



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Note: Enter "NA" wherever data are not applicable or not available for the program under review.

Program Characteristics

Academic Program Name: Nursing

Degree: Associate of Science (ASN)

Program CIP Code: 51.3801

School and Department: Nursing/School of Health Professions

Time frame for this review: 2014/15 - 2018/19

Date of last internal review: N/A

Current date program reviewed for this report: June 21, 2021

Program Goal Statement and Student Learning Outcomes

Program goal statement:

Prepare students for employment as safe, effective registered nurses.

Program Learning outcomes:

1. Synthesize knowledge from nursing and related disciplines in the provision of care to clients within the health-illness continuum throughout the life span.
2. Utilize creative leadership to promote quality health care and patient safety in a rapidly changing multicultural, multiethnic, global environment.
3. Synthesize and apply evidence and research findings from nursing and other disciplines to improve or change nursing practice.
4. Use appropriate and current technology and skills in the delivery of safe and effective patient care.
5. Function as an advocate and change agent in influencing healthcare policies, delivery, economics, and health disparities to improve the quality of health for diverse populations.
6. Collaborate and communicate with the health care team members to deliver individualized, cost-effective, and ethical healthcare services.
7. Demonstrate an understanding of accountability, responsibility, values, and standards of moral, ethical, and legal conduct that impact the role and practice of the professional nurse.
8. Utilize theoretical knowledge and clinical competencies in caring for culturally diverse populations in a variety of clinical settings.
9. Pursue higher degrees in nursing.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Student learning outcomes

1. Provides competent, high-quality, patient-centered nursing care to individuals and their families in a variety of settings.
2. Effectively communicates/collaborates with patient, family, and other health care workers in devising a plan of care to meet mutually identified patient needs.
3. Utilizes critical thinking/nursing process/clinical judgment and best practices to provide overlying safe, cost-effective, quality care at the level of beginning nurse generalist.
4. Uses knowledge of common, well-defined health needs with predictable outcomes while prioritizing, implementing, and revising therapeutic interventions using current best practices and professional standards.
5. Practices nursing in a manner that reflects personal responsibility and accountability, patient advocacy, civility, and prevailing ethical, legal, and regulatory standards.
6. Participates in activities related to quality improvement, safe delivery of care, and integration of technology into health care.

Brief Assessment of Previous Program Review

Outcome of previous program review (brief narrative statement).

N/A: This is the program's first comprehensive program review.

What improvements have occurred since the last program review or assessment?

During this timeframe, one of the improvements in Fall 2015 was the renovation to Dalton State's former Technical Building. The renovated building became the Health Professions Building and allowed nursing and other health career programs to be together in the same facility.

In 2017, renovations for the new Simulation Center were completed. The new Simulation Center allowed utilization of high-fidelity simulators into our curriculum's teaching, learning, and evaluative processes and improved critical thinking and the assimilation of nursing concepts. The nursing program increased the number of simulations for nursing students and incorporated members of multiple disciplines for interprofessional education within the School of Health Professions.

Since 2017 and 2018, the annual pass rate of first-time writers of the NCLEX-RN® has been 91% or greater and exceeded national averages which was 86% and 87% respectively.

What changes or revisions have been made to the program, its curriculum, or its program/student learning outcomes since the last program review? Please include a follow-up discussion of the previous review's action plan?

In July 2014, the Dean of the School of Health Professions and the nursing program hired a new department chair for the Department of Nursing. In Fall 2014, the program employed a tenure-track ten-month master's-level assistant professor to fill a vacated position. She was presently working on her Doctor of Education and began instructing with the freshman teaching team. A part-time (19 hours) master's-level simulation instructor was also employed fall semester 2014 to work with the lab technician. This position became a full-time simulation/lab faculty position in Spring 2015.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

taught and submitted it to the committee. The committee reviewed exams for each ASN course. The validity of questions was determined, and questions were either kept, changed, or discarded in establishing an ASN test bank. In the following years, it was determined that nursing could not purchase a test bank program. Therefore, the faculty analyzed their test using the DSC educational platform D2L and uploaded valid test/questions to the Nursing Department Test bank located in GAVIEW. The Exam Committee monitors the test bank.

- c. Grievance Committee – developed the forms and process to handle any ASN grievance. Guidelines are explained to the first-year new cohort at orientation and are in the student handbook.
- d. Faculty Bylaws and Diversity Committee – developed the nursing faculty bylaws handbook with guidelines for full and part-time faculties. The diversity guidelines were dedicated to creating a more inclusive community grounded in respect and appreciation for individual differences. In the following years, the committee has continued developing and editing the bylaws and guidelines as needed.

In 2017, the nursing department began accepting four math options for our ASN and RN-BSN programs instead of only MATH 1111 (College Algebra). After receiving DSC's Academic Program Committee approval, the program now accepts MATH 1001 (Quantitative Skills/Reasoning), MATH 1101 (Intro to Mathematical Modeling), MATH 1111 (College Algebra), or MATH 1113 (Precalculus Mathematics) for the Area A Quantitative Skills requirement. The primary reason for the change is to allow for more opportunities for LPNs who had MATH 1101 to apply to our ASN program. In addition, these are all acceptable pre-requisites for Elementary Statistics (MATH 1401), which is part of the RN-BSN curriculum.

In April 2017, Sylvia N. Driver completed her Doctor of Nursing Practice (DNP) degree.

The program changed the grading methodology with the Assessment Technologies Institute (ATI) resources used in each course. The ATI course exams remained 10% of the total test points; however, students must achieve 100% on both practice exams to take the course ATI exam. Practice exams can be taken as often as desired every 24 hours. The format of the focused review that is part of the ATI exams changed as well. When the student completes the proctored test, instead of having a length of time as the requirement for the focused review, students must complete templates associated with their lowest or weakest areas revealed by the proctored test. Thus, the lower the proficiency level, the more students must remediate.

The newly renovated School of Health Professions (SHP) Simulation Center opened in Fall 2017. In addition, the School of Health Professions hired a full-time Simulation Coordinator. This coordinator will work with each department, training the faculty on facilitating the simulation events. Nursing simulation continued as it had been developed, but the SHP will be incorporating more remediation the students must complete.

The skills/simulation nursing faculty will be dedicated to the nursing skills lab, with the title changing to Skills Lab Coordinator. In addition, the nursing program increased skills practice on Tuesdays and Wednesdays by having open skills stations. The nursing program will also be going to two new facilities for precepting second-year students in their last semester of the program.

In Spring 2017, a change was made in a course offered to the first year, second semester students called Nursing Across the Lifespan I (NURS 1114). The original course was a combined course incorporating three five-week components of Mental Health, Mother/Baby, and Medical-Surgical. Based on past Comprehensive



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Additional changes incorporated into the nursing program included utilizing the flipped classroom approach, which allowed for focusing class time on critical thinking case studies and interactive teaching. After careful consideration, the faculty voted to discontinue the National League of Nursing (NLN) testing service and change to Assessment Technologies Institute (ATI). The program began using ATI in Fall 2014. In Spring 2015, the nursing program incorporated the ATI entrance exam Test of Essential Academic Skills (TEAS).

The nursing program also decreased the number of students accepted into the freshman cohort. In Fall 2014, the ASN Program admitted 63 students instead of 80 as in the previous two years. The decrease in the freshman class was part of the plan to help increase National Council Licensure Examination (NCLEX) pass rates. In the following years, the program continued to accept no more than 70 students per cohort. The clinical groups remained at six to eight students per clinical instructor.

In 2015 one of the faculty members, Cheryl Owens, received her Doctor of Nursing Practice.

In Fall 2016, the program changed the Hybrid Pharmacology (NURS 1112) course from a drug calculation course to a drug calculation and pharmacology course. The pharmacology component of the course is taught online utilizing ATI's *Pharmacology Made Easy* component, and the drug calculations are taught in the classroom every other week. The program continued with the requirement that students must achieve 100% on the final drug calculations test to pass this course. Students have three chances to earn 100% for the exam. After the first and second unsuccessful attempts on the NURS 1112 Final Exam, students can set up appointments with one of the instructors of this course for one on one tutoring. If students are not successful on the third attempt, they fail the course.

ATI faculty workshops were facilitated to enhance the faculty's knowledge of ATI products for curriculum alignment, reporting, and remediation. The grading weight of the ATI exams remained 10% of the total test points; however, students must achieve above 75% on both practice exams to be able to take the course ATI proctored exam. Practice exams may be taken as often as desired every 24 hours. The program will continue to conduct post-test interviews for students who make less than 75% on a unit exam or ATI test. However, now students will submit a *Nursing Post-test Reflection* form at the appointment to be signed by the student and course coordinator or team-teaching member.

The Electronic Health Records (EHR) was incorporated into the clinical and simulation components of the course. The program employed a full-time simulation faculty as well as maintaining a part-time simulation faculty. The simulation faculty also worked with the students in the skills lab. The skills lab curriculum for the second year ASN students changed to the first semester, where they learned new skills and have an open lab with additional skills checkoffs in the last semester.

The nursing faculty developed four new nursing committees:

- a. Curriculum Committee – develops and updates current curriculum to reflect changes mentioned above and to follow and demonstrate where DSC core values, Quality and Safety Education for Nursing (QSEN), National League for Nursing (NLN), and Institute of Medicine (IOM) competencies are reflected. In addition, a new curriculum organizational grid was developed based on these standards.
- b. Exam/Test Writing Committee – developed DSC ASN test bank. All faculty were provided with a copy of the National Council of State Boards of Nursing (NCSBN) new (2016) NCLEX-RN examination test plan. The faculty wrote a minimum of ten test questions for each topic



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Predictor tests, students notoriously were weak in mental health and mother/baby areas. From this information and based on student evaluations, the program elected to drop the Medical-Surgical portion of this class and create stand-alone courses of Maternal Newborn (NURS 1115) and Mental Health Nursing (NURS 1116), each 7.5-weeks long.

In 2018, one of the faculty, Lee Ann Williams, received her Doctor of Education.

The present skills lab faculty accepted the School of Health Professions Simulation faculty position beginning August 1, 2018. One of the full-time ASN faculty was moved into the skills lab faculty position. The skills lab position changed to "Skills Lab and Clinical Coordinator" for the nursing department (LPN and ASN programs). This change will leave the nursing program with an open full-time nursing faculty position.

Another curricular change is aligning the Dosage Calculation class taught in both the LPN and ASN programs into one course that satisfies both program requirements.

There was not a previous review's action plan. Therefore, the follow-up discussion component of this section is not available.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Student Demographics

Enrollment	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Headcount	42	92	107	596	554	1219%
FTE	21.5	57.1	79.25	509.58	463.41	2055.4%
Enrolled Full-time	12	13	9	355	302	2416.6%
Enrolled Part-time	30	79	98	241	252	740%
Female	33	72	80	484	464	1306.1%
Male	9	20	27	112	90	900%
Alaskan Native/Native American/American Indian		1	1	2	4	300%
Asian, Hawaiian, Other Pacific Islander		1	2	9	10	900%
Black/African-American			1	12	21	2000%
Hispanic	2	12	14	178	170	8400%
Multi-racial		1	1	10	7	600%
Undeclared	3	4	3	11	14	366.7%
White	37	73	85	372	327	783.8%

Analysis and comments on student demographics.

The presenting student demographics for fall 2017 and fall 2018 are campus-wide and reflect all students who may have selected nursing or the nursing pathway as their major. Beginning 2015, students could choose from the AS in general studies and the BS in Health and Wellness with nursing as a pathway. Fall 2014 to Fall 2018 indicates a 1219% increase with a 2055.4% in the FTE.

The growth may be attributed to the multiple nursing programs available in the Department of Nursing, but it is more likely due to how the students can select their major. However, not all students who chose a nursing pathway as their major were accepted into the ASN program. The increase in enrollment may also be attributed to how the students are classified.

The Department of Nursing at DSC encourages diversity among our students. However, according to Minority Nurse (<https://minoritynurse.com/nursing-statistics/>), 90.9% of registered nurses (RNs) are female, and 9.1% are male. For 2018, 16.2% of declared majors were male, which is greater than the statistics reported by the Minority Nurse.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Faculty Indicators of Program Quality	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
School (not Department) faculty teaching in program (excluding Areas A through E)						
Full-time program faculty	9	11	11	13	17	88.9%
Part-time program faculty	10	10	11	9	7	-30%
Total program faculty	19	21	22	22	24	26.3%
Percent of program classes taught by full-time program faculty	100%	100%	100%	100%	100%	0%
Gender (full-time and part-time faculty)	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Male	0	1	0	0	0	-100%
Female	19	20	22	22	24	26.3%
Race/Ethnicity (full-time and part-time faculty)	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Alaskan Native/Native American/American Indian	0	0	0	0	0	0%
Asian, Hawaiian, Other Pacific Islander	0	0	0	0	0	0%
Black/African-American	1	1	1	2	2	50%
Hispanic	1	2	0	0	0	-100%
Multi-racial	0	0	0	0	0	0%
Undeclared	0	0	0	0	0	0%
White	17	18	21	20	24	41.2%
Tenure Status (full-time faculty)	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Tenured	5	5	6	7	6	20%
On-tenure track	4	6	5	6	8	100%
Non-tenure track	0	0	0	0	3	100%
Rank (full-time faculty)	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Professor	0	0	0	0	0	0%
Associate Professor	4	4	5	6	7	75%
Assistant Professor	5	7	6	7	7	40%
Instructor/Senior Lecturer/Lecturer	0	0	0	0	3	100%



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Faculty Indicators of Program Quality

Highest degree (full-time faculty)	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Doctorate	1	2	2	4	3	200%
Specialist	0	0	0	0	0	0%
Master's	8	9	9	9	11	37.5%
Bachelor's	0	0	0	0	3	100%
Associate's/Other	0	0	0	0	0	0%

Provide additional details, analysis, and comments regarding faculty indicators of program quality.

The 88.8% increase in full-time faculty reflects vacant positions and new positions that have been filled. The 33% decrease in part-time faculty reflects hiring full-time faculty and change in faculty positions. Additionally, in 2108, the LPN program was reassigned from the Department of Allied Health to the Department of Nursing. The combined faculty are eligible and teach across all courses of the Department of Nursing.

The 26.2% increase in female faculty reflects an increase in the total number of faculty. For race/ethnicity, the program had a 50% increase in African Americans, an 41.2% increase in whites, and a 100% decrease in Hispanics. As presented in the student demographics, there is a lack of diversity in nursing and, therefore, a lack of diversity in available nursing instructors.

There was a 20% increase in tenured faculty and a 100% increase for faculty on track for tenure. The only time the program had faculty on the non-tenured track was the last period of 2018, and that number was three. The changes align with the increase of new faculty, faculty positions, and number of faculty who were eligible to be awarded tenure.

There was a 75% increase in the rank of associate professor and 40% increase in the rank of assistant professor. The only time the program had faculty as an instructor/senior or lecturer was the last period of 2018, and that number was three. The changes align with the increase of new faculty, faculty positions, and number of faculty were eligible for the promotion.

The program had a 200% increase in doctorate-prepared faculty and a 37.5% increase in master's-prepared faculty. The changes align with the increase of new faculty, faculty positions, and faculty completing an advanced degree. In 2017-2018, one of the doctoral faculty left the Nursing Department to help open the DSC Health Clinic.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Indicators of Measures of Quality

Student Input	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Mean ACT score	23	24	24	20	20	-13.4%
Mean SAT score	549	439	534	460	466	-15.1%

If applicable to your degree program, provide any additional external quality assurance data/information or results (e.g., professional accreditation results, National Survey of Student Engagement [NSSE], market rankings, etc.).

For Fall 2017 and Fall 2018, the presenting Indicators of Measures of Quality are campus-wide and reflect all students who may have selected nursing or the nursing pathway as their major. For example, students could choose from the AS in general studies or the BS in Health and Wellness with nursing as a pathway. However, not all students who select a nursing pathway as their major are accepted into the ASN program. The data indicated a -13.4% decrease in the mean ACT score and a -15.1% decrease in the mean SAT score.

The following is additional information that indicates measures of quality.

The ASN program has maintained continued national accreditation since 1970. Since 2017 and 2018, the annual pass rate of first-time writers of the NCLEX-RN® has been 91% or greater and exceeded state and national averages.

Year	Licensure Examination DSC's ASN Pass Rate	National Pass Rate Mean
2018 Spring Graduates	91%	86.73%
2017 Spring Graduates	93%	87.11%

Indicators of Measures of Quality

Student Output	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Exit scores on national/state licensure (if applicable) (NCLEX)	70%	75%	79%	93%	91%	30%
Graduating majors' mean GPA	3.29	3.32	3.44	2.39	3.41	3.6%
Employment rate of graduates (if available)	100%	100%	100%	100%	100%	0%
Number of students entering graduate/professional programs	n/a	n/a	n/a	n/a	n/a	n/a

Describe the extent to which students have achieved current program outcomes during this program review cycle (most recent year).

The data indicate a 30% increase in the exit scores on the national/state licensure and a 3.6% increase in the graduating majors' mean GPA. This increase indicates the changes made, such as accepting fewer students into the program and the curriculum changes, have had a positive impact. Thus, the ASN program is graduating stronger students.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

The ASN degree does not allow students to enter a graduate/professional program. However, we do encourage students to progress to the next level of education, which is the RN-BSN.

The following are examples of which students have achieved current program outcomes.

Program Learning Outcomes

1. Synthesize knowledge from nursing and related disciplines in the provision of care to clients within the health-illness continuum throughout the life span.

90% of students will score 85% or greater on the EHR clinical assignment. The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 90%. ALA met; no action taken at this time; maintain current evaluation methods.

90% of students will score at least 85% on their last simulation rotation (NURS 2012), indicating they have demonstrated the ability to design, implement, and safely provide priority base care. Students will demonstrate leadership skills and professionalism when working with an interdisciplinary team. The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 90%. ALA met; no action taken at this time; maintain current evaluation methods.

90% of the students will achieve a 75% test/exam average. The Actual Level of Achievement for years 2016 to 2018, 90-100% of students achieved 75% test/exam average. ALA met, no action was taken at this time.

2. Utilize creative leadership to promote quality health care and patient safety in a rapidly changing multicultural, multiethnic, global environment.

90% of students will meet satisfactory on the clinical evaluation tool. The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 100%. ALA met; no action taken at this time; maintain current evaluation methods.

90% of students will score at least 85% on their last simulation rotation (NURS 2012), indicating they have demonstrated the ability to design, implement, and safely provide priority base care. Students will demonstrate leadership skills and professionalism when working with an interdisciplinary team. The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 100%. ALA met; no action taken at this time; maintain current evaluation methods.

3. Synthesize and apply evidence and research findings from nursing and other disciplines to improve or change nursing practice.

Students will provide a presentation on the scholarly academic APA assignment in the last course (NURS 2012) of the program. Ninety percent of the students will achieve satisfactory oral presentations in the last course (NURS 2012). The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 100%. ALA met; no action taken at this time; maintain current evaluation methods.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

4. Use appropriate and current technology and skills in the delivery of safe and effective patient care.

90% of students will score 85% or greater on the EHR clinical assignment. The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 90%. ALA met; no action taken at this time; maintain current evaluation methods.

90% of students will score at least 85% on their last simulation rotation (NURS 2012), indicating they have demonstrated the ability to design, implement, and safely provide priority base care. Students will demonstrate leadership skills and professionalism when working with an interdisciplinary team. The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 100%. ALA met; no action taken at this time; maintain current evaluation methods.

90% of the students will achieve a 75% test/exam average. The Actual Level of Achievement for years 2016 to 2018, 90-100% of students achieved 75% test/exam average. ALA met; no action was taken at this time.

5. Function as an advocate and change agent in influencing healthcare policies, delivery, economics, and health disparities to improve the quality of health for diverse populations.

In the last course (NURS 2012) of the program, students will provide a presentation on the scholarly APA assignment. Ninety percent of the students will achieve satisfactory oral presentations in the last course (NURS 2012). The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 100%. ALA met; no action taken at this time; maintain current evaluation methods.

6. Collaborate and communicate with the health care team members to deliver individualized, cost-effective, and ethical healthcare services.

90% of students will receive satisfactory performance on the clinical evaluation tool. The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 100%. ALA met; no action taken at this time; maintain current evaluation methods.

7. Demonstrate an understanding of accountability, responsibility, values, and standards of moral, ethical, and legal conduct that impact the role and practice of the professional nurse.

90% of students will score at least 85% on their last simulation rotation (NURS 2012), indicating they have demonstrated the ability to design, implement, and safely provide priority base care. In addition, students will demonstrate leadership skills and professionalism when working with an interdisciplinary team. The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 100%. ALA met; no action taken at this time; maintain current evaluation methods.

8. Utilize theoretical knowledge and clinical competencies in caring for culturally diverse populations in a variety of clinical settings.

90% of students will meet satisfactory on the clinical evaluation tool. The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 100%. ALA met; no action taken at this time; maintain current evaluation methods.

90% of students will score at least 85% on their last simulation rotation (NURS 2012), indicating they have demonstrated the ability to design, implement, and safely provide priority base care. In addition,



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

students will demonstrate leadership skills and professionalism when working with an interdisciplinary team. The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 100%. ALA met; no action taken at this time; maintain current evaluation methods.

90% of students will score 85% or greater on the EHR clinical assignment. The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 90%. ALA met; no action taken at this time; maintain current evaluation methods.

90% of the students will achieve a 75% test/exam average. The Actual Level of Achievement for years 2016 to 2018, 90-100% of students achieved 75% test/exam average. ALA met; no action was taken at this time.

9. Pursue higher degrees in nursing.

20% of the students will declare their major as RN-BSN. The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 40%. ALA met; no action was taken at this time.

20% of graduating ASN students will be accepted into the RN-BSN program within one year. The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 29%. ALA met; no action was taken at this time.

Describe the extent to which students have achieved current student learning outcomes during this program review cycle (most recent year).

The following are examples of which students have achieved current student learning outcomes.

Student Learning Outcomes

1. Provides competent, high-quality, patient-centered nursing care to individuals and their families in a variety of settings.

95% of students will receive a satisfactory on the criterion of the clinical evaluation on each evaluation period. The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 100% in all applicable courses (NURS 1111, NURS 1115, NURS 1116, NURS 2011, & NURS 2012). ALA met; no action taken at this time; maintain current evaluation methods.

95% of students will receive a satisfactory grade in simulation. The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 100% in all applicable courses (NURS 1111, NURS 1115, NURS 1116, NURS 2011, & NURS 2012). ALA met; no action taken at this time; maintain current evaluation methods.

2. Effectively communicates/collaborates with patient, family, and other health care workers in devising a plan of care to meet mutually identified patient needs

90% of students will achieve two out of three points on the care plan or four out of five points on EHR care plans. The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 97-100% in all applicable courses (NURS 1111, NURS 2011, & NURS 2012). ALA met; no action taken at this time; maintain current evaluation methods.

90% of students will achieve a satisfactory "S" grade on workbook/worksheets in (NURS 1112) Dosage Calculation Pharmacology. The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 100% in the applicable course NURS 1112. ALA met; no action taken at this time; maintain current evaluation methods.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

90% of students will achieve a satisfactory "S" grade on Discussion Posts in (NURS 1112) Dosage Calculations/ Pharmacology. The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 100% in the applicable course NURS 1112. ALA met; no action taken at this time; maintain current evaluation methods.

90% of students will receive a minimum of 23 points for oral presentations in the (NURS 1115) Maternal Newborn Nursing course. The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 96% in the applicable course (NURS 1115). ALA met; no action taken at this time; maintain current evaluation methods.

3. Utilizes critical thinking/nursing process/clinical judgment and best practices to provide overlying safe, cost-effective, quality care at the level of beginning nurse generalist.

90% of students will score 80% on Chapter Quizzes in the online (NURS 1113) Nutrition course. The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 94% in the applicable course (NURS 1113). ALA met; no action taken at this time; maintain current evaluation methods.

90% of students will achieve nine out of 12 points on their Post-Clinical Reflection journals in (NURS 1116) Mental Health Nursing. The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 100% in the applicable course (NURS 1116). ALA met; no action taken at this time; maintain current evaluation methods.

4. Uses knowledge of common, well-defined health needs with predictable outcomes while prioritizing, implementing, and revising therapeutic interventions using current best practices and professional standards.

90% of students will achieve a 75% test/exam average in all nursing courses with this ELA curriculum. The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 92-100% in all applicable courses. ALA met; no action taken at this time; maintain current evaluation methods.

90% of students will achieve 2 out of 3 points on the care plan or 4 out of 5 points on EHR care plans. The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 97-100% in all applicable courses (NURS 1111, NURS 2011, & NURS 2012). ALA met; no action taken at this time; maintain current evaluation methods.

Students will complete eleven (11) ATI practice exams on pharmacological and targeted Med-Surgical topics in NURS 2013 Nursing Issues. The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 98% in the applicable course NURS 2013. ALA met; no action taken at this time; maintain current evaluation methods.

5. Practices nursing in a manner that reflects personal responsibility and accountability, patient advocacy, civility, and prevailing ethical, legal, and regulatory standards.

95% of students will review PowerPoints and readings on Nursing Informatics, use of social media, and trends in the future of nursing to participate in discussion posts in (NURS 2013) Nursing Issues. The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 98% in the applicable course NURS 2013. ALA met; no action taken at this time; maintain current evaluation methods.

100% of students will prepare a resume before completing the (NURS 2013) Nursing Issues course. The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 100% in the



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

applicable course NURS 2013. ALA met; no action taken at this time; maintain current evaluation methods.

6. Participates in activities related to quality improvement, safe delivery of care, and integration of technology into health care.

95% of students will receive a satisfactory on the criterion of the clinical evaluation on each evaluation period. The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 100% in all applicable courses (NURS 1111, NURS 1115, NURS 1116, NURS 2011, & NURS 2012). ALA met; no action taken at this time; maintain current evaluation methods.

95% of students will receive a satisfactory grade in simulation. The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 100% in all applicable courses (NURS 1111, NURS 1115, NURS 1116, NURS 2011, & N2012). ALA met; no action taken at this time; maintain current evaluation methods.

90% of students will achieve two out of three points on the care plan or four out of five points on EHR care plans. The Actual Level of Achievement (ALA) for years 2018/2019 completion range was 97-100% in all applicable courses (NURS 1111, NURS 2011, & NURS 2012). ALA met; no action taken at this time; maintain current evaluation methods.

Indicators of Measures of Quality

If available, provide additional information and/or results of other indicators of quality related to student output such as completer satisfaction surveys, employer satisfaction surveys, stakeholder satisfaction surveys, completion and continuation rates, attrition rates, starting salaries of graduates, etc.

The following table demonstrates a three-year trend of the completion rate for the ASN Program.

ASN Program Completion Three-Year Trended

Semester and Year of Admission	Original Enrollment	Graduated in 6 Semesters or Less	Percentage of Program Completion
Spring 2018	65	52	81%
Spring 2017	66	61	92%
Spring 2016	60	56	93%



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

The following tables include the results from the 2017 employer satisfaction survey.

Dalton State College Nursing Department's Employer Satisfaction Survey results for 2017.

Graduate Year: 2017 (16 Responses)

Question	Yes	No	N/A
1) Do you have Dalton State LPN, RN, or RN-BSN graduates on your nursing unit? (Please circle the type of graduates.)	16 100%	0	0
2) Would you rate the new nurse as having the knowledge, critical thinking abilities, and skills as appropriate for a new graduate?	15 93.7%	1 6.3%	0
3) Overall, are you satisfied with DSC nursing graduates?	16 100%	0	0
4) How likely are you to recommend DSC's nursing programs for nurses in your organization?	15 93.7%	1 6.3%	0
5) Does your organization promote professional development?	16 100%	0	0
6) Do you offer incentives for higher education for nursing staff?	16 100%	0	0

Investigative Question: Do you prefer to hire LPN, RN, or BSN-prepared nurses? (Please circle the appropriate type(s)).

- 3 (18.8%) prefer to hire RN-prepared nurses.
- 2 (12.5%) prefer to hire BSN prepared nurses
- 8 (50.0%) prefer to hire RN or BSN-prepared nurses.
- 1 (6.3%) prefer to hire LPN or RN-prepared nurses.
- 2 (12.5%) no response.

Total 16 (100%)



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Describe efforts undertaken to achieve and maintain curricular alignment within the program and currency to the discipline.

To assist in achieving and maintaining curricular alignment within the program and currency to the discipline, the Department of Nursing developed a nursing department committee structure that includes a curriculum committee. Each semester the ASN team will review curriculum alignment to meet the standards of the Nursing Department, Georgia Board of Nursing, and our national accrediting body, the Accreditation Commission for Education in Nursing (ACEN). This assessment is reported to our curriculum committee for review and evaluation.

Any structural or curriculum changes determined to be needed by the course faculty or teaching team will be sent to the Curriculum Committee. If approved by the Curriculum Committee, the changes will go before the whole Nursing faculty for a vote, and then the proposed changes will be sent to the chair of the Department of Nursing.

Further information can be reviewed in the Curriculum Committee bylaws:

CURRICULUM COMMITTEE BYLAWS

Name: Curriculum Committee

Curriculum development in nursing education is a scholarly and creative process intended to produce an evidence-informed, context-relevant, unified curriculum. Curriculum development is an ongoing activity in nursing education, based on empirical evidence and educational theory. These bylaws guide the curriculum committee to assure articulation of student learning and program outcomes and support nurse educators in knowing how to achieve these goals.

These are the four main approaches involved in the change of curriculum.

Addition: - New elements are added to the existing curriculum.

Deletion: - Some elements are deleted to modify the curriculum.

Re-organization: - Nothing is added or deleted, but the only reconstruction of the existing curriculum is done.

Curriculum revision: - making modifications and changes in the current curriculum to give new direction.

Revision involves making changes in the existing curriculum in its aims, objectives, course contents, learning outcomes, and assessment strategies.

Objective:

The purpose of the curriculum committee is to ensure that each course of study in the nursing department reflects the knowledge and skills identified as necessary for the competent progression of student learning outcomes.

The objective of the committee is to:

1. Annually evaluate the mission, philosophy, purpose objectives, curriculum, and courses for the ASN, BSN, and LPN nursing programs.
2. Evaluate the curriculum in an ongoing manner.
3. Recommend curricular changes to the School of Nursing faculty for a vote.
4. Forward proposed curricular changes to the Chair of the Nursing Program



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

5. Write designated section(s) of Self-Study Reports for accreditation.

6. Review and recommend revisions of these bylaws.

Membership:

Membership reflects selected members of all nursing faculty (LPN, ASN, BSN), with each member having one voting right. The term of membership shall be two years, with members rotating off after serving two years. The Chair of the Nursing Department will determine new faculty members after a vacancy occurs. Committee assignments are based on faculty responsibilities and required faculty participation in departmental governance.

Officers:

The Curriculum Committee Chair, a returning member, is appointed by the Nursing Department Chair to ensure experience with committee responsibilities. The Curriculum Committee Chair will abide by Robert's Rule of Order, schedule the meetings, and take minutes using the meeting template.

Meetings:

Meetings will be held at least twice a semester. Authority for special sessions will be the decision of the Chair of the committee based on need. A quorum for meetings shall be 75% of appointed members if a vote is required.

Responsibilities of Committee Members and Faculty:

Curriculum Committee Responsibilities:

It is the responsibility of the Curriculum Committee members to ensure that proper steps are taken when the curriculum is added, modified, or eliminated and that such changes are communicated at the full faculty meeting to all faculty and programs.

Individual voting members of the Curriculum Committee are thereby expected to fulfill the following duties:

1. Attend all Curriculum Committee meetings.
2. Serve as a resource to assist faculty in the development of curriculum proposals.
3. Compile course evaluations as submitted by the faculty at the close of each semester.

It is the responsibility of the Nursing Faculty to submit curriculum additions, modifications, or eliminations to the Curriculum Committee for approval:

4. Evaluate courses based on Student and Program Learning Outcomes
5. Modification of an Existing Course
6. Creation of a New Course
7. Modification of an Existing Program
8. Creation of a New Program



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Indicators of Measures of Viability

Internal Demand for the Program	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Number of students enrolled in the degree program	55	68	64	65	65	18.2%
Number of students who applied to the program (if applicable)	148	185	161	172	168	13.5%
Number of students admitted to the program (if applicable)	55	68	64	65	65	18%
Percent of classes taught by full-time faculty	100%	100%	100%	100%	100%	0%

Describe additional details as deemed appropriate.

The data indicate an 18% increase in students enrolled in the degree program and the number of students admitted to the program. One of the nursing program interventions to increase the NCLEX pass rate for the ASN students was to decrease the number of student accepted into a cohort. The program accepted students in addition to letting students reenter the program if needed. The data reflect a gradual increase in the number of students in the following years, but the program remained less than 70 students per cohort.

The ASN program continues to be in demand, as evidenced by the increase in students who apply to the program.

Indicators of Measures of Productivity

Graduation	2014	2015	2016	2017	2018	% Change
Number of degrees conferred	71	74	56	61	52	-26.8%
Total student credit hours earned	101.6	105.9	99.78	95.63	101.41	-0.2%

Describe any Institutional-specific factors impacting time to degree.

The data indicate a -26.08% decrease in the number of degrees conferred and a -0.2% decrease in the total student credit hours earned. The changes may be attributed to the decrease in the number of students accepted into the cohort.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Evidence of Program Viability

Based on evidence from ALL of the above information, data, and analysis, discuss whether continued resources should be devoted to this program. This discussion must be evidence-based. Your comments should consider external factors and address questions such as the following: Are your students getting jobs? What is the job outlook for graduates? Are students prepared for the jobs they get? How is the field changing? Are program faculty members in contact with employers and getting back feedback on graduates' job performance? Do employers state or suggest a need for changes in the program?

Resources should continue to be devoted to the ASN program as evidenced by the increase in the number of students applying to the program, the retention/graduation rates, the increased NCLEX passage rate, the numbers of students successfully obtaining jobs in nursing, and the positive feedback from employers. The employment rate and employer satisfaction results were presented in the section titled Indicators of Measures of Quality.

In addition, the literature indicates that the shortage of registered nurses will continue to intensify, and nursing schools will struggle to meet the demands of care (ANA, 2017).

In 2017, Arli et al. stated that nurses needed to improve critical thinking skills and positive aspects of caring. Optimal clinical practice can positively affect critical thinking and enhance that component of the caring nurse. Clinical judgment is perceptive understanding based on knowledge, empirical data, theory, and scientific inquiry (Claywell, 2018).

The changes in health care, such as the variability, rising cost, economics, quality of care, accountability for effectiveness, and efficiency in health care, are the forces that call for evidence-based practice (EBP) (Claywell, 2018). The evidence-based practice integrates the best available evidence, combines clinical expertise, and enables health practitioners of all varieties to address health care questions with an evaluative and qualitative approach (Claywell, 2018). Healthcare facilities strive to demonstrate EBP and expect their novice nurses to understand and incorporate EBP into their care.

One of the ASN program's student learning outcomes is to utilize critical thinking/nursing process/clinical judgment and best practices to provide safe, cost-effective, quality care at the level of beginning nurse generalist. The ASN program will need continued resources to assist the ASN student in achieving this outcome and be prepared for the expected role of nursing.

References

American Nurses Association (ANA). (2017). Nursing shortage fact sheet. Retrieved from <http://www.aacnnursing.org/News-Information/Fact-Sheets/Mirson-Shortage>

Akli, S. K., Bakan, A. B., Oatur, S., Erisik, E., & Yildiri, A. (2017). Critical thinking and caring in nursing students. *International Journal of Caring Science*, 10(1), 471-478.

Claywell, L. (2018). *LPN to RN transitions*. Elsevier.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Program Strengths and Weaknesses

Based upon this review, what are the strengths and weaknesses of the program?

Strengths:

1. The ASN program has maintained continued national accreditation since 1970.
2. The annual pass rate of first-time writers of the NCLEX-RN® has exceeded state and national averages for 2017 and 2018 and has not averaged below 91%.
3. There is a strong commitment and support from the governing organization to facilitate the purpose and goals of the nursing department.
4. The program has an experienced and dedicated faculty body.
5. The utilization of high-fidelity simulators into our curriculum's teaching/learning/evaluative processes improves critical thinking and the assimilation of nursing concepts.
6. By being in the SHP and utilizing simulation, we can perform interprofessional education (IPE) events involving many different SHP departments.
7. Employers consistently recruit and employ our graduates and indicate they are pleased with their educational preparation.

Weaknesses and concerns:

The program needs to:

1. Work on developing a new-graduate end-of-program evaluation tool to capture a better response rate.
2. Continue the end-of-semester evaluations of the SLOs and PLOs.
3. Continue NCLEX-RN® pass rates above the national average.
4. Continue to seek qualified faculty members to maintain the level of quality and effectiveness of our program.
5. Continue to seek and employ evidenced-based and active teaching-learning strategies in the classroom and in clinical settings to foster critical thinking within the curriculum.
6. Continue to integrate the utilization of high-fidelity simulators into the teaching/learning/evaluative processes of our curriculum to improve critical thinking and the assimilation of nursing concepts.
7. Continue to advocate for increased funding for faculty and staff salaries and the departmental budget.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Recommendations for Follow-Up and/or Action Plans (if needed)

Issue/Concern: The nursing department underwent administration changes at the end of Spring 2019. The Department of Nursing had one chair who was also the director of each program: ASN, LPN, and RN-BSN. Per the suggestion from a member of accrediting body, creating a director position for the ASN and LPN programs may be beneficial for the Department of Nursing.

Specific action(s): Beginning August 1, 2019, the Department of Nursing created two new director positions for the ASN and LPN programs. The department chair continued to be over the Department of Nursing and the RN-BSN program director.

Expected outcomes: The ASN, LPN, and RN-BSN programs would become more consistent, organized, and efficient than previously noted in the past years.

Time frame for achievement: Beginning August 1, 2019

Person(s) responsible: Dr. Gina Kertulis-Tartar, Dean, School of Health Professions

Resources needed: Funding will be needed to pay for part-time clinical instructors to cover the clinical release time for the program directors.

Prepared by:

Signature

Selena Williams

Date:

9/16/2021

Dean's Approval:

Signature:

Gina M. Kertulis-Tartar

Date:

09/16/2021

Approval of the Chair of the DSC Comprehensive Program Review Committee:

Signature:

Margaret Williams

Date:

9/22/2021



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Vice President of Academic Affairs (VPAA) Categorical Summation:

Check any of the following to categorically describe action(s) the institution will take concerning this program.

- Program **MEETS** Institution's Criteria
 - Program is critical to the institutional mission and will be retained.
 - Program is critical to the institutional mission and is growing, or a high demand field, and thus will be enhanced.

- Program **DOES NOT MEET** Institution's Criteria for continuation.
 - Program will be placed on monitoring status.
 - Program will undergo substantive curricular revisions.
 - Program will be deactivated.
 - Program will be voluntarily terminated.
 - Other (Please elaborate):

VPAA Signature: _____

Date: _____

9/29/21

Bruno Hicks, Ed.D.

Vice President of Academic Affairs

Dalton State College