



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: Licensed Practical Nursing

Degree: Certificate

Program CIP Code: 51390101

School and Department: Health Professions/Allied Health

Time frame for this review: Fall 2012 - Fall 2016

Date of last internal review: 1/9/2012

Current date program reviewed for this report: Spring 2016

Program Goal Statement and Student Learning Outcomes

Program goal statement:

1. The graduates of the Practical Nursing program who take the NCLEX-PN examination within one year of graduation will pass on the first try at a pass rate at or above the national average.
2. Within three months of passing the NCLEX-PN, 75% of Dalton State College graduates will be employed as staff nurses in hospitals and similar agencies.
3. In any given semester, the attrition rate of students failing to progress in the program due to academic failure in nursing will not be greater than 15%.



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Program outcomes:

At the end of the program, the graduate of the Practical Nursing Program at Dalton State College will be able to demonstrate:

1. Caring as a core value of nursing practice.
2. Use of self-directed learning methods for life-long learning.
3. Use of critical thinking skills appropriate to the novice practical nurse.
4. Integration of the components of the nursing process in carrying out the roles of the nurse: provider of care, manager of care, and member of the profession of nursing.
5. Competence in the performance of nursing skills as provider of care, communicator, teacher, researcher, manager of care, and member of the profession appropriate to the level of the novice practical nurse.
6. Collaboration with other health team members.
7. A basic understanding of health care in the context of the community, the nation, and the world.
8. Understanding and respect for the holistic nature of persons with consideration of individual responses to wellness and illness.



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Student learning outcomes

The graduate of the Practical Nursing Program at Dalton State College will demonstrate the ability to:

1. Provide competent, high quality, patient-centered nursing care to individuals and their families in a variety of settings.
2. Effectively communicate/collaborate with patient, family, and other health care workers in devising a plan of care to meet mutually identified patient needs.
3. Utilize critical thinking/nursing process/clinical judgment and best practices to provide overlying safe, cost-effective, quality care at the level of a beginning nurse generalist.
4. Use 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. Practice nursing in a manner that reflects personal responsibility and accountability, patient advocacy, and civility as well as prevailing ethical, legal, and regulatory standards.
6. Participate in activities related to quality improvement, safe delivery of care, and integration of technology into health care.



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Brief Assessment of Previous Program Review

Outcome of previous program review (brief narrative statement).

Issue/concern: Outside clinical rotation facility preceptors are frequently lost to employment changes, causing some clinical sites to be “observation only” for students.

Specific action(s): To open up these observation-only sites for students for practical clinicals, LPN faculty members will visit the sites on a regular basis and increase communication with site staff. This will facilitate a quicker replacement of preceptors lost to employment changes.

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

Adoption of a new line of texts was implemented. This adoption allowed for enhanced student and instructor resources in both print and electronic formats. All of the LPN classes, with the exception of Obstetrics, Pediatrics and Leadership, use the new products. Student feedback has been positive, with most citing consistent use of the online resources that accompany the texts.

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?

Resolution of Issue/Concern: The LPN director and other faculty members made scheduled visits to all clinical sites. The existing preceptor list was updated. New preceptors were identified and added at each site. Sites where preceptors were not available were discontinued. Discontinued sites were replaced with new clinical sites and preceptors in order to reduce or eliminate observation-only clinical sites.



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Student Demographics

Enrollment	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	% Change
Headcount	177	135	103	88	74	-58.2%
FTE	142.4	109.8	79.7	71.6	63.3	-55.6%
Enrolled Full-time	91	59	47	39	38	-58.2%
Enrolled Part-time	86	76	56	49	36	-58.1%
Female	165	123	97	85	69	-58.2%
Male	12	12	6	3	5	-58.3%
Alaskan Native/Native American/American Indian	1	1	1	4	0	-100%
Asian, Hawaiian, Other Pacific Islander	5	1	1	2	2	-80%
Black/African-American	12	10	9	5	6	-50%
Hispanic	40	28	28	33	21	-47.5%
Multi-racial	5	4	4	2	1	-90%
Undeclared	9	4	2	1	2	-77.8%
White	75	87	59	41	42	-44.0%

Analysis and comments on student demographics.

Admission to the licensed practical nursing program is based on equal opportunity. The admission process is strictly objective, based on scores generated from a standardized nursing entrance exam and GPA.

The decrease in headcount and FTE during the review period may be attributed to the closure of two other technical-based health care (medical assisting and certified nursing assistant) programs during this time. It was widely believed in our community that the licensed practical nursing program was also being terminated. This concern was voiced by the LPN program director to administration along with a request for additional marketing of the program in the community and surrounding areas, in an effort to raise awareness of the continuation of the program. This request was not met or addressed.



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Faculty Indicators of Program Quality	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	% Change
School (not Department) faculty teaching in program (excluding Areas A through E)	0	0	0	0	0	0
Full-time program faculty	5	5	5	5	5	0
Part-time program faculty	2	2	2	2	2	0
Total program faculty	7	7	7	7	7	0
Percent of program classes taught by full-time program faculty*	100	100	100	100	100	0
*Part-time faculty do not teach classes in the program.						
Gender (full-time and part-time faculty)	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	% Change
Male	0	0	0	0	0	0
Female	7	7	7	7	7	0
Race/Ethnicity (full-time and part-time faculty)	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	% 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	0	0	0	0	0	0
Hispanic	0	0	0	0	1	0
Multi-racial	0	0	0	0	0	0
Undeclared	0	0	0	0	0	0
White	7	7	7	7	6	-14
Tenure Status (full-time faculty)	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	% Change
Tenured	0	0	0	0	0	0
On-tenure track	3	3	3	3	3	0
Non-tenure track	2	2	2	2	2	0
Rank (full-time faculty)	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	% Change



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Professor	0	0	0	0	0	0
Associate Professor	0	0	1	1	1	0
Assistant Professor	4	3	2	1	1	-75
Instructor/Senior Lecturer/Lecturer	1	2	2	3	3	200

Faculty Indicators of Program Quality

Highest degree (full-time faculty)	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	% Change
Doctorate	0	0	0	0	0	0
Specialist	0	0	0	0	0	0
Master's	1	1	1	1	1	0
Bachelor's	3	3	3	3	4	33.3
Associate's/Other	1	1	1	1	0	0
Average salary for program faculty	48,000	48,000	48,000	48,000	48,000	0

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

SmartEvals is a quantitative tool used for students to evaluate faculty performance. Students evaluate faculty using SmartEvals every semester of the academic year including summers.

The average SmartEvals scores for all LPN faculty members for 2013-2016 was 4.53 with an 83% student response rate.

Scores of 4.6-5.0 represent high standard performance. Scores of 4.0-4.59 represent standard performance. For all years in the review period, standard or high performance was met. For the year 2014, one faculty member had lower scores, which affected the overall departmental score.

See table below.



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Semester	Year	Pts out of 5
Spring	2013	4.7
Summer	2013	4.6
Fall	2013	4.8
Spring	2014	4.2
Summer	2014	4.2
Fall	2014	4.2
Spring	2015	4.9
Summer	2015	4.7
Fall	2015	4.8
Spring	2016	4.2
Summer	2016	4.5

Indicators of Measures of Quality

Student Input	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	% Change
Mean ACT score						
Mean SAT score						
Mean Freshman Index	2242	2261	2320	2378	2462	10%
GPA mean score	2.5	2.8	2.9	2.5	2.8	12%
Average program entry score, if applicable (e.g., nursing, business, education)	n/a	n/a	n/a	n/a	n/a	n

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], employer surveys, market rankings, etc.).

Accreditation:

The LPN program was reviewed and re-accredited by the Georgia Board of Nursing in 2011 and passed with no concerns. The next scheduled review will be in 2018.



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Graduation w/Honors, Employment, Licensure

AY	Grad w/Honors	Employed or Further Ed	NCLEX
2011-12	36%	100%	96%
2012-13	52%	90%	96%
2013-14	36%	92%	95%
2014-15	31%	91%	95%
2015-16	31%	89%	96%

During the review period 2012-2016, the LPN program has demonstrated an average pass rate of 95.6% for NCLEX-PN first-time test takers. This exceeds both the state and national averages.

Indicators of Measures of Quality

Student Output	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	% Change
Exit scores on national/state licensure (if applicable)	96	96	95	95	NA	-1%
Graduating majors' mean GPA	3.4	3.4	3.4	3.5	3.4	0%
Employment rate of graduates (if available)	90%	92%	91%	91%	na	<1%
Number of students entering graduate/professional programs	0	0	0	0	0	0
Number of students accumulating 120 credit hours	0	0	0	0	0	0
Number of students accumulating more than 120 credit hours	0	0	0	0	0	0
Number of students accumulating 128 credit hours (secondary education and early childhood education degrees)	0	0	0	0	0	0
Number of students accumulating more than 128 credit hours (secondary	0	0	0	0	0	0



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education and early childhood education degrees)						
% program on Dean's List	15%	15%	15%	16%	34%	127%

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

1. Caring - Caring concept is discussed in Nursing Fundamentals I (LPNS 1109). The average unit exam average for the last completing class (Fall 2016) was 92.3%.
2. Self-directed learning--This outcome is assessed through Leadership I (LPNS 1151). Individual and group presentations of learning objectives were completed with class averages of 88.9% (individual) and 94.3% (group) in the last completing class (Fall 2016).
3. Critical Thinking--Critical thinking skills are assessed through weekly clinical evaluations, care planning and concept mapping and critical thinking self- assessment modules on ATI (Assessment Technologies Institute). Average concept map grades for the Fall 2016 cohort were 90.1%. Average clinical evaluations for the Fall 2016 cohort were 89.9%.
4. Nursing Process--The nursing process is integrated into each of the LPNS classes. It is best evaluated through the care plan/concept mapping project completed in each clinical course of the program. The last completed first semester student average (LPNS 1109, Fall 2016) was 87.1% and fourth semester (LPNS 1140, Fall 2016) average was 95.4%.
5. Skills performance--This outcome is best assessed in the LPN skills lab and geriatric care clinicals in the first semester of the program. The class average for the course LPNS 1111 was 89.9% for Spring 2016. The average clinical grade for this cohort was 86.9% for Fall 2016.
6. Collaboration--This outcome is best assessed through preceptor evaluations in outside clinical rotations (wound care clinic, physician offices, diabetes treatment center, local health departments, walk-in clinics, industrial health settings, etc.). The class average for outside rotations for the last completing class (LPNS 1130 Fall 2016) was 94.1%.
7. Health care community--All students are exposed to a variety of health care needs and issues locally through participation in health fairs and screenings through the academic year, as well as through participation in several service-related projects, such as Providence Ministries Adult Care Services, supplies for military personnel and their families, and nutrition projects related to under-served nations.
8. Holistic Care--This outcome is evaluated on an ongoing basis through class and clinical assignments. One example is the study of family concepts and cultural competency in nursing in LPNS 1109, Unit 1 of the course. The average unit exam score for this unit for the last group of completers (Fall 2016) was 91.3%.



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

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

Community clinical site rotation (outside of the hospital) student evaluations averaged 4.6/5 for 2015-16. These clinical settings include ambulatory surgery, wound care center, health departments, infusion center, EMS ride along, walk-in clinics, home health care and hospice, industrial healthcare, primary care physician offices, long term care facilities and adult day care center.

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

Grades on holistically based required care plan assignments for Fundamentals Practicum students averaged 85% for the 2015-16 academic year. This is the students' first exposure to planning and implementing care of a patient in a clinical setting.

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

Average grades for first semester students were 92.4%. These students are enrolled in classes with an emphasis on fundamental skills of nursing practice, medication calculation and administration, and beginning leadership theory.

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

Grades on holistically based required care plan assignments for medical surgical students averaged 88% for the 2015-16 academic year.

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

Leadership theory and practicum grade averages were 92.4% for the 2015-16 academic year. Assignments in this class are based on clinical and theory applications that place the student



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in supervisory roles that are attainable to the student upon graduation from an accredited LPN program.

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

Use of online curriculum supplements such as ATI (Assessment Technologies Institute) has rendered comprehensive predictor scores that consistently rank above the national average for LPN students.

Scores for the 2015-16 ATI LPN Comprehensive Predictor Exam were as follows:

National Mean Average Score--69.3%

Dalton State College LPN Program Mean Score--75.3%

National Percentile Rank for DSC LPN students--89%

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.

A program specific Graduate Survey of last semester students is performed with each cohort of students. The Fall 2012 survey yielded an overall program satisfaction result of 93.4% and Spring 2016 satisfaction result of 94.8%.

Graduate employment/further education averaged 92.4% from 2012-16.



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Attrition rates 2012- 2016 See table below. Cohort	Applied	Accepted	Began	Graduated
Fall 2015	26	14	13	11 Fall 16
Spring 2015	21	14	17	14 Spring 16
Fall 2014	36	24	21	17 Fall 15
Spring 2014	30	17	16	8 Spring 15
Fall 2013	45	29	26	15 Fall 14
Spring 2013	35	23	23	12 Spring 14
Fall 2012	32	22	19	12 Fall 13
Spring 2012	22	15	12	9 Spring 13
Fall 2011	44	29	23	17 Fall 12
Spring 2011	47	33	29	21 Spring 12

Nursing as a major has a high attrition rate. Some factors associated with high attrition rates in nursing programs are an increased number of non-traditional students, high demand on personal time and resources, and difficulty of academic and clinical workload. Since 2014, a decrease in



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attrition may be attributed to increased preparedness of students, quality of advising, and implementation of additional study friendly resources (online supplements and reviews).

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

A curriculum realignment plan was implemented in Fall 2016 to better align the LPN program general education courses with the ASN general education classes, which will facilitate the progression of education to the next level within the profession. Clinical and theory classes were separated to allow students to better focus on personal strengths and weaknesses and adjust academic efforts accordingly. Leadership courses were re-aligned to better meet the knowledge level of the beginning (Leadership Theory) and graduating student (Leadership Practicum).

CLASSES STARTING IN THE FALL

Pre-Requisites

SUBJ	CRSE #	CREDITS	TITLE
ALHT	1130	3	Allied Health Terminology
BIOL	1100	3	Human Biology
PSYC	1101	3	Intro to Psychology
MATH	1101	3	Math Modeling
ENGL	1101	3	English Comp. I
ENGL	1102	3	English Comp II OR COMM 1110 Fund. of Speech
NURS	1113	2	Nutrition

TOTAL 20

FALL SEMESTER

SUBJ	CRSE #	CREDITS	TITLE
LPNS	1000	4	Nursing Fundamentals Theory (B session)
LPNS	1005	4	Nursing Fundamentals Practicum (C session)
LPNS	1001	2	Medication Calculation (B session)



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LPNS	1050	2	Leadership Theory (C session-online course)
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TOTAL 12

SPRING SEMESTER

SUBJ	CRSE #	CREDITS	TITLE
LPNS	1010	4	Medical Surgical I Theory (B session)
LPNS	1015	4	Medical Surgical I Practicum (B session)
LPNS	1020	4	Medical Surgical II Theory (C session)
LPNS	1025	4	Medical Surgical II Practicum (C session)

TOTAL 16

SUMMER SEMESTER

SUBJ	CRSE #	CREDITS	TITLE
LPNS	1030	4	Medical Surgical III Theory (A session)
LPNS	1035	4	Medical Surgical III Practicum (A session)

TOTAL 8

FALL SEMESTER

SUBJ	CRSE #	CREDITS	TITLE
LPNS	1140	4	Medical Surgical IV Theory (A session)
LPNS	1145	4	Medical Surgical IV Practicum (A session)
LPNS	1055	2	Leadership Practicum (A session)

TOTAL 10



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CLASSES STARTING IN THE SPRING

Pre-Requisites

SUBJ	CRSE #	CREDITS	TITLE
ALHT	1130	3	Allied Health Terminology
BIOL	1100	3	Human Biology
PSYC	1101	3	Intro to Psychology
MATH	1101	3	Math Modeling
ENGL	1101	3	English Comp. I
ENGL	1102	3	English Comp II OR COMM 1110 Fund. Of Speech
NURS	1113	2	Nutrition

TOTAL 20

SPRING SEMESTER

SUBJ	CRSE #	CREDITS	TITLE
LPNS	1000	4	Nursing Fundamentals Theory (B session)
LPNS	1005	4	Nursing Fundamentals Practicum (C session)
LPNS	1001	2	Medication Calculation (B session)
LPNS	1050	2	Leadership Theory (C session-online course)

TOTAL 12

SUMMER SEMESTER

SUBJ	CRSE #	CREDITS	TITLE
LPNS	1010	4	Medical Surgical I Theory (B session)
LPNS	1015	4	Medical Surgical I Practicum (B session)

TOTAL 8



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FALL SEMESTER

SUBJ	CRSE #	CREDITS	TITLE
LPNS	1020	4	Medical Surgical II Theory (C session)
LPNS	1025	4	Medical Surgical II Practicum (C session)
LPNS	1030	4	Medical Surgical III Theory (A session)
LPNS	1035	4	Medical Surgical III Practicum (A session)
TOTAL 16			

SPRING SEMESTER

SUBJ	CRSE #	CREDITS	TITLE
LPNS	1140	4	Medical Surgical IV Theory (A session)
LPNS	1145	4	Medical Surgical IV Practicum (A session)
LPNS	1055	2	Leadership Practicum (A session)
TOTAL 10			

Indicators of Measures of Viability

Internal Demand for the Program	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	% Change
Number of students who applied to the program (if applicable)	32	45	36	26	34	6%
Number of students admitted to the program (if applicable)	22	29	24	14	19	-14%
Number of students who declared the program at 60 semester- credit hours (this is a selective certificate program)	NA	NA	NA	NA	NA	NA
Number of credit hours taught in the program	46	46	46	46	46	0
Average faculty workload for the academic unit (not the degree program)						



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Number of faculty supporting the degree program (within the academic unit but excluding Areas A through E)	7	7	7	7	7	0
Number of faculty supporting the degree program (outside the academic unit but excluding Areas A through E)	0	0	0	0	0	0
Percent of classes taught by full-time faculty	100	100	100	100	100	100
Number of part-time faculty	2	2	2	2	2	0

Describe additional details as deemed appropriate.

Indicators of Measures of Productivity

Time to Degree	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	% Change
Mean student time to degree from program admission	16 months	16 months	16 months	16 months	16 months	0
Fall-to-fall retention rate of students enrolled in program	63%	58%	81%	85%	95%	63%
Percent graduating within 2 years of admission to program – Certificate	63%	58%	81%	85%	95%	63%
Graduating within 3 years – Associate’s degree	na	na	na	na	na	na
Graduating within 6 years – Bachelor’s degree	na	na	na	na	na	na
Average student credit hours earned (incl. program pre-requisites)	87	87	88	76	90	3%



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Graduation	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change
Number of degrees conferred	44	26	24	23	32	-27%

Describe any institutional-specific factors impacting time to degree (incl. program pre-requisites).

Human Biology (BIOL 1100) was not offered in Summer semester due to low student enrollment. If an online or independent study BIOL 1100 class were offered, students would be able to start the LPN program in the fall instead delaying entry until the following spring semester. An online or independent study section of BIOL 1100 was not available to the affected students.

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?

The DSC 4-year average NCLEX-PN pass rate is 93.65%, which exceeds the National (90.53%) and State of Georgia (83.23%) averages.

Yearly employee surveys consistently demonstrate that LPN graduates meet professional standards, as evidenced by an average score of 4.65 on a 1-5 rating scale (1=Unsatisfactory, 5=Excellent).

Job placement rates are consistently high (nearly 97% in the last 4 years).

Statistics from the U.S. Labor Department report that the need for LPNs is expected to increase by 16% between 2014 and 2024. This rate of growth is the same as RNs, also with an expected



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16% increase during the same time period. LPNs held 719,900 jobs in 2014. <http://www.bls.gov/ooh/healthcare/registered-nurses.htm>

The Georgia Department of Labor also reports that the need for LPNs is expected to increase by 16% between 2014 and 2024. The number of annual job openings for LPNs is projected to be 5,070 through 2020. (<http://workforceinfo@gdol.ga.gov>)

Program Strengths and Weaknesses

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

Strengths:

The NCLEX-LPN passage rate are high as shown.

The number of LPN program applicants exceeds the number of available program slots.

- In Fall 2012, 22 students applied with 15 students accepted.
- In Spring 2016, 34 students applied with 19 students accepted.

The program's faculty is established with vast experience in core areas of nursing practice.

An exceptional variety of clinical sites is available to expose students to acute, sub-acute, and long-term care areas.

The program uses a variety of supplementary and hands-on teaching methods that assure fluency in theory and application of the nursing process.

Employer satisfaction surveys are consistently favorable, and graduate surveys yield excellent job placement results.

Weaknesses and concerns:

Dedicated computer lab space is needed for escalating technology usage on a daily basis.



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

Issue/Concern:

The decrease in enrollment during the review period may be attributed to the closure of two other technically based health care programs (medical assisting and certified nursing assistant) during this time period. It was widely believed in our community that the licensed practical nursing program was also being terminated. This concern was voiced by the LPN program director to the administration along with a request for additional marketing of the program in the community and surrounding areas in an effort to raise awareness of the continuation of the program. This request was not met or addressed.

Specific action(s):

The LPN director increased attendance at recruiting events and community events and visited with numerous clinical sites to assure viability of the program. In addition, beginning July 2017, all three nursing programs (LPN, ASN, RN-BSN) were moved into the Department of Nursing within the School of Health Professions. The licensed practical nursing program had been part of Allied Health.

Expected outcomes: Increased enrollment numbers are expected in the next two years. Sharing of resources among all nursing programs and use of the proposed simulation lab will enhance the learning experience and create an environment that promotes interest within the community and surrounding areas.

Time frame for achievement: 2 years

Person(s) responsible: LPN director and faculty, chair of nursing

Resources needed: Simulation lab and associated supplies, marketing materials, time allotted for recruitment and community events.



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Prepared by:

Signature

Dana L. Trowell, RN, BSN

Date:

9/11/17

Dean's Approval:

Signature:

Gina M. Kostulis-Jordan

Date:

10/10/2017

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

Signature:

Mark Matheis

Date:

10/17/2017

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:

Pat Chute

Date:

10/18/17

Patricia M. Chute, Ed.D.

Vice President of Academic Affairs

Dalton State College