductive alterations”</p> <p>19. Add objective “Identify pharmacologic considerations for patients with female reproductive alterations” to Competency #22</p> <p>20. Add objective “Discuss normal physiology considering age-related changes to the male reproductive systems” to competency 23 “Develop and implement a nursing plan of care to provide patient-centered interventions for male reproductive alterations”</p> <p>1. Add objective “Identify pharmacologic considerations for patients with male reproductive alterations” to Competency #23</p> <p>2. Remove 26b objective “Outline nursing interventions appropriate for each problem of hypopituitarism”</p> <p>3. Change 26a “Give examples of major problems associated with hyposecretion of pituitary hormones and identify nursing interventions appropriate for each problem” to read “Give examples of major problems associated with hyposecretion of pituitary hormones”</p> <p>4. Add objective 26h- “Identify nursing problem statements and appropriate interventions for Diabetes Insipidus and Syndrome of Inappropriate Antidiuretic Hormone.” To competency “Develop and implement a nursing plan of care to provide patient-centered interventions for pituitary, thyroid, parathyroid, and adrenal alterations”</p> <p>5. Add objective 26i- “Compare and contrast the symptoms and nursing care for patients with hypothyroidism and hyperthyroidism. To competency “Develop and implement a nursing plan of care to provide patient-centered interventions for pituitary, thyroid, parathyroid, and adrenal alterations”</p> <p>6. Add objective 27f: Differentiate the symptoms and treatment for Diabetic Ketoacidosis and Hyperglycemic Hyperosmolar State. To competency “Develop and implement a nursing plan of care to provide patient-centered interventions for diabetes and hypoglycemia”</p> <p>Review of LPN 106 course syllabi and course competencies; No changes are needed at this time</p> <p>Review of LPN 107 course syllabi and course competencies; No changes are needed at this time.</p> <p>Review of LPN 108 course syllabi and course competencies; No Changes are needed at this time.</p> <p>Review LPN 110 course syllabi and competencies and objectives; no changes needed at this time.</p> <p>Review LPN 111 course syllabi and competencies and objectives; no changes needed at this time.</p> <p>Review LPN 112 course syllabi and competencies and objectives; no changes needed at this time.</p> |
| <p>PROGRAM COMPETENCIES</p> | <p>Explain how competencies were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:</p> | <p>Each course's competencies and objectives are reviewed at the completion of the respective semester. The following course competencies and objectives were reviewed/changed:</p> <p>Review of LPN 100 Course and Syllabi; Discussion was had regarding the course content and the teaching of dosage calculation content which historically was an independent study requirement for the students with content grades within LPN 103. Over the last two years, “help sessions” were held during LPN 100 time and students provided positive feedback to have structured content over dosage calculations. Carena made a motion for the following changes:</p> <p>1. Change the wording of competency #5 to read:</p> <p>2. Identify the focus of a nursing exam question within the framework of the nursing process and the clinical judgement model</p> <p>3. Add the following wording to Competency #5, objective c.</p> <p>4. Derive the correct response to exam questions by using the nursing process of ADPIE and the clinical judgement model</p> <p>5. Add dosage calculation content to the LPN 100 course which includes adding the following course competencies and objectives</p> <p>6. Demonstrate accurate conversions of metric and household measurements</p> |

7. Recall the metric measures of weight, volume, and length
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| | <p>WIDS Up to Date Yes</p> |
| <p>COURSE ASSESSMENTS</p> | <p>Capstone No</p> |
| | <p>Class Participation Yes</p> |

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| USED IN PROGRAM CHECKLIST | Clinical/internship observations | Yes |
| | Examinations | Yes |
| | Comprehensive Final Exams | Yes |
| | Journals | Yes |
| | Lab Demonstrations | Yes |
| | Oral Examinations/Presentations | Yes |
| | Other Projects | Yes |
| | Peer Evaluations | Yes |
| | Portfolio Projects | Yes |
| | Quizzes | Yes |
| | Self-Evaluations | No |
| | Simulations | Yes |
| | Videos of Student Mastery | Yes |
| | Written Essays | No |
| | Written Reports | Yes |
| ALIGNED AND APPROPRIATE ASSESSMENTS | Assessments used in the program are matched to the outcomes/competencies for the program. | Yes |
| | Explain changes in the assessments used in your program since your last review (include input received and rationale). | Additional assessments utilized this year include: clinical judgment map in the clinical courses, ATI learning system quizzes, pharmacology learning systems quizzes, and added NGN questions to curriculum. |
| | Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis, synthesis, and evaluation. | <p>i. Clinical judgment maps help structure how students form their thinking. By following the nursing process, it enhances their ability to make accurate assessments and appropriate interventions. The clinical judgment maps makes the students prioritize their care to deliver safe and timely clinical interventions.</p> <p>ii. Virtual simulations are used to bring the learning materials to life. Content that students learn in the classroom and lab is brought to a patient situation where it allows students to practice their clinical reasoning and decision-making skills. Students are asked to make clinical decisions within the simulation scenario that can positively or adversely affect the patient's outcome. Students must be able to recognize patient cues, analyze those cues, make decisions on what interventions to implement, and then evaluate those implemented measures to see if the patient condition has improved</p> |
| INDUSTRY CERTIFICATIONS | Explain any changes made or planned in the program based on assessment of industry certifications used in the program. | <p>i. Though several programmatic changes were made this past year, none of those changes were based upon program certification exams.</p> |
| INTERNSHIPS/ CLINICALS | How do you evaluate program competencies or learning objectives during internship/externship experiences? | <p>i. The LPN program has a practicum, LPN 150 Capstone Practicum, at the end of the 3rd semester where students are 1:1 with a nurse in a clinical 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 mid-term 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 conflict resolution and HIPPA are also included into the curriculum of LPN 150. These topics correlate back to program competencies and</p> |

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| | | learning objectives of the course. Faculty members make either face to face or virtual visits with the student and preceptor at least once during the experience. |
| | As you reviewed results of internship/externship evaluations, what curriculum changes were made or are planned in your program? | <p>i. Review the practicum feedback from the LPN students. Overall good comments were noted.</p> <p>ii. Review the preceptors' feedback from practicum. There were no returned surveys from the preceptors from the LPN preceptors. Discussed how we could make the su</p> |
| ENROLLMENT | 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 LPN enrollment for the 2022-2023 school year was at 29 (29 of 32) 91%. The benchmark has been met. The three-year average is 102%. The nursing program director and instructors continue to assist admissions with tours, job and career fairs, Exploration Days, Scrubs camp and various recruitment events. Additionally, there is a much heavier presence on social media to promote nursing at MTC. |
| RETENTION | 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 retention for the 2022-2023 school year was 79%, which is above the 75% benchmark. The 3-year average is 74%, which is below the benchmark. The program continues to utilize strategies to improve student retention that includes utilization of peer led study tables, individual nursing tutors, advisor meetings to discuss study techniques and test taking strategies, opportunities for individual exam reviews, quick referrals to the CSS, proactive plans for success, and continued test taking strategies course. The nursing instructor also encourages students to be part of the nursing student community to offer support and fun activities. The basic patient care experience hour requirement that was implemented will graduate its first cohort in 2024. |
| GRADUATION | 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 graduation rate for the 2021-2022 school year was at 81%. This is above the 70% benchmark. The three-year average is 70%, which is right at the benchmark. |
| PLACEMENT | 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 placement rate for the class of 2022 was again at 100% of the graduates having a job in the nursing field. The job placement rate for the past 3 years is 100%. |
| STUDENT SATISFACTION | If this benchmark is not met, what strategy or strategies will be implemented to address this measure? | <p>The Noel-Levitz Student satisfaction inventory survey was not completed in the 2022 school year.</p> <p>However, the nursing program surveys the nursing students yearly during the student exit survey in the area of overall nursing program satisfaction, teaching, and learning. The following items are 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 2023 survey items met that benchmark in all areas.</p> <p>Student Exit Survey Mean Score</p> <p>Overall, I am satisfied with the nursing program at MTC. 4.86</p> <p>Overall, I feel adequately prepared for the LPN role. 4.59</p> <p>Overall, the general education courses for the nursing program enhanced my nursing knowledge and practice</p> <ul style="list-style-type: none"> • English 4.38 • Mathematics 4.67 • General Psychology 4.59 <p>Overall, I was you satisfied with the faculty teaching in the classroom. 4.55</p> |

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| | | <p>Overall, I was you satisfied with the faculty teaching in the clinical area. 4.82</p> <p>Overall, I was satisfied with the assistance I received from my advisor. 4.73</p> <p>Overall, I was satisfied with the learning resources available. 4.82</p> <p>Overall, the availability and accessibility of learning resources such as ATI and Evolve were sufficient to meet my needs. 4.82</p> <p>Overall, program publications, documents, and policies were up-to-date and accurately reflected program practices.4.82</p> <p>Overall, technology was current, up to date, and sufficient to meet my needs. 4.86</p> <p>Overall, I was satisfied with the academic support provided. 4.86</p> <p>Overall, the elected student representatives were an effective means of participation in program governance and ongoing communication with faculty. 4.23</p> <p>Overall, the nursing policies were implemented in a consistent and equitable manner. 4.05</p> <p>Overall, the grading policies were clearly defined at the beginning of each course and were consistently applied by faculty. 4.59</p> <p>Overall, the student handbook explained the program and college policy for handling program complaints and grievances. 4.68</p> <p>Overall, the communication of changes in policies, procedures, and program information was clearly and consistently communicated to me in a timely manner. 4.73</p> <p>Overall, the clinical sites provided were sufficient to meet my needs. 4.55</p> <p>Overall, the classrooms were sufficient to meet my needs. 4.86</p> <p>Overall, the skills lab was sufficient to meet my needs. 4.82</p> <p>Overall, I was satisfied with my simulation experience. 4.82</p> <p>Overall, I was satisfied with technology support. 4.82</p> <p>Overall, information for technology requirements, orientation, and policies were clear, accurate, consistent, and accessible. 4.82</p> <p>Overall, I was satisfied with student resources available to me including:</p> <ul style="list-style-type: none"> • Tutoring 4.19 • Counseling Services4.39 • Career Services 4.64 • Virtual library 4.37 • Financial Aid 4.59 • Technology support 4.73 • Campus Store 4.73 • Online Bookstore (Akademos) 4.77 |
| <p>ALUMNI SATISFACTION</p> | <p>If this benchmark is not met, what strategy or strategies will be implemented to address this measure?</p> | <p>The LPN graduates are surveyed 6 to 12 months after graduation. The class of 2022 was surveyed in February of 2023. There was 90.5% participation with 19 of 21 alumni completing the survey. The survey looks at the alumni’s satisfaction and confidence in meeting the program outcomes 6 months after graduation. The following items are survey on a 1-5 Likert Scale with a benchmark set at a mean score of 4 for each survey item. All survey items met the benchmark.</p> <p>Program Outcomes Mean Score</p> <p>Program Outcomes #1 - Demonstrate effective therapeutic communication to foster collaborative inter-professional teamwork and safe patient care across the lifespan.</p> <p>I am comfortable communicating with clients, significant others, and members of the interdisciplinary health care team 4.88</p> <p>I am comfortable communicating relevant, accurate, and complete patient information 4.82</p> <p>I feel empowered to supervise and evaluate delegated aspects of client care to qualified UAPs 4.82</p> <p>I feel adequately prepared to utilize information technology to support and communicate patient care 4.94</p> <p>I am comfortable communicating through appropriate channels of communication 4.94</p> <p>Program Outcome #2 - Integrate professional nursing standards, safety standards, code of ethics, and accountability with one’s own nursing practice.</p> <p>Completion of my LPN at MTI has shaped my view of ethical, legal and regulatory nursing frameworks 4.94</p> <p>I understand the scope and standards of nursing practice 5</p> |

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| | | <p>I feel empowered to seek and utilize educational opportunities for life-long learning, competence, and advanced career opportunities 4.88</p> <p>Completion of my LPN at MTI has shaped understanding of my strengths and limitations to improve nursing care. 4.88</p> <p>I feel empowered to maintain accountability for my actions 5</p> <p>I feel empowered to be an advocate for the patient 4.94</p> <p>I feel empowered to be a positive role model 4.94</p> <p>I feel empowered to participate in professional nursing organizations 4.94</p> <p>I understand the impact of economic, political, social, cultural, spiritual, and demographic force on my role as an LPN 4.94</p> <p>I feel empowered to provide a safe physical and psychosocial environment for the patient 5</p> <p>Program Outcome #3 - Demonstrate competence of nursing skills that are grounded in evidence-based practice while providing culturally sensitive relationship-centered patient care.</p> <p>I feel empowered to provide and promote the patient’s dignity 5</p> <p>I feel empowered to identify and honor the emotional, cultural, religious, and spiritual influence of the patient’s health 5</p> <p>I feel empowered to demonstrate caring behaviors and nursing interventions grounded in evidence-based practice 5</p> <p>I feel empowered to assist the patient and family unit to achieve optimum comfort and functional ability 4.94</p> <p>I understand my responsibility to protect patient rights and confidentiality 5</p> <p>Program Outcome #4 - Provide thorough assessment, observation, monitoring, and reporting of patient health status.</p> <p>I am confident attained physical, developmental, spiritual, cultural, functional, and psychosocial assessment data 4.88</p> <p>I am confident collecting data following established guidelines and protocols 5</p> <p>I am confident evaluating patient responses to nursing interventions 4.94</p> <p>I am confident reporting data to appropriate health care personnel 4.94</p> <p>I feel adequately prepared to accurately document patient care 5</p> <p>Program Outcome #5 - Demonstrate the ability to prioritize and implement patient care for multiple patients using technology and evidence-based practice under the direct supervision of the registered nurse.</p> <p>I am confident prioritizing nursing care 5</p> <p>I am confident referring client care to other health care members when outside the scope of practice for the LPN 5</p> <p>I feel empowered to provide nursing care in a meaningful and cost-effective manner 4.94</p> <p>I am confident utilizing technology when providing patient care 5</p> <p>Program Outcome #6 - Incorporate physical and psychosocial assessment data into creating and revising patient’s plan of care in collaboration with the registered nurse.</p> <p>I am confident utilizing knowledge of normal values to identify deviations in patient health status 5</p> <p>I am confident contributing to the formulation, review, and revision of a patient’s plan of care in consultation with the registered nurse 5</p> <p>Overall, I am satisfied with the educational experience that I received from Mitchell Technical College 4.94</p> |
| <p>EMPLOYER SATISFACTION</p> | <p>If this benchmark is not met, what strategy or strategies will be implemented to address this measure?</p> | <p>The LPN program employer surveys are sent out on a 3-year rotation in sequence with the institution. The employer survey was last sent out April of 2021. The next survey is due to be sent in the spring of 2024.</p> |

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| PROFESSIONAL DEVELOPMENT | What professional development activities have instructors in this program completed in the last year? | LPN faculty participated in the following professional development activities: ATI evaluation strategies, ATI simulation evaluation strategies, ATI Program outcomes live conference, child protection expo, SDNA convention, ATI proctor certification, PQR Inservice training, diversity equity and inclusion, and personal resilience to name a few. |
| | How were these activities used to improve this program? | Nurse educators directly influence and guide students to be safe competent nurses which emphasizes the need for nurse educators to grasp nursing and nursing education concepts so that they might connect with the nursing students. All of the faculty development and practice hours facilitate new learning strategies and direct nursing care information directly to the student. To provide a wholistic program to ensure continual improvement and evaluation. |
| PROFESSIONAL ORGANIZATIONS | Do faculty members belong to professional organizations associated with this program? | Yes |
| | If no, explain why. | All LPN nursing faculty and program director belong to the South Dakota Nurses Association and American Nurses Association |
| | Are students made aware of the professional organizations for their career field? | Yes |
| ADVISORY BOARD RECOMMENDATIONS | What changes were or will be made to this program based on feedback provided at the past year's advisory board meeting(s)? | There were two advisory board meetings this past year, May and November. No recommended changes by the Advisory board to the LPN program this past year. |
| | Implementation Date | 2024-01-05 |
| | Indicate the personnel responsible for implementing the change(s): | |
| PROGRAM IMPROVEMENT PLANS AND BUDGET | As you review this past year, what changes do you propose for the next school year that will affect the program's budget? | With the closure of the simulation lab, there is lots of simulation manikins, medical equipment, and supplies that the LPN program utilizes that will need to be relocated. In combination with the need of a lab space for the RN program, a creative storage solution can be developed that would enable not just the nursing programs to utilize the equipment, but also other medical programs at MTC. |
| | Cost | \$100,000 |