Program/Subject Area: Certificate – Licensed Practical Nursing
Review Period: Fall 2011

1.   PROGRAM GOAL 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 20%.

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. Integrate 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. Collaborate with other health team members.

7. Demonstrate a basic understanding of health care in the context of the community, nation and the world.

8. Demonstrate understanding and respect for the holistic nature of persons with consideration of individual responses to wellness and illness.

Student learning outcomes:

LPNS 1103

Upon successful completion of this course, the student will be able to:

- Identify the food groups and the daily amounts needed.
- Know the source and functions of foods and nutrients in maintaining good health.
- Describe clinical signs of good nutritional status.
- Identify the energy producing nutrients and state their food value.
- Calculate the energy needs of an individual based on age, sex, and health status.
- Discuss the results of over or under consumption of kilocalories.
- Identify the functions, sources, RDA and classification of carbohydrates, fats and protein.
- Explain the difference between saturated and unsaturated fatty acids, and identify their food sources.
- Compare the effects on health of inadequate or excessive protein intake.
- Discuss the general functions and classifications of vitamins.
- Identify the functions, sources, RDA and deficiencies of fat and water-soluble vitamins.
- Identify the function, sources, RDA and deficiency states of both major and trace minerals.
- Describe mechanical and chemical digestion, and discuss the pathway of nutrients in the digestive process.
- Identify the nutritional needs for the infant, child, adolescent, pregnant, lactating, adult, and aged individual.

LPNS 1105

Upon successful completion of this course, the student will be able to:

- Demonstrate competency/understanding of systems of measurement.
- Calculate drug problems for adults and children.
- Understand resource material usage.
- Utilize basic pharmacology in nursing practice.
- Educate client's regarding the use and effects of drug therapy on the body.
- Administer enteral, topical, parenteral and inhalation medications.
- Administer medications in a simulated clinical environment.

LPNS 1109

Upon successful completion of this course, the student will be able to:

- Understand orientation to the profession.
- Understand ethics and law related to client care.
- Understand the concept of community health.
- Perform client care.
- Understand the specialty area of geriatrics.
- Establish healthy customer/client relationships.
- Understand introduction to physical assessment.
- Use standard precautions.

- Understand cultural aspects of nursing

LPNS 1111

Upon successful completion of this course, the student will be able to:

- Perform emergency/immobility care.
- Perform surgical and wound care.
- Perform pain management and promotion of comfort.
- Perform cancer care and grief management.
- Perform gastrointestinal and genitourinary skills and management.
- Assess and perform care related to oxygenation.

LPNS 1120

Upon successful completion of this course, the student will be able to:

- Demonstrate competency in health management and maintenance, prevention of illness, care of the individual as a whole, and deviations from the normal state of health in the cardiovascular system, hematologic & lymphatic systems, respiratory system, and musculoskeletal system.
- Perform client care, treatment, pharmacology, and diet therapy of the cardiovascular system, hematologic & lymphatic systems, respiratory system, and musculoskeletal system.
- Use standard precautions of the cardiovascular system, hematologic & lymphatic systems, respiratory system, and musculoskeletal system.

LPNS 1121

Upon completion of this course, the student will be able to:

- Demonstrate competency in health management and maintenance, prevention of illness, care of the individual as a whole, and deviations from the normal state of health in the endocrine, renal, gastrointestinal, and Integumentary systems.
- Perform client care, treatment, pharmacology, and diet therapy related to the endocrine, renal, gastrointestinal, and Integumentary systems.
- Use standard precautions related to the endocrine, renal, gastrointestinal, and Integumentary systems.

LPNS 1130

Upon completion of this course, the student will be able to:

- Demonstrate competency in health management and maintenance, prevention of illness, care of individual as a whole, and deviations from the normal state of health in the neurological system, reproductive system, and mental issues.
- Perform client care, treatment, pharmacology, and diet therapy related to the neurological system reproductive system, and mental issues.

- Use tandard precautions related to the neurological system, reproductive system, and mental health issues.

LPNS 1140

Upon completion of this course, the student will be able to:

- Describe female anatomy and physiology related to pregnancy.
- Describe minor discomforts experienced during pregnancy and identify nursing interventions to alleviate these discomforts.
- Explain major developmental characteristics of the embryo and fetus.
- Identify symptoms and alterations that take place during antepartum, intrapartum, postpartum, and neonatal stages.
- State nursing interventions to be used during each of the stages and phases of labor.
- Identify needs of the neonate along with appropriate nursing interventions to meet these needs.

LPNS 1141

Upon completion of this course, the student will be able to:

- Demonstrate competency in health management and maintenance, prevention of illness, care of the individual as a whole, and normal to deviations from the normal state of health in the infant, child and adolescent.
- Perform client care, treatment, pharmacology, and diet therapy related to the pediatric patient.

LPNS 1150

Upon successful completion of this course, the student will be able to:

- Understand the historical significance of the LPN.
- Apply paradigm thinking to practice.
- Demonstrate leadership roles of the LPN.
- Develop critical thinking.
- Identify strategies for successful employment as an LPN.
- Effectively communicate as a healthcare professional.
- Exhibit understanding of various leadership styles.
- Develop a plan for practicing culturally competent care.
- Apply change theories to the nursing role.
- Use appropriate techniques for conflict/chaos identification and resolution.
- Recognize personal values and apply values to legal/ethical nursing situations.
- Understand the types of and use of power.
- Create and maintain a motivating environment.
- List strategies used to achieve goal and team build.

- Exhibit organizational skills needed for TQM.

LPNS 1151

Upon successful completion of this course, the student will be able to:

- Demonstrate an understanding of the connections between planning, implementing, and evaluating client care.
- Differentiate between thinking and critical thinking.
- Demonstrate ability to collect data.
- Develop a nursing diagnosis appropriate for client problems.
- Set priorities for care in a complex client situation.
- Explain why effective interpersonal and communication skills are essential to critical thinking.
- Plan and implement care for a designated group of clients during a given shift.
- Maintain open lines of communication with clients, co-workers, physicians, other health team members, and your instructor.
- Maintain positive relationships with co-workers and other team members.
- Communicate constructively and privately with team members on areas of concern.
- Identify client learning needs and utilize learning styles appropriate for each client, including family members and significant others in client teaching.
- Utilize a multidisciplinary approach for implementing discharge planning and client teaching.
- Identify conflict when it occurs in the clinical setting.
- Utilize various methods to resolve conflict.

2. MEASURES OF EFFECTIVENESS

(a) Five-year enrollment summary by headcount, FTE, & full-time/part-time status (Fall Enrollments)

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	% Change
Headcount	155	186	242	231	167	7.7
FTE	40.3	48.36	62.92	60.06	43.42	7.7
Full-time	85	102	114	110	84	-1.2
Part-time	70	84	128	121	83	18.6

Analysis and comments:
Enrollment increased by 50% from 2007 to 2010, but then returned to 2007-08 numbers in 2011. The LPN program retained 75% of its full-time students and 69% of its part-time students.

Changes in the Hope Scholarship, a general lack of financial resources and decreased marketing effort at the college level may have impacted the applicant pool in the most recent semester. However, the department will continue to increase efforts to add more students to the program.

(b) Five-year enrollment summary by gender & race/ethnicity (Fall Enrollments)

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	% Change
Gender						
Female	145	172	222	214	152	4.8
Male	10	14	20	17	15	50
Race/Ethnicity						
American Indian	0	0	1	0	1	NA
Asian	0	1	2	1	1	NA
African-American	8	17	15	7	5	-37.5
Hispanic	17	19	17	11	12	-41%
White	125	136	180	179	117	-6%
Multiracial	5	3	3	1	2	-60%
Undeclared	0	10	24	32	29	NA

Analysis and comments:
The LPN program remains a primarily white (70%), female-dominated (91%) major which is consistent with national data. A continuing effort needs to be made to recruit minority students.

Recruitment efforts are being geared toward a more diverse population by visiting areas such as health occupations programs of local high schools and middle schools. There is also participation in some of the local Latino health fairs.

(c) Average class size, GPA, faculty/student ratios, and credit hours

	2006-07	2007-08	2008-09	2009-10	2010-11
Average class size	18.46	22.04	22.3	22.95	24.77
Student credit hours	1,973	2,032	2,039	2,017	2,183
Credit hours/FTE faculty	15	15	15	15	15

Analysis and comments:

Average class size has increased by 34% from 2006 to 2010.

Student credit hours have steadily increased by 10.6% from 2006-2010. This suggests that students are taking more credit hours than students in previous years.

The credit hours per FTE faculty member have remained stable at 15.

d) Faculty teaching in program

	2006-07	2007-08	2008-09	2009-10	2010-11
Total Faculty	n/a	n/a	6	7	7
Full-time Faculty	n/a	n/a	4	5	5
Part-time Faculty	n/a	n/a	2	2	2
Gender					
Male	n/a	n/a	0	0	0
Female	n/a	n/a	6	7	7
Race/Ethnicity					
American Indian/Pacific	n/a	n/a	0	0	0
Asian	n/a	n/a	0	0	0
African-American	n/a	n/a	0	0	1
Hispanic	n/a	n/a	0	0	0

White	n/a	n/a	0	7	6
Multiracial	n/a	n/a	0	0	0
Tenure Status (full-time)					
Tenured	n/a	n/a	0	0	0
On-tenure track	n/a	n/a	3	4	4
Non-tenure track	n/a	n/a	1	1	1
Rank (full-time)					
Professor	n/a	n/a	0	0	0
Associate Professor	n/a	n/a	0	0	0
Assistant Professor	n/a	n/a	2	2	2
Instructor/Lecturer	n/a	n/a	2	3	3
Highest Degree (full-time)					
Doctorate	n/a	n/a	0	0	0
Specialist	n/a	n/a	0	0	0
Master's	n/a	n/a	0	1	1
Bachelor's	n/a	n/a	2	3	3
Associate's/Other	n/a	n/a	2	1	1

Analysis and comments:

The number of faculty has remained stable over 2008-2010. Faculty are still all female and mostly (86%) white. Eighty percent of faculty members are tenure track. One faculty member holds a master's degree, while 60% hold a bachelor's degree and one holds an associate's or other degree.

Note: For Tenure, Rank and Degree, data reflect full time faculty only.

Note: No data are available from LPN Program Director prior to 2008. In 2009, however, the LPN program began detailed record-keeping, which will aid the program's self-assessment going forward.

e) Percent of classes taught by full-time faculty

2006-07	2007-08	2008-09	2009-10	2010-11
No Data	No Data	100	100	100

Analysis and comments:

All Dalton State classes are taught by full-time faculty. Part time faculty teach in clinical, off-campus areas only.

(f) Number of degrees conferred

2006-07	2007-08	2008-09	2009-10	2010-11
22	35	33	34	39

Analysis and comments:

The number of degrees conferred has risen by 77%, correlating with the initiation (in fall 2009) of ATI (Assessment Technologies Institute), an LPN curriculum supplement that prepares the students for the NCLEX-PN. In addition, in the Fall of 2009, a standardized Practical Nursing entrance exam, PSB, (Psychological Services Bureau) was initiated.

(g) Placement rates: Five-year summary of job placement rates, if applicable

2006-07	2007-08	2008-09	2009-10	2010-11
No Data	n/a	92%	97%	82%

Analysis and comments:

Job placement rates fell 15% in the last year, possibly due to the continued downturn in the local economy..

(h) Average cost per FTE student (Annual) and student credit hour (Semester)

	2007-08	2008-09	2009-10	2010-11	2011-12
Cost per FTE Student	n/a	n/a	n/a	n/a	$2,490
Cost per semester credit hour	n/a	n/a	n/a	n/a	$82.98

Analysis and comments:
Since this is the first comprehensive program review for the LPN program, data were provided only for the 2011-12 academic year. Still, the annual cost per FTE student and cost per semester credit hour are quite reasonable. In the future, we would look to other LPN programs elsewhere to compare these costs.

(i) Summary and evidence of achievement of program outcomes

Describe the extent to which students have achieved current program outcomes

The following is an evaluation of program outcomes as listed in 1.

1. The concept of caring as a core value is discussed in LPNS 1109 Unit 1. The average unit exam score for the last completing class was 88.5%. Caring is also assessed on each student's weekly clinical evaluation, with the last clinical average being 89.2%.

2. This outcome is assessed through individual student presentations in LPNS 1150, with the last average being 86.7%, and in LPNS 1140 through a group project with the last evaluation producing an average grade of 91.6%. Other student presentations include pre- and post-conferences in clinical settings.

3. Critical thinking skills are assessed through weekly clinical evaluations, class projects, critical thinking assignments in ATI, and completion of a patient concept map.

4. The best representation of this outcome is completion of a patient concept map which increases in level of difficulty with each LPNS course. The students are expected to complete one per LPN course. The average of the last group of completers for LPNS 1109 was 85.8%.

5. This outcome is evaluated through leadership assignments in LPNS 1150 and LPNS 1151. These courses challenge the student through theory and clinical rotations in a variety of supervisory and team building and team leading experiences. For example, a student will shadow and perform the duties assigned to an approved LPN level preceptor at a long term care facility, performing that nurse's duties, including medicine administration, delegation to ancillary personnel, and case management in the skilled nursing care facility.

6. This outcome is assessed through preceptor evaluation for outside clinical rotations and peer reviews of the student's leadership rotations.

7. 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 the world hunger campaign, supplies for military personnel and their families, and nutrition projects related to under-served nations.

8. 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 was 88.5%.

(j) Summary and evidence of achievement of student learning outcomes

Describe the extent to which students have achieved current student learning outcomes in Area F and/or upper-division courses, if applicable. (current year)

NCLEX-PN pass rates for the 2006 through 2010 academic years are as follows:
2006: 97.4%
2007: 95.2%
2008: 91.7%
2009: 88.9%
2010: 91.1%

During the 2011 site visit from the Georgia Board of Examiner's LPN, a commendation was received for a 5-year annualized pass rate of greater than 90% (92.57%).

The national average for first time test takers is 85.07% (2010, latest available).

(k) Evidence of program viability

Based on enrollment history, retention rates, degree completion/graduation rates, and other program outcomes, comment on whether continued resources should be devoted to this program. Your comments should consider external factors 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 the program faculty members in touch with employers and getting feedback on our students' performance? Do employers see a need for changes in the program?

The LPN program should receive continued resources for the following reasons:

1. The quality of the program is high.
   a. The program's accrediting agency commendations exceed most LPN programs in the state.
   b. Board passage rates exceed the national average by at least 5%.
   c. Students are stable; most students (66%) stay enrolled for at least two consecutive calendar years.
   d. 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).

2. The outlook for LPN graduates is good.
   a. Job placement rates are consistently high (97% in 2009-2010 and 82% in 2010-2011).
   b. An active advisory committee, comprised of community leaders, supports a

favorable reputation for the LPN program in local and surrounding areas.

3. Employed demand for the program's graduates is high.
    a. Statistics from the U.S. Labor Department report that the need for LPNs is expected to increase by 21% between 2008 and 2018. This rate of growth is comparable to RNs at 23% during the same time period. LPNs held 753,600 jobs in 2008. (http://data.bls.gov/cgi-bin)
    b. The Georgia Department of Labor reports that the need for LPNs is expected to increase by 20% between 2008 and 2018. The number of annual job openings for LPNs is reported to be 1,244 as of 2008. (http://explorer.dol.state.ga.us)

3. USE OF ASSESSMENT RESULTS FOR PROGRAM IMPROVEMENT

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

The accrediting site visit in February 2011 yielded only one recommendation to "increase computer usage in labs and classroom, online courses 400-3-10 (1) (a)." This has been implemented by scheduling set days for computer usage in the LPN Skills lab and sharing computer space in the lab located in TECH 136.

4. REVIEW OF CURRICULUM

What changes or revisions have been made to the program, its curriculum, or its student learning outcomes since the last program review or assessment?

The LPN program increased the amount of computer-based learning opportunities in the curriculum (e.g., incorporating Assessment Technologies Institute [ATI] skills and knowledge). The program also added computer laboratory times for students, including additional clinical sites for pediatrics and obstetrics.

5. PROGRAM STRENGTHS AND WEAKNESSES

Strengths:

- The NCLEX-PN passage rates are high, as shown in 2(k).
- The number of LPN program applicants continues to exceed the number of available program slots.
    - In 2010, 93 individuals applied while 53 students were accepted.
    - In 2011, 93 individuals applied while 52 students were accepted.
- The program's faculty is established with vast experience in core areas of nursing practice.
- An exceptional variety of clinical sites are 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:

- Changes in the Hope Scholarship, a decreased marketing budget, and a general lack of financial resources have impacted the applicant pool in the most recent semester.

- There is inconsistency in outside clinical rotation facility preceptors, causing some sites to be "observation only sites" for the students. The plan to reduce the number of this type of clinical site is to have faculty members visit clinical sites on a regular basis and increase communication with these sites, which will facilitate a quicker replacement of preceptors lost to employment changes.

6. RECOMMENDATIONS FOR FOLLOW-UP AND/OR ACTION PLANS (if needed)

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.

Expected outcomes:

With the replacement of preceptors, these sites will again be opened to students for practical experience.

Time frame:

This outcome is expected to occur within the 2012-2013 academic year.

Person(s) responsible:

Dana Trowell will ensure faculty members regularly visit and communicate with these sites.

Resources needed:

None

Prepared by:
LPN Program Director _____ Date 12/12/2011

Reviewed by:
Chair of Health Occupations _____ Date 12/13/2011

Reviewed by:
Dean of the School of Technology _____ Date 12/14/2011

Reviewed by:
Chair of Program Review Subcommittee _____ Date 12/15/2011

Reviewed/Approved by:
Vice President for Academic Affairs _____ Date 1/9/12