PROGRAM INFORMATION	Program	Registered Nursing
	Submitted by:	Carena Jarding
	Year	2023-2024
	Date of Review	2024-01-05
	Form Key	d2d74824-d081-4946-879d-0c91b9f58345
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 virtual simulation experiences.
	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.	Review of RN 200 course and syllabi Course syllabi, competencies, and objectives were reviewed by faculty. No changes needed. Review of RN 201 course and syllabi. Course syllabi, competencies, and objectives were reviewed by faculty. No changes needed. Review of RN 205 course and syllabi. Course syllabi, competencies, and objectives were reviewed by faculty. No changes needed. Review of RN 210 course syllabi and course competencies. No changes are needed at this time. Some content will be moved around within the course, but none removed. Additionally, it was discovered that the immunization schedule is not specifically covered and so will be added to the immunity concept. Review of RN 211 course syllabi and course competencies. No changes are needed at this time. Review of RN 215 course syllabi and course competencies. No changes are needed at this time. Review RN 220 course syllabi and competencies and objectives. Reviewed course syllabi and competencies with faculty to make a change to the following: Move abuse and sexual violence (rape and Rape Trauma syndrome) exemplars to RN 205. Review RN 221 course syllabi and competencies and objectives. Faculty Reviewed course syllabi and competencies with no changes needed at this time.
PROGRAM COMPETENCIES	Explain how competencies were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:	Review of RN 200 course and syllabi Course syllabi, competencies, and objectives were reviewed by faculty. No changes needed. Review of RN 201 course and syllabi. Course syllabi, competencies, and objectives were reviewed by faculty. No changes needed. Review of RN 205 course and syllabi. Course syllabi, competencies, and objectives were reviewed by faculty. No changes needed.

		Review of RN 210 course syllabi and course competencies. No changes are needed at this time. Some content will be moved around within the course, but none removed. Additionally, it was discovered that the immunization schedule is not specifically covered and so will be added to the immunity concept. Review of RN 211 course syllabi and course competencies. No changes are needed at this time. Review of RN 215 course syllabi and course competencies. No changes are needed at this time. Review RN 220 course syllabi and competencies and objectives. Reviewed course syllabi and competencies with faculty to make a change to the following: Move abuse and sexual violence (rape and Rape Trauma syndrome) exemplars to RN 205. Review RN 221 course syllabi and competencies and objectives. Faculty Reviewed course syllabi and competencies with no changes needed at this time.
	WIDS Up to Date	Yes
COURSE ASSESSMENTS USED IN PROGRAM CHECKLIST	**Capstone**	No
	Class Participation	Yes
	Clinical/internship observations	Yes
	Examinations	Yes
	Comprehensive Final Exams	Yes
	Journals	Yes
	Lab Demonstrations	Yes
	Oral Examinations/Presentations	Yes
	Other Projects	No
	Peer Evaluations	Yes
	Portfolio Projects	Yes
	Quizzes	Yes
	Self-Evaluations	Yes
	Simulations	Yes
	Videos of Student Mastery	No
	Written Essays	Yes
	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 include: ATI communicator simulated experience with the use of clinical judgement decisions which then goes through a decision tree based upon their clinical judgements; ATI civility monitor, video case studies, open book exams that accompanies an additional assignment to reinforce content; ethical provisions group project; Clinical judgment map and SBAR activities in all clinical courses were added. Additionally, Targeted Med/Surg assessment from ATI were also added.
	Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis, synthesis, and evaluation.	Clinical judgment activities and 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. 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.

INDUSTRY CERTIFICATIONS	**Explain any changes made or planned in the program based on assessment of industry certifications used in the program.**	No changes were made this year based upon the industry certification results.
INTERNSHIPS/ CLINICALS	**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 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 QSEN competencies is also included into the curriculum of RN 250. These topics correlate back to program competencies and 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?	The summer 2023 RN 250 preceptor evaluation and student evaluations of the practicum experience were reviewed. The RN 150 Preceptor evaluation of their experience had a mean score of 3 or higher on the 1-5 Likert scale; with only 3 preceptors returning the evaluation. Discussed how we could make the surveys easier for the preceptors to access and respond. It was noted that the preceptors have to download the document and then either e-mail or fax that document back. A suggestion was to make these surveys electronic so that preceptors can easily complete this either link on their phone, computer, or QR code. Additionally, it was noted that potentially all of the preceptor forms could be submitted in an electronic form to increase for the preceptors. The RN 250 student evaluations had a means score of 4.29 or higher on a 1-5 Likert scale for each survey item. Qualitative data was analyzed for both surveys. No changes to the curriculum were made based upon the results.
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 enrollment for the 2022 school year was at 104% (25 of 24). The benchmark of 75% has been met. The 2-year average is 100%.
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 2022-23 school year was at 88% (22 of 25), which meets the 75% benchmark. The 2-year average is 87.5%.
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 2022-23 school year was at 88%, which meets the 70% benchmark. The 2-year average is 91%.

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 2022 placement rate was at 100%. The 2-year average is 100%.

STUDENT SATISFACTION	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	The Noel-Levitz Student satisfaction inventory survey was not completed in the 2023 school year.
		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.
		
		Aug. 2022
		I-F Overall, I am satisfied with the nursing program at MTC. 4.76
		I-F Overall, I feel adequately prepared for the RN role. 4.67
		V-C Overall, the general education courses for the nursing program enhanced my nursing knowledge and practice
		    Speech 4
		    Human Development 4.6
		    English 3.93
		    Sociology 4.27
		    Overall, I was you satisfied with the faculty teaching in the online courses 4.6
		    Overall, I was you satisfied with the faculty teaching in the clinical area. 4.6
		IV-A Overall, I was satisfied with the assistance I received from my advisor. 4.67
		II-F Overall, I was satisfied with the learning resources available. 4.6
		II-F Overall, the availability and accessibility of learning resources such as ATI and MyLab were sufficient to meet my needs. 4.6
		II-D Overall, program publications, documents, and policies were up-to-date and accurately reflected program practices. 4.73
		II-F Overall, technology was current, up to date, and sufficient to meet my needs. 4.73
		IV-A Overall, I was satisfied with the academic support provided. 4.67
		II-B Overall, the elected student representatives were an effective means of participation in program governance and ongoing communication with faculty.4.73
		IV-B Overall, the nursing policies were implemented in a consistent and equitable manner. 4.87
		V-H Overall, the grading policies were clearly defined at the beginning of each course and were consistently applied by faculty. 4.8
		IV-D Overall, the student handbook explained the program and college policy for handling program complaints and grievances. 4.73
		IV-C Overall, the communication of changes in policies, procedures, and program information was clearly and consistently communicated to me in a timely manner. 4.8
		V-E Overall, the clinical sites provided were sufficient to meet my needs. 4.73
		II-F Overall, the online learning platforms were sufficient to meet my needs. 4.73
		II-F Overall, the skills lab was sufficient to meet my needs. 4.67
		II-F Overall, I was satisfied with my simulation experience. 4.53
		V-I Overall, I was satisfied with technology support. 4.67
		V-I Overall, information for technology requirements, orientation, and policies were clear, accurate, consistent, and accessible. 4.73
		IV-A Overall, I was satisfied with student resources available to me including:
		    • Tutoring 4.33
		    • Counseling Services 4.47
		    • Career Services 4.53
		    • Virtual library 4.53
		    • Financial Aid 4.73

		• Technology support 4.67 • Campus Store 4.67 • Online Bookstore (Akademos) 4.6
ALUMNI SATISFACTION	**If this benchmark is not met, what strategy or strategies will be implemented to address this measure?**	The first alumni survey was sent out February 2023. There was a 65% participation rate. 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. RN Program Outcomes Mean Overall, I am satisfied with the educational experience that I received from Mitchell Technical College 4.67 Program Outcomes #1 - Incorporate standards of nursing practice and clinical judgment to provide cost-effective, safe, and skilled nursing care. I understand the scope and standards of nursing practice for RN's 4.89 I feel empowered to provide a safe physical and psychosocial environment for the client 4.67 I feel empowered to assist the client and family unit to achieve optimum comfort and functional ability 4.89 I am confident attaining physical, developmental, spiritual, cultural, function, and psychosocial assessment data 4.67 I am confident utilizing knowledge of normal values to identify deviations in patient health status 4.67 I am confident in my ability to analyze assessment data to make clinical judgements 4.67 I am confident evaluating patient responses to nursing interventions 4.67 I am confident reporting data to appropriate healthcare personnel 4.67 I am confident in formulating, reviewing, and revising a client's plan of care 4.78 I feel empowered to provide nursing care in a meaningful and cost-effective manner 4.78 Program Outcome #2 - Display innovation, prioritization, and leadership through the use of evidence-based practice and technology. I feel adequately prepared to utilize information technology to support and communicate client care 4.78 I feel adequately prepared to accurately document client care 4.78 I feel empowered to demonstrate caring behaviors and nursing interventions grounded in evidence-based practice 4.78 I am confident prioritizing nursing care 4.67 I am confident managing time when providing care across the lifespan 4.78 I am confident in my delegation skills 4.78 I feel empowered to utilize my leadership skills 4.67 Program Outcome #3 - Model holistic, culturally sensitive, compassionate nursing care for the client and family. I understand the impact of economic, political, social, cultural, spiritual, and demographic force on my role as an RN 4.67 I feel empowered to identify and honor the emotional, cultural, religious, and spiritual influence of the client's health 4.67 I feel empowered to provide and promote the client's dignity 4.78 I feel empowered to provide compassionate nursing care 4.78 I feel empowered to be a positive role model 4.78 Program Outcome #4 - Uphold client advocacy through assertive, ethical, and client-centered care. Completion of my RN degree at MTC has shaped my view of ethical, legal, and regulatory nursing frameworks 4.44 I feel empowered to be an advocate for the client 4.78

		I understand my responsibility to protect client rights and confidentiality 4.78
		I am confident in my ability to incorporate ethical behaviors set forth by the American Nurses Association 4.78
		Program Outcome #5 - Facilitate interdisciplinary collaboration through the use of effective communication.
		I am confident communicating with clients, significant others, and members of the interdisciplinary health care team 4.56
		I am confident communicating relevant, accurate, and complete client information 4.56
		I am confident communicating through appropriate channels of communication 4.78
		I feel empowered to supervise and evaluate delegated aspects of client care to qualified UAP's and LPN's 4.78
		Program Outcome #6 - Value the qualities of integrity, determination, life-long learning, and accountability in the role of the professional nurse.
		I feel empowered to seek and utilize educational opportunities for life-long learning, competence, and advanced career opportunities 4.67
		Completion of my RN degree at MTC has shaped understanding of my strengths and limitations to improve nursing care 4.67
		I feel empowered to maintain accountability for my actions 4.78
		I am confident in my ability to accept constructive feedback 4.67
		I feel empowered to participate in professional nursing organizations 4.67
EMPLOYER SATISFACTION	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	This data has not yet been collected but is scheduled to be sent in the Spring of 2024. This is on an every 3 year rotation.
PROFESSIONAL DEVELOPMENT	What professional development activities have instructors in this program completed in the last year?	The RN nursing faculty participate in numerous faculty development opportunities to include: ATI evaluation strategies, ATI simulation evaluation strategies, ATI Program outcomes live conference, SDNA convention, ATI proctor certification, PQR Inservice training, diversity equity and inclusion, ATI champion, ATI pilot program for incorporation of new ATI materials.
	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 RN nursing faculty and program director are members of the South Dakota Nurses Association and American Nurses Association.
	Are students made aware of the professional organizations for their career field?	Yes
ADVISORY BOARD RECOMMEN-DATIONS	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 RN 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 elimination of the simulation lab, there is lots of simulation manikins, medical equipment, and supplies that continue to be utilized by the RN program that need to have a space to be stored with the ability to utilize that equipment. With no dedicated RN lab space, a creatation of a space would enable both utilization of the medical equipment and storage soluation of that medical equipment from the simulation lab.
	Cost	100,000