



Academic Program Review Report

Nursing, B.S.
2018-2019

Executive Summary

<p>Institution Name: Oklahoma Panhandle State University Program Name and State Regents Code: Nursing BS 053 Date of Review: November 6, 2018 Recommended Date of Next Review: Fall 2023</p>	
<p>Centrality to Institutional Mission: The program of Nursing RN to BSN follows the Oklahoma Panhandle State University mission of “Rooted in “Progress through Knowledge,” OPSU is committed to promoting excellence in the preparation of students for success in a global community.” This is done through its goals, which align to the primary points of “progress through knowledge... in a global community” with a focus on oral and written communication, analytical and quantitative reasoning, and social responsibility and cultural awareness.</p>	
<p>Program Objectives and Goals: Goal 1: Oral and Written Communication: Communicate effectively using written, oral, and symbolic languages SLO#3: Analyze the importance of communication and collaboration with other health care professionals and members of the general public in promoting health across the lifespan. This SLO aligns with AACN BSN Essentials #4, 6, 9. Goal 2: Analytical and Quantitative Reasoning: Read and think critically by analyzing, assimilating, and applying information SLO#1: Use information from nursing, scientific, and humanistic disciplines to address healthcare needs across the lifespan in diversified health care settings. This SLO aligns with AACN BSN Essentials #1, 7, 8, 9. SLO#2 Demonstrate the use of critical thinking for clinical decision making considering individual differences, ethnic identity, and cultural values. This SLO aligns with AACN BSN Essentials #2, 3, 4. SLO #4 Incorporate current evidence for application to nursing practice. This SLO aligns with AACN BSN Essentials #3, 7. Goal 3: Social Responsibility and Cultural Awareness: Be an aware and active participant in the global, dynamic community SLO #5 Integrate professional values of nursing by applying knowledge of nursing policy and practices within a variety of health care settings. This SLO aligns with AACN BSN Essentials #2, 5, 8. SLO #6 Support the use of professionalism and leadership to impact patient outcomes and quality improvement by accepting responsibility and accountability for nursing practice. This SLO aligns with AACN BSN Essentials #2, 5, 6, 7, 8.</p>	
<p>Quality Indicators:</p>	<p>Student benchmarks were met in all student learning objectives. Student Evaluations show satisfaction with overall program and struggles with library resources. Learning environments for the student are becoming more effective. Faculty in the department participated in a campus wide evaluation of the learning management system; the digital learning space of D2L was reevaluated Summer 2018 and found to still be a great fit for our students and their learning. The Nursing program is externally accredited by ACEN.</p>
<p>Productivity for Most Recent 5 Years:</p>	<p>Number of Degrees: 247, average: 49.4 Number of Majors: 620, average: 124</p>

<p>Other Quantitative Measures:</p>	<p>Number of Courses for Major: 8 Student Credit Hours in Major: 30 2017/2018 Direct Instructional Costs: \$300,412</p> <table border="1" data-bbox="462 296 1414 474"> <thead> <tr> <th>Faculty Member</th> <th>Credential</th> <th>Institution</th> </tr> </thead> <tbody> <tr> <td>Jaimee McGuire, DNP, NP-C</td> <td>DNP</td> <td>Chatham University</td> </tr> <tr> <td>Pamela Sandvig, DNP, RN</td> <td>DNP</td> <td>Chamberlain University</td> </tr> <tr> <td>Megan D. Steele, MSN, RN</td> <td>PhD</td> <td>University of Texas Medical Branch</td> </tr> <tr> <td>Judy Unruh, MSN, RN</td> <td>MSN</td> <td>University of Phoenix</td> </tr> </tbody> </table> <p>Number of FTE faculty in specialized courses: 4 Greater than 90% of the nursing students in the program are employed during admission and graduation. All students in the nursing program are required to be licensed as registered nurses at the time of admission or within the first semester of the program.</p>	Faculty Member	Credential	Institution	Jaimee McGuire, DNP, NP-C	DNP	Chatham University	Pamela Sandvig, DNP, RN	DNP	Chamberlain University	Megan D. Steele, MSN, RN	PhD	University of Texas Medical Branch	Judy Unruh, MSN, RN	MSN	University of Phoenix
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<p>Duplication and Demand</p>	<p>Registered Nurses are one of the top 100 most critical occupations according to Oklahoma Works The economic impact of students earning a BSN is evident through American Nurses Association research demonstrating that BSN prepared nurses, when compared to RN's, have positive impact on patient outcomes resulting in lower healthcare costs. The closest 4 year public university with a matching program is West Texas A&M University</p>															
<p>Effective Use of Resources</p>	<p>2017/2018 Cost to operate program per student credit hour: \$280.28 Faculty/student ratio for 2017/2018: 1/34.1</p>															
<p>Strengths and Weaknesses</p>	<p>Strengths of the program include experienced faculty committed to student success and learning, unique focus on rural healthcare, increased enrollment, successful enactment of eight-week courses, scholarship with the intent to increase BSN prepared nurses in Oklahoma, and full time/part time enrollment and access. Weaknesses of the program include lack of library resources, online student orientation, off-site technology services, and additional faculty and support staff are needed.</p>															
<p>Recommendations</p>	<p>Expand Program: increase library resource availability and access for online students, hire additional faculty members, move program to a better physical space, and use an instructional designer to assist in class development and make a student training course</p>															

Analysis and Assessment



PROGRAM REVIEW

Program: Nursing, B.S.

Mission The mission of the RN to BSN Program is to support educational mobility and broaden previous education by focusing on the importance of professionalism, rural nursing, community health, and leadership.

Last Cycle's Goals and Learning Objectives:

Goal 2- Analytical and Quantitative Reasoning: Read and think critically by analyzing, assimilating, and applying information.			
Student Learning Outcome(s)	Courses where Assessed	Results	Changes Made
<i>SLO #2 Provide nursing care based on critical decision-making, considering individual differences, ethnic identify, and cultural values.</i>	<p><i>NURS 4226: Community Health Nursing</i> <u>FAMILY ASSESSMENT PRACTICUM PROJECT</u> <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect</p> <p><i>4336: Nursing Leadership</i> <u>POSTER PRESENTATION</u> <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect</p>	<i>Benchmark met; continue assessment method(s).</i>	<i>Assessments reflect learning and achievement of goals. Assessments continued throughout program review period (2014-2015, 2015-2016, 2016-2017, and 2017-2018). Data unavailable for 2014-2015, 2015-2016.</i>
<i>SLO #3 Evaluate research for the applicability of its findings to nursing practice.</i>	<p><i>NURS 3343: Nursing Research</i> <u>EVIDENCE BASED PRACTICE PAPER</u> <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect</p> <p><u>LITERATURE SEARCH</u> <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect</p> <p><u>JOURNAL ARTICLE CRITIQUE</u> <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect</p> <p><i>3214: Health Assessment/Health Promotion</i> <u>CASE STUDIES</u> <input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect (added SP18)</p>	<i>Benchmark met; however, students struggle with the concept of EBP. Changes to assessment methods reflect the need to provide a step by step approach to understanding EBP beginning in FA18 along with new SLOs. Case Studies added (SP18) to NURS 3214 as a method to introduce EBP as a foundation to practice and to help students understand the relationship of</i>	<i>Students struggle with the new concept of research. Assessments adjusted to provide additional guidance. The EBP Paper was adjusted and changed to the Literature Search to provide students with a more step-by-step approach to research. The impact demonstrated it as a better method to use to teach research concepts and principles. Changes to implement: Revise assignments to provide step-by-step guidance for research processes.</i>

		evidence and. Benchmark met for NURS 3214; continue assessment method(s).	
SLO #8 Synthesize theoretical and empirical knowledge from nursing, scientific and humanistic disciplines with practice.	<p>NURS 3113: The Science of Nursing THEORIST PAPER <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect THEORY PROJECT <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect</p> <p>NURS 3214: Health Assessment/Health Promotion DISCUSSIONS <input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect CASE STUDIES <input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect (added SP18)</p>	Benchmark met; continue assessment method(s).	<p>Changes to the Theorist Paper were made FA17 to provide students the opportunity to explore a theorist of choice and to explore the theorist's work with the Theory Project. Scores indicate understanding has improved.</p> <p>Case Studies added (SP18) to provide study between the relationships of scientific, nursing, and theoretical knowledge.</p>

Goal 3- Social Responsibility and Cultural Awareness: Be an aware and active participant in the global, dynamic community.			
Student Learning Outcome(s)	Courses where Assessed	Results	Changes Made
SLO #1: Provide human caring for individuals, families, groups, and communities with a multitude of health care problems in diversified health care settings.	<p>NURS 3113: The Science of Nursing THEORIST PAPER <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect THEORY PROJECT <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect</p> <p>NURS 3213: Pharmacotherapeutics EXAMS <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect</p> <p>3333: Nursing in Rural America FEDERAL PROGRAMS <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect</p>	Benchmark met; continue assessment method(s).	<p>Paper were made FA17 to provide students the opportunity to explore a theorist of choice and to explore the theorist's work with the Theory Project. Scores indicate understanding has improved.</p> <p>Changes to the Federal Programs included moving from a discussion to a project to allow students a more in-depth review of the program choice. Scores indicate additional learning.</p>
SLO #4: Participate with other health care providers and members of the general public in promoting the	<p>NURS 3333: Nursing in Rural America RURAL PAPER <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect</p>	Benchmark met; continue assessment method(s).	<p>Minor changes to the Rural Paper made to allow students to explore an intervention specific to the rural population. Scores reflect greater understanding.</p>

<p>health and well-being for people.</p>	<p>NURS 4226: Community Health Nursing RESOURCE VISITS <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect NURS 3213: Pharmacotherapeutics MEDICATION RECONCILIATION AND PATIENT EDUCATION PROJECT <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect (added SP18) PATIENT EDUCATION PAMPHLET <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect (added SP18)</p>		<p>Pharmacotherapeutics projects added to encourage students to relate common medications used for treatment to a scenario. Students then provided teaching to patients and families about the disease process and medication regimens. Scores indicate ability to relate to others and collaborate effectively.</p>
<p>SLO #5: Enhance the quality of nursing and health practices within practice settings through the use of leadership skills and a knowledge of the political system.</p>	<p>4336: Nursing Leadership POSTER PRESENTATION <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect NURS 4342: Professional Practice Seminar DISCUSSIONS <input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect</p>	<p>Benchmark met; continue assessment method(s).</p>	<p>Assessments reflect learning and achievement of goals. Assessments continued throughout program review period.</p>
<p>SLO #6: Incorporate professional values as well as ethical, moral, and legal aspects of nursing into nursing practice.</p>	<p>NURS 4342: Professional Practice Seminar Legal Assignment <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect NURS 4342: Professional Practice Seminar EXAMS <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect NURS 4342: Professional Practice Seminar DISCUSSIONS <input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect (revised SP18)</p>	<p>Benchmark met; continue assessment method(s).</p>	<p>Assessments reflect learning and achievement of goals. Assessments continued throughout program review period. Discussions revised to better reflect intentions of the program and planned change to SLOs.</p>
<p>SLO #7: Accept responsibility and accountability for the evaluation of the effectiveness of their own nursing practice.</p>	<p>3214: Health Assessment/Health Promotion CASE STUDIES <input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect (added SP18) 4336: Nursing Leader POSTER PRESENTATION <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect NURS 4342: Professional Practice Seminar DISCUSSIONS</p>	<p>Benchmark met; continue assessment method(s).</p>	<p>Assessments reflect learning and achievement of goals. Assessments continued throughout program review period. Case Studies added (SP18) to relate evidence, professional and personal responsibilities, and legal implications. Discussions revised to better reflect intentions of the program.</p>

	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect (revised SP18)		
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Data Trends

	Year 1	Year 2	Year 3	Year 4
Enrolled	State Annual Report: 163*	State Annual Report: 133*	State Annual Report: 172*	State Annual Report: 204*
	ACEN Annual Report: 113	ACEN Annual Report: 128	ACEN Annual Report: 115	ACEN Annual Report: 134
Graduated	59	34	54	52
Employed (if known)	<i>>90% of students in program are employed upon admission and graduation.</i>	<i>>90% of students in program are employed upon admission and graduation.</i>	<i>>90% of students in program are employed upon admission and graduation.</i>	<i>>90% of students in program are employed upon admission and graduation.</i>
Licensed (if known)	<i>All students in the nursing program are licensed as registered nurses at the time of admission or within the first semester.</i>	<i>All students in the nursing program are licensed as registered nurses at the time of admission or within the first semester.</i>	<i>All students in the nursing program are licensed as registered nurses at the time of admission or within the first semester.</i>	<i>All students in the nursing program are licensed as registered nurses at the time of admission or within the first semester.</i>

Critical Thinking Questions:

1. What are the strengths and opportunities of the program?

Strengths of the program include a dedicated and experienced team of faculty who are committed to student success. Faculty make student learning needs a priority and routinely monitor and address course content to ensure content is updated. An additional strength is the unique focus on rural healthcare needs. One of the eight nursing courses is dedicated to this aspect of healthcare. Student feedback indicates this is popular course and report a new perspective following completion of this course.

2. What are the weaknesses of the program?

Weaknesses of the program include a lack of library resources and a cumbersome online learning platform. Additionally, a weakness relates to faculty overload. The use of dated materials and student learning outcomes has also been identified as a weakness. As a faculty, we have addressed this weakness and have submitted new outcomes as well as reviewed materials and updated accordingly.

3. How is the program marketed? Is the marketing effective?

Marketing primarily occurs through student recommendations, visits to Community Colleges, and relationship building with students and faculty/administration/staff at community colleges. New marketing materials have been developed. Print advertising occurs quarterly in state nursing newsletters. Currently advertisements are published in Oklahoma, Kansas, and Colorado. Additional marketing through social media and outreach.

4. How does this program meet social, cultural, technological, scientific, and economic needs in the world?

Social, cultural, technological, scientific, and economic needs in the world are addressed through course content.

Faculty have addressed each of these areas thoughtfully through program review and ensuring that course content remains relevant and pertinent to the profession of nursing. Focus on culture and social topics is evident in most, if not all, content because of the nature of nursing and topics addressed. The economic impact of students earning a BSN is evident through research demonstrating that BSN prepared nurses have positive impact on patient outcomes resulting in lower healthcare costs.

5. Does the program have low enrollment courses? Should they continue to be offered? Why or why not?
All courses are required and have similar enrollment numbers.

6. In courses with DFW rates of higher than 20%, what challenges are there for the students? What changes can be made to improve the DFW rate?

One nursing course, NURS 3213/CHEM 3213 had a one-time DFW rate of greater than 20%; this occurred during the 2014-2015 academic year. The rate was 21.88%. During the four-year academic period, the range for DFW was 0-16.67% minus the one-time 21.88% in the 2014-2015 academic year.

7. Is the benchmark for non-major students taking courses in this program assessed appropriately?
Non-major students have the same expectations.

8. How is student feedback informing program or course changes?

In addition to course evaluations, a self-assessment at the end of each course is completed allowing students the opportunity to evaluate their understanding and achievement of course objectives. Individual assessment methods also include self and peer evaluation.

9. What are the qualifications of the program faculty for teaching in this program?

Faculty must have an earned Master Degree of Science in Nursing to teach in the program. Faculty must also maintain licensure as RNs or APRNs. Currently, the faculty qualifications include: Two (2) doctoral prepared, Four (4) with Masters degrees in nursing, One (1) Advanced Practice Registered Nurse.

10. How are teaching assignments determined?

Teaching assignments are based upon background, skill level, and desired teaching area.

11. How are adjunct faculty supported and mentored?

Adjunct faculty are mentored through an onboarding process. Full-time and Adjunct faculty have the same onboarding experience. Additional support occurs through involvement in faculty meetings and programmatic decisions (as indicated).

12. What are the significant accomplishments this program has? How can more be encouraged?

Accomplishments include increased enrollment and satisfied students. Continued growth is possible, but only with increased support. Students are not provided with a thorough orientation to all student support areas offered. An online students onboarding or orientation process needs development. Additional accomplishments include successful implementation of eight-week courses and the BSN Connection Scholarship. The increased enrollment seen in the program is related to this scholarship.

13. What resources are needed by this program to assist in improving student learning? i.e. library, information technology resources, services, etc.

Access to the Library is a need for online students completing research projects and writing papers, etc. Currently, library services are available but students report dissatisfaction with the availability of support and resources. Students report difficulties with the bookstore and obtaining materials. Students need better access to services such as financial aid, student services, admissions, etc. Currently, students are able to reach these departments, but often the information needed is simple and, with a better orientation, students would be more self-sufficient in these areas. A comprehensive orientation program could effectively resolve most to all

of these issues. Technology services for faculty working off-site is needed. Additional faculty and support staff are needed. Currently the director and one faculty member share advising responsibilities for all students in the program. In order to sustain continued growth additional support and faculty are needed to continue the personalized and individualized service. Students report high satisfaction because of personal individual attention.

Proposed Student Learning Outcomes for the next Cycle:

	Goal 1- Oral and Written Communication: Communicate effectively using written, oral, and symbolic languages.	Goal 2- Analytical and Quantitative Reasoning: Read and think critically by analyzing, assimilating, and applying information.	Goal 3- Social Responsibility and Cultural Awareness: Be an aware and active participant in the global, dynamic community.
Student Learning Objective(s)	SLO #3 <i>Analyze the importance of communication and collaboration with other health care professionals and members of the general public in promoting health across the lifespan.</i> This SLO aligns with AACN BSN Essentials #4, 6, 9.	SLO #1 <i>Use information from nursing, scientific, and humanistic disciplines to address healthcare needs across the lifespan in diversified health care settings.</i> This SLO aligns with AACN BSN Essentials #1, 7, 8, 9. SLO#2 <i>Demonstrate the use of critical thinking for clinical decision making considering individual differences, ethnic identity, and cultural values.</i> This SLO aligns with AACN BSN Essentials #2, 3, 4. SLO #4 <i>Incorporate current evidence for application to nursing practice.</i> This SLO aligns with AACN BSN Essentials #3, 7.	SLO #5 <i>Integrate professional values of nursing by applying knowledge of nursing policy and practices within a variety of health care settings.</i> This SLO aligns with AACN BSN Essentials #2, 5, 8. SLO #6 <i>Support the use of professionalism and leadership to impact patient outcomes and quality improvement by accepting responsibility and accountability for nursing practice.</i> This SLO aligns with AACN BSN Essentials #2, 5, 6, 7, 8.
Courses where Assessed	SLO #3 NURS 3213: <i>Pharmacotherapeutics</i> <u>MEDICATION RECONCILIATION AND PATIENT EDUCATION PROJECT</u> <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <u>PATIENT EDUCATION PAMPHLET</u> <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect NURS 3333: <i>Nursing in Rural America</i> <u>RURAL PAPER</u> <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect NURS 4226: <i>Community Health Nursing</i> <u>RESOURCE VISITS</u>	SLO #1 NURS 3113: <i>The Science of Nursing</i> Theorist Paper <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect Theory Project <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect NURS 3213: <i>Pharmacotherapeutics</i> Exams <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect NURS 3214: <i>Health Assessment/Promotion</i> Case Studies <input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect	SLO #5 NURS 3333: <i>Nursing in Rural America</i> Rural Paper <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect NURS 4336: <i>Nursing Leadership</i> Poster Presentation <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect NURS 4342: <i>Professional Practice Seminar</i> Discussions <input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect Exams <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect

	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <i>NURS 4342: Professional Practice Seminar</i> DISCUSSIONS <input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect	<i>NURS 3333: Nursing in Rural America</i> Federal Programs. <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect	
		SLO #2 <i>NURS 3343: Nursing Research</i> EBP PROJECT <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <i>NURS 4226: Community Health Nursing</i> FAMILY ASSESSMENT PRACTICUM PROJECT <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <i>NURS 4336: Nursing Leadership</i> POSTER PRESENTATION <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect	SLO #6 <i>NURS 3214: Health Assessment/Promotion</i> Case Studies <input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <i>NURS 3343: Nursing Research</i> EBP Project <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <i>NURS 4336: Nursing Leadership</i> Poster Presentation <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <i>NURS 4342: Professional Practice Seminar</i> Legal Assignment <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect Discussions <input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect Exams <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect
		SLO #4 <i>NURS 3214 Health Assessment/Promotion</i> Case Studies <input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <i>NURS 3343: Nursing Research</i> EBP Project <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <i>NURS 3343: Nursing Research</i> Discussions <input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect	
Benchmark	≥ 90% of students will achieve a passing score (“C” or better) on assessment(s).	≥ 90% of students will achieve a passing score (“C” or better) on assessment(s).	≥ 90% of students will achieve a passing score (“C” or better) on assessment(s).

Program Review Recommendations

The Nursing Program would ideally be expanded. This is recommended to occur by increasing library resource availability and access for online students, expanding the faculty roster, moving program to a larger physical space, and using an instructional designer to assist in class development and make a student training course