Minnesota West Community & Technical College Practical Nursing Program

Self-Study Report – Initial Accreditation, 2019 Accreditation Commission for Education in Nursing

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SECTION 1: EXECUTIVE SUMMARY

General Information

Program type being reviewed and dates of the visit:
PN Diploma Program
February 19-21, 2019

Name and address of the governing organization:
Minnesota West Community & Technical College
1450 Collegeway
Worthington, MN 56187

Name, credentials, and title of the chief executive officer of the governing organization and local CEO:
Terry Gaalswyk, Ph.D., President
507-372-3491 (phone), 507-372-5803 (fax)
terry.gaalswyk@mnwest.edu

Name of the governing organization's accrediting body and accreditation status:
Higher Learning Commission: A Commission of the North Central Association of Colleges and Schools
30 North LaSalle Street
Suite 2400
Chicago, IL 60602-2502
P: 312-263-0456
www.ncahlc.org
Date of last review: 5/24/2012
Last Outcome and Action Taken: Reaffirmation of Accreditation
Next Review: 2021-2022
Supporting Evidence Appendix A: Higher Learning Commission documents

Name and address of the nursing education unit/program:
Practical Nursing Program
1450 Collegeway
Worthington, MN 56187

Name, credentials, and title of the nurse administrator of the nursing education unit/program; nurse administrator's telephone and fax numbers, and email address:
Dawn Gordon, Ph.D., MBA, MS, RN, Dean of Science & Nursing
507-372-3443 (phone); 507-372-5803 (fax)
dawn.gordon@mnwest.edu

Name of the state regulatory agency for nursing and approval status (date of last review and action):
Minnesota Board of Nursing
2829 University Avenue SE # 200
Minneapolis, MN 55414-3253
Phone: 612-317-3000
mn.gov/health-licensing-boards/nursing/
Date of last review: 2018 – continued approval

Next Review: joint review with ACEN on February 19-21, 2019

Year nursing program(s) was/were established:
1970

ACEN accreditation history (include date of initial accreditation, previous date of review, and current accreditation status):
Never accredited

Nursing program type(s) offered (e.g., associate degree; master's degree):
Practical Nursing (diploma)

Length of program(s) in credits and number of academic terms, inclusive of prerequisite courses, for all program options:
Credits: 39
Academic Terms: 3 semesters + a May term of 3 weeks in length

Number of general education credits and/or nursing credits that may be transferred into the program/program option(s):
10 credits of general education credits

Student totals by program type and disaggregated by program option(s):
Students Spring 2019 (total): 88
Online: 39
Worthington Campus: 12
Pipestone Campus: 22
Granite Falls Campus: 15

Faculty cohort (number of full-time and part-time by program type – exclusive to the program or shared with other programs)
Total PN faculty: 13
Number of FT nursing faculty teaching in PN Program only: 3
Number of PT nursing faculty teaching in PN Program only: 9

Number of FT Nursing faculty teaching in NA/PN/AS programs: 1
Number of PT Nursing faculty teaching in NA/PN/AS programs: 0

Number of faculty by location:
Location 1: Worthington
FT: 1
Location 2: Pipestone
FT: 2
Location 3: Granite Falls
FT: 1
Distance: (Distance courses taught by the same 4 FT faculty members)
PT faculty are assigned by clinical site and not by program location

The method of delivery and percentage of nursing credits delivered by distance education for all program options:
Distance Education: 59% Online / Interactive TV
Worthington: 0%
Granite Falls: 0%
Pipestone: 0%

All program locations delineated by location classification (branch campus or off-campus instructional site) and number of credit hours for program of study taught at each location; specify the address of the location, including street number, city, and ZIP code:

Distance Education:
39 credits/976 hours

Worthington:
1450 Collegeway
Worthington, MN 56187
39 credits/976 hours

Granite Falls:
1593 11th Ave.
Granite Falls, MN 56241
39 credits/976 hours

Pipestone:
1314 North Hiawatha Ave.
Pipestone, MN 56164
39 credits/976 hours

Other nursing accreditation if applicable (e.g., Council on Accreditation of Nurse Anesthetists, the American College of Nurse-Midwives Division of Accreditation):
None

The ACEN Accreditation Standards and Criteria used to prepare the Self-Study Report (e.g., 2017):
2017

Overview and Brief History of the College

Minnesota West Community and Technical College (Minnesota West), a part of the Minnesota State College and University System, has five campuses and two learning centers in rural Southwest Minnesota. Each of the five campuses were formerly a technical or community college that merged in 1997 to become one public, nonprofit college. The oldest campus is the Worthington Campus which was founded in 1936. Minnesota West continues to offer various certificates and degrees in technical and career programs, as well as offer liberal arts / general studies pathways for learning onto four-year universities. Minnesota West also has a robust continuing education department that aligns education with business and industry.

Minnesota West is located in a geographical area that comprises nineteen southwestern Minnesota counties. (See Figure 1). The geographical distances between campuses and each campus' unique community, history, traditions, philosophies and culture, distinguish Minnesota West from all other colleges in the state. Minnesota West is the only public community and technical college in southwest Minnesota and thus serves a large rural region. Due to a large geographical service area, Minnesota West focuses on a common theme or thread in the governing organization missions/vision, namely, accessibility to education. The liberal arts campus is located on the Worthington campus with technical campuses located at Jackson, Pipestone, Canby, and Granite Falls. Nursing labs are located on the Worthington, Pipestone and Granite Falls campuses.

With a combined surface area of more than 20,500 square miles, Minnesota West's territory exceeds that of every New England state except Maine (the combined areas of Connecticut, Massachusetts, and Rhode Island is only about 14,000 square miles; that of New Hampshire and Vermont is only about 18,000 square miles). The shortest route from Granite Falls to Canby is approximately 40 miles, from Canby to Pipestone is 60 miles, from Pipestone to Worthington is 60 miles, from Worthington to Jackson is 30 miles, and from Jackson to Granite Falls is 105 miles.

Figure 1: Minnesota West Campuses and Centers and Geographic Service Area
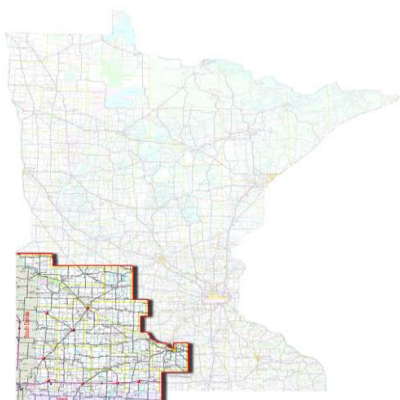
Practical Nursing Program Overview

The Practical Nursing (PN) program has three sites which are located in Worthington, Pipestone, and Granite Falls, MN. The three sites function as one nursing program with the nurse administrator overseeing all locations and faculty report to teach at their assigned home campus. The PN Program started at the Worthington Campus in 1970, graduating LPN level students in 1971 under the college name of Worthington State Junior College. Southwest Technical College in Pipestone also had a PN Program that graduated the first program students in 1991. The programs remained as two separate programs for the Minnesota State Board of Nursing until 2012 when the programs combined. Minnesota West recently celebrated 45 years of PN program diploma degrees.

Minnesota West also has an LPN to Associate Degree in Science (AS) Nursing Program. This mobility program offers the licensed practical nurse the opportunity for a professional nursing degree (RN). A partner college in the Minnesota State system, Southwest Minnesota State University (SMSU), offers the RN to Bachelor in Science of Nursing (BSN) degree. SMSU is located in the geographical center of the Minnesota West campuses. Both Minnesota West and SMSU hold nursing accreditations for the AS Nursing and BSN programs.

Nursing Department

The PN and AS Nursing programs combined make up the Nursing Department at Minnesota West. The Nursing Department fits into the Allied Health Division, which is comprised of various other small healthcare programs (i.e., Radiology Technician, Surgical Technician, Dental Assisting, Medical Laboratory Technician, etc.). Nursing is the largest program in the Allied Health Division. The PN and AS

Nursing programs are the largest programs at Minnesota West after the general or liberal arts degree-seeking students.

The PN Program annually accepts up to 128 students each year, for a fall semester program start. The maximum number of students in the PN program is based on number of clinical partner facilities willing to host students. The Nursing Department Advisory Committee gives feedback at two meetings per year. Over the past three years, the workforce members on the Committee have dedicated additional clinical space to expand to the 128 due to increased need for LPNs at area healthcare facilities. The previous maximum was 96, matching the AS Nursing Program student acceptance maximum.

The PN Program is a three-semester program plus a three-week May term. The first semester includes one general education course, BIOL 1110 or BIOL 1115, which is the only pre-prerequisite to the PN program. The second and third semesters include NURS courses along with two general education courses, PSYC 1150 and BIOL 2202. The program completes each May after the PN Integration (preceptorship) course is completed. The PN program is a 39 credit diploma degree-granting program and upon completion allows students to sit for the NCLEX-PN.

Program diversity is approximately 70-80% Caucasian and 20-30% diverse for the past 4 years. Table A displays the diversity of the students in the PN program for the past 4 years.

Table A: Student Diversity

Year	TOTAL	Black	Asian	White	Hispanic	American Indian	Native Hawaiian	Multiple	TOTAL
Fall 18	126	20	5	86	2	1	0	12	126
Fall 17	105	10	3	81	3	0	0	8	105
Fall 16	99	14	5	69	2	0	0	9	99
Fall 15	108	9	2	85	3	1	0	8	108

Distance education has become a reality for the Minnesota West PN Program. The academic requirements, nursing curriculum, and clinical expectations are identical for the land-based program and distance program. The support services for distance learners, although provided differently, are the same as for land-based learners.

In meeting the mission/vision of the system, college, and nursing program addressing accessibility, all didactic courses are offered online. Not all students prefer or learn effectively via online classes. For those students, classes are offered either face-to-face or via interactive television (ITV) studios on the Granite Falls, Pipestone, and Worthington campuses. Faculty teaching didactic courses

serve as clinical instructors in distance locations if feasible. Faculty members are available by phone, email, text, or virtual office hours.

Faculty members have designated offices at a nursing campus – Worthington, Pipestone, or Granite Falls. Three faculty, of which are unlimited (permanent) full-time (UFT) faculty in the PN program only, each serve as campus leaders for the PN program. Kim Lehrke works from the Granite Falls campus, McCall Lutmer works from the Pipestone Campus, and Marissa Marten works from the Worthington Campus. An additional FT shared faculty is based from the Pipestone Campuses. Nine part-time faculty teach in clinical locations throughout Southwest Minnesota and Southeast South Dakota. Faculty members use technology to stay in continuous communication with each other despite distances.

The Dean of Nursing, Dawn Gordon, PhD - Nursing, serves as the program administrator. Dr. Gordon reports to the Minnesota West Provost and is part of the Minnesota West Leadership Team. Dr. Gordon's position is full-time, and she leads both the AS Nursing and PN programs.   The Worthington Campus serves as Dr. Gordon's home office, but additional offices at Pipestone and Granite Falls are also used for meetings with students and faculty.

While the Minnesota West Nursing programs are long established, continuous review is essential for the future. Table B is an analysis of the strengths and weaknesses of the program along with future plans for continued success.

Table B: Analysis of Strengths and Areas Needing Development

Standard	Strengths	Areas Needing Development	Future Plans
Administration	-Articulation opportunities for students to further nursing education degrees. -Strong service-learning connections in our communities. -Study abroad experiences in Ecuador. -Nursing director (dean) is full time.	-none identified	-Continue pathway to AS RN and RN to BSN in this local, rural community. -Continue abroad experiences in Ecuador.
Faculty	-Team approach to teaching maximizes the strengths of faculty.	-update the nursing faculty handbook annually	-continue annual faculty handbook updates.
Students	-Strong college and program commitment to educating a diverse student body. -variety of course learning styles	-none identified	-trending data on success of various learning style will continue.
Curriculum	-Variety of excellent clinical sites in rural and urban settings that provide experience in heath care across the life span and health-wellness continuum.	-none identified	-trend data on SLOs assignment in NURS 1295 course. Rubric with new leveling started Spring 2018.
Resources	-The program has adequate budgetary resources, adequate physical, technological, and learning resources	-none identified	-complete current lab renovations and grants over next 1-2 years. -continue local conferences to grow and develop resources for faculty.
Outcomes	-NCLEX-PN pass rates are top in the state and above the national average. -Graduates are well received in the communities and obtain employment offers.	-Completion rate QI plan in progress.	-continuing to monitor completion rate program outcome.

SECTION 2: STANDARDS 2-5

Standard 1: Mission & Administrative Capacity

The mission of the nursing education unit reflects the governing organization's core values and is congruent with its mission/goals. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified program outcomes.

Criteria 1.1:
The mission/philosophy and program outcomes of the nursing education unit are congruent with the core values and mission/goals of the governing organization.

Mission and Philosophy

The following is not intended to be a comprehensive statement of the philosophy of the faculty of the Minnesota West PN Program. Rather, it sets forth those beliefs and values that have high priority for the faculty and will, therefore, have a strong influence upon the nursing program and the manner in which it is implemented.

Mission

The Minnesota West PN Program provide nursing education using a variety of delivery methods to a diverse population with the goal of preparing graduates who practice safe, entry-level PN care.

Philosophy

The PN Program believes that practical nursing is grounded in the biological, psychological, sociological, and spiritual sciences. Licensed Practical Nurses (LPNs) care for diverse individuals in a variety of inpatient and community-based settings by providing safe, culturally sensitive, individualized patient/relationship-centered care and by participating as a member of the health care team.

LPNs recognize that teamwork and interprofessional collaboration among health care professionals is critical to delivering safe, quality patient care. The ability to provide safe, patient-centered care is dependent on effectively utilizing information technology and informatics in the healthcare setting. Ongoing quality improvement activities are performed in concert with other members of the health care team. Implementing established evidence-based care is essential to the delivery of quality, safe, patient-centered care.

Professional values guide interactions with individuals, families, and the health care team. LPNs demonstrate professional behaviors by exhibiting accountability for one's actions, meeting the health

care needs of patients, and assuming legal responsibility for the care provided. LPNs demonstrate professional identity by upholding a commitment to the public and by adhering to an established code of ethics.

The major roles of the LPN includes providing nursing care and participating as a member of the nursing profession. As providers of care, LPNs contribute to the promotion of wellness, use nursing judgment in the identification of current and emerging patient problems, and function as advocates for individual patients. In addition, LPNs manage care of the individual patient through the use of established protocols and evidence-based care incorporating the nursing process and caring as essential tools. LPNs work within an established plan of care to assign other LPNs and assign and monitor unlicensed assistive personnel, tasks/activities to provide safe, quality patient care. LPNs provide health care information and reinforce education provided by other members of the health care team to achieve positive clinical outcomes.

The nursing program believes that students graduating from Minnesota West Community and Technical College's PN Program must be ready to practice in a complex and changing clinical environment. The program measures eight student learning outcomes with identified competencies and apprenticeships by which the student must successfully complete to demonstrate proficiency in the role as a graduate of this PN program. From gradual leveling and evaluation in the didactic, lab, and clinical courses, students grow knowledge, skills, and values/attitudes to prepare for the LPN scope of practice. The student is given the opportunity to reflect on the importance of patient/relationship-centered care, teamwork and collaboration, leadership skills, quality improvement, safety, informatics/technology, professional identity/behaviors, and nursing judgment/evidence-based care within individual practice as a future LPN.

The LPN programs mission and philosophy are congruent with that of Minnesota West Community and Technical College. Table 1.1 displays the areas of congruency of the college values to the nursing program philosophy and the congruency of the college mission to the program mission and to the program outcomes.

**Table 1.1: Nursing Program Mission Statement and Philosophy**

College Values congruent with Nursing Philosophy	Nursing Philosophy congruent with College Values	Congruency in Mission and Statements and Program Outcomes	College Mission and Vision	Nursing Mission	Nursing Program Outcomes
1. Values 2. Community Engagement 3. Courage 4. Diversity & Inclusion 5. Innovation 6. Integrity 7. Student Success	1. Guide interactions with individuals, families and the healthcare team 2. Upholding a commitment to the public 3. Change for positive clinical outcomes 4. Care for diverse individuals and families in a variety of settings including safe culturally sensitive individual care 5. Safe patient-centered care with effective information technology and informatics 6. Demonstrate professional behaviors and accountability 7. Graduates practice in complex and changing clinical environments	Prepares Learners Regional Choice Lifetime of Success	Mission Minnesota West prepares learners for a lifetime of success. Vision Minnesota West is the regional college of choice.	The Minnesota West PN Programs provide nursing education using a variety of delivery methods to a diverse population with the goal of preparing graduates who practice safe, entry-level PN care.	NCLEX: The program's most recent annual NCLEX licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period aggregated the program as a whole and by program option, location and completion date. Completion Rates: 55% of the students who begin the first nursing courses will graduate from the nursing program within 150% of the timeframe allotted for the program. Job Placement: Post-graduation at least 80% of graduates will be employed at 6 to 12-month post graduation.

Criteria 1.2:

The governing organization and nursing education unit ensure representation of the nurse administrator and nursing faculty in ongoing governance activities; opportunities also exist for student representation in governance activities.

The following figure displays the organization of the governing body at Minnesota West.

Figure 1.1 College Organization Chart
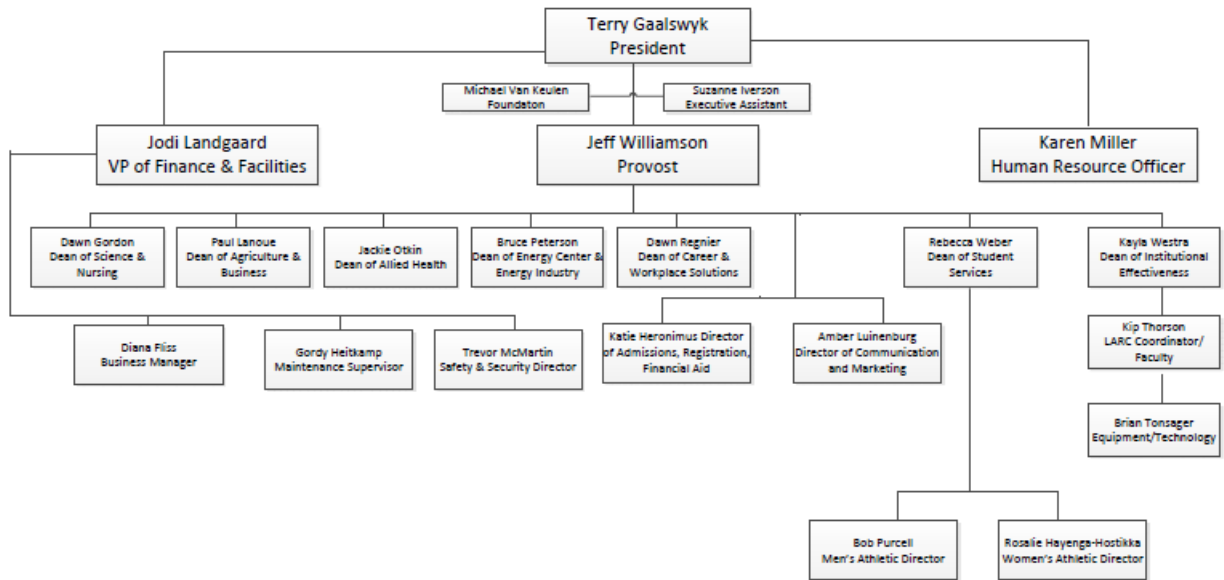
The nursing education unit is governed by the following organizational structure.

Figure 1.2 Organizational Chart for the PN Program
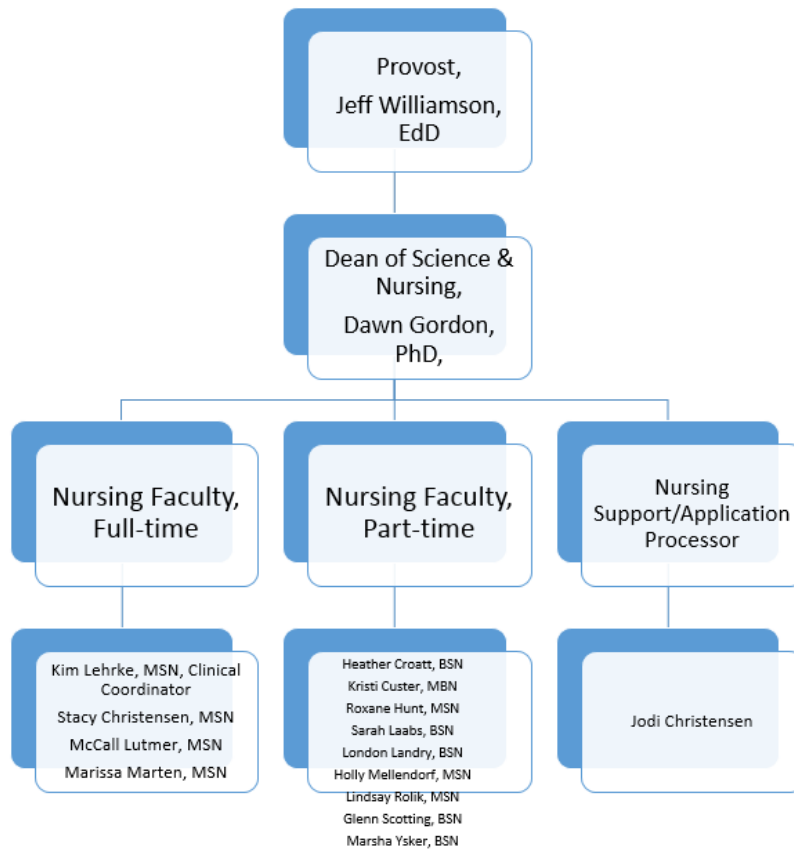
All nursing faculty are represented by the Minnesota Community College Faculty Association (MSCF). The nursing faculty has the opportunity to be active in MSCF. Article 8 of the 2017-2019 Master Agreement between State Colleges and the Universities Board of Trustees and MSCF recognizes that "faculty has a direct interest in college issues including, but not limited to, long- and short-range planning, priorities in the deployment of financial resources, acquisition and use of existing physical and human resources, institutional self-study, marketing, public relations, and recruiting activities". Faculty are involved in shared governance, academic affairs, and program development.

Faculty participation on college-wide work groups, committees, and associations are encouraged and supported by faculty and administration. The MSCF contract has several established meetings at each campus within the Minnesota State system, including the Faculty Association (FA), Shared Governance Committee, and the Academic Affairs and Standards Committee (AASC). All faculty are members of the FA; the DON serves on AASC. Table 1.2 displays the multiple committees that are represented by the faculty and DON.

Table 1.2: Table of Faculty and Administrator Committees

Administrator Name	College Committees	Nursing Committees
Dawn Gordon	Leadership Team Committee, Deans and Directors Committee, Master Facility Planning Committee, Academic Affairs & Standards Council (AASC)	Internal to college: Nursing Advisory Committee, Nursing Faculty Committee, Allied Health Divison, Nursing Pinning Committee, Nursing Admissions Committee External: Minnesota Dean/Directors of AD/PN Nursing chair, Southwest Minnesota State University (RN to BSN) Nursing Advisory Committee, SW MN Nurses Honor Society Leadership Succession and Research PLanning Committees, Sanford Regional Hospital Worthington Vice-President board member, Ecumen Healthcare Task Force Committee Member, National League for Nursing Ambassador, National League for Nursing Practical Nursing Task Force member, Sigma Theta Tau International member, Minnesota Organization of Nursing Leaders Research Task Force member
Faculty Names	**College Committees**	**Nursing Committees**
Stacy Christensen	Faculty Association, Allied Health Division members, Health & Social Pipestone Campus Committee	Nursing Advisory Committee, Nursing Faculty, Nursing Admission Committee, Nursing Pinning Ceremony Committee
Kim Lehrke	Faculty Association, Allied Health Division members, Faculty Development Funds Committee (Granite Falls campus), Health & Wellness Committee (Granite Falls campus)	Nursing Advisory Committee, Nursing Faculty, Nursing Admission Committee, Nursing Pinning Ceremony Committee
McCall Lutmer	Faculty Association, Allied Health Division members, Suspension Appeals Committee, Scholarship Committee (Pipestone Campus)	Nursing Advisory Committee, Nursing Faculty, Nursing Admission Committee, Nursing Pinning Ceremony Committee
Marissa Marten	Faculty Association, Allied Health Division members, General Ed/Transfer Curriculum committee, Faculty Development Funds (Worthington Campus)	Nursing Advisory Committee, Nursing Faculty, Nursing Admission Committee, Nursing Pinning Ceremony Committee
Heather Croatt	Faculty Association, Allied Health Division members	Nursing Advisory Committee, Nursing Faculty
Kristi Custer	Faculty Association, Allied Health Division members	Nursing Advisory Committee, Nursing Faculty
Roxane Hunt	Faculty Association, Allied Health Division members	Nursing Advisory Committee, Nursing Faculty
Sarah Laabs	Faculty Association, Allied Health Division members	Nursing Advisory Committee, Nursing Faculty
London Landry	Faculty Association, Allied Health Division members	Nursing Advisory Committee, Nursing Faculty
Holly Mellendorf	Faculty Association, Allied Health Division members	Nursing Advisory Committee, Nursing Faculty
Lindsay Rohlik	Faculty Association, Allied Health Division members	Nursing Advisory Committee, Nursing Faculty
Glenn Scotting	Faculty Association, Allied Health Division members	Nursing Advisory Committee, Nursing Faculty
Marsha Ysker	Faculty Association, Allied Health Division members	Nursing Advisory Committee, Nursing Faculty

Nursing Students Involved in Governance

Students are encouraged to be active in the campus activities and organizations such as on the campus student senate or serve as a nursing student representative. Student Senate members may serve on staff/faculty search committees, and the appeal process (due process) committees, and on technology, scholarship, and campus leadership committees.

All PN students are encouraged to actively participate in nursing unit governance. Student representatives are designated at the start of the fall academic year.   These student representatives are not elected through a formal election process but are student volunteers. An election is held if too many volunteers come forward. Faculty do not influence student representative selections. Student Representatives attend two monthly faculty meetings each term and bi-annual nursing advisory committee meetings (Advisory Committee Meeting minutes will be available at the site visit). Table 1.3 displays the student involvement in governance for the past 3 years.

Table 1.3: Student Involvement in Governance

Activity/Date/Students	2015/2016	2016/2017	2017/2018
Advisory Committee Fall Date	October 10, 2015	October 17, 2016	October 2, 2017
Student Numbers	3	2	2
Advisory Committee Spring Date	April 26, 2016	April 3, 2017	April 9, 2018
Student Numbers	1	Students at "Day on the Hill" MN State Capital nursing student experience	2
Faculty Meeting Fall Dates	9/21/15, 10/19/15, 11/9/15, 12/14/15	8/29/16, 9/26/16, 10/10/16, 10/24/16, 10/27/16, 11/7/16, 11/21/16, 12/05/16	9/25/17,10/30/17, 11/13/17, 11/27/17, 12/11/17
Student Numbers	3, 4	2	3, 3
Faculty Meeting Spring Dates	1/25/16, 2/29/16, 3/21/16, 4/18/16, 7/7/16, 7/19/16	1/23/17, 2/6/17, 2/27/17, 3/27/17, 4/24/17, 6/14/17	1/29/18, 2/12/18, 3/12/18, 3/26/18, 4/9/18
Student Numbers	3, 2	2	3

Criteria 1.3:

The assessment of end-of-program student learning outcomes and program outcomes is shared with communities of interest, and the communities of interest have input into program processes and decision-making.

Communities of interest are equally valued participants, stakeholders, and groups that provide valuable feedback to promote program growth, to guide decision-making and to collectively drive change. Individuals and group stakeholders include members of the Minnesota West Nursing Advisory

Committee, nursing faculty, college faculty, administration, support services staff, nursing advisors, community health care facility leaders, and students. See Table 1.4 for the multiple communities of interest and the input or value to the Minnesota West Practical Nursing Program.

Table 1.4 Communities of Interest – Value to the Practical Nursing Program

Community of Interest	Input – Value to Minnesota West PN Program
Participation in Advisory Committee Meetings by participating area health care professionals.	Advisory Committee Members meet and provide input at bi-annual Advisory Committee Meetings. Participation is strong and active.
Students have formal and informal input into decision-making and program processes.	Students offer formal or informal suggestions, concerns, and input into program processes or decisions at bi-monthly faculty meetings.
College staff, faculty, and administrators participate in Advisory Committee Meetings to demonstrate support for the program and curricular changes.	Administration, staff, and faculty of the college participate along with the nurse administrator, nursing support staff, and nursing faculty (both AS and PN) in program and curricular changes.
Area community members in the college service area provide input about program processes and decision-making.	Community members offer formal or informal (most frequent) input on program processes. Community members are invited to serve on the Nursing Advisory Committee.
Clinical agencies offer input – informally or formally regarding program processes, students, and/or curriculum.	Clinical agencies offer verbal and written feedback on program or student concerns.

Communities of Interest - Program Advisory Committee

Minnesota State's policy for college program advisory committee states "A college program advisory committee must include, but is not limited to, employers, students, and faculty who possess the requisite knowledge and skills relevant to the program." An advisory committee identifies college program needs and opportunities, describes the current status and dynamic nature of its industry and/or occupation(s), provides guidance and advice on initial development, accountability, expansion, and closure of academic programs or related program clusters at the college or with related programs at high schools, colleges, and/or universities, and reviews the intended competencies and other learning outcomes associated with the program on an ongoing basis (Minnesota State Policy 3.30 College Program Advisory Committees).

The Minnesota West PN program believes input from the nursing advisory committee is an invaluable tool to assist with continuous quality improvement, and the nursing program prides itself on the support received from advisory committee members.

Meetings are convened bi-annually to nursing program outcomes, trends in education and employment, and to identify the needs of institutions that are represented. Clinical practice facilities are invited to send a representative to the advisory committee meetings. Usually, the representative is

the chief nursing administrator or a designee. The advisory committee membership includes students from both Practical and AS Nursing programs. Usually, students who attend have been encouraged to serve by their peers and represent classroom, online, and ITV learners. Advisory Committee meetings are attended by Minnesota West Administration. Attendance by administrators assists in building partnerships with the facilities and allows for in-depth dialogue between Minnesota West and represented facilities.

Community of Interest – College Faculty and Staff

Faculty members from other disciplines at the college advices and assists the PN program to plan the appropriate liberal arts classes to ensure a well-developed curriculum. For example, two years ago the faculty identified that renal was an area on the NCSBN Mountain Measurement report that could be enhanced in the biology courses. The DON and faculty met with the biology faculty who agreed to enhance renal in their courses.

In addition, One Stop Student service staff, nursing tutors, and nursing advisors support student learning and are highly valued in the PN program and contribute to student success in the program. Members of One Stop Services are on the nursing advisory committee and give input to the department formally at the meetings and informally in discussions with faculty and the DON.

Community of Interest - Nursing Students

Students offer formal or informal suggestions, concerns, and input into program processes or decisions at bi-monthly faculty meetings and at the advisory committee meetings. In addition, students give formal feedback to the program through multiple surveys including the student exit survey. For example, students wanted to minimize drive time for testing. Consequently, an online testing system was implemented in the fall of 2017.

Community of Interest - Accrediting Bodies

The Minnesota Board of Nursing (MBON) has input legislatively into the nursing program. Yearly compliance surveys are completed to assure alignment with the legislative rules for Nursing Education programs in Minnesota. The MBON has legislated that all nursing programs in Minnesota be nationally accredited with a site visit by May 31, 2019. All materials sent to ACEN are also sent to the MBON for review.

The program received candidacy from ACEN in spring of 2018 and will continue to submit necessary information and funds for the site visit to fulfill requirements for accreditation.

Criteria 1.4:
Partnerships that exist promote excellence in nursing education enhance the profession and benefit the community.

The DON belongs to the statewide AD/PN directors group which meets four times per year to collaborate on issues in nursing education across Minnesota. This professional group covers a broad array of topics and also receives quarterly updates from the Minnesota Board of Nursing leaders. Through this partnership, the DON remains informed of trends and changes occurring in nursing programs in MN. Dawn Gordon, DON serves as a co-chair of the AD/PN Directors group.

The PN Program partners with HealthForce Minnesota (HFM), a Center of Excellence through the Minnesota State system. HFM provides free consulting services for accreditation, curriculum support and resources, and a statewide collaborative simulation network.

Articulation Agreements

Minnesota State College and University System has a statewide nursing articulation agreement. This agreement is designed to advance a shared commitment to providing opportunities for educational mobility through multiple exits and entries without undue loss of credit. The articulation agreement strives to place nursing education clearly within a dynamic and changing health care arena, preparing nurses to function effectively in the context of current realities and to respond creatively to future changes. Minnesota West PN program is a part of this agreement which allows articulation to all the Minnesota State AS/AD Nursing programs.

Articulation Agreement

The PN program can articulate to each of the Minnesota State AS/AD Nursing Programs. Minnesota State has a statewide articulation agreement which will be available at the site visit.

Partnerships- Service Learning Projects

Nursing students have the opportunity to complete a service learning project during the nursing program. The PN program collaborates with the local school districts and clinics to provide flu shots to all area K-12 students. In addition, students participate in hearing and vision screening with local school districts. In addition, students have the opportunity to participate in a Study Abroad Service Learning Project in Ecuador in May of each year. In the past 2 years, 3 to 5 PN students have participated.

Table 1.5 displays the multiple partnerships of the program, how the partnership promotes the nursing profession and the years of involvement.

Table 1.5: Partnerships within the State

Partnerships	Promotion of the Nursing Profession	Years of Involvement
AD/PN Directors	The goals of the AD/PN Directors are to 1. support accreditation 2. support leadership growth and development 3. support orientation and development of new directors 4. support student success	Greater than 10 years
HealthForce Minnesota (HFM)	Center of Excellence in MN State provides consultations, curriculum resources and help with accreditation for nursing programs.	7 years
Minnesota Simulation and Healthcare Education Partnership (MnSHEP)	Statewide simulation network sponsored by HealthForce Minnesota provides webinars, conferences, newsletters, and support for simulation throughout the state.	2 – 3 years
PN Curriculum Collaboration Project	In 2013, two faculty members were on a statewide PN Collaboration Project to develop curriculum resources for the PN programs within the state to meet accreditation standards. The committee no longer meets, but the resources are still available and used by the program.	5 years
Articulation Agreements	Statewide PN to AD/AS articulation agreements.	Greater than 10 years
K-12	Flu shots and hearing/vision screening service learning for students	Greater than 5 years
Travel Abroad Ecuador	Partnership with Rochester Community and Technical College to provide an opportunity for travel abroad with a chance for students to develop cultural competence and achieve college credit.	3 years
Southwest Minnesota Honor Society	A collaboration of nurses in Southwest Minnesota with opportunities to share research. Research summit is annually in March.	3 years

Criteria 1.5:

The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing.

Dr. Dawn Gordon is the Dean of Science and Nursing and is the administrator and director of the nursing programs at Minnesota West Community and Technical College. Dr. Gordon holds a doctorate degree (Ph.D.) in Nursing from South Dakota State University (2014), two master's degrees – Master of Business Administration (MBA) and Master in Management in Healthcare and Business (MS) from Colorado Technical University (2001), and a Bachelor of Arts in Nursing from Augustana University (1999).

Criteria 1.6:
The nurse administrator is experientially qualified, meets governing organization and state requirements, and is oriented and mentored to the role.

Dr. Gordon is experientially qualified, meets governing organization and state requirements, and has been oriented and mentored in her position. Academic preparation for nursing education and nursing experience as a rural (nursing leadership in all areas of a small hospital) and urban nurse (cardiac and pulmonary critical care) prepared Dr. Gordon for the appointment as Dean of Science and Nursing at Minnesota West.

Dr. Gordon remains experientially qualified through nursing education and leadership research, and actively participates in national and state conference presentations. She recently published a book chapter with the National League for Nursing on core competencies for nurse educators (2019), presented at a Sigma Theta Tau International conference on nursing leadership (2018), and presented at a Minnesota health educator's conference on collaborative testing in nursing programs (2018) to name a few. She annually attends national and state conferences to remain current in her role.

Minnesota State colleges and universities does not have specific requirements for the Director of Nursing position. Minnesota West, however, does have a position description that requires a graduate degree in nursing. In addition, the MBON has specific legislative requirements that Dr. Gordon meets which are found on Table 1.6. Dr. Gordon has been the DON for the PN program since 2006 and was mentored and oriented to her role 13 years ago.

Table 1.6: Minnesota Board of Nursing Administrator Credentialing

Minnesota Board of Nursing Nurse Administrator Credentialing Requirements	Meets Requirement by:
Nursing Education program must: Ensure the director: -is academically and experientially qualified to accomplish the mission, goals, and expected student and faculty outcomes;	Gordon's background meets the qualifications for Minnesota State and the MBON requirements. Her doctorate degree is in nursing. Initial Minnesota State orientation included learning her role via consultations with other Minnesota State directors, membership in the Minnesota State AS/PN Deans/Directors Committee, Minnesota State New Administrators orientation to college as a system, and her specific role as an administrator director. This was followed up by Minnesota State leadership courses.
-has a graduate degree in nursing from a regionally or nationally accredited college or university recognized by the United States Department of Education or by a comparable organization if the graduate degree is from an educational institution from a foreign country;	Gordon meets regularly with the Provost and monthly with the college Leadership Team.

Gordon earned her academic degrees from South Dakota State Univeristy (PhD in Nursing) with a 4.0 GPA, Colorado Technical University (MBA, MS) with a 3.8 GPA, and Augustana University (BA Nursing) with a 3.2 GPA. |
| -has a current unencumbered Minnesota registered nurse license and current registration; | Gordon holds a Minnesota RN license that remains active, current, and unencumbered for practice as a registered nurse with a public health certification. |

Criteria 1.7:

When present, nursing program coordinators and/or faculty who assist with program administration are academically and experientially qualified.

The program has an experienced faculty member serving in a Clinical Coordinator role. The clinical coordinator position receives 3 credits/semester or 0.2 of her assignment as a clinical coordinator (job description will be available at site visit).

Criteria 1.8:

The nurse administrator has authority and responsibility for the development and administration of the program and has sufficient time and resources to fulfill the role responsibilities.

Dr. Gordon holds a position with the administrative team at Minnesota West. As the Dean of Science and Nursing, Dr. Gordon has the authority to direct and manage the nursing department. A job description for the Dean of Science and Nursing will be available at the site visit. The Dean of Science and Nursing position is located on Minnesota West's administrative organizational chart in Figure 1.1.

The DON is responsible for making classroom and clinical teaching assignments and has the authority to assign the workload/assignments for full-time and part-time faculty. The DON has the authority to seek and employ full-time and part-time faculty and has adequate time and resources to fulfill the program responsibilities.

Role responsibilities of the DON, in addition to faculty assignments, include all day-to-day operations of the PN Program with current and incoming students, ongoing college-wide communication to staff and administrators, meeting with the Nursing Program Advisory Committee, leading faculty meetings and/or joint nursing program meetings (PN and AS faculty and programs meet together for continuity of programs), and coordination of ongoing approvals and responsibilities with the MBON, as well as coordinating compliance with the ACEN Standards.

On the spring 2018 faculty survey, 80% of the faculty (4/5) agreed or strongly agreed that the nurse administrator has sufficient time and sufficient support to fulfill the responsibility of the position.

Criteria 1.9:

The nurse administrator has the authority to prepare and administer the program budget with faculty input.

The Dean of Science and Nursing has the authority to prepare and administer the budget with faculty input. At Minnesota West CTC, the Dean of Science and Nursing reports to the Provost, Dr. Jeff Williamson, who allows for negotiation and discussion regarding budgets and resources with all college Deans. Program budgets are reviewed, prepared and submitted to the Provost collectively by the Dean of Science and Nursing in the spring prior to the next fiscal year.

Equipment needs are reviewed annually with faculty in August through Allied Health Division meetings. Five-year equipment lists are distributed, and revisions are requested to the five-year plan. Both PN and AS nursing faculty meet each fall to discuss and make decisions related to equipment needs on the five-year list. The list guides the Dean of Science and Nursing to budget and seek resources needed for continuous improvement of the program.

Additional budget items are established through other resource opportunities such as the Collegewide Equipment and Technology Committee. When resources are needed by faculty members outside of the Collegewide Equipment and Technology Committee's ability to fund, they bring the need forward for discussion at faculty meetings. The Dean of Science and Nursing submits the requests on behalf of the nursing faculty to applicable resources options (I.e. Perkins funding, college strategic initiatives, grants, foundations, scholarships, etc).

In spring 2018 on the faculty survey (N=5/5), 5/5 or 100% of full-time faculty agreed/neutral or strongly agreed and faculty have input into the budget.

Criteria 1.10:

Policies for nursing faculty and staff are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization: differences are justified by the goals and outcomes of the education unit.

All faculty at Minnesota West are governed under the statewide Minnesota State College Faculty (MSCF) union. The union contract defines the rights and responsibilities of the MSCF faculty. It is a master agreement negotiated between MSCF and Minnesota State Board of Trustees. The contract (Click here for MSCF contract) includes language regarding definitions, payroll and deductions, management rights, shared governance and academic affairs, representatives, professional development, insurance, and miscellaneous rights of faculty members. Workload/assignment guidelines are the same for all faculty based upon the MSCF contract.

Policies for the college are found on the website at http://www.mnwest.edu/policies.

In addition, the college has a faculty manual which includes a faculty handbook, faculty evaluation handbook, and an assessment handbook.

Nursing faculty adhere to additional policies as required by clinical affiliations, for example, remaining current in CPR, immunization guidelines, etc. Policies of the nursing education unit are established with faculty and DON collaboration. Nursing program policies are consistent with the governing organization's policies yet follow more stringent program specifics where applicable. The nursing faculty handbook is updated annually by the Dean of Science and Nursing after input from faculty is received (faculty handbook available at site visit).

Nursing policies are comprehensive and congruent with college policies, faculty, and administrative contracts. Any differences are clearly communicated and justified by the goals and outcomes of the nursing program (immunizations, dress code, licenses, background checks, etc.). Areas of difference relate to the stringent policies that nursing programs must adhere to and are listed below in Table 1.7.

Table 1.7: Differences between Policies

College Policies	Nursing Policies	MCSF Contracts
Immunizations, nursing license, background checks, and life support certification not mentioned.	Immunizations, nursing licenses, background checks, and life support certification must be current.	Immunizations, nursing license, background checks, and life support certification not mentioned.

Criteria 1.11:
Distance Education, when utilized, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.

Minnesota West and the PN Program offer components of the nursing program at a distance to increase accessibility in congruency with the governing organization and nursing educational unit mission statements. Minnesota West PN Nursing Program, along with various Minnesota West programs and courses, were granted approval for online delivery from the Higher Learning Commission in 2001.

Students have the option of taking nursing didactic courses face-to-face/ITV or online. Didactic courses include NURS 1100, NURS 1120, NURS 1130, NURS 1220, NURS 1230, and NURS 1250. Laboratory course, NURS 1140, and clinical courses, NURS 1180 and 1280, must be taken face-to-face. The Brightspace Desire to Learn (D2L) course management system platform provides quizzing and

assignments submission for all face-to-face/ITV and online courses and also supports lab and clinical courses. Faculty members travel to Minnesota West lab sites to provide accessible learning and assure consistency in student assessment. A distance education option allows students access to their educational program and provides flexibility for the student learner. Academic requirements, nursing curriculum, and clinical expectations are the same for the students who take advantage of distance education modalities.

PN program distance education students indicate high levels of satisfaction with online delivery of courses on IDEA Surveys administered by Minnesota West. Faculty teaching online courses receive results of the survey for their respective courses around the time of their evaluations and review areas for improvement with the Dean of Science and Nursing.

The Minnesota West distance education program recently placed fourth in the Digital Community Colleges Survey. The college has been recognized three times by the Center of Digital Education and American Association of Community Colleges as the 5th leading national, small college digital education program.

An overall goal demonstrating congruence with MnSCU and Minnesota West mission is to provide appropriate learning environments that are accessible for students. Congruence is also demonstrated in the areas of affordability and accessibility across the governing organization (MnSCU), Minnesota West, PN program and Distance Education mission statements. Accessibility is maintained for all students in the same manner. See Table 1.8 demonstrating congruence with MnSCU, Nursing Program mission and Distance Education philosophy per Kayla Westra, Dean of Distance Education.

Table 1.8:   Congruency of Mission with Distance Education

MnSCU Mission/Philosophy	Nursing Program Mission/Philosophy	Congruency with Distance Education
Mission: Minnesota State Colleges and Universities provides accessible high quality, future-oriented education, and community service through technical, pre-baccalaureate, baccalaureate, master's, occupational and continuing educational programs.	Mission/Philosophy: The Minnesota West PN Programs provide nursing education using a variety of delivery methods to a diverse population with the goal of preparing graduates who practice safe, entry-level PN care.	Per Kayla Westra, Dean of Distance Education: "Providing affordable, accessible education in supportive settings is the core component of our distance education at Minnesota West. We offer courses in different mediums (online, face to face, interactive television) to meet the needs of our students in their quest for education in the region. We provide the same support for our distance students as we do for our on-campus students." http://www.mnwest.edu/images/about-us/reports/hlc/2011_hlc_self_study.pdf

Standard 2: Faculty and Staff

Qualified and credentialed faculty are sufficient in number to ensure the achievement of the end-of-program student learning outcomes and program outcomes. Sufficient and qualified staff are available to support the nursing program.
Full- and part-time faculty include those individuals teaching and/or evaluating students in didactic, clinical, and/or laboratory settings.

Criteria 2.1:
Full-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

Criteria 2.2:
Part-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

2.1 Full time

Minnesota West currently employs four full-time faculty members that teach in the PN program– three are full-time in the PN program**,** and one teaches full-time with a shared assignment in the nursing assistant program. All full-time faculty hold a graduate degree with a major in nursing. All faculty meet the governing organization's and state's educational qualifications to be nursing faculty members. Official transcripts are provided during the hiring process and are available in the Human Resources department (See Appendix C).

2.2 Part-time

The program employs nine part-time faculty of which all hold a bachelor's degree in nursing. Three of the part-time faculty hold a MSN and two are in process to get their master's degrees in nursing. Clinical expertise is valued within educational qualifications for the state and governing organization, allowing BSN degrees to teach clinical courses. All part-time faculty teach clinical courses over the large, rural expanse that the nursing college serves. All part-time faculty meet the governing organization's and state's educational qualifications to be nursing faculty members. Official transcripts are provided during the hiring process and are available in the Human Resources department. Table 2.1 includes the nursing faculty academic credentials for faculty in each of the teaching areas.

In spring 2019, four new part-time faculty members were hired to cover clinicals. There is an anticipated maternity leave of a FT faculty member during spring 2019. To cover the didactic portions, full-time faculty will be teaching additional section of the didactic courses and part-time faculty were hired to cover the clinical courses. The new faculty members will be working with the clinical coordinator to assure each is oriented and mentored to their responsibilities.

Table 2.1: Number of Faculty Academic Credentials

Nursing Faculty Academic Credentials – (Highest Degree Only) –PN Program Only								
Number of Faculty	Doctoral		Master's		Baccalaureate		Associate	
	Nursing	Non-nursing	Nursing	Non-nursing	Nursing	Non-nursing	Nursing	Non-nursing
Full-Time	0	0	3	0	0	0	0	0
Part-Time	0	0	3	0	6	0	0	0
Nursing Faculty Academic Credentials – (Highest Degree Only) –Shared Nursing Assistant Program Only								
	Doctoral		Master's		Baccalaureate		Associate	
Number of Faculty	Nursing	Non-nursing	Nursing	Non- nursing	Nursing	Non-Nursing	Nursing	Non-nursing
Full-Time	0	0	1	0	0	0	0	0

Faculty Profile

The Faculty Profile in Appendix C contains each faculty member's qualifications including hire date, academic education, areas of teaching responsibilities/non-teaching responsibilities, and expertise areas. The Faculty Profile is divided into 3 sections: Full-Time PN Program Faculty, Part-Time PN Program Faculty, and Full-Time Shared Faculty. The CV's for each faculty are found in Appendix D.

Minnesota State Requirements

The PN faculty, Full-Time**,** and Part-Time members meet the Minnesota State requirements to be teaching in a technical program for the public college education system of Minnesota. A bachelor's degree in nursing is the required minimum qualification required for the position (Requirements found in the Faculty Profile Appendix).

Higher Learning Commission Requirements

The governing organization holds Higher Learning Commission (HLC) accreditation status. The HLC reviews and upholds the Minnesota State faculty for technical programs minimum qualifications requirement. The HLC minimum requirements for credentialing require one level above the level being taught.

Minnesota Board of Nursing Requirements

The Minnesota Board of Nursing requirement (state statute 6301) requires PN program faculty to be academically prepared at baccalaureate or graduate degree in nursing, experientially prepared, hold an unencumbered Registered Nursing license, and are sufficient in number to support the program outcomes. All program faculty meet the Minnesota Board of Nursing requirement.

Faculty Scholarship Definition and Examples

Scholarship is defined by the ACEN glossary as activities that facilitate the enhancement of a nursing faculty member's expertise and support the achievement of the end of program student learning outcomes and program outcomes. These include, but are not limited to, application of knowledge, teaching, service, practice, and research. The nursing faculty members support the use of evidence-based teaching and clinical practice. Faculty demonstrate their commitment to nursing scholarship through maintaining currency of knowledge and skills, dedication to curriculum revision, commitment to participate in the achievement of national goals related to nursing education, dissemination of knowledge beyond the college setting, and service to college and community.

Nursing faculty reflect scholarship and evidence-based clinical practice and teaching in a variety of ways:

Self-evaluation

All full-time and part-time faculty complete a self-evaluation during each evaluation with the dean of nursing. The self-evaluation contains questions reflecting on a faculty member's application of knowledge, teaching, service, practice, and research.

Mentoring

All new full-time and part-time faculty are assigned a mentor that assists with facilitating the new faculty member's knowledge and expertise.

Clinical Coordinators

The program has an experienced faculty member serving in a Clinical Coordinator role. The Clinical Coordinator works with clinical instructors to use evidence-based teaching and clinical practices at the clinical facilities. The clinical coordinator receives 6 credits a year.

Curriculum Vitae

All faculty update their curriculum vitae in reflection and demonstration of ongoing learning.

Expertise

Faculty are qualified to teach the courses they are assigned to. See Appendix D (Faculty CVs) for specific scholarship and expertise for each faculty member.

Minnesota West campuses offer Center for Teaching and Learning (CTL) activities that provide faculty and staff a variety of lea**r**ning opportunities. This resource enables faculty to maintain and enhance their expertise in teaching and learning. The Minnesota West Technology Department offers courses and learning sessions as a way to enhance faculty and staff expertise through technology.

Criteria 2.3:
Non-nurse faculty teaching nursing courses hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

The Minnesota West PN Program does not have any non-nursing faculty.

Criteria 2.4:
Preceptors, when utilized, are academically and experientially qualified, oriented, mentored, and monitored, and have clearly documented roles and responsibilities.

The nursing program uses preceptors in NURS 1295 - PN Integration which is a two-credit course (64 hours). The preceptors at the clinical sites work with the students to apply the nursing process, accountability, and professionalism in a realistic work setting.

Preceptors are selected by the nurse manager at the clinical site with input from the faculty. The preceptor may be a Licensed Practical Nurse and hold an LPN license but must have a Registered Nurse that is on the floor at all times while the student is present for preceptorship hours. When a preceptor agrees to participate, he or she is given an informational packet which includes additional information on the preceptor role, program information, and evaluation forms. The faculty liaison visits the student at the clinical site at least once. The faculty member mentors the preceptor to their role and is responsible for the evaluation of the student.

The preceptor functions as a teacher and role model. The preceptor provides direct supervision of the student during the preceptorship and give feedback of the student's performance to the faculty member. He or she orients the student to the facility, demonstrates skills, and assists the student in the development of accountability for his or her professional practice. The preceptor supervises and guides the student in the clinical areas but remains accountable for safe quality care for each patient.

The preceptor handbook will be available at the site visit which explains how the preceptorship is arranged, how preceptors are chosen, oriented, mentored, and monitored, and also contains the roles and responsibilities of the preceptor, faculty and students.

Criteria 2.5:
The number of full-time faculty is sufficient to ensure that the end-of-program student learning outcomes and program outcomes are achieved.
Faculty Contract

All college-wide faculty including nursing are covered under the Minnesota State College Faculty (MSCF) contract (Hyperlink to MSCF Contract) and have comparable workloads per contract language. Faculty may be assigned an annual maximum of up to thirty-two (32) credits or up to twenty-seven (27) contact hours per week. Whenever either limit has been reached the instructor may accept additional credit or contact hour assignments as overload. Table 2.2 displays the faculty workload for 2018/2019 school year.

Faculty Assignments

Full-time faculty members are sufficient to achieve the program outcomes. The program staffs courses and committees with full-time faculty and augments lab skills and clinical groups with experienced part-time faculty. Due to the extreme distances that the program has between sites, multiple part-time faculty are used to deliver clinicals in the rural areas.

Faculty Overload

There are sufficient full-time faculty for the program as demonstrated by the lack of faculty overload of credits for the past 3 years except for fall 2018 when there were 8 credits of overload due to a faculty member being on maternity leave.   All faculty are on a 9-month contract. Any courses taught by faculty during the summer are not considered overload.

Faculty Ratio

There is a sufficient faculty-to-student ratio for the PN program. The ratio for spring 2018 is 4 FT faculty/88 PN students = a faculty ratio of 1/22 which demonstrates adequate numbers of full-time faculty.

Faculty Workload

Table 2.2 displays the faculty workload for the current academic year. The faculty workload for the 2018/2019 academic year will be available at the site visit. The May Term is considered summer school and is not considered overload by the faculty contract.

Table 2.2: Workload Allocation Table

Fall 2018				Spring 2019			May Term (Not considered overload by contract)		
Faculty	Credits	Contact Hours	Other than PN courses to teach	Credits	Contact Hours	Other than PN courses to teach	Credits	Contact Hours	Other than PN Courses to teach
Full Time Faculty (16 credits or 27 contact hours = full time)									
Kim Lehrke	17.5	23	3 - CC	9	11	3 - CC	2	0	0
McCall Lutmer,	6 (mat leave)	12	0	17	19	0	2	0	0
Marissa Marten	20	28	0	13	13	0	0	0	0
Full Time Faculty Shared									
Stacy Christensen	8	14	8 - NA	1	1	12 - NA	0	0	3 - NA
Part Time Faculty									
Heather Croat	2	4	0	2	4	0	0	0	0
Kristi Custer	0	0	0	2	4	0	0	0	0
Roxane Hunt	0	0	0	4	8	0	0	0	0
Sarah Laabs	0	0	0	2	4	0	0	0	0
London Landry	0	0	0	2	4	0	0	0	0
Holly Mellendorf	6	12	3 - health careers	8	16	3 - health careers	0	0	0
Lindsay Rohlik	0	0	3 - health careers	4	8	3 - health careers	0	0	0
Glenn Scotting	0	0	0	2	4	0	0	0	0
Marsha Ysker	0	0	0	2	4	0	0	0	0

Faculty-to-Student Ratios

The ratio of faculty to students in didactic courses, face to face, or online is 1:35 (1 faculty for every 35 students). In lab courses, ratios are maintained at 1:16 (1 faculty for every 16 students). In clinical courses, the ratio of faculty to students is 1:8 (1 faculty for every 8 students). Table 2.3 displays the faculty to student ratios for each of the nursing courses.

Table 2.3: Faculty to Student Ratios

Course Number and Name	Credits Theory/Lab/clinical	Faculty to students Theory	Faculty/ students Lab	Faculty to students Clinical/Simulation
Fall Semester				
NURS 1100 Principles & Practices of Nursing	4 credits – theory	1:35		
NURS 1120 Nursing of the Adult I	3 credits - theory	1:35		
NURS 1130 Pharmacology I	2 credits – theory	1:35		
NURS 1140 Nursing Skills Lab	2 credits – lab		1:16	
NURS 1180 Clinical Applications I	2 credits – clinical			1:8
Spring Semester				
NURS 1220 Nursing of the Adult II	5 credits – theory	1:35		
NURS 1230 Pharmacology II	1 credit – theory	1:35		
NURS 1250 Family Nursing	2 credits – theory	1:35		
NURS 1280 Clinical Applications II	6 credits - clinical			1:8
May Term				
NURS 1295 PN Integration	2 credits - preceptorship	Preceptorship 1:35		

Faculty Committee Work, Office Hours and Service

Each full-time faculty accepts assignment as a committee member to one of the campus committees. (See Faculty Profile in Appendix C). The program has faculty meetings twice a month. The PN program meets once a month, and the Nursing Department as a whole meets once a month via Adobe Connect.

Several of the faculty are on college-wide committees as well. All faculty are a part of the nursing program's advisory board, which meets twice a year.

Faculty are required by **union contract** to publicize a minimum of a two hours per week for open office time for student access related to course concerns and questions.

The faculty are involved in multiple areas of service to the college and the nursing program. Each of the full-time faculty members is assigned student advisees and makes contact with them at a

minimum of every semester or more often if needed. Faculty are also involved in career promotion events which include a career expo at college, career fairs at high schools and communities and demonstrations in high school classes.

Criteria 2.6:

Faculty (full and part-time) maintain expertise in their areas of responsibility, and their performance reflects scholarship and evidence-based teaching and clinical practices.

All faculty maintain expertise in their areas of responsibility. In Appendix D, the faculty CV's are arranged to identify the areas that each faculty teaches, and an explanation of why they are qualified to teach a specific content area in the program. Each CV contains a table displaying the past 3 years of continuing education. Each continuing education session is identified as to whether it was related to teaching methodology, expertise in a specialty area, or technology/distance education.

In addition, the CV's also contain a section on scholarship. Scholarship is defined by the ACEN glossary (p.14) as activities that facilitate the enhancement of a nursing faculty member's expertise and support the achievement of the end of program student learning outcomes and program outcomes. These include, but are not limited to, application of knowledge, teaching, service, practice, and research.

The Scholarship Table on the CVs consists of evidence-based teaching and evidence-based clinical practices that the faculty member implemented in their teaching that demonstrates the scholarship of teaching. Other examples of scholarship that faculty included are publications, presentations, research, book reviews, etc. A specific example of scholarship that the faculty engage in membership with the Southwest Minnesota Nursing Honor Society, a local honor society that is dedicated to scholarship of nurses in this rural Minnesota region. An annual research summit held every year (location alternates with local university) involves faculty to participate and present.

Minnesota State college faculty credentialing policy and procedure require all unlimited faculty to complete a Professional Development Plan. This plan provides further evidence of teaching, practice and scholarship. Within this plan, the faculty identifies professional goals, experiences, instructional methods and special skills they will to accomplish within a one-year or three-year plan. These plans are submitted for review by the Dean of Science and Nursing and kept on file in the Human Resource Office.

Criteria 2.7:
The number and qualifications of staff within the nursing education unit are sufficient to support the nursing program.

The program has a full-time administrative assistant that processes nursing applications, manages medical and health information for nursing students, completes contracts for clinical experiences, supports nursing students, and support the faculty and Dean of Science and Nursing (job description will be available at the site visit).

The program has one nursing tutor who is part-time. She serves all nursing campuses and both nursing programs (PN and AS). The tutor is a RN who graduated from the PN and AS programs at Minnesota West and keeps an active nursing license in Minnesota. The tutor meets with students in a variety of methods such as in person, by phone, and with technology such as ITV, Skype, or Adobe Connect.

The program also has three nursing advisors that serve pre-nursing, PN, and AS students. The nursing advisors are located in student services department at the Granite Falls, Worthington, and Pipestone campuses.

Table 2.4: Non-Nursing Staff - Duties

Name	Credentials	Title/Department	Responsibilities
Jodi Christensen	BS in Office Administration from Southwest Minnesota State University	Application Processer/Administrative Assistant for Nursing Department	Nursing application processing and nursing program support for faculty and dean
Terry Peterson	AS and PN from Minnesota West	Nursing Tutor/ Nursing Department	Nursing student tutoring for both AS and PN students
Advisors			
Beth Bents	BA in Organizational Communications from Concordia College	Advisor/Student Services Department/ Worthington Campus	Advise and support pre-nursing, PN, and AS nursing students
Laurel Christianson	BA in Psychology from Southwest Minnesota State University	Advisory/Student Services Department/Granite Falls Campus	Advise and support pre-nursing, PN, and AS nursing students
Lynn VanderPlatts	Tutor Certificaiton from Southwest Minnesota State University; Diploma in General Secretary from Minnesota West	Advisory/Student Services Department/Pipestone Campus	Advise and support pre-nursing, PN, and AS nursing students

Criteria 2.8:
Faculty (full and part-time) are oriented and mentored in their areas of responsibility.

The college provides new faculty (full and part-time) with a college-faculty handbook with directions for collegewide responsibilities (http://www.mnwest.edu/faculty-resources/faculty-manual). Policies, rules, and regulations are available on the college website. Minnesota West policies are broad general directions used to govern the college (http://www.mnwest.edu/policies/). The polices of Minnesota West are congruent with the Minnesota State college system policies (http://www.minnstate.edu/board/policy/).

The nursing faculty handbook was revised in summer/fall 2018. The faculty handbook includes information on orientation and mentorship for new faculty in the program (the faculty handbook will be available at the site visit).

Faculty are oriented to the college on hire by the Provost and oriented to the nursing program by the Dean of Science and Nursing. New faculty are assigned a nursing mentor and attend monthly seminars with their mentor along with other new faculty/mentors during the first year of employment.

Part-time faculty are encouraged to attend the monthly seminars and are mentored by the clinical coordinator for the PN program.

Criteria 2.9:
Faculty (full- and part-time) performance is regularly evaluated in accordance with the governing organization's policy/procedures and demonstrates effectiveness in assigned area(s) of responsibility.

The Minnesota State Board of Trustees requires that all employees be evaluated on a regular basis. The objective of faculty evaluation is to identify areas of instruction needing improvement and encourage excellence in instruction. Faculty evaluation is part of the continuous quality improvement process at Minnesota West.

Faculty work with the appropriate administrator to complete the evaluation cycle. Each faculty member completes a self-evaluation. Faculty are encouraged, but not required, to schedule a peer evaluation. An administrator observes the faculty in the classroom. The semester courses are evaluated by student for quality of instruction. The faculty member then schedules a meeting with the appropriate administrator to discuss the evaluation results. The administrator and the faculty member discuss strong points and areas on which the faculty member should focus through a developmental process (http://www.mnwest.edu/faculty-resources/faculty-manual).

Faculty are evaluated as follows:

- Probationary faculty are evaluated each year of the probationary period (3 years).
- Unlimited (permanent) full-time or non-probationary faculty are evaluated on a three-year rotating schedule.
- Part-time faculty (adjunct) are evaluated the first four terms they instruct and thereafter on a three (3) year rotation (academic year).

Evaluations may be done more frequently if it appears there are instructional problems.

Professional Development Plans

Once faculty are off probation (3 years or 6 semesters), full-time nursing faculty maintain a Professional Development Plan (PDP) and review this document with the Dean of Science and Nursing every three years. This is completed in accordance with the annual evaluation. A Report of Activity is completed on the prior Professional Development Plan to reflect on past goals and accomplishments. Full-time probationary faculty PDPs are completed on a yearly basis. Adjunct clinical faculty do not complete a Professional Development Plan, but rather use the self-evaluation (part of the evaluation process) to review professional development goals and accomplishments.

Criteria 2.10:
Faculty (full and part-time) engage in ongoing development and receive support for instructional and distance technologies.

The Center for Teaching and Learning (CTL) began as a Minnesota State initiative and continues today at Minnesota West as faculty-led programming for personal and professional growth of the faculty. CTL has a representative on each campus who coordinates activities for faculty development. Faculty can contact these individuals for resources or to ask about development opportunities. A CTL learning day is scheduled each year and required for faculty to attend. Sessions include support for instructional and distance technologies (copies of the agenda will be available at the site visit).   In addition, Southwest Minnesota State University and Minnesota West team up to provide a training day prior to the fall term. It is required for all faculty and covers topics on various teaching modalities and tools, including those for distance learning.

Faculty, FT and PT, and staff have access to the Minnesota West Library and Academic Resource Center (LARC). Faculty, both full-time and part-time, also have access to the Teaching with D2L course.

If faculty need technology assistant, they have access to an online Ask Help Desk, a live chat with the Help Desk, or a phone number to talk to a live person. Help is also available through the Minnesota State system Help Desk (http://www.minnstate.edu/askus/index.html) featuring email, chat, and telephone options.

AskIT (http://mnwest-its.custhelp.com) provides answers and instructions for the many services either managed or supported by Minnesota West, the System Office, and other agencies. Faculty utilize this resource to answer numerous IT questions, to request IT services/support, and to see what resources are available. Employees file a ticket through AskIT if they have any technical issues and need assistance.

Network/Email Passwords: Minnesota West's network and email requires employees to use their Minnesota State StarID for login. Employees reset their own password by accessing the StarID self-service site.

In the spring 2018 faculty survey 100% of the faculty (n = 5/5) strongly agreed/agreed/neutral that technology supports the faculty to achieve the learning outcomes of the program.

Standard 3: Students

Student policies and services support the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.

Criteria 3.1:

Policies for nursing students are congruent with those of the governing organization as well as the state, when applicable, and are publicly accessible, non-discriminatory, and consistently applied; differences are justified by the end-of-program student learning outcomes and program outcomes.

Student-related policies specific to the nursing program, are found in the PN Student Handbook, which is reviewed and updated by the Dean of Science and Nursing and faculty at the beginning of the program each fall. At fall program orientation, the PN Student Nursing Handbook is reviewed with incoming students. Topics covered include nursing program policies, program progression, clinical requirements, and course requirements.

Students sign the "Expectations for the PN Program" online at the CastleBranch website. The information is then reviewed at orientation. The expectation document states that it is the student's responsibility to read the nursing program handbook and adhere to the policies of the program. An additional expectation includes information on nursing program policy changes. If nursing program policy changes are made during the school year, the specific change is communicated to students via D2L Practical Nursing student web site or email. The PN Student Handbook may be found at https://www.mnwest.edu/images/faculty-program-webpages/nursing/pn_nursing_student_handbook.pdf.

College-wide student policies and the Student Code of Conduct are found under the "Current Students" link on the Minnesota West web site. Student policies are accessible via the website to all Minnesota West enrolled students under One Stop Student Services at http://www.mnwest.edu/index.php/current-students

Both the college-wide student policies and the PN Student Handbook contain policies specific to American Disabilities Act and Reasonable Accommodations, non-discrimination and Affirmative Action, Student Senate and governance, student complaints and grievance, grade appeal process, academic progression, and a code of conduct for student behaviors. Nursing students are held to the college's academic probation and suspension policy.

The PN Program has a more stringent grading standard than the rest of the college and is outlined in the PN Student Handbook. The nursing handbook mirrors the college-wide student policies

relating to classroom behavior, honesty in class work, substance use, harassment/discrimination, violence, and weapons.

The PN Student Handbook contains specific program policies in addition to those of the general college. Minnesota law requires criminal background checks for any person who provides direct services involving direct contact with patients and residents at health care facilities licensed by the Minnesota Department of Health (MDH). In addition to the MDH background check, students must complete a criminal background check through CastleBranch prior to clinical experiences. Students are informed of background check requirements at spring and fall orientations and sign a Reasonable Accommodations Form online through CastleBranch.

The PN nursing program requires a health history and physical examination upon acceptance, demonstrating evidence of good health before the student can participate in clinical activities. Immunization records along with results of tuberculosis screening and documentation of current professional CPR must be provided prior to beginning clinical activities.

Students are responsible to upload clinical requirements and documentation of health records to the CastleBranch database. Once students complete registration with the database, a fee is charged to students to generate a criminal background check and store their records. Students 'own' their database account indefinitely and may use the site for professional and personal archiving of health records, background studies, and continuing education activities for license renewals, etc. Students share access to health records (required for the program) only with the nursing program directors and Nursing Administrative Assistant. Records may be shared with clinical sites and employers as authorized on the "Reasonable Accommodations" form signed by students upon entering the program.

Table 3.1 displays a comparison of college policies that differ from the nursing policies and the rationale for the differences.

Table 3.1: Comparison of Policies and Rationale for Differences

College Policy	Nursing Policy	Rationale for differences
Admission to College Minnesota West has an 'open door' policy and accepts students who meet general college admission criteria.	Nursing students must first be accepted to the college and meet general college admission criteria. Once accepted to the college, applicants are able to apply to nursing programs by meeting nursing program admission criteria.	Admission criteria for nursing program differs from general college admission related to increased stringency of nursing program requirements and responsibility to prepare student for success on NCLEX-LPN exam and entry into safe practice as an LPN.
Academic Grades Grading system is congruent with the letter grade and grade point	PN nursing program grading scale is set by faculty and benchmark for passing is 80%.	PN nursing program grading scale differs from the college benchmark for passing and is necessary to

College Policy	Nursing Policy	Rationale for differences
value of college.	Difference in grading scale is clearly delineated in PN Nursing Student Handbook and in course syllabi.	demonstrate rigor of the nursing program, prepare students for success on NCLEX-LPN exam and entry into safe practice as an LPN.
Repeating Courses/Program Progression No limit to number of times a course may be taken unless placed on academic suspension and probation.	PN nursing students may repeat a nursing course one time and remain in progression in nursing program. Unsuccessful attempts in two or more courses will require students to re-apply to the nursing program.	Program progression differs from general college progression related to more stringent policy on repeating courses. Students who pass courses in sequence and complete nursing program in 150% of time are more likely to be successful on NCLEX-LPN exam.
Immunization Record General college admission requires proof of diphtheria, tetanus, measles, mumps and rubella vaccination.	Nursing program requires additional proof of immunization, i.e., Hepatitis B, TB testing, varicella, Tdap, MMR, and influenza.	Nursing program and clinical facilities require additional proof of immunization to assure patient safety in clinical settings.
HIPAA Confidentiality Agreement Not required for general college student.	PN nursing students view HIPAA video and sign confidentiality agreements at fall orientation or start of clinical courses. In addition, clinical facilities may require a signed agreement.	PN students are licensed practitioners and must practice at LPN scope of practice level which includes confidentiality and HIPAA agreements.
Liability Insurance Not required for general college student.	PN nursing students are encouraged to carry personal liability insurance as a licensed practical nurse. As a Minnesota West nursing student, liability insurance is provided for a nominal fee.	PN nursing students are exposed to unpredictable situations when caring for patients and the public which may place students at risk for liable or client injury.
Background Study Not required for general college admission.	PN nursing students must pass a Verified Credentials Criminal background check and state Department of Health and Human Services background check prior to proceeding to clinical.	PN nursing students must pass required background checks before providing patient care. This is a requirement of MBN and clinical facilities.
Dress Code-Clinical Not required for general college admission.	PN nursing students must dress professionally in the clinical setting as indicated in the nursing handbook dress code.	PN nursing students are required to follow the dress code policy as professional nurses who provide care at clinical settings and assure safety of the public.
LPN Licensure and CPR Certification Not required for general college student.	PN nursing students must be current in CPR for program acceptance.	PN nursing students must be current in CPR is a requirement of clinical facilities.

Criteria 3.2:
Public information is accurate, clear, consistent, and accessible, including the program's accreditation status and the ACEN contact information.

The PN nursing program information is accessible via the nursing program website and has accurate, clear, and consistent information on ACEN contact information and accreditation status of the program. The Dean of Nursing and Nursing Administrative Assistant are responsible for maintaining, revising, and updating the nursing program web page annually and as needed.

A message regarding the Accreditation Site Visit was added to the PN Nursing Program website in December 2018. Advisory Committee members are informed of accreditation updates via email and at bi-annual meetings. Accurate, clear and concise information is provided to all Minnesota West Administrators, faculty, staff and students regarding ACEN accreditation through the Minnesota West through the website and email.

Students are educated regarding the purpose of accreditation and status of the program at fall orientation and at periods throughout the program. Faculty and the nurse administrator emphasize the importance of accreditation standards to students, administrators, non-nursing faculty, staff, Advisory Committee, and the public.

Nursing program web pages are reviewed annually and regularly for accuracy, currency, and consistency of information. The annual review of nursing program web pages is the responsibility of both Dean of Nursing and the Nursing Administrative Assistant.

Criteria 3.3:
Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.

The faculty and Dean of Nursing believe that clear, accurate and consistent communication to students is vital to achievement of student learning outcomes and program outcomes. Program policies are communicated at spring and fall program orientations. Any subsequent changes to program policies, procedures, and program information are provided to students via email communication or in class, announcements on the D2L student web site or an announcement in the D2L courses. Students are encouraged to check the announcements page frequently for communication updates. The PN Nursing Student Handbook is then changed following communication to students and faculty.

The PN nursing program places great value on delivering the program and curriculum by using an organized and timely process. On the May 2018 student program exit survey, only 89.5% (N=17/19)

of students indicated they 'strongly agree or agreed' that communication of policies, procedures, and program information is clearly and consistently communicated in a timely manner.

Criteria 3.4:
Student services are commensurate with the needs of nursing students, including those receiving instruction using alternative methods of delivery.

Support services are available regardless of enrollment in a traditional classroom, ITV, or distance education setting. Support services are available on all campuses as are online financial aid and advising. The Minnesota West has an "Ask Jay" feature which assists in answering questions students may have. One Stop Services staff and qualifications are listed in Table 3.2.

Financial aid and advising services are available to all Minnesota West enrolled students and responsibilities are explained under One Stop Student Services at http://www.mnwest.edu/advisory-services/one-stop.

Nursing Advisors, along with One Stop Student Service Specialists, provide assistance with degree requirements, course selection, registering for an upcoming term, career and education goals, choosing a course of study, the MN Transfer Curriculum, scholarship information, personal concerns that interfere with academic success, information or referrals to community services and career plans. Students are assigned an advisor when beginning education at Minnesota West and are strongly encouraged to contact advisors prior to beginning an academic term and throughout the year. Nursing advisors assist PN nursing students with planning and applying for graduation. Planning assures the student will complete the PN nursing program in a timely manner.

Nursing students also receive informal advising from the nursing faculty. Advising by faculty may address personal concerns impacting academic success, referral for tutoring or proctoring of exams, or identification of resources to provide further assistance.

Table 3.2: Student Services

Service	Location Granite Falls	Location Worthington	Location Pipestone	Online
Counseling	Laurel Christensen	Kile Behrends, Beth Bents	Lynn VanderPlaats	Linda Pesch, Kathy Hanke
Academic Advising	Laurel Christensen	Kile Behrends, Beth Bents	Lynn VanderPlaats	Linda Pesch, Kathy Hanke
Library Services	Jule Williams	Abby Vercauteren	Terry Peterson	Kip Thorson
Writing Center	Julie Willaims	Abby Vercauteren	Terrry Peterson	Sandi Mead, Kip Thorson
Financial Aid	Mary Enestvedt	Faith Drent	Pam Davids	Valerie Klumper, Jennifer Dreier
Diversity and Multicultural Program	Le Lucht	Le Lucht	Le Lucht, Lynn VanderPlaats	Le Lucht
Student Activities	Laurel Christensen	Kile Behrends	Lynn VanderPlaats	Kile Behrends
Career and Employment Services	Kip Thorson	Kip Thorson	Kip Thorson	Kip Thorson
Student Support Services/ Disability Services	Laurel Christensen	Beth Bents	Lynn VanderPlaats	Kathy Hanke
Veterans Services	Barb Staples	Barb Staples	Barb Staples	Barb Staples
Book Store	Melissa Gehl	Melissa Gehl	Melissa Gehl	Melissa Gehl
Proctoring Center	Julie Williams	Sandi Mead	Terry Peterson	Julie Williams, Sandi Mead, Terry Peterson
Technical Support	Brad Christensen	Elias Gomez-Marroquin	Jim John	Brad Christensen, Elias Gomez-Marroquin, Jim John, Steve Swift, Heidi Heckenliable

Criteria 3.5:
Student educational records are in compliance with the policies of the governing organization and state and federal guidelines.

Records are maintained in compliance with college policy, state and federal guidelines, and also American Association of Collegiate Registrars and Admissions Officers (AACRAO) guidelines. Student transcripts are considered permanent records by the Minnesota West student retention policy. Minnesota West record retention policy can be found at http://www.mnwest.edu/policies/5221. Student transcripts are kept permanently and stored in electronic format by the MN State system.

Nursing department student program records (application packet documents, transcripts, etc.) are kept electronically on a password secured network.

The nursing department uses CastleBranch for all student health records, CPR, and nursing assistant certification. PN nursing student clinical records and evaluation tools are located in a locked file in nursing resource room (nursing office area) which is always locked.

Faculty must maintain clinical grading records for five years according to the MBN requirement for record retention. After five years, clinical records of graduated students are shredded. Faculty must retain copies of course gradebooks for five years. See Minnesota West Faculty Handbook at http://www.mnwest.edu/images/faculty-resources/faculty_handbook.pdf (p. 38).

Criteria 3.6:
Compliance with the Higher Education Reauthorization Act Title IV, eligibility and certification requirements, is maintained, including default rates and the results of financial or compliance audits.

The financial aid department remains in compliance with the Higher Reauthorization Act Title IV eligibility and certification requirements. Minnesota West student loan default rate is in compliance with federal and state guidelines and regulations. The most recent reported official default rates for FY 2015 from the United States Department of Education in Washington D.C. were received in September 2018 and were at 12.1% granting continued reception of Federal Student Aid and aid programs.

There are no adverse actions in progress for financial or compliance audits, program reviews, reports of fraud and abuse or entering into a contract with an education organization not eligible to participate in Title IV funding.

Criteria 3.6.1:
A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.

Financial aid information is found on the Minnesota West website, and offices are located on each campus (http://www.mnwest.edu/paying-for-college/financial-aid). The Director of Admissions, Registration, and Financial Services reports all students applying for financial aid receive written, comprehensive student loan repayment information which addresses financial aid counseling, monitoring, and cooperation with lenders. Students who apply for financial assistance must receive and complete entrance counseling before receiving the aid. Entrance counseling is available online from the financial assistance web page, and a Resource Specialist is available at every campus to assist students with financial aid questions. Students are not allowed to receive Stafford Loan Funds until counseling is completed. All students are encouraged to speak with a Resource Specialist either online**,** through email communication**,** or by calling a campus resource specialist. Students leaving Minnesota West are required to complete exit counseling. Students are informed of these policies prior to beginning the academic term. Policies regarding financial aid are reviewed annually by the Director of Admissions, Registration, and Financial Aid and staff.

The financial aid office is required by the Department of Education to keep all records of aid applicants for three years beyond the time they leave school, in case of a Perkins Loan, three years beyond the time the loan is paid in full. Student's financial records are not accessible to departments outside of financial aid and the Student Service Office.

Criteria 3.6.2:
Students are informed of their ethical responsibilities regarding financial assistance.

Federal and State requirements include information to aid applicants outlining responsibilities for receiving aid and paying back loans. The Director of Admissions, Registration, and Financial Aid also sends out financial literacy/money management information to all students each semester.

Criteria 3.6.3:
Financial aid records are maintained in compliance with the policies of the governing organization, state, and federal guidelines.

The college is currently in compliance with all federal and state regulations.

Criteria 3.7:
Records reflect that program complaints and grievances receive due process and include evidence of resolution.

Students filing program complaints or grievances follow due process. The route of steps within due process at Minnesota West is explained to students within the Student Code of Conduct policy which can be found at http://www.mnwest.edu/images/student-information-policies/code_of_conduct.pdf

Student complaints/grievances and grades appeal process is also addressed in the PN Nursing Student Handbook and is reviewed and updated if changes occur. The Dean of Science and Nursing provides guidance to ensure due process for students. Students are able to access the procedure of due process of grade appeals and complaints/grievances from the Minnesota West website. Table 3.3 displays the past 4 years of complaints/grievances and their resolution.

Table 3.3: Appeals and Grievances

Academic Year	# of Grievances	# Resolved	# Unresolved
2018/2019	0	0	0
2017/2018	1	1	0
2016/2017	0	0	0
2015/2016	0	0	0

Criteria 3.8:
Orientation to technology is provided, and technological support is available to students.

All PN nursing students have access to the Desire to Learn (D2L) course learning platform, regardless of on-campus or distance education status. Students are often familiar with D2L through completion of general education courses with Minnesota West or another Minnesota State educational institution, prior to beginning the PN nursing program. Orientation to D2L is available at college orientation.

All campuses are equipped with wireless internet access. Students are able to use laptops, IPads and other electronic devices when on campus. Most students purchase their own computers/devices, however; adequate computer access is available on all campuses, either at kiosks, computer labs, or in the Learning and Academic Resource Centers (LARCs).

Student account information is accessible from the Minnesota West website in student e-Services Account located at http://www.mnwest.edu/index.php/registration/student-account. This

feature allows students to view current grades, transcripts, degree audit reports (DARs), business office status, financial aid disbursements, class schedules, and provides registration services.

Upon acceptance to Minnesota West, students are given a free student email account along with instructions on use of a StarID username and personal password to access the email account. Videos and tutorials are used to orient students to email accounts. Technology staff and Help Desk contact information is posted on the website and is accessible to all students. Students are encouraged to contact the Help Desk with any technical questions they may have. Students are informed the Minnesota West email address is the only email account faculty will use to communicate.

Students are oriented to the Minnesota West Library and Academic Resource Center (LARC) services during college orientation. Information is given to students on how to access the LARC server from home. By accessing the proxy server, students are able to complete library searches (i.e., CINAHL, etc.) for quality journal articles from home. In Spring 2018 (N=19/19), 100% of students indicated technology orientation and technical support was available to them on the student exit survey.

Criteria 3.9:
Information related to technology requirements and policies specific to distance education is accurate, clear, consistent and accessible.

In the PN nursing program, course requirements, standards, and support are the same regardless of delivery modality. Technology requirements for distance education students and resources for online learning are extensive and easily accessible at http://www.mnwest.edu/index.php/minnesota-west-online. On-campus/ITV students have access to a D2L course site for access to course content, assignments, quizzing and communication. Students are informed of technology requirements at orientations in spring and again in fall at the start of academic year.

The college has a free, online, non-credit course, Introduction to Online Learning that students are encouraged to take to determine if online courses are appropriate for a student's individual learning style.

Distance Education students have online access to the same student services such as the LARC and One Stop Student Services which includes advising, financial aid assistance, career counseling, registration assistance, etc. In Spring 2018 (N=19/19), 100% of students on the student exit survey, indicated that information for technology requirements and policies for online education are clear, accurate, consistent, and accessible on the college website.

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Standard 4: Curriculum

The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments.

The PN program is designed to create upward mobility nursing education opportunities. After successful completion of the PN Program, students receive the PN Diploma and are eligible to take the NCLEX-PN examination. Once the student is licensed as a LPN, the student may apply to the Associate Degree (AS) in Nursing Program. The PN Program plan is found on the following page.

PN Program, Diploma

Location:
Pipestone, Granite Falls, Worthington – on campus
Granite Falls, Worthington – ITV
Online lecture courses

PREREQUISITES:
These must be taken prior to starting the nursing program: Nursing Assistant (NA) course (from a state-approved NA course and location), BIOL 1115 Human Biology or equivalent biology course is required before taking Anatomy, EMS 1112, AHA CPR for Healthcare Provider, AED First Aid Certification, or equivalent certification course. Certification must be the American Heart Association-Basic Life Support or American Red Cross-CPR for Professional Rescuer. Students must remain certified through the completion of the program.

The following course sequence is required for completion of this program. Only students who have been accepted into the PN Program are allowed to take the nursing courses. The non-nursing courses listed may be taken either before or during the program, with the exception of the prerequisite courses which must be taken before the beginning of the program.

Prerequisites
BIOL 1115 Human Biology - 3 credits

Fall Semester
BIOL 2201 Anatomy - 4 credits
PSYC 1150 Developmental Psychology - 3 credits
NURS 1100 Principles & Practices of Nursing - 4 credits
NURS 1120 Nursing of the Adult I - 3 credits
NURS 1130 Pharmacology I   - 2 credits
NURS 1140 Nursing Skills Lab - 2 credits
NURS 1180 * Clinical Applications I - 2 credits

Spring Semester
NURS 1220 Nursing of the Adult II - 5 credits
NURS 1230 Pharmacology II - 1 credit
NURS 1250 Family Nursing - 2 credits
NURS 1280 * Clinical Applications II - 6 credits

May Term
NURS 1295 PN Integration – 2 credits

* Clinical situations are a part of the program and are done locally in area healthcare facilities. On-campus and distance learning students need to be prepared to travel to nursing labs and clinical sites as part of the program.

Criteria 4.1:

Consistent with contemporary practice, the curriculum incorporates established professional nursing standards, guidelines, and competencies and has clearly articulated end-of-program student learning outcomes.

Each of the student learning outcomes (SLO) has a concept attached to it to easily track it throughout the program. The course syllabi link the course outcomes to these concepts/SLOs for each of the courses. Table 4.1 has a listing of the concepts and SLO's. Table 4.2 displays an example of the professional standards that the SLOs were cross-walked to which include MN LPN Scope of Practice, National Association of Practical Nursing Education and Service (NAPNES), and National League for Nursing (NLN) Outcomes and Competencies model. The entire document will be available at the site visit.

Table 4.1: Concepts and Student Learning Outcomes

Concept	Student Learning Outcome (SLO)
Informatics/Technology	Utilize information technology in the health care setting.
Managing Care of the Individual Patient	Utilize an established plan of care for an individual patient to organize or assign aspects of care under the direction of a RN or other HCP.
Nursing Judgment/ Evidence-based Care	Utilize evidence-based nursing judgment when providing and prioritizing care and promoting the health of patients across the lifespan.
Patient-Relationship Centered Care	Demonstrate therapeutic communication skills to practice holistic nursing that is patient, culturally sensitive and based on the physiological, psychosocial and spiritual needs of patients across the lifespan.
Professional Identity and Behavior	Demonstrate professional behaviors and accountability to legal and ethical nursing practice standards.
Quality Improvement	Participate in quality improvement by recognizing opportunities for improvement and collaborating with the health care team to enhance effective and cost-efficient health care services.
Safety	Promote quality care, recognize complications and provide a safe environment for patients, self, and others.
Teamwork and Collaboration	Serve as a member of the interprofessional team using open communication, mutual respect, and shared decision making to promote safe, quality, patient-centered care.

Table 4.2: Professional Standards

Professional Concept	PN Student Learning Outcomes	LPN Scope of Practice 2013	NAPNES (2008)	NLN (2010)
Professional Concepts: Informatics/Technology Managing Care of the individual patient Nursing Judgment Patient/Relationship-Centered Care Professionalism Quality Improvement Safety Teamwork and Collaboration	Student Learning Outcomes have been developed for each of the 8 Professional Concepts.	Minnesota Statute: 148.171 Minnesota Nurse Practice Act Sec. 6. Subd. 14. Practice of PN. The "practice of PN" means the performance, with or without compensation of those services that incorporates caring for individual patients in all settings through nursing standards recognized by the board at the direction of a registered nurse, advanced practice registered nurse, or other licensed health care provider and includes, but is not limited to:	Standards of Practice and Educational Competencies of Graduates of Practical/Vocational Nursing Programs	National League for Nursing Educational Competency Model.

Criteria 4.2:

The end-of-program student learning outcomes are used to organize the curriculum, guide the delivery of instruction, and direct learning activities.

Program Framework

The PN program framework begins with the philosophy statement, concepts, and definitions which lead to the student learning outcomes. Figure 4.1 displays a picture representing the PN Framework for the program. Figure 4.2 explains it in more detail.

Figure 4.1: PN Framework
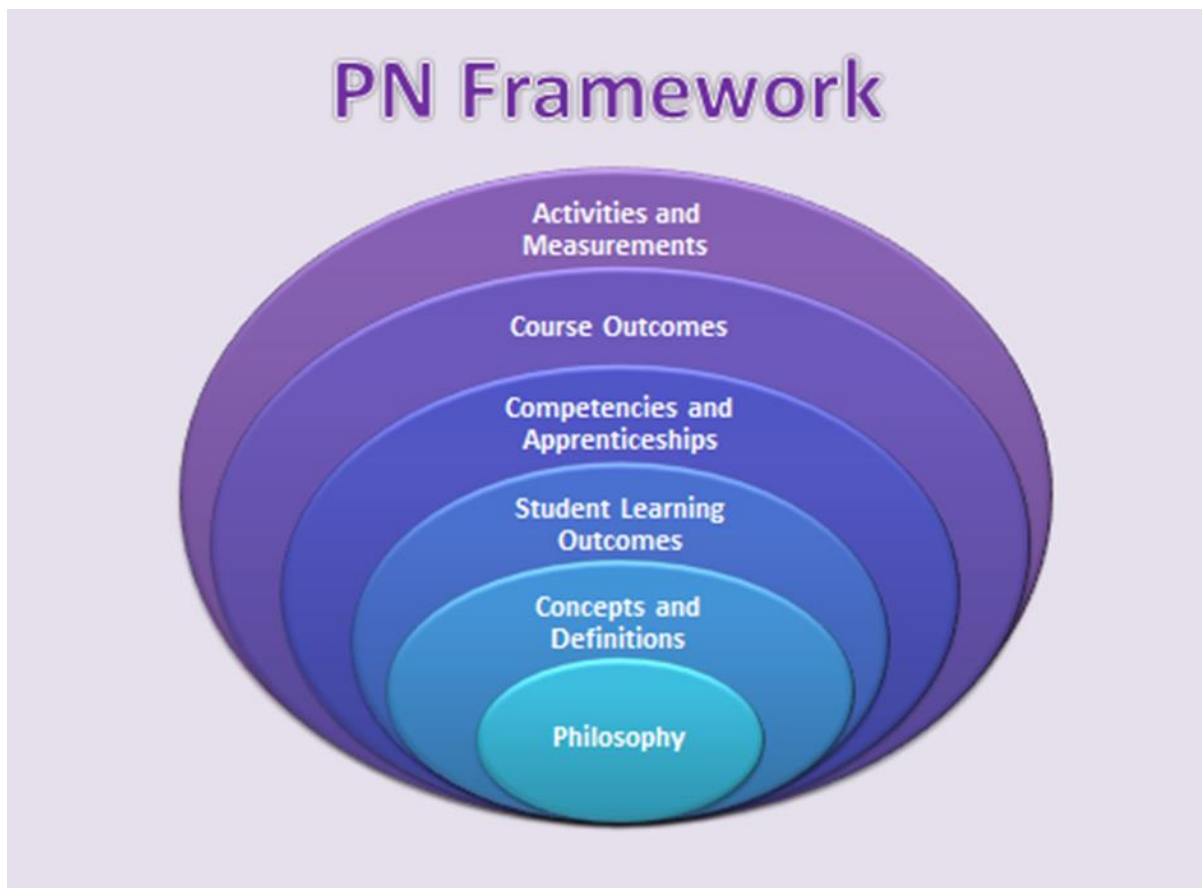
Figure 4.2: Development of PN Program in Detail
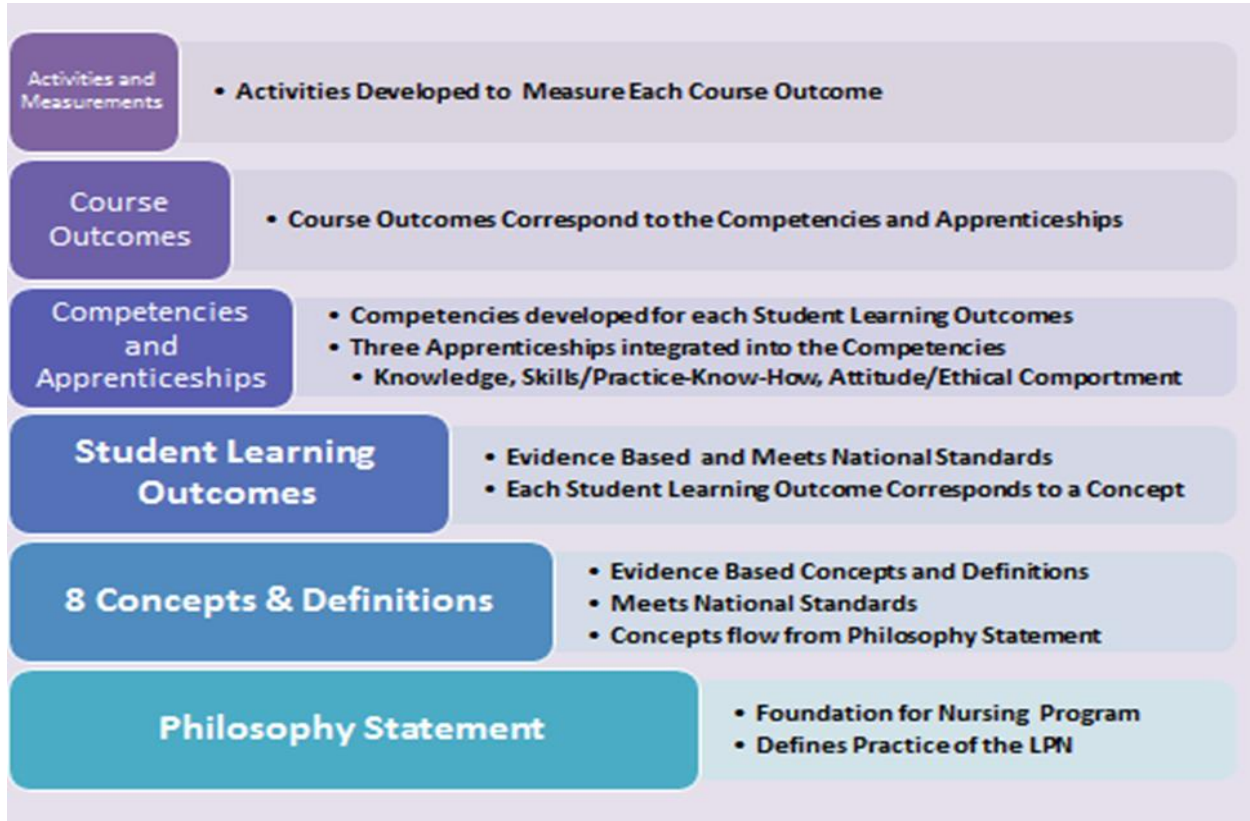
The Student Learning Outcomes are used to direct the curriculum. A table which will be available at the site visit displays the SLOs and its progression throughout the curriculum along with learning activities and measurements to assure each SLO is addressed throughout program.

Criteria 4.3:

The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency.

The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency. The following are several means the program uses to evaluate the curriculum and to ensure rigor and currency.

Course Reviews

Prior to summer 2018, the faculty on a yearly basis reviewed each course at a faculty meeting. The faculty discussion identified themes, looking for strengths and opportunities for improvement. The results were recorded in the faculty meeting minutes.

Beginning summer 2018, faculty began using a template for course reviews to thoroughly capture specific items and plans for improvement to the course. The template includes information on the course textbooks, course content, SLOs measured in the course, course assignments, course tests, ATI results, survey results and a quality improvement (QI) plan with specific goals. Course reviews are shared with other faculty for feedback. All classes are reviewed with faculty in summer 2018 and changes were implemented in fall 2018.

Beginning spring 2019, the faculty will continue to complete the course review template but on a rotating basis. In spring 2019 NURS 1250, 1100, and 1140 will be reviewed; in spring 2020, NURS 1120, 1220, 1130, and 1230 (med/surg and pharmacology courses) will be reviewed, and in spring 2021, NURS 1180, 1280, and 1295 (clinical and preceptor courses) will be reviewed.

Test Item Analysis

Prior to fall 2018, the faculty were using test item analysis including percentile correct and point biserial. The faculty had no consistent means to show evidence of its use in changing questions. A new expected level of achievement (ELA) was added to the SEP in spring 2018. The new ELA states that: Test item analysis is completed on 50% of all (non-ATI) proctored exams. Evidence for test item analysis will be an excel database downloaded under the question details in D2L with changes noted on the database.

Mountain Measurement

Mountain Measurement reports are reviewed yearly by the nursing faculty to identify content areas that need to be strengthened throughout the nursing curriculum. Changes are made by faculty within all of the nursing courses that the Mountain Measurements data affects and the changes are implemented the following academic school year.

ATI Purchased Proctor Exams

The faculty began using Assessment Technology Institute (ATI) Content Mastery Series which is designed to provide data related to a student's mastery of specific concepts related to the NCLEX. Each core content area includes a proctored assessment and online practice assessment, as well as remediation materials in print and online. Faculty began integrating ATI into the curriculum in fall 2017 with additional integration occurring each semester. The faculty developed ELAs for the SEP which states:

70% of students will achieve a level 1 on the ATI proctored exams in semester 1 and level 2 on the proctored exams in semester 2.

The programs' score on the proctored exams will be at or above the national average dis-aggregated by cohort.

Topics on the exams that score less than the national average will be reviewed by faculty for changes in curriculum.

ATI Comprehensive Predictor

The program began using the ATI Comprehensive Predictor in spring 2018. The ELA on the SEP is: 80% of students will achieve a minimum of 82% on the predictability of passing NCLEX on the Comprehensive Predictor test (See Table 4.3 for results).

NCSBN NCLEX Test Blueprint

The NCLEX test blueprint is reviewed every 3 years when the test plan is updated to assure the program is covering all the information. The blueprint was reviewed in 2017 and will be reviewed again in 2020 when the updates come out.

Simulation

Simulation is not used as replacement for clinicals but is used as supplemental instruction. Simulations are increasing in numbers and complexity throughout the program.

Table 4.3: Comprehensive Predictor Scores

Number of Students and Percentage at each Predictability Level				
Year	91% to 100% Predictability to Pass NCLEX	82% to 90% Predictability to Pass NCLEX	73 to 81% Predictability to Pass NCLEX	Below 73%
2018	26/46=56%	7/46 = 15%	6/46 = 13%	7/46 = 15%

Table 4.4 displays a few program changes within the past 2 academic years.

Table 4.4: Program Changes

Semester/Year	Program Change	Rationale
2018/2019	Require all students to take the PN Comprehensive Predictor exam twice prior to the end of the program.	The program required only 1 comprehensive predictor exam with results in table 4.3. The results were not indicative of students who passed NCLEX as only 1 student in this cohort failed boards.
2017/2018	Testing grade change. 80% required on cumulative testing grades before assignments added.	To align with the AS programs grading criteria.
2018/2019	Testing grade change: students no longer had to achieve 80% on tests first, but tests and assignments are added together.	To improve completion rates. High NCLEX pass rates but completion rates are low.
Fall 2018	Collaborative assignment (weaker entrance students paired with stronger entrance students) to develop resiliency in the program.	To increase competence, knowledge building and teamwork which will hopefully affect completion rates. Also increases social network opportunities for distance students.

Criteria 4.4:

The curriculum includes general education courses that enhance professional nursing knowledge and practice.

Three general education courses are required for the PN program to enhance professional nursing knowledge and practice. Table 4.5 displays the general education courses and the rationale for their selection in the program.

Table 4.5: General Education Courses

Courses	General Education course desription	Rationale
BIOL 1110 (1115)	Gen Bio: Principles of Biology I- Investigates fundamental principles of biology with special emphasis on the composition of living things and living systems, the chemistry of living things, natural selection, cell biology, metabolism emphasizing bioenergetics and biosynthesis, the cell cycle, and genetics. Prerequisite: STSK 0090 or evidence of college-level reading ability through assessment test or prior college coursework. Gen Bio: Human Biology- Emphasizing the human, this course will cover some of the fundamental topics in biology. Students will explore the structure and function of healthy human body systems and investigate numerous abnormalities and disease states. Additional topics may include human development, aging, human genetics, DNA technology, genetic engineering, biotechnology, and ecological interactions.	The biology course is a prerequisite for BIOL 2201.
BIOL 2201	Anatomy: Human Anatomy- Human Anatomy covers structures of the human body from the cellular to organ system level. This course includes study of the human body organization, tissues, and organ systems: integumentary, skeletal, muscular, nervous, endocrine, circulatory, lymphatic, respiratory, urinary, digestive, and reproductive. Laboratory exercises support the lecture and	The biology course was selected to provide a foundation for anatomy principles for the students.

Courses	General Education course desription	Rationale
	include hands-on dissections that coincide with the organ systems covered in the lecture topics.	
PSYC 1150	Developmental Psych: Describes the ongoing processes in the biosocial, cognitive, and psychosocial domains of human development throughout the lifespan. Analysis of major developmental events from psychoanalytic, learning, cognitive, and humanistic perspectives will be included. How research contributes to the understanding of development and the application of research findings will be considered. Should not be taken for credit if one has taken Child and Adolescent Psychology 1140.	Developmental Psychology course was selected to provide a foundation of growth and development across the lifespan.

Table 4.6 displays the results of the spring 2018 exit survey results on questions on general education courses disaggregated by location. Since there were no comments left by students, it is difficult to ascertain why some cohorts did not agree that a specific course enhanced their PN knowledge and practice. Continued monitoring by re-surveying of the graduating 2019 students will be completed.

Table 4.6: General Education Exit Survey Results

Courses Granite Falls N= 4 Pipestone N= 3 Worthington N= 1 Online N= 9	% of students that agree or strongly agree	Comments
BIOL 1110/1115 (General or Human Biology) enhanced my PN knowledge and practice.	Granite Falls- 75% Pipestone- 100% Worthington- 100% Online- 66.67%	No student comments provided in regards to the general biology course.
BIOL 2201 Human Anatomy enhanced my PN knowledge and practice.	Granite Falls- 75% Pipestone- 100% Worthington- 100% Online- 88.89%	No student comments provided in regards to the anatomy course.
PSYC 1150 Developmental Psych enhanced my PN knowledge and practice.	Granite Falls- 100% Pipestone- 100% Worthington- 100% Online- 77.78%	No student comments provided in regards to the developmental psych course.

Criteria 4.5:
The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.

At Minnesota West Community and Technical College, the definition of cultural, ethnic, and socially diverse concepts included a wide range of individuals including but not limited to multicultural, gerontological focus, male/female identifying community, LGBTQ, sensory impairment, and disabled to name a few.

The SLO for Patient/Relationship-Centered Care encompassed culturally sensitive care to patients across the lifespan. The SLO states: Demonstrate therapeutic communication skills to practice holistic nursing that is patient and family-centered, culturally sensitive and based on the physiological, psychosocial and spiritual needs of patients across the lifespan.

The SLO Role Specific Competency for communication states that the students will describe (K), demonstrate (P), and value (E) self-awareness, cultural sensitivity, and caring effective communication with patients. The SLO Table displays the multiple learning activities and measurements for the SLO (the SLO Table will be available at the site visit).

In the 1970's the Campbell Soup plant and later a JBS Pork Processing plant located in the city of Worthington. There were not enough employees for the 2nd and 3rd shifts to sustain the industries. An international workforce was initiated to receive refugees to support the 2nd and 3rd shift employment needs. The PN student body reflects the diversity of the refugees and 2nd and 3rd generation students from countries such as Somalia, Kenya, Thailand, Laos, Burma, Guatemala, Honduras, El Salvador, and Mexico.

The PN clinical sites (clinics and the hospital specifically) reflect this diversity with patients from multiple cultural backgrounds with Marshall and Worthington clinical sites having the highest diversity.

Students are offered the opportunity to take a Transcultural Nursing Course elective, which is offered by a partner community college (Rochester Community and Technical College) and includes a trip to Ecuador annually in May. Up to five percent of the nursing student body typically participate in the course each year.

Student input has contributed to the curriculum having cultural, ethnic, and socially diverse concepts. Results from the spring 2018 student exit survey revealed 100% (N= 19) agreed or strongly agreed that the nursing curriculum includes culturally, ethnically and socially diverse concepts.

Criteria 4.6:
The curriculum and instructional processes reflect educational theory, interprofessional collaboration, research, and current standards of practice.

The curriculum and instructional processes reflect educational theory, interprofessional collaboration, research and current standards of practice. Table 4.7 displays the components of the Adult Learning Theory and how it is integrated into the curriculum and instructional processes for the program. Table 4.8 displays the integration of Interprofessional Collaboration, Research, and Standards of Practice.

Table 4.7: Adult Learning Theory and Curriculum/Instructional Processes

Adult Learning Theory	Curriculum/Instructional Processes
Adults are internally motivated and self-directed	Course outcomes are leveled from semester one to semester two of the PN program, and they are incorporated into the SLOs. The SLOs and course outcomes are reviewed with the students each semester in each course individually. Grading rubrics in each course are specific to the assignments that are given. Reflection papers, student performance evaluations, the PN Integration course, and the SLO reflection paper at the end of the program encourages the student to be internally motivated and self-directed in order to complete the program successfully to be approved for NCLEX PN.
Adults bring life experiences and knowledge to learning	Students often incorporate what they learn in the classroom into their daily lives at home or at work. Students also have the ability to relate experiences and events with the content that is being learned within the classroom. Sharing experiences among with fellow students allows other students to embrace empathy and compassion for the past experiences that the students share. Journal assignments and the SLO self-reflection assignments that are given throughout the course of the program help the students to open up and retrieve their real-life experiences and learn how to handle and reflect on those critical situations.
Adults are goal oriented	Grades are achieved by the students by completing exams and assignments that are given. In order for a student to be successful in the nursing program, the student needs to reach the grade goal for success throughout their assignments and inevitably throughout their courses. Feedback is given, and student-instructor interaction is encouraged for students to obtain goal achievement.
Adults are relevancy oriented	All faculty members provide students with real-life experiences and examples inside and outside of the classroom. This is so content can be tied to experiences for better understanding on how their content is important to the nursing world. Students need understanding that everything in their education that they are receiving is going to be relevant to them in their nursing profession, so it is important for faculty members to help the students make those connections. ATI is incorporated into the program to provide practice NCLEX style question and computer questions to prepare for NCLEX-PN. Discussions on the NCLEX-PN content and correlation with lecture is included.
Adults are practical	Simulations through ATI, clinical, and simulations days are used to show practical application; schedules are determined to assure consistency, preparations for courses are consistent, courses are correlated to assure symmetry between lecture, lab, and clinical. Adobe review sessions are recorded for students to review before large exams.
Adult learners like to be respected.	Faculty encourage the expression of ideas and opinions in post-clinical conferences and classroom discussions. Faculty show respect to students by giving timely feedback, maintaining currency of online learning management system information, beginning and ending on time throughout all courses, maintaining office hours, and timely responding to emails and phone calls. Student participation is encouraged by attending Advisory Board meetings, PN nursing meetings, and planning of the end of the year pinning ceremony. In addition, faculty assure to create safe environments in classroom, clinical, simulation, and skills labs.

Table 4.8 Collaboration, Research, and Standards of Practice

Concept	Nursing Program Integration
Interprofessional Collaboration Curriculum	• Speakers in didactic and clinical courses to demonstrate interprofessional collaboration (I.e. surgery manager, pharmacists, EMS/Emergency leaders, respiratory therapist, etc). • Class examples to assist them in proper communication techniques, responsibility, accountability, mutual trust, and respect, as well as autonomy. • Course material used such as case studies and simulations on interprofessional collaboration.
Interprofessional Collaboration Instructional Processes (Simulation)	• Role play - law enforcement, social work, and client advocates. • Role play - physician, nurses, lab tech, family members, the patient, etc. that require implementation of inter-professional collaboration and how to work on common goals to improve patient outcomes. • Role play - lab/x-ray, clergy, policemen, doctor, etc. • Experiences with calling a physician, doing bedside report, hourly rounding, etc.
Research Instructional Processes and Curriculum	• Reference recent EBP journal articles during lecture. • Had to find current journal articles for some assignments such as writing papers, care plans, etc. • Utilized textbooks that provided evidence-based practice and were within the time frame of 5 or less years. • Implment QSEN principles and included them in the course content in various classes.
Standards of Practice	• Teach standard of practice and guidelines that guide nurses: the Minnesota Board of Nursing, ACEN, QSEN, and NLN standards of practice for our discipline. The students are required to do research on this topic. • Clinical setting includes facility partner's standards of practice and the importance of following processes and procedures and how they differ from facility to facility. • Remain a role-model in following standards of practice, the nursing practice act, and the nursing scope of practice; essential in students also following suit and understanding the importance of these standards of practice. • Best practices for instruction includes active learning and passive learning balance – implementing engaging nursing best practices from current research.

Criteria 4.7:

Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of the end-of-program student learning outcomes.

Faculty use multiple evidence-based evaluation methods throughout the program to measure student learning outcomes. Table 4.9 displays multiple methods used by faculty in the past academic school year (N=5/5). It was identified that the program is not using group testing. In fall of 2018, the faculty introduced a collaborative quiz and assignment to measure student's achievement.

Table 4.9 Evaluation Means throughout the Program

Method	Graph	#	% of faculty
Case Studies		5	(100 %)
Group Work		3	(60 %)
Group Testing		0	(0 %)
Exams/Quizzes		5	(100 %)
Integrated testing product (ATI)		5	(100 %)
Simulations		5	(100 %)
Test outs/Return Demonstrations		5	(100 %)
Concept Maps		3	(60 %)
Clinical Evaluations		5	(100 %)
Written Assignments		5	(100 %)
Reflective Writings/Journaling		5	(100 %)
Discussion		5	(100 %)

Evaluation Methods

Evaluation methods include ATI quizzes and proctored exams, ATI and textbook case studies, exams and quizzes, clinical evaluations, and assignments. Students must earn a grade of C in all courses (NURS and other program courses) to continue progression in the nursing program. The grading scale for nursing courses is as follows:

93 - 100% = A

86 - 92% = B

80 - 85% = C (80% is passing benchmark)

75 - 79% = D

74% & below = F

Grading – Theory & Lab Courses

Grades in theory and lab classes are achieved through a variety of assignments, classroom activities, and pencil-paper examinations. Examinations encompass both multiple choice and alternative format questions (short answer, essay, multiple select, ordering, etc.). The established grading scale, as noted above, is used. The breakdown of theory components (i.e., number of quizzes and exams) is explained in each course.

Students must demonstrate an average of 80% to pass the course. The course assignment/test weight is 70% proctored tests and 30% assignments. Students are required to take ongoing integrated examinations and a standardized achievement examination near the completion of the program to assist in preparation for the licensure exam after graduation. The cost of this preparation tool and examinations by ATI is included with the program tuition and required program textbooks purchased at the Minnesota West bookstore.

Late assignments for theory courses

Assignments turned in after the due date receive a 20% deduction off the original score achieved if turned in within one week. All assignments are posted with ample time to complete, usually 1-2 weeks in advance.

Grading – Clinical Courses

The clinical grade is a combination of actual performance in the clinical or simulated laboratory and written assignments associated with the clinical experience. Students are evaluated in a formative (day to day) manner and summative (at the completion of the clinical class). Criteria established by faculty for a clinical course (written in course syllabi) and the Minnesota West Standards for Professional Performance are used for on-going formative (day-to-day) evaluation.

Unsafe clinical performance (during each semester) may result in ineligibility to progress in the program. Final evaluation of clinical performance occurs at the end of each semester using the formative evaluation tool and summarizing the results. Students must meet or exceed the minimum

performance standards established in the evaluation tool to achieve a passing grade in the practicum component of the course and a minimum cumulative grade of 80% on case studies to pass the course.

The clinical evaluation tool evaluates the student learning outcomes and competencies that have been developed from the three NLN apprenticeships and the course outcomes for Clinical I and II. Saewart & Yarbrough state, "Effective clinical evaluation must be integrative and include aspects of all three learning domains (NLN, 2009)". The clinical evaluation tool includes the three learning domains; cognitive, psychomotor, and affective. Each of these three domains have a corresponding "apprenticeship" identified by NLN (2010). The following schematic displays the integration of the three domains and apprenticeships into the clinical setting.

Domain: Affective

Apprenticeship:

Tools used to evaluate Ethical Comportment include reflective questions, papers and journaling that assist the student to identify values that influence their role as a nurse.

Domain: Cognitive
Apprenticeship:
Knowledge

Domain: Psychomotor
Apprenticeship:
Practice-Know-How
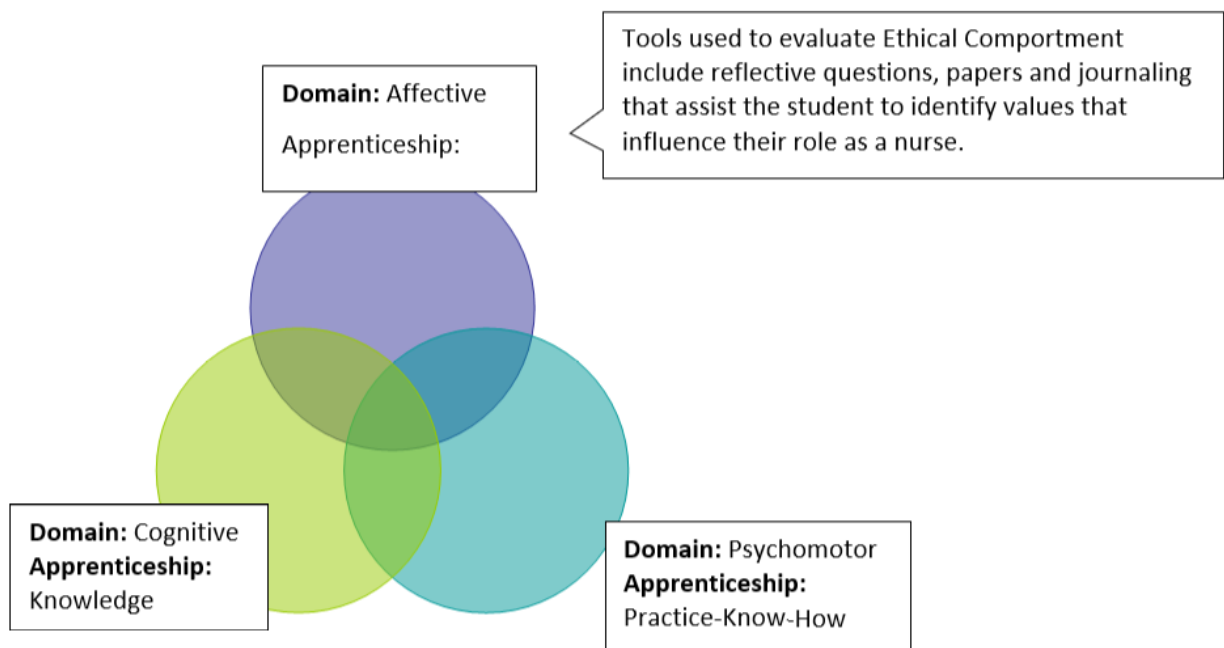
(See Appendix E Clinical Evaluation Tools).

Criteria 4.8:

The total number of credit/quarter hours required to complete the defined nursing program of study is congruent with the attainment of the identified end-of-program student learning outcomes and program outcomes, and is consistent with the policies of the governing organization, the state, and the governing organization's accrediting agency.

The PN curriculum provides students with the skills needed to administer safe, basic nursing care within the scope of the Licensed Practical Nurse (LPN) as defined in Minnesota Statutes. The LPN gives bedside care to clients under the supervision of registered nurses or doctors. Employers of LPNs include hospitals, clinics, long-term care facilities, home care agencies, facilities that care for those with developmental disabilities, ambulance services, and child care centers.

The first course of the PN program is an introduction to the PN student as a part of health care. To provide groundwork for future learning and understanding, the program assists students in developing knowledge about the healthy individual, normal growth and development, the aging client, basic human needs for daily living, and the skills needed to assist those individuals unable to meet their basic needs. In addition, students learn medications and drug calculation.

Early in the program students survey common problems with health and various types of therapy. In the subsequent term, the study of problems with health continues. The study of the effects of illness on the child, family and the maternity client is also studied. Students identify the particular needs, health deviations, and problems of these clients. This learning includes classroom, online, skills laboratory, and clinical experiences.

The PN program is 39 credits with 29 credits nursing and 10 credits general education. The program can be completed in 3 semesters plus a May term which is 3 weeks in length; a semester is 16 weeks in length.

Credits to Contact Hour Ratios

The program has credit to contact hours consisting of lab 1:2; clinical 1:2 and lecture 1:1. According to the Minnesota State college and universities (Procedure 3.36.1 Academic Programs Subpart Q. Credit Hour Definition) a credit hour consists of: "One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester" (Appendix G). See Table 9 for a breakdown of lab/clinical/didactic hours in the program.

The PN Program meets the Higher Learning Commission standards, Minnesota State colleges, and universities standards and the Minnesota Board of Nursing requirements in program length. See Table 4.10 for the definitions of each of these requirements. The Minnesota Board of Nursing does NOT

have specific credit length. See Appendix F (HLC) and Appendix G (Minnesota State) for additional information on program lengths.

Table 4.10: PN Program Aligns with Regulatory Bodies

Regulatory Bodies	Professional Standard	PN Program
Higher Learning Commission	"The institution's assignment and award of credit hours shall conform to commonly accepted practices in higher education" Number: FDCR. A. 10. 020	Meets HLC and ACEN national standards
Minnesota State	Diploma. A diploma is awarded upon completion of a 31 to 72 credit undergraduate academic program that prepares students for employment. A minimum of 24 credits shall be in occupational or technical courses.	39 credit diploma with 29 credits for Nursing courses
Board of Nursing	Article 6301. 2340, REQUIRED CRITERIA FOR NURSING EDUCATION PROGRAMS, Subpart 3: C which states that a program should "provide a curriculum to enable the student to develop the competence necessary for the level, scope, and standards of nursing practice consistent with the type of licensure. "	Students are able to develop competence at the LPN scope of practice as evidenced by SLO and PO achievement

Table 4.11: Program Length Table – PN

Course	Didactic Credits/Contact Hours	Lab Credits/Contact Hours	Clinical Credits/Contact Hours	Total Credits/Contact Hours
Prerequisite Semester 1				
BIOL 1115 Human Biology	2/32	1/32		3/64
Total	2/32	1/32		3/64
Semester 2				
BIOL 2201 Human Anatomy	3/48	1/32		4/80
NURS 1100 Principles and Practices of Nursing	4/64			4/64
NURS 1120 Nursing of the Adult I	3/48			3/48
NURS 1130 Pharmacology I	2/32			2/32
NURS 1140 Nursing Skills lab		2/64		2/64
NURS 1180 Clinical Applications I			2/64	2/64
Total	12/256	3/160	2/64	17/480
Semester 3				
PSYC 1150 Developmental Psychology	3/48			3/48
NURS 1220 Nursing of the Adult II	5/80			5/80
NURS 1230 Pharmacology II	1/16			1/16
NURS 1250 Family Nursing	2/32			2/32
NURS 1280 Clinical applications II			6/192	6/192
Total	11/176	0/0	6/192	17/368
May Term				
NURS 1295 PN Integration			2/64	2/64
Total			2/64	2/64
Total	25/464	4/192	10/320	39/976

Criteria 4.9:

4.9 Student clinical experiences and practice learning environments are evidence-based; reflect contemporary practice and nationally established patient health and safety goals, and support the achievement of the end-of-program student learning outcomes.

The nursing program uses clinical sites in each of the rural areas in long-term care, acute care, and clinics. The program also utilizes specialty areas of dialysis and hospice/home care.

The Clinical I Applications course provides the learner an opportunity to apply nursing judgment using the nursing process to implement safe, patient/relationship-centered care in the long-term care setting. The clinical student focuses on assessing and collecting data, implementing skills learned in the lab setting, documenting findings and reinforcing teaching plans for patients with common problems. The student develops communication and customer service skills working with individual patients and team members. The Clinical I course utilizes the long-term care facilities in the region.

Clinical II Applications provides the learner an opportunity to apply nursing judgment using evidence-based care, critical thinking, and clinical judgment to implement safe, patient/relationship-centered care to patients across the lifespan. The learner reflects on the value of patient-centered care, teamwork and collaboration, informatics, quality improvement, safety, managing care, and nursing judgment/evidence-based care in his/her career as a LPN. In Clinical II the students have experiences in acute care, clinics, dialysis, and hospice/homecare.

The Minnesota Board of Nursing rules allows up to 50% of clinical time to be replace with simulation. The Board does not specify the number of hours for clinical time. At this time, the program does not use simulation to replace clinical time. The program does use, however, approximately 4 hours each semester in simulation during the academic year outside of clinical time. The simulations include diabetes and medication management. Faculty are involved in continual education for teaching with simulation and have an ELA in their SEP to assure tracking of education. PN faculty attended a 2-day simulation conference in May 2017 on Best Practices in Simulation, a pre-conference simulation session in April 2018, and an Ecumen geriatric simulation conference in Summer 2018. Faculty plans are to implement simulation slowly within the curriculum as the faculty get trained on how to effectively implement simulation.

Table 4.12 displays the 2018 faculty survey results to determine whether or not the clinical sites were appropriate for learning and achievement of SLOs and POs (results 100%). Table 4.12 also includes the student exit survey results on clinical sites from spring of 2018. There were 100% of the students

that strongly agreed, agree, or neutral with the clinical site being appropriate for learning and achievement of SLOs and program outcomes.

Table 4.12: Faculty and Student Survey Regarding Clinical Sites

Survey Questions	Strongly Agree	Agree or Neutral	Disagree	Strongly Disagree
Faculty Survey 2018 Results (N=5/5) The clinical site is appropriate for learning and achievement of Student Learning Outcomes and Program Outcomes.	100%			
Student Survey 2018 Results (N= 19/42) The clinical site is appropriate for learning and achievement of Student Learning Outcomes and Program Outcomes.	42%	58%		

Table 4.13 is a list of the clinical sites that the program is using this academic school year. The table includes the clinical site and address, the contract expiration date, the agency that either approves or accredits the facility, the number of students in rotation, whether the site is used for a preceptorship and the specialty area at the site. All clinical sites have clinical contracts that were designed by the Minnesota State Attorney General to assure protection of the students, college and facility.

Table 4.13 Clinical Sites Table

Clinical Site	Address	Contract Expiration Date	Accreditation or Approval by	# of students in rotation	Preceptorship	Specialty Area
Chippewa County – Montevideo Hospital & Clinic; Montevideo, MN	824 N 11th St. Montevideo, MN 56265	September 10, 2023	MN Dept of Health	8	yes	Acute Care - hospital and clinic
Cross Roads Care Center, Worthington, MN	965 McMillan St. Worthington, MN 56187	November 30, 2023	MN Dept of Health	8	yes	Long-Term Care (LTC)
South Shore Care Center; Worthington, MN	1307 South Shore Drive Worthington, MN 56187	December, 31, 2020	MN Dept of Health	8	yes	Long-Term Care (LTC)
Good Samaritan Society Sogge Memorial; Windom, MN	705 6th St. Windom, MN 56101	Contract initiated August 30, 2017 – one year term with four renewal terms.	MN Dept of Health	8	yes	Long-Term Care (LTC)
Granite Falls Hospital & Manor; Granite Falls, MN	345 10th Ave Granite Falls, MN 56241	April 3, 2019	MN Dept of Health	8	yes	Long-Term Care (LTC), clinic, & hospital
Luther Haven, Montevideo, MN	1109 East Hwy 7 Montevideo, MN 56265	February 4, 2019	MN Dept of Health	8	yes	Long-Term Care (LTC)
Minnesota Veterans Home; Luverne, MN	1300 North Kniss Ave, PO Box 539, Luverne, MN 56156	August 31, 2020	MN Dept of Health	8	yes	Long-Term Care (LTC)
Oak Hills Living Center, New Ulm, MN	1314 N. Eighth St. New Ulm, MN 56073	October 1, 2023	MN Dept of Health	8	yes	Long-Term Care (LTC)
Pipestone Good Samaritan Center; Pipestone, MN	1311 N. Hiawatha Ave., Pipestone, MN 56164	Contract initiated August 31, 2018 – one year term with four renewal terms.	MN Dept of Health	8	yes	Long-Term Care (LTC)

Clinical Site	Address	Contract Expiration Date	Accreditation or Approval by	# of students in rotation	Preceptorship	Specialty Area
Redwood Area Hospital; Redwood Falls, MN	100 Fallwood Road Redwood Falls, MN 56283-1828	December 31, 2020	MN Dept of Health	8	yes	Acute Care - hospital
Royal C. Johnson Veterans Memorial Medical Center; Sioux Falls, SD	2501 W 22nd St. Sioux Falls, SD 57105	February 1, 2023	Joint Commission	8	yes	Long-Term Care (LTC) and hospital
Sanford Medical Centers/Sanford Network; Southwest MN and Sioux Falls, SD	2301 East 60th St N. Sioux Falls, SD 57117	September 30, 2019	Joint Commission	8	yes	clinics
Sanford Worthington Medical Center; Worthington, MN	1018 6th Ave Worthington, MN 56187	September 30, 2019	MN Dept of Health	8	yes	Acute Care – hospital & clinics
Windom Area Hospital, Sanford; Windom, MN	2150 Hospital Drive Windom, MN 56101	October 9, 2023	MN Dept of Health	8	yes	Acute Care - hospital
Renville County Hospital & Clinic; Olivia MN	100 Healthy Way Olivia, MN 56277	November 19, 2023	MN Dept of Health	8	yes	Acute Care - hospital
Sanford Canby Hospital; Canby, MN	112 S. St. Olaf Ave Canby, MN 56220	September 30, 2019	MN Dept of Health	8	yes	Acute Care – hospital & clinic
Avera Medical Center Pipestone, Pipestone, MN	916 4th Ave SW Pipestone, MN 56164	April 10, 2019	MN Dept of Health	8	yes	Acute Care – hospital & clinic

Evidence-Based Clinical Experiences

The clinical facilities utilize National Patient Safety Goals (NPSG) related to patient identification, medication safety, infection prevention, fall prevention, and pressure ulcer prevention. Faculty, along with facility staff, provide training and policy review to students during the facility orientation process. The program utilizes evidence-based tools such as the communication tool SBAR (situation, background, assessment, recommendation) to teach the student how to prepare for and relay communication effectively to the healthcare team, resident/client, and family member. Students complete an assignment in which they identify 3 NPSG that are implemented in their clinical facility. In another assignment, students identify quality improvement strategies at the clinical facility and link these to a NPSG.

Contemporary Practice at Clinical

The clinical sites implement contemporary practice by providing individualized care in a restraint and alarm-free environment. Students are able to assess and manage different examples of contemporary practices such as caring for patients with wound VAC systems and IV therapy best practices. Utilization of user-friendly EMR systems, in-house pharmacy dispensing medications systems, and a team-based approach to patient care are more examples.

In Simulation, the program uses both low and high fidelity simulations. Two faculty attended a 2-day conference in May of 2017 that reviewed best practices in nursing simulation. The program also utilizes Minnesota Simulation for Healthcare Education Partnerships (MnSHEP) resources, and the National League of Nursing (NLN) advanced care excellence for seniors (ACES) simulation cases. Students are required to complete research on the concept covered in simulation.

An example of one of the clinical facilities use of contemporary practice in Redwood Area Hospital. Redwood Area Hospital actively participates in the Minnesota Hospital Association's five Patient Safety Excellence Programs: Safe Skin, Safe from Falls, Safe Count, Safe Account and Safe Site. The hospital's surgery department also participates in Minnesota Safe Surgery Coalition's "Time Out" campaign to prevent wrong-site surgical/invasive procedures. This initiative sets five key "time out" steps to be performed before every procedure.

Precepted Experiences

NURS 1295: PN Integration is a two-credit course in May term at the completion of the program. The learner applies the nursing process in a realistic work setting and concepts of accountability and professionalism under the supervision of a Preceptor. The experience is intended to supplement clinical and leadership skills already gained through classroom and group clinical

experiences. The Minnesota West PN student is required to work with a preceptor 64 hours over a three week period.

In a preceptorship relationship, a student nurse is assigned to work with a staff RN currently working in the health care facility. The student works alongside the preceptor and experiences day-to-day practice with a role model and resource person. Through this one-to-one relationship, the student has the opportunity to practice skills, apply theory learned in the classroom, and work on decision making and priority setting. The student may perform cares, procedures, treatments within the scope of the LPN practice under the direction of her preceptor. The preceptorship experience is designed to facilitate the transition of the student to entry-level practitioner.

The faculty member and nurse manager work together to select preceptors. When a preceptor agrees to participate, he or she is given an informational packet which includes additional information on the preceptor role, program information, and evaluation forms.

The preceptor functions as a teacher and role model. The preceptor provides direct supervision of the student during the preceptorship and contributes to the evaluation of the student's performance. He or she will orient the student to the facility (if necessary), demonstrate skills, give feedback to the student and faculty, and help the student develop accountability for his or her professional practice. The preceptor supervises and guides the student in the clinical areas but remains accountable for safe quality care for each patient. The RN preceptor may delegate some of her time with the student to an LPN working in the facility as long as she/he is in the facility during this time. Primary patient care responsibility rests with the nurse in charge of patient care.

The primary role of the faculty liaison is consultant to both the preceptor and students. The faculty member is responsible for student learning and therefore, facilitates, monitors, and evaluates student learning. The faculty liaison will visit the student at the clinical site at least once.

Student evaluation is an important aspect of the preceptorship experience. Responsibility for overall evaluation of the student's experience rests with the faculty liaison. However, the preceptor will be asked to provide evaluative feedback to be incorporated into the total assessment of the student's performance. The student will also evaluate his/her own experience by discussing his/her progress with the faculty liaison and preceptor on an ongoing basis and at the end of the experience.

Achievement of Student Learning Outcomes

Students are evaluated on specific criteria on their clinical evaluation tools which align with the SLOs and are leveled from semester 1 and 2. Students are required to pass (See Appendix E). Students are required to pass each SLO at a "supervised" level. The levels on the rubric include from lowest to

highest: Independent/Supervised/Assisted/Marginal/Dependent. The "supervised" level demonstrates that the student is safe accurate, action produces desired results, appropriate verbal and non-verbal behavior, efficient, coordinated, and confident with only occasional supportive cues.

In addition, students are required to complete a SLO reflection paper that evaluates the students' attainment of each of the SLOs (See Appendix I).

Criteria 4.10:
Written agreements for clinical practice agencies are current, specify expectations for all parties, and ensure the protection of students.

The written agreements for clinical practice are current, specify expectations for all parties and ensure the protection of students. The clinical agreements are standardized and approved by the Minnesota State Attorney General. The Administrative Assistant for the Nursing program keeps the contracts up to date and assures they are current. The Dean of Nursing oversees the contracts and verifies that all are current and up to date prior to students' clinical experiences. The clinical agreements will be available at the site visit.

Criteria 4.11:
4.11 Learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with the end-of-program student learning outcomes.

The program has three delivery formats; online (distance), face-to-face (traditional), and ITV (distance). Students choose when applying to the program, which delivery format and which site they prefer (Worthington, Pipestone or Granite Falls). If there are not enough students to fill a cohort on the Worthington and/or Granite Falls location, the courses are then offered ITV. Table 4.14 displays the multiple delivery methods for the program. Faculty teaching face-to-face typically teach the same distance/online didactic courses. All distance/online students are intermixed into lab and clinical groups with on-campus learning students as identified on Table 4.14.

Table 4.14 Methods of Delivery

Cohort	Worthington	Granite Falls	Pipestone	Online
Sites	Receives and Hosts ITV from/to Granite Falls	Receive and hosts ITV from/to Worthington	On Campus	A select cohort that students apply for and are assigned to online didactic courses
Lab	Worthington	Granite Falls	Pipestone	Assigned to whichever campus they are closest to
Clinical	Worthington area	Granite Falls area	Pipestone area	Assigned to whichever campus they are closest to

Learning Activities

All face-to-face and distance/online students learn at the same pace with the same resources. The lecture in the face-to-face course is live (with availability to review recorded lecture at a later time) whereas the distance/online lecture is recorded. The program uses multiple learning activities throughout the program which are appropriate for all delivery formats including assignments, discussions, ATI quizzes, proctored tests, case studies from the textbook, case studies from ATI Real Life, ATI readiness exams, dosage worksheets, dosage quizzes, unit quizzes, and research papers. At clinical sites and on seminar days students complete simulations, ATI testing, and skill review. The SLO Organizational Table (available at the accreditation visit) contains the multiple learning activities that are used to in the program to achieve the end of program student learning outcomes and are consistent across all delivery formats.

Instructional Materials

All cohorts receive the same notes, PowerPoint slides, and other resources. The cohorts have opportunities to join webinar-based review sessions before the midterm, final exam and on particularly difficult topics. These review sessions are synchronous for all students. In addition, textbook electronic questions/workbooks are used, ATI questions, quizzes, case studies, online resources from DavisPlus and the Point, and PowerPoints are used as instructional materials.

The learning management system used for the program is D2L Brightspace. Smart Thinking is an online 24-hour tutor resource for writing review and APA formatting assistance.

Evaluation Methods

All exams are proctored either face-to-face in the classroom, via ITV, or online. All students independent of cohort have the option to take tests online which are proctored via ProctorU for $17.50 per test or take their tests on campus in the face-to-face classroom setting with a faculty member. The midterm and final exams, however, are proctored face-to-face on the three campuses only.

Quizzes are not proctored, questions and answers are randomized and timed, with 1 question per page and students cannot go back to previous questions. Table 4.15 is a comparison of online (distance), campus (traditional), and ITV (distance) learning activities and evaluation methods.

Table 4.15: Comparison of Online, Campus, and ITV

Methodology	Online (distance)	Face-to-Face (traditional)	ITV (distance)
Learning Activities	Learning Activities, ATI, and assignments are the same in all modalities	Learning Activities, ATI, and assignments are the same in all modalities	Learning Activities, ATI, and assignments are the same in all modalities
Lecture	Recorded lecture	Faculty face-to-face for lecture (also recorded)	Faculty at a different location (also recorded)
Exams	All students have the option to have tests completed online and proctored via ProctorU for $17.50 per test. All students have the option to have their tests taken on campus. All on-campus exams are proctored by faculty in the classroom even ITV students.	All students have the option to have tests completed online and proctored via ProctorU for $17.50 per test. All students have the option to have their tests taken on campus. All on-campus exams are proctored by faculty in the classroom even ITV students.	All students have the option to have tests completed online and proctored via ProctorU for $17.50 per test. All students have the option to have their tests taken on campus. All on-campus exams are proctored by faculty in the classroom even ITV students.
Midterm/Final Exam	All midterm and final exams are proctored face-to-face on campus.	All midterm and final exams are proctored face-to-face on campus.	All midterm and final exams are proctored face-to-face on campus.
Quizzes	Quizzes are not proctored, questions and answers are randomized, with 1 question per page and students cannot go back to previous questions. Timed.	Quizzes are not proctored, questions and answers are randomized, with 1 question per page and students cannot go back to previous questions. Timed.	Quizzes are not proctored, questions and answers are randomized, with 1 question per page and students cannot go back to previous questions. Timed.

Standard 5: Resources

Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.

Criteria 5.1:

5.1 Fiscal resources are sustainable, sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and commensurate with the resources of the governing organization.

Minnesota State Allocation

Minnesota West's annual operating budget comes from the Minnesota State College and University System budget. Biennial funding is secured from the Minnesota Legislature in even-numbered years; annual operating budgets are then proposed to the Minnesota State Board of Trustees, which is charged with approving the Minnesota State College and University System budget.

The college receives approximately 57.38% of operational costs from state appropriation. Tuition, fees, and the Minnesota State allocation comprise the general operating revenues at the college. The Fiscal Year (FY) runs from July 1st to June 30th of each year.

Tuition and Fees

Nursing course tuition is $212.09 per credit with an additional $18.20 per credit for student fees which total $230.29/credit. Student fees cover student life, technology, library database access, and a parking fee.

Program Budget

Minnesota West's administrative leadership team supports the nursing programs and provides fiscal resources adequate to meet the needs of the department. The Personnel Budget of the PN Nursing Program is comprised of salary/benefits, and the Non-Personnel Budget is comprised of supplies and travel.

Each academic year, the PN program receives fiscal resources from the college budget that have been sufficient to support program goals and outcomes. The nurse administrator collaborates with nursing faculty to determine the yearly non-personnel budget requests. After assessing the needs of the program, a budget proposal is presented to the College Provost for approval.

Technology/Equipment/Perkins Budget

The Technology and Equipment Budget is determined by the Vice President of Finance after input from the College Leadership Team. The nurse administrator collaborates with nursing faculty on a yearly basis to request funds from the collegewide technology and equipment budget. Technology and

equipment requests are approved by the Technology and Equipment Committee to ensure resources are available to students on the campuses.

Table 5.1 displays the past 3 years of non-personnel allocation along with technology, equipment, and Perkins funding for the program. Typically, the program receives and spends the $9000 non-personnel budget for supplies and travel. In FY 16, the program requested and received money to purchase a Laerdal Sim Man (high fidelity simulation mannequin). Perkins paid for a stretcher that same year. The program also requests money from Perkins funding on a yearly basis. For example, the program requested $15,000 in FY 18 for purchase of new beds/bedside tables/bedside stands and mannequins for all three nursing labs.

Table 5.1: 3 Years of Non-personnel, Technology, Equipment, and Perkins

Cost Center Budget	FY17 Allocation	FY17 Actual Spent	FY 18 Allocation	FY 18 Actual Spent	FY19 Allocation	FY19 Actual Spent (to date)
Non-Personnel	$9,000	$9,000	$9,000	$9,000	$9,000	$2,329
Technology	$0	$0	$0	$0	$10,000	$0
Equipment	$4,208	$4,208	$1,432	$1,432	$0	$0
Perkins	$10,336	$10,336	$15,630	$15,630	$0	$0

The PN program is sustainable and financially sufficient as seen by Table 5.2, Nursing Program - Revenue and Expenses. Revenues for the program consist of tuition and institutional budget contributions. The nursing budget is composed of the personnel salaries/benefits and the non-personnel budget along with equipment money. The institutional budget is used to cover any shortfalls on the tuition as see in Table 5.2. Minnesota State requires all colleges within the system to maintain a fiscally balanced budget.

Table 5.2: Nursing Program - Revenue and Expenses

Categories	2015/2016	2016/2017	2017/2018
Revenue of Program			
Tuition Revenue of Nursing Program	$473,557	$432,709	$391,199
Additional Institutional Budget Contribution	$44,100	$61	$39,325
Totals	$517,657	$432,770	$430,524
Expenses			
Personnel Salaries/Benefits	$504,970	$419,500	$463,961
Non-personnel budget	$9,050	$9,000	$9,000
Equipment money spent	$3,637	$4,208	$3,987
Total of Nursing Budget	$517,657	$432,709	$430,524
Revenue minus Expenses =	$0	$0	$0

Nursing Program Comparison

The nursing program budget is comparable to others in the college. Table 5.3 displays the budget of Surgical Technology which is the closest in similarity to the nursing program at the college. The size of the program is much smaller, but in terms of budget per FT faculty/students, it is similar. On Table 5.4, the nursing program is compared to the Surgical Technology program and the % of institutional budget that each comprises.

Table 5.3: Budgets per Program and Number of Students for Fiscal Year

Year	# of FT faculty	# of students	Total Budget	# of FT Faculty	# of Students	Total Budget
Surg Tech				**Nursing**		
2015/2016	1	15	$74,015.66	5	110	$524,455.57
2016/2017	1	18	$139,068.56	5	121	$440,694.92
2017/2018	1	18	$116,082.44	5	126	$484,688.69

Table 5.4: Nursing to Institutional Budget

Year	Institutional Budget	Nursing Budget	% of Institutional Budget to Nursing	Comparative Program (Surgical Tech)	% of Institutional Budget to Surgical Tech
2015/2016	$23,846,049	$517,657	2.2%	$74,015	0.3%
2016/2017	$24,036,360	$432,709	1.8%	$139,068	0.6%
2017/2018	$25,294,158	$484,688	1.9%	$116,082	0.5%

Faculty Development Funds

Fiscal resources available for faculty include Faculty Development funds which may be used to fund continuing education workshops and seminars. Each campus receives dedicated funds to support faculty ($250 per year per faculty per the MSCF contract) as they work to continually improve the quality of instruction provided to students. If faculty development funds are not spent by a specific date, faculty have the opportunity to apply for additional funds. Faculty are able to apply for tuition reimbursement waivers for courses taken at any Minnesota State institution. On the Spring 2018 Faculty Survey, 80% of faculty indicated they "strongly agreed, agreed or neutral", and 20% (n=1) indicated disagreement that fiscal resources are adequate to support faculty development activities and needs (N=5 PN and AS faculty combined). The qualitative comment from the faculty members indicated the MSCF allocation is not enough to attend conferences. In the Fall of 2018, a Minnesota State faculty diversity grant was written and achieved to bring an additional conference to Minnesota to support faculty training on diverse student learning needs. See Table 5.5 for the faculty survey results on resources.

Table 5.5: Spring 2018 Faculty Survey on Resources

Survey Questions N = (5/5)	Total Results meeting goal:	Strongly Agree	Agree or neutral	Disagree	Strongly Disagree
Fiscal resources are adequate to meet the goals & objectives of the Nursing Program.	100%		100%		
Fiscal resources (faculty development funds, Perkins, etc.) are adequate to support my faculty development needs.	80%		80%	20%	

Criteria 5.2:

5.2 Physical resources are sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and meet the needs of the faculty, staff, and students.

The Minnesota West PN Nursing Program is fortunate to have sufficient office, classroom and laboratory space. ITV classes are televised to the Granite Falls campus from the Worthington campus. ITV equipment is updated as needed by IT staff and financial resources are available for technology upgrades on individual campuses. ITV faculty are educated on the broadcast system by the IT staff and receive contact information in case problems occur during course broadcasts.

All classrooms used to deliver nursing courses have wireless internet access and audiovisual equipment which is used to enhance course content delivery. Classrooms are assigned according to size of student cohort, technology needs, and availability on college schedule. The program director reviews semester course schedules and classroom assignments prior to publication of the class schedule on the college website.

NURS 1140 Skills Lab course meets at all three campuses: Worthington, Pipestone, and Granite Falls. Nursing labs are shared with nursing assistant and AS nursing students on each campus.

Nursing labs are equipped with beds, low fidelity mannequins and equipment such as headwall units to simulate wall suction and oxygen, med carts, IV arms, IV solutions and tubing, and basic equipment. The nursing faculty unit is engaged in campus, and college-wide committees and are involved in the purchasing of equipment.

Table 5.6 displays the results of the student exit survey in spring 2018. The benchmark for the survey is 80% that agree or strongly agree with each statement. The results are consistently above the benchmark determined by the program.

Table 5.6: Student Exit Spring 2018 Survey on Resources

Survey Questions N= 19/42	Results:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Learning resources and technology are current, comprehensive and accessible.	100% satisfied	21.1%	78.9%	0%	0%	0%
Nursing lab space was sufficient to meet my needs during my courses	94.8% satisfied	21.1%	73.7%	0%	5.2%	0%

On the Spring 2018 Faculty Survey, 80% to 100% of faculty indicated classrooms, office space, computer labs, skills lab, and private conference areas were adequate to meet the program's needs. On the same survey, 80% of the nursing faculty agreed or were neutral to the statement, and 20% disagreed that the nursing skills lab facilities are adequate to meet the needs of faculty and students. The survey's qualitative comments related to this question is that the skills lab is crowded. The three nursing labs were reviewed and time was dedicated to organization to reduce clutter. The Granite Falls lab was able to occupy a storage room for nursing assistance equipment and nursing program supplies. The Pipestone and Worthington campuses also reviewed needs to reduce clutter.

A college strategic investment initiative in the fall of 2018 supported $57,000 of renovation funds for the Pipestone Campus, with possibly funding replication for the other nursing campuses in Spring 2019. Renovation will begin mid spring 2019 at the Pipestone lab and includes storage for clutter in the construction pre-design plan. At a December 2018 meeting, faculty agreed labs are improved at Granite Falls campus with current storage room, in progress toward goal at the Pipestone campus, and will explore funding at the Worthington campus through the strategic investment process Spring 2019. Until the strategic investment occurs at the Worthington Campus, an empty office has been secured to alleviate the crowded equipment/clutter. In Spring 2019, the faculty will be resurveyed to see if problems have been remedied.

Although the total results were still strong, the computer labs on the campuses also received a 20% disagreement. The faculty shared that computer lab challenges have improved by allowing proctored testing off campus and students bringing their own devices as solutions when reserving the computer lab. Early reservations by nursing faculty have also improved the satisfaction with the computer lab reservations. Table 5.7 shows 2018 faculty results on resources. Faculty will be re-surveyed in Spring 2019.

Table 5.7: Faculty Survey on Resources - 2018

Survey Questions (N=5/5)	Total Results meeting goal:	Strongly Agree	Agree Or neutral	Disagree	Strongly Disagree
Classrooms are adequate to meet the needs of faculty and students	100%	40%	60%		
Computer lab is adequate to meet the needs of the faculty and students	80%	40%	40%	20%	
Nursing skills lab facilities are adequate to meet the needs of faculty and students	80%		80%	20%	
Office space is adequate to meet the needs of staff and faculty	100%	20%	80%		
Private conference areas are available to talk to students (whether office or conference room, etc.).	100%	20%	80%		

The physical spaces for the program are listed in Table 5.8 and includes spaces on all 3 campuses with room numbers and square feet for each.

Table 5.8: Physical Resources

Area	Granite Falls	Pipestone	Worthington
Classroom Space	Room 117 - 1107 sq. ft. Room 204 - 760 sq. ft. Room 124 - 730 sq. ft. Room 118 - 787 sq. ft.	Room 407 - 806 sq. ft.	Room 202 - 884 sq. ft. Room 200 - 624 sq. ft. Room 502 - 640 sq. ft. Room 506 - 816 sq. ft.
Laboratory Space	Room 121 - 1197 sq. ft.	Room 106 - 612 sq. ft.	Room 204-206 - 1056 sq. ft.
Simulation Space	Room 121 - Located in Lab Space	Room 108 - 872 sq. ft. Separate Lab	Room 204-206 Located in Lab Space
Faculty offices (including private space to meet with students)	Room 117A Kim – 185 sq. ft.	Room 409B McCall -131 sq. ft. Room 108A Stacy - 81 sq. ft	Room 276 Dawn - 150 sq. ft. Room 271 Tracy - 81 sq. ft. Room 277 Marissa - 81 sq. ft. Room 273 Erika - 81 sq. ft. Room 274 Donna - 81 sq. ft. Room 275 Brenda - 81 sq. ft.
Support Staff office	Not at this campus	Room 100E Jodi - 168 sq. ft.	Not at this campus
Computer labs	Room 113 - 1353 sq.ft.	Room 203 - 962 sq. ft.	Room 606 - 1056 sq. ft.

Criteria 5.3:

5.3 Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students.

The Minnesota West PN Program strives to acquire and maintain learning resources that are current, comprehensive, and sufficient to meet the ever-changing needs of student learning required by the health care environment. The program meets this goal by acquiring pertinent printed materials,

computer software, instructional supplies, and equipment with input from faculty and the director of nursing.

The Minnesota West PN Nursing Program is committed to provide learning resources for students and faculty that reflect best evidence-based practices. Faculty place a high priority on assisting students to develop practices of life-long learning and so encourage students to develop skill in locating and utilizing credible online resources. The librarian emails the program director on an annual basis to seek faculty input for resources available. In 2017, the faculty reviewed the CINAHL contract with the librarian and chose to continue the current CINAHL contract level as it met the needs of the students.

The Library and Academic Resource Center (LARC) on each campus houses printed materials and provides access to CINAHL Plus Full Text for online searches of scholarly journals. Students are able to access CINAHL Plus with Full Text and other databases off campus. Students have access to hospital libraries during clinical experiences. Students are oriented to the LARC during general college and fall nursing orientations. Films on Demand also provide approximately 30,000 video resources for student learning in the discipline of nursing. http://www.mnwest.edu/larc

Professional library staff demonstrates (via classroom instruction sessions, scheduled orientation or reference sessions, and walk-in research sessions) how to search databases and perform research for evidence-based articles. Information is given to students on how to access the LARC server when off campus. By accessing the proxy server, students are able to complete library searches (i.e., CINAHL, etc.) for quality journal articles with location and time flexibility.

The LARC provides tutoring services in a variety of formats. There are face-to-face sessions available with professional tutors and peer tutors for students that are on campus. For distance situations that make face-to-face impractical, tutors utilize Adobe Connect software to conduct tutoring sessions via webinar. The program has a nursing tutor who is a RN that is available at the Pipestone campus or via electronic resources (Adobe Connect). Another option, available 24/7, is provided free of charge to students through a service called Smarthinking. Smarthinking is a tutoring resource for a variety of general education courses and a Writing/Essay Center for any student major. Smarthinking information is found at http://www.mnwest.edu/index.php/larc/tutoring/smarthinking

The LARC also offers test-proctoring services in a secure, quiet environment for the following circumstances: 1) students who cannot take scheduled classroom exam; 2) students in online or ITV courses where proctored exams are required and; 3) students who require alternative testing accommodations due to a documented disability.

The Worthington Campus LARC retains the majority of reference and print materials available to students. However, nursing resources are equitably available at Pipestone and Granite Falls campuses. Nursing printed resources have recently been reviewed for 5-year currency at all campuses.

The faculty chose in 2017 to switch from Kaplan to Assessment Technology Institute (ATI) online resources for the students. ATI provides more cohort data and end-of-program NCLEX review.

The faculty often choose textbooks for the program that include additional online resources, such as DavisPlus. DavisPlus provides additional content topics and review questions for students. The faculty and the publisher orient the students to these online resources. The program uses D2L Brightspace Learning Management System; students are provided training at general college orientations.

Table 5.9 displays the nursing and technology resources on the three campuses for the PN program.

Table 5.9: Resources and Technology

Items	Worthington Campus	Pipestone Campus	Granite Falls Campus
Online resources: includes CINAHL Plus with Full-Text database and EBSCO database.	Available to all on every campus and online.	Available to all on every campus and online.	Available to all on every campus and online.
Learning Resources	ATI online DavisPLUS online	ATI online DavisPLUS online	ATI online DavisPLUS online
Low-fidelity mannequins (i.e. KellySim, patient care mannequins)	Available	Available	Available
Central Venous Access Device Chests	Available	Available	Available
IV arm simulators and IV solutions/tubing	Available	Available	Available
Patient beds, overbed tables, bedside stands, and privacy curtains.	Available	Available	Available
Medication Cart	Available	Available	Available
Open lab times	As needed on an individual basis	As needed on an individual basis	As needed on an individual basis
Faculty Technology Equipment and Software	Laptop/Microsoft Office/Wifi/D2L Brightspace	Laptop/Microsoft Office/Wifi/D2L Brightspace	Laptop/Microsoft Office/Wifi/D2L Brightspace
Student Technology Equipment and Software	Computer labs Microsoft Office suite, email, D2L Brightspace	Computer labs Microsoft Office suite, email, D2L Brightspace	Computer labs Microsoft Office suite, email, D2L Brightspace
Technology Support hours	8-4:30 daily and via AskIT	8-4:30 daily and via AskIT	8 – 4:30 daily and via AskIT
Library hours	M, T, W, Th 8:00 a.m. - 8:00 p.m. Friday 8:00 a.m. - 4:00 p.m.	M, T, W, Th 8:30 a.m. - 4:00 p.m. Friday Closed	M, T, W, Th 8:00 a.m. - 4:30 p.m. Friday Closed

A Minnesota West priority, due to the mission accessibility and distance learning focus, is strong technological support for students. Students and faculty are able to receive technical support on all campuses. Each campus is staffed by at least one IT support person who is available to assist both faculty and students with technology problems.

The Southwest/West Central Higher Education Organization for Telecommunications and Technology (SHOT) staff are available for ITV trouble-shooting during hours of operation and are prompt to assist faculty with problems that may occur during broadcasting. SHOT is available at http://www.smsu.edu/shot/?id=5026. Faculty are informed of updates to the ITV learning system by SHOT and IT staff.

Students are welcome to bring laptops or IPads and may access the Minnesota West intranet for wireless access capability in the classroom. IT staff assist students to establish wireless access on personal computers and devices. The Help Desk is also available to assist students with technology issues after usual business hours.

Table 5.6 displays the results of the spring 2018 student exit survey in which 100% of the students agreed that the learner resources and technology are current, comprehensive and accessible.

Table 5.10 displays the spring 2018 faculty survey of program resources. The benchmark of 80% was made for each of the questions.

Table 5.10: Learning Resources Spring 2018 Faculty Survey

Survey Questions N=5/5	Total Results meeting goal:	Strongly Agree	Agree Or Neutral	Disagree	Strongly Disagree
Nursing faculty participate in selection of library resources	80%	20%	60%	20%	0%
Library holdings and access are sufficient to meet the outcomes of the program	100%	40%	60%	0%	0%
Audiovisual and computer equipment is sufficient to meet the outcomes of the program	100%	20%	80%	0%	0%
Computer software & media is sufficient to meet the outcomes of the program	100%	20%	80%	0%	0%
Technical support is sufficient to meet the outcomes of the program	100%	20%	80%	0%	0%
The Learning Management System (D2L-Brightspace) is sufficient to meet the outcomes of the program	100%	20%	80%	0%	0%

GradesFirst Campaign

The college uses a campaign titled GradesFirst. Faculty are encouraged to submit a Progress Report on any student learning less than a C grade at midterm of each semester. GradesFirst Progress Reports allows the faculty to alert the support staff about a student who needs assistance or the potential at-risk student. The Support staff will then process the progress reports and get the student the help they so need. The following are options that students are given to assist access resources towards success.

- Get Advising - Schedule an advising appointment.
- Schedule a Tutor Appointment - To schedule a tutor appointment for a particular class, click the Schedule Tutor Appt link next to the relevant class.
- Get Tutoring - Schedule a tutor appointment for a tutoring service.
- Send Message to Professor - Need to contact your professor? Simply check the box by your class and click the Send Message to Professor button.
- Request a Tutor Appointment - Need help with a class? Click the Request Tutor Appt link next to the relevant class.
- Upcoming Appointments - View upcoming appointments without navigating to your calendar.
- Calendar - View your class schedule, assignments and all appointments that have been scheduled for you. Print your calendar or event list.
- Conversations - View all of the messages (emails and text messages) sent by you and to you in GradesFirst.
- Reports - View advising appointment reports, tutoring appointment reports, and other notes.
- Search - Search for other users in GradesFirst that you have permission to see.

Criteria 5.4:
Fiscal, Physical, Technological, and learning resources are sufficient to meet the needs of the faculty and students engaged in alternative methods of delivery

Physical, technological and learning resources for student learning are sufficient to meet the needs of the faculty and students engaged in not only our face-to-face courses but our online and ITV courses as well. See table 4.14 for the methods of delivery.

All students are required to be on campus for orientation to the program and program resources. The midterm and final exams are proctored and are completed in the classroom and or computer labs on campus.

Online resources include BrightSpace Desire 2 Learn (D2L) learning management system DavisPlus and ATI and ProctorU in which students are oriented on campus and receive technology support face-to-face and online 24 hours per day via the Minnesota State technology support services.

Fiscal resources are sufficient for the delivery methods. Students are charged a per credit technology fee of $9.00/credit, $8.94/credit for online fees, and $3.00 for access fees which helps to ensure that students have access to and experience with the technology critical to their success, both in their academic endeavors and their professional careers.

SECTION THREE: STANDARD 6

Program evaluation demonstrates that students have achieved each end-of-program student learning outcome and each program outcome.

The nursing program has a current systematic plan of evaluation. The systematic plan of evaluation contains:

- **Specific, measurable expected levels of achievement for each end-of-program student learning outcome and each program outcome.**
- **Appropriate assessment method(s) for each end-of-program student learning outcome and each program outcome.**
- **Regular intervals for the assessment of each end-of-program student learning outcome and each program outcome.**
- **Sufficient data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.***
    a. **Analysis of assessment data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.**
    b. **Documentation demonstrating the use of assessment data in program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.**

**Programs seeking initial accreditation are required to have data from the time that the program achieves candidacy with the ACEN.

Development of Systematic Evaluation Plan (SEP)

The program has a systematic evaluation plan to assure that the program systematically reviews the criteria needed for accreditation and for continuous quality improvement. The program annually trends and analyzes data specifically for Standard 6 but also includes data that addresses each of the ACEN Standards. The program has specific, measurable expected levels of achievement, assessment methods, regular intervals for assessment and sufficient data to inform program decision-making for each of the end-of-program student learning outcomes and program outcomes. Trended data guides curricular decisions. The SEP is systematically reviewed on a calendar schedule. The ACEN SEP in Appendix G addresses the end of program student learning outcomes and the program outcomes including ACEN Standards 6.1-6.4.

Standard 6.1:

6.1 The program demonstrates evidence of students' achievement of each end-of-program student learning outcome.

There is ongoing assessment of the extent to which students attain each end-of-program student learning outcome.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' attainment of each end-of-program student learning outcome.

Description of Assessment of SLOs

The program systematically assesses the end-of-program student learning outcomes in the last semester of the program. In 2017, the program assessed all 8 of its end of program SLOs. In 2018, the faculty decided to assess the SLOs in a 3-year rotation schedule. Table 6.1 displays the rotation schedule for the evaluation of the SLOs.

Table 6.1 Rotation of SLOs

Year	SLOs Evaluated
2017	All SLOs evaluated
2018	Patient/Relationship-Centered Care Safety Evidence-Based Practice
2019	Information/Technology Managing Care Teamwork and Collaboration
2020	Professional Identity and Behavior Quality Improvement

The following tools are used to evaluate the end-of-program SLOs.

1. Clinical Evaluation Tool (CET): The CET is developed directly from the SLOs. The student is required to receive a minimum score of supervised in each SLO area by the end of the semester to pass the clinical courses (See Appendix F).

2. Clinical Reflection Paper: Students are assessed in NURS 1295 on a SLO reflection paper in which the students reflect on their ability/skills to perform each of the SLOs. Students are graded by rubric (Assignment and rubric will be available at the site visit).

3. ATI Comprehensive Predictor Exam: The ATI Comprehensive Predictor Exam is used to evaluate the achievement of three SLOs which are listed under the QSEN categories (on the ATI Comprehensive Predictor Exam) of Patient-Centered Care, Evidence-Based Practice and Safety. The QSEN categories on the ATI predictor exam have been leveled for PN students.

The specific ELAs for the three SLOs have benchmarks set that are slightly different under the specific QSEN category of the ATI Comprehensive Predictor Exam. Spring 2018 was the first time the ATI Comprehensive Predictor was used to evaluate the SLOs. To determine a starting benchmark, faculty analyzed the ATI Comprehensive Predictor exam. The benchmark was set at a point where 80% of the PN students were at or above the listed score.

The three ELA's are:

- 80% of students will achieve the benchmark set for the Safety category of the ATI Comprehensive Predictor Exam (Benchmark set at above 63%).
- 80% of students will achieve the benchmark set for the PCC category of the ATI Comprehensive Predictor Exam (Benchmark set at 66% or above).
- 80% of students will achieve the benchmark set for the EBP category of the ATI Comprehensive Predictor Exam (Benchmark set at 61%).

Table 6.2 displays a crosswalk of the PN SLOs and the ATI QSEN categories that were used for the measurement of the end-of-program SLOs of Safety, Patient-centered Care and Evidence-Based Care.

Table 6.2: Crosswalk of PN SLOs to ATI Comprehensive Predictor Categories

Program SLO	ATI Comprehensive Predictor Category	Rationale
SLO Patient/Relationship Demonstrate therapeutic communication skills to practice holistic nursing that is patient-centered, culturally sensitive and based on the physiological, psychosocial and spiritual needs of patients across the lifespan.	QSEN Patient-Centered Care (PCC) states The provision of caring and compassionate, culturally sensitive care that is based on a patient's physiological, psychological, sociological, spiritual, and cultural needs, preferences, and values.	Patient Center Care is the basis of the SLO Patient/Relationship-Centered Care. This includes Communication skills and Caring Behaviors along with learning needs.
SLO Safety: Promote quality care, recognize complications and provide a safe environment for patients, self, and others.	QSEN Safety (S) states: The minimization of risk factors that could cause injury or harm while promoting quality care and maintaining a secure environment for clients, self, and others.	QSEN Safety crosswalks well to the Safety SLO.
SLO Nursing Judgment/Evidence-Based Care: Utilize evidence-based nursing judgment when providing and prioritizing care and promoting the health of patients across the lifespan.	QSEN Evidence-based Practice (EBP) states The use of current knowledge from research and other credible sources to make clinical judgments and provide client-centered care.	QSEN Evidence-Based Practice is very close to the SLO for Nursing Judgment/Evidence-Base Care for the PN program.

Examples of Changes made to Improve Achievement of SLOs

The program began assessing SLO outcomes in the spring of 2017 using a clinical evaluation tool (CET) and a SLO reflection paper. The students typically achieved 100% on the CET. It was identified that the rubric for grading the SLO reflection paper was not conducive to achieving the SLOs and measuring them appropriately. Faculty updated the rubric which was used with the graduating class of 2018. In addition, the faculty chose 3 SLOs to evaluate using the ATI Comprehensive Predictor exam starting spring 2018 (see information above). See SEP for further information In Appendix G.

Criteria 6.2:

The program demonstrates evidence of graduates' achievement on the licensure examination.
The program's most recent annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period.
There is a minimum of the three (3) most recent years of available licensure examination pass rate data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.
There is ongoing assessment of the extent to which graduates succeed on the licensure examination. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates' success on the licensure examination.

The nursing program's ELA for NCLEX PN pass rates states: The program's most recent annual NCLEX licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period aggregated for the program as a whole and by program location (Granite, Pipestone, Worthington, and Distance). The program graduates students in the spring of each year. The program has 4 different program locations/options as listed in the ELA above. The year end results for 2018 will be released in January of 2019. The results on table 6.3 for 2018 represent students passing NCLEX by the end of the 3rd quarter of 2018. At this time, 100% of the graduating classes have tested. The program consistently over the past 3 years has had NCLEX PN pass rates 92%-98%. Table 6.3 displays the NCLEX first time pass rates by location/option.

Table 6.3: NCLEX First Time Pass Rates Trended by Cohorts

Year	Granite Falls Spring	Pipestone Spring	Worthington Spring	Distance Spring	Total
2018 (3rd quarter results)	9/10 = 90%	9/11 = 82%	2/2=100%	19/19 = 100%	92.68%
2017	3/3=100%	11/11 = 100%	9/9=100%	22/23=95.7%	98.04%
2016	4/6= 67%	13/13 = 100%	6/7 = 86%	19/19=100%	95.56%

Criteria 6.3:

The program demonstrates evidence of students' achievement in completing the nursing program.
There is a minimum of the three (3) most recent years of annual program completion data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion or entering cohort.
The expected level of achievement for program completion is determined by the faculty and reflects student demographics.
There is ongoing assessment of the extent to which students complete the nursing program.
There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' completion of the nursing program.

The ELA for completion rate for the nursing program is 55% of the students who begin the first nursing courses will graduate from the nursing program within 150% of the timeframe allotted for the program. Table 6.4 displays the program completion rate at 150% of program length. Students graduate once a year in the spring. The program length is 2 semesters of nursing courses, and 150% of program length is measured at 3 semesters. However, courses are only taught once a year, so students that fail in the spring are unable to finish the program until the following spring.

Table 6.4: Program Completers at 150% of Program Length

Year @ 150% completion	Granite Falls Spring	Pipestone Spring	Worthington Spring	Distance Spring	Total
2018	10/11 = 91%	16/25 = 64%	10/20 = 50%	27/55 = 49%	63/111 = 57%
2017	6/10 = 60%	14/18 = 78%	10/19 = 53%	27/60 = 45%	57/107 = 53%
2016	6/6 = 100%	13/13 = 100%	14/15 = 93%	57/74 = 77%	90/108 = 83.3%

The 2017, the ACEN Report to Constituents completion rates for PN programs averaged 71% at 150% of program length. The MnWest PN program ELA was set at 55% due to the program having an average of 20-30% diversity with multiple first-generation college students. As of fall 2018, 32% of the PN students identified as non-white (black 16% with most identifying from Nigeria, Kenya, and Somalia, Asian 4%, Hispanic 2%, and multi-ethnic 10%). The diversity has steadily increased from 21% in fall 2015, to 32% in fall 2018.

History

In 2014, Sanford Health requested the program increase the number of students from 96 admits/year to 128 admits/year to provide additional LPNs for the workforce. The increased admission numbers began with the 2014/2015 cohort. In 2015 the programs' 150% completion rate was 83.3%. The increased admissions for the 2014/2015 cohort depleted the number of candidates who were qualified for the program. The accepted scores of the students for admission into the program have

trended lower since the 2015 cohort. In 2015 the lowest accepted scores for admission points were 18/30 points. In 2016, 2017, and 2018 the scores were as low as 9/30 points. In the cohort that graduated in spring 2018, 0/23 students that scored 13/30 or below on the admission points completed the program in 100% of program length and 3/23 or 13% completed in 150% of program length. In fall 2018, the accepted scores of the students for admission were once again as low as 9. Effective fall 2019, the minimum admission score will be changed so students will not be accepted with a score below 13 on the admission score sheet. The program will continue to trend admission score sheet data for student completion rates.

In fall 2017, due to the number of weak students entering the program, the faculty chose to increase its rigor to require students to achieve 80% cumulatively on exams prior to additional assignments being added to the final course grade. The faculty were concerned that students may pass the courses by assignments rather than exams. The NCLEX pass rates in the summer of 2018, however, were in the mid 90 percentile with the majority of the students testing. Since students did so well on NCLEX, the grading policy was changed for students entering the program in fall 2018. Students were no longer required to pass the exams cumulatively before assignments were added.

Retention Efforts

Beginning fall 2018, collaborative study groups (students mixed from all 4 cohorts/campuses) began studying together using ATI quizzes. Each group consisted of 4 students in which stronger and weaker students were intentionally grouped together. The students were required to study four times during the semester and could choose to meet face-to-face or via technology. Each student was required to evaluate the other group members on their collaborative efforts on an ATI quiz.

The program has one part-time nursing tutor. She serves all nursing campuses and both programs (PN and AS). The tutor meets with students in person or via tools such as the phone, ITV, Skype, or Adobe Connect.

Beginning fall 2018, all lectures, face-to-face, ITV, and distance are recorded for all students. In the past, lectures were not recorded. Students satisfaction survey feedback indicated students' preference for recorded lectures for all delivery formats.

In fall 2018, the program wrote a grant to fund for retention efforts for English Language Learner nursing students. The grant was awarded, and plans will be implemented starting January 2019. The funding is through June 2020. Beginning spring 2019, faculty will present curriculum to the PN students that are in their last semester of the program. These sessions will address testing taking skills, clinical judgment, multiple-choice test questions, anxiety, etc. Following the 4 initial sessions, students

will self-select into study groups of 2 or more. The goal is to increase student interest in studying together while holding each other accountable for productive study time and experiencing working in a collaborative, team environment. Students attending curriculum sessions and study sessions will be able to submit their name for gas card drawings.

Typically, students are not academically successful in the 1st semester of the nursing course work. Few students fail out in the 2nd semester. In fall 2018 the PN program started 128 students and 88 students or 68.8% progressed into the 2nd semester (spring 2019) program. The quality improvement plans laid down for the program seem to be working. Plans are to continue to track and trend data and make adjustments as needed.

Criteria 6.4:

The program demonstrates evidence of graduates' achievement in job placement.
There is a minimum of the three (3) most recent years of available job placement data, and data are aggregated for the nursing program as a whole.
The expected level of achievement for job placement is determined by the faculty and reflects program demographics. There is ongoing assessment of the extent to which graduates are employed. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed.

The program's ELA for job placement is 80% of graduates will be employed at 6 to 12-month post-graduation. The 2016/2017 ACEN Report to Constituents was 87.08% for PN Programs. The Minnesota Department of Employment and Economic Development (DEED) data shows 1.7% increase in the need for LPNs in the next 10 years. Many of the facilities in the region are hiring medical assistants in place of LPNs. This ELA was chosen to support the statistics above.

In July of each year, the college sends the Minnesota State system office a list of all students who graduated from the college in the previous academic year. Minnesota State prepares a survey link for the college to use to contact the students on continuing education and job placement. During the following fall semester (6-12 months post-graduation), the college sends out the survey link to the graduates of the previous academic year with weekly reminders. Calls are made to students who do not respond to the electronic survey to finalize data. The college is required to report the findings the following June to Minnesota State. Final results are given to the college in the fall of each year.

Table 6.5: Job Placement

Graduation	Response Rate	Placement Rate
Graduates of 2015/2016	42/42 = 100%	100%
Graduates of 2016/2017	53/54 = 98%	100%
Graduates of 2017/2018	Will be available at site visit	Pending

SECTION 4: APPENDICES

Appendix A: Higher Learning Commission Evidence

HIGHER LEARNING COMMISSION

About HLC ⌄   Accreditation ⌄   Policies ⌄   Publications ⌄   Peer Review ⌄   Programs and Events ⌄   Student Resources ⌄   🏠

Statement of Accreditation Status

as of November 28, 2017

Minnesota West Community and Technical College

1593 11th Ave.
Granite Falls, MN 56241
(320) 564-4511
http://www.mnwest.edu/

The information on this page describes the accreditation relationship between this institution and the Higher Learning Commission. General information about the Commission and the accreditation process is provided at the end of this document. In addition, links to definitions are provided for many of the terms used.

Accreditation Information

Current status: Accredited

Accreditation granted: 11/14/1997
Historical note: * Note on date of accreditation: Accredited as a single entity on August 6, 1997. The result of a merger of Worthington Community College, first accredited in 1973, and Southwestern Technical College, first accredited in 1991.

Most recent reaffirmation of accreditation: 2011 - 2012

Next reaffirmation of accreditation: 2021 - 2022

Upcoming or In-Progress Reviews

Date	Event	Description
2021 - 2022:	Comprehensive Evaluation	

Most Recent History with the Commission

Date	Event	Description
05/17/2016:	Assurance Review	Interim Report Requested
05/24/2012:	Reaffirmation of Accreditation (PEAQ)	

Appendix B: Minnesota Board of Nursing Evidence

2829 University Avenue SE #200, Minneapolis, MN 55414-3253
Email: nursing.board@state.mn.us
Website: www.nursingboard.state.mn.us

June 7, 2018

Dawn Gordon PhD, MS, MBA, RN, PHN
Minnesota West Community and Technical College Practical Nursing Program
1450 Collegeway
Worthington, MN 56187-3024

Dear Director Gordon,

Re: Continuing approval for nursing programs with full candidacy status

Program approval rules requiring programs obtain national nursing accreditation or be in candidacy by January 1, 2016 went into effect June 28, 2011. The implementation date of January 1, 2016 was revised to January 1, 2018 under the Good Cause Exempt Rule process and went into effect March 31, 2014.

On December 1, 2016, the Minnesota Board of Nursing affirmed that all programs must be awarded full candidacy status by June 1, 2018. On June 7, 2018, the program's candidacy status was reviewed. Minnesota West Community and Technical College Practical Nursing Program has been granted continuing approval until June 7, 2019.

Sincerely,

Marilyn Krasowski, EdD, RN
Director for Education
Minnesota Board of Nursing
612-317-3014
Marilyn.Krasowski@state.mn.us

Mary M. Hoeppner, EdD, RN
Nursing Education Specialist
Minnesota Board of Nursing
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Appendix C: Faculty Profile Table

Name of Institution: MN West Community and Technical College
Name of Nursing Education Unit: PN
Date Form Completed: December 2018

Agency	Name of Agency	Requirement
The program's state regulatory agency for nursing	Minnesota Board of Nursing	**Reference: 6301.2340 Subpart 3** **F5.** nursing faculty have a major in nursing at the baccalaureate or graduate level and unencumbered licensure as a registered nurse with current registration in Minnesota; and **G.** ensure PN program faculty have a baccalaureate or graduate degree in nursing from a regionally or nationally accredited college or university recognized by the United States Department of Education or by a comparable organization if the baccalaureate- or graduate-level degree is from a foreign country;
Other state agency (e.g., state department of education, state system, etc.)	Minnesota State Colleges and University system	Reference: 500040: Nursing, Practical (reviewed 3/28/17) **Minimum Qualifications:** **Education Requirement:** Bachelor's Degree in Nursing **The following is the same for PN credentialing:** Reference: 500040: Nursing, Practical (reviewed 3/28/17) **Occupational Experience Requirement: 2** full-time years (or equivalent) of verified related paid work experience as a RN at the professional level. **Recency Requirement:** 1 year of this work experience shall be within the 5 years immediately preceding the date of application for the credential field. The recency requirement shall be waived if the individual has 2 years of successful full-time (or equivalent) postsecondary teaching experience in the credential field within the last 5 years. **Professional Requirement:** Current Minnesota RN license **Teaching and Learning Competency Requirement:** • Course construction (credit course)*

		• Teaching/instructional methods (credit course)* • Student outcomes assessment/evaluation (credit course)* • Philosophy of community and technical college education (credit or non-credit course)** Faculty shall have a degree in education or 3 years of successful full-time (or equivalent) teaching experience prior to being hired, or shall be required to complete coursework in the above content area (or their equivalent) prior to being granted unlimited status. *These courses shall be waived for individuals who at the time of hire have: a degree in education, or have documented evidence of successful completion of equivalent coursework in the specified teaching and learning content areas, or have 3 years of successful full-time (or equivalent) secondary, postsecondary, industry, or trade apprenticeship teaching experience in the field for which they are being hired. (Procedure 3.32.1 College Faculty Credentialing, Part 5, Subpart B.2). **This course shall be waived for individuals who, at the time or hire, have documented evidence of successful completion of equivalent coursework.
The program's governing organization	Minnesota State College and Universities System	Same as Minnesota State Requirements
The governing organization's accrediting agency	Higher Learning Commission	Higher Learning Commission Policy CRRT.B.10.020 Assumed Practices B2a Faculty Roles and Qualifications a. Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered in addition to the degrees earned by the institution in determining whether a faculty member is qualified. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process. Faculty teaching general education courses, or other non-occupational courses that transfer, typically hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach. Adopted Commission Policy: Assumed Practices © Higher Learning Commission policycomments@hlcommission.org • hlcommission.org • 800-621-7440 Page 5

Qualifications of Full-Time Faculty Exclusive to PN Nursing Program

FACULTY MEMBER'S NAME (Alpha Order by Last Name)	DATE OF INITIAL APPOINTMENT PN FT Faculty	FACULTY MEMBER'S ACADEMIC DEGREES	MN Licensure with expiration Certification (type/date acquired/date expiration)	ALL NURSING COURSE(S) TAUGHT BY FACULTY MEMBER DURING SITE VISIT	Committees; Course, Clinical, Laboratory Coordination, etc.
Lehrke, Kimberly	8/2014 Campus: Granite Falls	Bachelor's Degree of Science in Nursing / 1989 Master's Degree of Science in Nursing / 2014	R 1185157 3-31-2020	Spring: NURS 1220: Nursing of the Adult II: Didactic face-to-face/ITV NURS 1230: Pharmacology II: Didactic face-to-face/ITV and online NURS 1250: Family Nursing: didactic face-to-face/ITV NURS 1280: Clinical Application II: Clinical Coordinator and mentor for new part-time instructors NURS 1295: PN Integration: Clinical/Preceptorship	Clinical coordinator (3 credits in spring) Office hours, Advising, Career Promotion Events. Committees: Faculty meeting committee, Applicant Review Committee, Granite Falls Campus Faculty Development Committee, Advisory Board Committee, Granite Falls Health and Wellness Committee, Allied Health/Nursing Division Committee
Lutmer, McCall	8/2015 Campus: Pipestone	Associate Degree in Nursing / 2010 Bachelor's Degree in Nursing / 2013 Master's Degree in Nursing / 2018	R 1965128 11-30-2020	Spring: NURS 1220: Nursing of the Adult II: didactic at Pipestone Campus NURS 1250: Family Nursing: didactic at Pipestone Campus NURS 1280: Clinical Application II NURS 1295: PN Integration Clinical/Preceptorship	Office hours Advising Faculty meetings Career Promotion Events Applicant Review Committee Pipestone Campus Committee for Scholarship Program Advisory Committee Allied Health/Nursing Division Member
Marten, Marissa	8/2014 Campus: Worthington	Bachelor's Degree in Nursing / 2012 Master's Degree in Nursing / 2015 Presently in school for Doctorate of Philosophy / (2019)	R 2115757 4-30-2020	Spring: NURS 1220: Nursing of the Adult II: didactic online NURS 1250: Family Nursing: didactic online NURS 1280: Clinical Application II NURS 1295: PN Integration	Office hours Advising Faculty meetings Career Promotion Events Applicant Review Committee Worthington Campus Curriculum Committee Program Advisory Committee Allied Health/Nursing Division Member

Qualifications of Part-Time Faculty Exclusive to PN Nursing Program

FACULTY MEMBER'S NAME (Alpha Order by Last Name)	DATE OF INITIAL APPOINTMENT PN PT Faculty	FACULTY MEMBER'S ACADEMIC DEGREES	MN Licensure with expiration Certification (type/date acquired/date expiration)	ALL NURSING COURSE(S) TAUGHT BY FACULTY MEMBER DURING SITE VISIT	Committees; Course, Clinical, Laboratory Coordination, etc.
Croatt, Heather	11/2015 Campus: Clinical Instructor	Bachelor Degree of Science in Nursing / 2012	R 1297728 11-30-2019	Spring: NURS 1280: Clinical Application II	Office hours Advising Faculty meetings Advisory Board Committee Allied Health/Nursing Division Member
Custer, Kristi	12/2018 Campus: Clinical Instructor	Associate of Art, Associate of Science / 2008 Bachelor Degree of Science in Nursing / 2011	R 2056858 2-28-2019	Spring: NURS 1280: Clinical Application II	Office hours Advising Faculty meetings Advisory Board Committee Allied Health/Nursing Division Member
Hunt, Roxane	11/2018 Campus: Clinical Instructor	Bachelor of Science in Nursing / 2009 Master of Science in Nursing / 2012	R 987974 4-30-2019	Spring: NURS 1280: Clinical Application II	Office hours Advising Faculty meetings Advisory Board Committee Allied Health/Nursing Division Member
Laabs, Sarah	12/2014 Campus: Clinical Instructor	Bachelor of Science in Nursing / 2013	R 2129109 4-30-2019 Public Health Nurse: 2015	Spring: NURS 1280: Clinical Application II	Office hours Advising Faculty meetings Advisory Board Committee Allied Health/Nursing Division Member
Landry, London	12/2016 Campus: Clinical Instructor	Associate Degree in Nursing / 2010 Bachelor's Degree in Psychology / 2011 Bachelor's in Nursing / 2014	R 2426459 4-30-2020	Spring: NURS 1280: Clinical Application II	Office hours Advising Faculty meetings Advisory Board Committee Allied Health/Nursing Division Member
Mellendorf,	12/2016	Bachelor Degree of Science in	R 2226303	Spring:	Office hours

FACULTY MEMBER'S NAME (Alpha Order by Last Name)	DATE OF INITIAL APPOINTMENT PN PT Faculty	FACULTY MEMBER'S ACADEMIC DEGREES	MN Licensure with expiration Certification (type/date acquired/date expiration)	ALL NURSING COURSE(S) TAUGHT BY FACULTY MEMBER DURING SITE VISIT	Committees; Course, Clinical, Laboratory Coordination, etc.
Holly	Campus: Clinical Instructor	Nursing / 2009 Master's Degree of Science in Nursing / 2018	11-30-2020	NURS 1280: Clinical Application II	Advising Faculty meetings Advisory Board Committee Allied Health/Nursing Division Member
Rohlik, Lindsay	7/2018 Campus: Clinical Instructor	Bachelor of Science in Nursing / 2006 Master in Science of Nursing / 2018	R 1757051 1-31-2021 Public Health Nurse: 2006 Licensed School Nurse: 2011	Spring: NURS 1280: Clinical Application II	Office hours Advising Faculty meetings Advisory Board Committee Allied Health/Nursing Division Member
Scotting, Glenn	12/2016 Campus: Clinical Instructor	Associate's Degree in Science of Nursing / 2011 Bachelor's Degree in Science of Nursing / 2013 Baccalaureate Degree in Biology/Chemistry / 1996 Presenting in school for MSN, FNP / (2019)	R 2312301 3-31-2019	Spring: NURS 1280: Clinical Application II	Office hours Advising Faculty meetings Advisory Board Committee Allied Health/Nursing Division Member
Ysker, Marsha	12/2018 Campus: Clinical Instructor	Bachelor of Science of Nursing / 2014	R 2218007 1-31-2020	Spring: NURS 1280: Clinical Application II	Office hours Advising Faculty meetings Advisory Board Committee Allied Health/Nursing Division Member

Qualification of Full-Time Faculty Shared Teaching Responsibilities in More than One Nursing Program

FACULTY MEMBER'S NAME (Alpha Order by Last Name)	DATE OF INITIAL APPOINTMENT PN FT Faculty	FACULTY MEMBER'S ACADEMIC DEGREES	MN Licensure with expiration Certification (type/date acquired/date expiration)	ALL NURSING COURSE(S) TAUGHT BY FACULTY MEMBER DURING SITE VISIT	NON- TEACHING AREA(S) OF RESPONSIBILITY Committees, etc.
Christensen, Stacy	9 / 2002 Campus: Pipestone	Bachelor's Degree in Nursing / 1997 Master's Degree in Nursing / 2017	R 1435179 1-31-2020	Spring: NURS 1230: Pharmacology II	Office hours Advising Faculty meetings Career Promotion Events Applicant Review Committee Pipestone Campus Committee for Health and Social Advisory Board Meeting Allied Health/Nursing Division Member Nursing Assistant Faculty Leader

Appendix D: Addendums

Christensen Qualifications and Professional Development Addendum

Faculty Name: Stacy Christensen

List relevant:
1. Area(s) of expertise and experience:

   Geriatrics - LTC

2. Clinical practice and/or teaching experience:

   Minnesota West Community and Technical College 2002-present
   > **-Certified Nursing Assistant Classes X 16 years**
   > **-Allied Health Courses (variable) X 8 years**
   - Nutrition
   - Body Structure and Function
   - Pharmacology for the Medical Assistant
   - Pharmacology for the Surgical Technician
   - Trained Medication Assistant
   - Health Care and Society
   > **-Licensed Practical Nursing Courses X 4 years**
   - Nursing Skills Lab X 3 years
   - Pharmacology I X 2 years
   - Pharmacology II X 3 years
   - Clinical Applications X1 years
   > **-Associates Degree in Nursing**
   - Clinical Applications X 1 year
   - Supervision of precepted nursing students X 1 year

   Good Samaritan Village 2009-2010
   > **Staff/Charge Nurse X 1 year**
   - Medicare/Rehab wing
   > **Staff Development X 2 months**
   - Limited – when main person on leave

   Brookings Health Systems 2007-2010
   > **Home Health/Hospice Nurse X 3 years**

   Divine Providence Hospital and Health Care Center 1999-2007
   > **Rural Hospital Staff/Charge Nurse X 8 years**

Lincoln, Lyon, Murry and Pipestone Public Health Services 2000-2001
       Staff Nurse X 1 year

3. Professional development and/or Scholarly work for the last three (3) years

Date	Title last 3 years	Brief Summary
2017	Portfolio Project: A Project Presented to The Graduate Faculty of Minnesota State University Moorhead: requirement for graduation from Nurse Educator MSN Program	Criterion and defense of completion of all courses within the Nurse Educator program through Moorhead University.
2017	NCSBN – 13.5 CEU	Three days of update and redesign of the Nursing Assistant State Testing Skills now currently being used.
2017	Insomnia: Inability to Sleep – CEU 1	Non-pharmacological and pharmacological sleep aids are discussed.
2017	Fire and safety Requirements for Health Care Workers – CEU 1.5	Yearly fire safety requirements, including updates and use of extinguishers.
2017	Aminoglycosides – CEU 2	Antimicrobial drug review with current uses and laboratory issues.
2017	Allergy verses side effects: The confusion Must Stop – CEU 1	Discussion of frequent patient disclosure of drug related severe side effects and allergy.
2017	Infection Control and Barrier Precautions – CEU 6	Preparation of the health care professional to adhere to principals of infection control while knowing transmission and barrier protection and safety.
2017	Assessment Technology Institute online program	Education for use in the PN Program.
2018	Health Educator Conference	Three days of varied educational opportunities for the professional nurse.
2018	Simulation Standards Part I & II	Webinar through Nurse Tim providing standards of best practice.
	Reading AJN and NURSING 2018	Reading of peer review journals to stay up to date on

<p style="text-align:center">**Lehrke Qualifications and Professional Development Addendum**</p>

Faculty Name: Kim Lehrke

List relevant:

- **Area(s) of expertise and experience**
  - Rural Health
  - Skills Lab
  - Clinical
  - Med/Surg
  - Emergency Room
  - Intensive Care Unit
  - Employee Occupational Health
  - Mental Health
  - Obstetrics
  - Simulation
  - Wound
  - Public Health

- **Clinical practice and/or teaching experience:**
  - Minnesota West Community and Technical Program/ Fulltime Faculty/ (2013 to present)
    Teaches didactic, lab, and clinical

  - Minnesota State University – Mankato (2013 to present)
    Public Health Clinical nursing instructor

  - Ridgewater College (2007-2014)
    Adjunct clinical instructor

  - Hutchinson Area Health Care (2004 to 2017)
    Shift supervisor duties included: providing adequate staffing, completing admission assessments, performing registered nurse skills in all departments including ER, CCU, Medical/Surgical, Pediatrics, Obstetrics, Mental Health Unit, Patient and Nurse Educator, and Employee Occupational Health.

- **Professional development and/or Scholarly work:**

Date	Title last 3 years	Brief Summary
October 16, 2018	Difficult Debriefings	Discussed techniques to manage potential challenges in debriefing (addressing emotional responses, encouraging responses in quiet learners, managing the learner who monopolizes the conversation, reducing defensive responses, and debriefing a scenario that does not go well).
August 22, 2018	MN West Community & Techinical College Duty Day	Education Technology Professional Development Day. Breakout sessions I attended: Office 365 for Everyday Tasks; Office 365 in the Classroom; Developing Effective Online Courses
May 4, 2018	MN West Community & Technical College CTL Day	Breakout sessions attended: CATT Team Update; Course Design 101; IT (eduroam, skype, office 365)
April 18-20, 2018	Health Educator's Conference R3: Research*Resilience*Renewal	Igniting Passion: Compassion fatigue resiliencey, The Resilient Healther: Personal and professional renewal for health profesionals, Professional Communication & Acumen: Lead with your assertive voice. Breakout sessions attended: Creating and Implementing High Fidelity Simulation, Rural Nurse's Decisions to Commute for Employment, NCLEX in Clinical: Making Vital Connections, Advancing Best Practices in Academic Progression.
August 16, 2017	MN West Community & Technology Duty Day	Breakout Sessions I attended- More Thriving Digging Deeper; Academic Retention; Hunger Banquet
June 19, 2017	D2L New Version Training- Granite Falls Campus	Information provided on the D2L updates
June 14, 2017	ProctorU Training for PN Faculty	Information provided on ProctorU and how to set up exams.
May 17-18, 2017	Best Practices in Simulation	Learned to incorporate simulation standards of best practice in the design, implementation, and evaluation of simulation-based experiences.
May 5, 2017	Leadercast	Speakers on What defines us, drives us, and empowers us?
March 29, 2017	D2L version 10.7.0 Preview for Faculty	Information provided on the D2L updates
March 28, 2017	CTL Day- Safety Trainings	Mandatory ELM safety trainings completed.
March 23, 2017	CTL Day- Safety Trainings	Mandatory ELM safety trainings completed.
January 30, 2017	Shadow Health EMR Demonstration	Presentation on Shadow Health EMR system and how we could implement into MN West PN curriculum.
January 24, 2017	Basic Life Support Renewal	Recertification in CPR
January 24, 2017	Sim Man Demonstration	Received new Sim Man simulator. Laerdal demonstrated how to care and maintain the new high fidelity mannequin.
October 19, 2016	Empowerment Through Self-Awareness	Training course included modules on: What You Should Know; The Culture of Sexual Violence; Risk Reduction for Everyone
August 17, 2016	MN West Community & Technology Duty Day	Breakout Sessions I attended- Security & Personal Defense; Writing an Effective Syllabus; Curriculum Planning & Design; Quality Initiative Pilot
July 14, 2016	safeMedicate Webinar	Introduced to safeMedicate program. Information on implementation into Pharmacology course discussed.
May 6, 2016	Leadercast	Speakers on Invest in Your Future.
April 27-29, 2016	Health Educators Conference Optimizing Learning for Today's Student	Breakout Sessions I attended- Best Practices in Simulation; Nursing- The future is ours!; Passionate Leadership: Soring to New Heights; Creative Uses of Simulation in the Classroom; Manikin Care and Maintenance; Transforming Health Care: Partnership-Based Health Education; Protect Yourself from Control Dramas
DATE	Scholarly Work for the past 3 years	Brief Summary
December 2018 - present	Member of the Grant - Culturally Relevant Teaching Praxis in Nursing Education	The grant will provide nurse educators with the tools to implement and the strategies to promote educational success in all students of various ages, cultures, ethnicities, gender identity, race, and socioeconomic status.
	Professional Nursing Organization Membership	
2005-present	Member of the National League of Nursing (NLN)	The NLN is an organization dedicated to excellence in nursing education.

Lutmer Qualifications and Professional Development Addendum

Faculty Name: McCall Lutmer

List relevant:

1. **Area(s) of expertise and experience**

   Adult Critical Care Nursing
   Pediatric Nursing
   Pediatric Intensive Care Nursing
   Nursing Clinical Adjunct
   >   Pulmonary
   >   Pulmonary Acute
   >   Pediatric
   >   Pediatric ICU
   Nursing Education
   >   Clinical/Skills Lab—PN and AS nursing programs
   >   Simulation—learning through conferences and leading in nursing educator role
   >   Leadership—committees, funding proposals, content development

2. **Clinical practice and/or teaching experience:**

Sanford USD Medical Center ~ 2010-2011
- ICU Staff Nurse x 1 year
- Provided bedside, inpatient nursing care to adult patients in the adult critical care unit.

University of South Dakota ~ 2013-2015
- Clinical Adjunct Faculty
- Organized and led professional education and practical skill to bachelor's degree seeking nurses in the adult Pulmonary and Pulmonary Acute floor, as well as Pediatrics and the Pediatric Intensive Care Unit

Sanford Children's Hospital ~ 2011-Present
- Pediatric bedside nurse x 8 years
- Pediatric ICU bedside nurse x 7.5 years
- Provide inpatient general pediatric and pediatric critical nursing care
- Performing lifesaving measures, recovering post-operative patients, admitting and transferring/discharging patients, collaborating with family and practicing family

Minnesota West Community and Technical College ~ 2015-Present

- Develop, plan, and conduct didactic, laboratory and clinical courses in nursing program. Develop curriculum integrated with technology aligned with course learning outcomes. Advise students. Participate in college committees.

3. **Professional development and/or Scholarly work:**

Date	Title last 3 years	Brief Summary
July 2015-Present	Sanford Children's Hospital	I also stay current in my practice and expertise in the Pediatric unit and Pediatric Intensive Care Unit. I work about 2-3 times a month. For this PRN position, I have to complete continuing education hours, attend monthly and quarterly meetings, as well as stay current in educational assignments and courses monthly and yearly.
August-May 2015, 2016, 2017	MN West Continuing Education Opportunities	Duty Days—Completed D2L sessions on D2L through Minnesota West Community and Technical College on our scheduled duty days in Aug, Dec, Jan, & May of every year. I have also completed numerous online webinars regarding D2L, AdobeConnect, ProctorU, and other online teaching tools to assist in learning how to teach courses face-to-face and online.
August 2015-May 2016	MN West Professional Development for New Employees	Orientation courses and meetings were required on a monthly basis for new employees that taught us how to utilize the programs used at Minnesota West Community and Technical College including D2L, email, AdobeConnect, library resources, etc.
June 2015-Present	Certifications	I have current certifications in BLS, ENPC, and PALS.
April 2017	Health Educators Conference	Sessions on simulation development, mental health nursing, collaborative testing, and informational presentations on self-care and importance of professional development
DATE	Scholarly Work for the past 3 years	Brief Summary
August 2015-October 2018	Minnesota State University Moorhead Master's of Science in Nursing	I completed my master's degree in October with a nurse educator emphasis.
July – August 2017	Practicum I Project for MSN degree NICU and Float Pool Skills Fair Presentation	Researched best practice and evidence-based nursing care for NICU and float nurses regarding CAUTI, CLABSI, g-tube and trach cares. Created a presentation with hands-on experience to teach float nurses this information.
October 2017	Practicum II Project for MSN degree Seminar Day and Simulation Development	Organized and developed an eight-hour day for practical nursing students to learn through simulation, case studies, dosage practice, and clinical preparation

Marten Qualifications and Professional Development Addendum

Faculty Name: Marissa Marten

List relevant:
1. **Area(s) of expertise and experience**
- Geriatrics; Long-term Skilled Nursing Care
- Medical-Surgical--General
- Medical-Surgical—Oncology and Transplant focus
- Clinical/Skills Lab—PN Nursing Program
- Mental Health—Throughout medical-surgical nursing and through research
- Simulation—Through conferences and providing simulations to PN nursing students
- Leadership—Through research, grant proposals, and content development

2. **Clinical practice and/or teaching experience:**
- Minnesota West Community and Technical College; August 2014-Present
   - Job Title: Practical Nursing Faculty
   - Responsibilities: Develop, plan, and conduct didactic, laboratory and clinical courses in the practical nursing program. Develop curriculum integrated with technology aligned with course learning outcomes. Advise students. Participate in college committees.
- Capella University; July 2017-Present
   - Job Title: Work Study Tutor
   - Responsibilities: Tutor undergrad students in assignment completion and course goals.
- Worthington Sanford Hospital; March 2016-October 2018
   - Job Title: Registered Nurse—Medical-Surgical Unit
   - Responsibilities: Cared for patients pre-surgery, and for general hospital admission.
- Avera McKennan University Hospital; February 2013-August 2014
   - Job Title: Registered Nurse—Oncology and Transplant Unit
   - Responsibilities: Cared for patients in the oncology and solid organ transplant unit. Completed floor nursing interventions will all patients that I was assigned to.

3. Professional development and/or Scholarly work:

Date	Title last 3 years	Brief Summary
January 2013-Present	Adrian Ambulance Secretary	I have monthly in-services with the Adrian Ambulance. We cover topics that involve impending delivery of a fetus, caring for pediatric patients with & without their parents, mental health disorders, adult medical issues, and elderly medical issues. I also service on the Adrian Ambulance as a volunteer to maintain up to date with my emergency assessment skills and care for a variety of different patients.
April 2015	Health Educators Conference	Attended sessions on simulation, test blueprinting, examination development, and informational sessions on the power of being a nursing instructor.
April 2016	Health Educators Conference	Attended sessions on simulation, test blueprinting, examination development, and informational sessions on the power of being a nursing instructor.
April 2017	Health Educators Conference	Attended sessions on simulation, examination development, and informational sessions on the power of being a nursing instructor.
March 2016-October 2018	Worthington Sanford Hospital-Registered Nurse	When I worked take care of pediatric patients, post-surgical, pre-surgical, a plethora of medical problems and mental health issues until placement is completed. I also care for individuals that are waiting for nursing home placement or are considered 'swing bed' status.
DATE	Scholarly Work for the past 3 years	Brief Summary
May 2016- Present	Continuing my PhD of Education with a specilization in nursing education	Continuing my education by obtaining my PhD in Education with an emphasis on nursing education. The courses that I am currently taking focus on teaching adults on a post-secondary level. Courses encompass curriculum development, cultural competency in regards to the students, and teaching students from all over the world with distance education.
July 2013- October 2015	MSN Degree completion	I completed courses that explained and examined adult education. I learning teaching strategies and methodologies to use inside of the classroom and I completed courses that focused on teaching student in an online environment.
October 2015	MSN Practicum Project	Completed a practical project and implemented it in the PN nursing program. Test blueprinting was implemented to the MN West nursing program in the Spring of 2016.

Croatt Qualifications and Professional Development Addendum

Faculty Name: Heather Croatt

List relevant:

1. **Area(s) of expertise and experience**
   Emergency/Trauma - expertise
   Med/Surgical - expertise

2. **Clinical practice and/or teaching experience:**

   2015 to present - College: Minnesota West Community & Technical College
   Address: Worthington, Minnesota
   Job Title: Faculty
   Responsibilities: Develop, plan, and conduct didactic, laboratory and clinical courses in nursing program. Develop curriculum integrated with technology aligned with course learning outcomes. Advise students. Participate in college committees.

   2007 to present - Place: Mayo Clinic Health System, Fairmont
   Address: Fairmont, MN
   Job title: Registered Nurse
   Responsibilities: Leading care through assessment, diagnosis, planning, implementing, and evaluating acutely ill patients. Communicate with providers, fellow nurses, families, and patients to coordinate and provide patient centered care. Delegate appropriate tasks and follow up on care to ensure tasks are done timely and thoroughly. Orientating new registered nurses to all departments at the hospital, including medical/surgical floor and emergency room.

   2012 to present - Place: Des Moines Valley Health & Human Services
   Address: Jackson, Minnesota
   Job title: Registered Nurse – Substitute School Nurse
   Responsibilities: Providing nursing care for students of the Jackson County Central School District

   2001 to 2009 - Place: Sanford Worthington Hospital
   Address: Worthington, Minnesota
   Job title: Registered Nurse
   Responsibilities: Multi-department RN that provided care to patients in a hospital setting (departments including Emergency, Intensive/Cardiac Care, Medical/Surgical and as a Resource Nurse floating to Obstetrics, Same Day Surgery, and Post Anesthesia Care.)

3. Professional development and/or Scholarly work:

Date	Title last 3 years	Brief Summary
2015	D2L self-tutorial	Orientation to online student course management system
2015	One to one training from program clinical coordinator on hire as clinical instructor and ongoing mentoring	Mentoring and orientation for clinical role
2017	Basic Life Support (AHA, CPR)	CPR; continued renewal.
2017	Mayo EPIC training	EMR system training
2018	ACLS	Advanced Cardiac Life Support
2018	PALS	Pedatric Advanced Life Support
2017	TNCC	Trauma Nurse Core Curriculum
2016	Licensed School Nurse	School nursing licensed in MN. Licensed since 2012.

Custer Qualifications and Professional Development Addendum

Faculty Name: Kristi Custer

List relevant:
   1. **Area(s) of expertise and experience**

      Medical/Surgical - expertise
      ICU/PACU - experience
      Care Coordinator - experience
      Geriatrics - expertise
      Nursing Quality Improvement / MDS - experience

   2. **Clinical practice and/or teaching experience:**

2018 to present - Minnesota West Community & Technical College
Address: 1450 Collegeway, Worthington, MN 56187
Job Title: Faculty
Responsibilities: Develop, plan, and conduct clinical courses in nursing program. Develop curriculum integrated with technology aligned with course learning outcomes. Advise students. Participate in college committees.

2013 to present - Sanford Worthington Medical Center
Address: Worthington, MN 56187
Job title: Registered Nurse
Responsibilities: Medical/Surgical, ICU, PACU, Float, and Care Coordinator experience as a Registered Nurse to guide care of patients in an acute care hospital setting. Participate as a team member to provide safe, quality care.

2012-2015 – Parkview Manor
Address: Ellsworth, MN
Job title: Registered Nurse, MDS Coordinator
Responsbilities:
Registered Nurse: Charge nurse for various shifts, assess and care for nursing home residents.
MDS Coordinator: Work collaboratively with other disciplines to complete initial, quarterly and annual assessments, while following CMS guidelines.

3. **Professional development and/or Scholarly work:**

Date	Title last 3 years	Brief Summary
2018	D2L self-tutorial	D2L orientation and clinical instructor preparation
2018	One to one training from program clinical coordinator on hire as clinical instructor and ongoing mentoring	Training to new position completed.
2016	EKG/Telemetry training.	Training completed.
2017	PALS Instructor	Instructor course training completed. Course completed for own certification.
2017	ACLS	Course completed.
2018	TNCC	Course completed.
2017	BLS, AHA CPR	Course renewal completed.
2017, 2018	Courses at Mt Marty for FNP	Course completed.
2017, 2018	Sanford Health System EPIC Supertrainer	Completed on-going training for leadership training role. One of two hospital trainers to provide system EMR training for ongoing needs and for new employees (staff nurses, students, etc) using the EPIC EMR.

Hunt Qualifications and Professional Development Addendum

Faculty Name: Roxane Hunt

List relevant:
1. **Area(s) of expertise and experience**
   - Newborn/Maternal - expertise
   - Med/Surgical - expertise
   - Nurse Education - expertise

2. **Clinical practice and/or teaching experience:**

2018 to present - College: Minnesota West Community & Technical College
Address: Worthington, Minnesota
Job Title: Faculty
Responsibilities: Develop, plan, and conduct didactic, laboratory and clinical courses in nursing program. Develop curriculum integrated with technology aligned with course learning outcomes. Advise students. Participate in college committees.

2009 to present - Place: Dakota Wesleyan University
Address: Huron & Mitchell, South Dakota
Job title: faculty - Nursing Instructor, Simulation, and Clinical Instructor
Responsibilities: Develop, plan, and conduct didactic, laboratory and clinical courses in nursing program. Develop curriculum integrated with technology aligned with course learning outcomes. Advise students. Participate in college committees. Complete simulations with students including debriefing (medical/surgical and maternal/child content).

2009 to 2011 - Place: South Dakota State University
Address: Brookings, South Dakota
Job title: faculty - Nursing Instructor and Clinical Instructor
Responsibilities: Develop, plan, and conduct didactic, laboratory and clinical courses in nursing program. Develop curriculum integrated with technology aligned with course learning outcomes. Advise students. Participate in college committees.

1982 to 2006 - Place: Redwood Area Hospital
Address: Redwood Falls, MN
Job title: Registered Nurse, Maternal/Newborn Department Supervisor, Charge Nurse
Responsibilities: Lead and direct care in a rural hospital. Emphasis on maternal/newborn care and training of nurses including orientation and policy/procedure development.

3. **Professional development and/or Scholarly work:**

Date	Title last 3 years	Brief Summary
2018	D2L self-tutorial	Orientation to online student course management system
2018	One to one training from program clinical coordinator on hire as clinical instructor and ongoing mentoring	Mentoring and orientation for clinical role
2018	Basic Life Support (AHA, CPR)	CPR; continued renewal.
Current (since 2011)	Sigma Theta Tau member	Part of Dakota Wesleyan University STTI. Participate in research and scholarship with STTI local and national activities.
Current (since 2010)	American Nurses Association	Participates with membership in ANA.
Current (Since 2010)	South Dakota Nurses Association	SDNA membership – active status.

Laabs Qualifications and Professional Development Addendum

Faculty Name: Sarah Laabs

List relevant:
1. **Area(s) of expertise and experience**

    Med/Surgical - expertise
    Emergency Department - experience
    OB/Maternal/Newborn - expertise
    Nursing Leadership - expertise

2. **Clinical practice and/or teaching experience:**

2015 to present - Minnesota West Community & Technical College
Address: 1450 Collegeway, Worthington, MN 56187
Job Title: Faculty
Responsibilities: Develop, plan, and conduct clinical courses in nursing program. Develop curriculum integrated with technology aligned with course learning outcomes. Advise students. Participate in college committees.

2013 to present - Sanford Worthington Medical Center
Address: Worthington, MN 56187
Job title: Registered Nurse
Responsibilities: OB and Medical/Surgical experience as a Registered Nurse to guide care of patients in an acute care hospital setting. Participate as a team member to provide safe, quality care.

2017 to present - Sanford Worthington Medical Center
Address: Worthington, MN 56187
Job title: Administrative Supervisor
Responsibilities: Rural hospital nurse leader and shift supervisor for medical/surgical, OB, ICU, ED, dialysis, cardiac rehab, infusion, surgery, etc. Leads nursing staffing and care of patients in an acute care hospital setting.

3. Professional development and/or Scholarly work:

Date	Title last 3 years	Brief Summary
2015	D2L self-tutorial	D2L orientation and clinical instructor preparation
2015, 2018	One to one training from program clinical coordinator on hire as clinical instructor and ongoing mentoring	Training to new position completed.
2017	NALS	Course completed.
2017	PALS	Course completed.
2017	ACLS	Course completed.
2018	TNCC	Course completed.
2017	BLS CPR	Course renewal completed.

Landry Qualifications and Professional Development Addendum

Faculty Name: London Landry

List relevant:
1. **Area(s) of expertise and experience**

    Med/Surgical - expertise

    Emergency Department - experience

    Veteran's Health, including mental health and alcohol/drug additions - expertise

2. **Clinical practice and/or teaching experience:**

2016 to present - Minnesota West Community & Technical College
Address: 1450 Collegeway, Worthington, MN 56187
Job Title: Faculty
Responsibilities: Develop, plan, and conduct clinical courses in nursing program. Develop curriculum integrated with technology aligned with course learning outcomes. Advise students. Participate in college committees.

2014 to present - Sioux Falls Veteran Affairs Hospital
Address: Sioux Falls, SD 57106
Job title: Registered Nurse
Responsibilities: Medical/Surgical and Emergency Department experience as a Registered Nurse to guide care of patients in an acute care hospital setting. Participate as a team member to provide safe, quality care.

2015 to present - Southeast Technical Institute
Address: Sioux Falls, SD 57106
Job title: Faculty – Clinical Instructor
Responsibilities: Develop, plan, and conduct clinical courses in nursing program. Develop curriculum integrated with technology aligned with course learning outcomes. Advise students. Participate in college committees.

2011 to present - Army Reserve – United States Army
Address: various
Job title: Platoon Supervisor
Responsibilities: Guide a company of 95 soldiers of diverse backgrounds using leadership skills to build successful working relationships in a fast-paced environment.

3. **Professional development and/or Scholarly work:**

Date	Title last 3 years	Brief Summary
2016	D2L self-tutorial	D2L orientation and clinical instructor preparation
2016	One to one training from program clinical coordinator on hire as clinical instructor and ongoing mentoring	Training to new position completed.
2014	PMDB Certification training and course completed	Prevention and Management of Disruptive Behavior training and certification. Renews upon VA Hospital timing every 4 years or as needed.
2015	Mentor and Leadership Course	Mentoring and leadership training
2015	Nursing Preceptorship Course	Nursing preceptorship course completed
2015	Managing A Team Through Change (leadership course)	Course completed.
2015	Managing Self Through Change (leadership course)	Course completed.
2017	ACLS	Course completed.
2014	Crisis Prevention Intervention (CPI)	Coruse completed. Renews per VA Hospital course offering.
2017	BLS CPR	Course renewal completed.
2017	MSN courses	Various courses completed.
2018	MSN courses	Courses completed and in progress for MSN.

Mellendorf Qualifications and Professional Development Addendum

Faculty Name: Holly Mellendorf

List relevant:
1. **Area(s) of expertise and experience**
   - Geriatrics – expertise
   - Med/Surgical – expertise

2. **Clinical practice and/or teaching experience:**

2017 to present - College: Minnesota West Community & Technical College
Address: Worthington, Minnesota
Job Title: Faculty
Responsibilities: Develop, plan, and conduct didactic, laboratory and clinical courses in nursing program. Develop curriculum integrated with technology aligned with course learning outcomes. Advise students. Participate in college committees.

2017 to present - Place: Sisseton Wahpeton College
Address: Wahpeton, South Dakota
Job title: faculty - Nursing Instructor and Clinical Instructor
Responsibilities: Develop, plan, and conduct didactic, laboratory and clinical courses in nursing program. Develop curriculum integrated with technology aligned with course learning outcomes. Advise students. Participate in college committees.

 2010-2013; 2016 to present - Place: Sanford Clear Lake Medical Center
Address: Clear Lake, South Dakota
Job title: Registered Nurse
Responsibilities: Leading and instructing the computer courses for new registered nurses.
 Orientating new registered nurses to all departments at the hospital, including medical/surgical floor, emergency room, and outreach clinic.
Lead Instructor for CPR classes.
Preceptor for several LPN students.

2013-2016 - Place: Sylvan Court Nursing Home
Address: Canby, Minnesota
Job title: Registered Nurse
Responsibilities: Orientated several new nurses. Directing and supervising certified nursing assistants with various skills and tasks relating to patient and employee safety. Delegating tasks to certified nursing assistants and licensed practical nurses has appropriate, within their scope of practice.

3. Professional development and/or Scholarly work:

Date	Title last 3 years	Brief Summary
2016	D2L self-tutorial	Orientation to online student course management system
2016	One to one training from program clinical coordinator on hire as clinical instructor and ongoing mentoring	Mentoring and orientation for clinical role
2017	Basic Life Support (AHA, CPR)	CPR; continued renewal.
2017-2018	36 credits of MSN degree MSN Completion – May 31, 2018	Completed oursework including: translational research for practice and populations, comprehensive health assessment for patients and populations, future directions in comtemporary learning and education; nursing education field experience, nurse educator capstone
2018	Research for nursing captstone in education	Application of Patricia Benner's Nursing Education: A Radical Transformation

Rohlik Qualifications and Professional Development Addendum

Faculty Name: Lindsay Rohlik

List relevant:
1. **Area(s) of expertise and experience**
   - School Nursing - expertise
   - Med/Surgical - expertise
   - Public Health - expertise

2. **Clinical practice and/or teaching experience:**

2018 to present - College: Minnesota West Community & Technical College
Address: Worthington, Minnesota
Job Title: Faculty
Responsibilities: Develop, plan, and conduct didactic, laboratory, and clinical courses in nursing program. Develop curriculum integrated with technology aligned with course learning outcomes. Advise students. Participate in college committees.

2018 to present – Place: Southwest Minnesota State University
Address: Marshall, MN
Job title: faculty - Nursing Instructor
Responsibilities: Develop, plan, and conduct didactic courses in nursing program. Develop curriculum integrated with technology aligned with course learning outcomes. Advise students. Participate in college committees.

2011 to 2018 – Place: Marshall Public Schools
Address: Marshall, MN
Job title: school nurse
Primary function includes providing emergency care for sick or injured school children, assess health status, educate and advise students and parents, conduct preventative health screenings, provide general health, safety, and self-worth trainings for students. Training for teachers, administrators, and staff members on behavioral health concerns and crisis intervention planning.

2009 to 2011 - Place: Sanford Health Medical Center
Address: Sioux Falls, SD
Job title: Registered Nurse, Infection Preventionist, Employee Occupational Health Nurse
Responsibilities: Identify and prevent of infection outbreaks in health care and community settings. Conducted routine surveillance per statutory and regulatory requirements.

3. Professional development and/or Scholarly work:

Date	Title last 3 years	Brief Summary
2018	D2L self-tutorial	Orientation to online student course management system
2018	One to one training from program clinical coordinator on hire as clinical instructor and ongoing mentoring	Mentoring and orientation for clinical role
2017	Licensed School Nurse	Continued renewal of nurse school licensing in Minnesota – since 2014.
2018	Basic Life Support (AHA, CPR)	CPR; continued renewal.
2017	Southwest Minnesota Honor Society	Leadership role with Southwest Minnesota Honor Society; one of the initial members and leaders of the society. Assists in the research summit planning and speaker coordination annually.
2018	Minnesota State – Nursing Faculty Grant	One of 4 grant faculty developing curriculum to train nurse educators in the state of MN on *Culutrally Relevant Nursing Education and Praxis*.
2018	Minnesota State – Nursing Faculty Grant	Utlizing grant dollars to support a CNE training course for nurse educators in MN.
Current	Public Health Nurse (PHN)	Current PHN since 2006 in MN
Current	School Nurse Organization of MN	Current membership
Current	National Association of School Nurses	membership
2018	Professional Learning Community	Lead for the Professional Learning Community at Marshall Public Schools
2018	Minnesota Education Association	membership

Scotting Qualifications and Professional Development Addendum

Faculty Name: Glenn Scotting

List relevant:
   1. **Area(s) of expertise and experience**

      Medical/Surgical - expertise
      Critical Care - expertise
      Emergency - expertise
      Geriatrics - experience

   2. **Clinical practice and/or teaching experience: (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)**

      2016 to present - College: Minnesota West Community & Technical College
      Address: Worthington, Minnesota
      Job Title: Faculty
      Responsibilities: Develop, plan, and conduct clinical courses in nursing program. Develop curriculum integrated with technology aligned with course learning outcomes. Advise students. Participate in college committees.

      2015 to present - Place: Veterans Hospital Administration (VHA)
      Address: Sioux Falls, South Dakota
      Job title: Registered Nurse – Medical Surgical Unit
      Responsibilities: Record patients' medical information and vital signs. Maintain accurate, detailed reports and records. Modify patient treatment plans as indicated by patients' responses and conditions.

      2013 to present - Place: Avera Flandreau Hospital
      Address: Flandreau, South Dakota
      Job title: Registered Nurse – Emergency Department
      Responsibilities: Prepare patients for and assist with examinations or treatments.
      Inform physician of patient's condition during anesthesia.
      Record patients' medical information and vital signs.

      2011 to present - Place: Riverview Healthcare
      Address: Flandreau, South Dakota
      Job title: Licensed Practice Nurse/Registered Nurse
      Responsibilities: Care for residents based on a plan of care. Record patients' medical information and vital signs.

3. Professional development and/or Scholarly work:

Date	Title last 3 years	Brief Summary
2016	D2L self-tutorial	Orientation to online student course management system
2016	One to one training from program clinical coordinator on hire as clinical instructor and ongoing mentoring	Mentoring and orientation for clinical role
2017	Basic Life Support (BLS, AHA)	CPR; continued renewal.
2018	ACLS	Advanced Cardiac Life Support
2018	TNCC	Trauma Nurse Certification
2018	PALS	Pedatric Advanced Life Support
2017	PMDB instructor/trainer	Disruptive Behavior management instructor. Maintains PMDB certification.
2017	In-progress on MSN, Family Nurse Practitioner courses – anticipates December 2019	Currently in progress at Maryville for FNP (3 semseters remaining – includes practicum hours for NP certification). Courses completed: Pharmacotherapy for NPs, Pathophysiology, etc.

Ysker Qualifications and Professional Development Addendum

Faculty Name: Marsha Ysker

List relevant:
1. **Area(s) of expertise and experience**

   Emergency/Trauma - expertise
   Med/Surgical - expertise

2. **Clinical practice and/or teaching experience:**

   2018 to present - College: Minnesota West Community & Technical College
   Address: Worthington, Minnesota
   Job Title: Faculty
   Responsibilities: Develop, plan, and conduct didactic, laboratory and clinical courses in nursing program. Develop curriculum integrated with technology aligned with course learning outcomes. Advise students. Participate in college committees.

   2014 to present - Place: Mayo Clinic Health System, Fairmont
   Address: Fairmont, MN
   Job title: Registered Nurse
   Responsibilities: Leading care through assessment, diagnosis, planning, implementing, and evaluating acutely ill patients. Communicate with providers, fellow nurses, families, and patients to coordinate and provide patient centered care. Delegate appropriate tasks and follow up on care to ensure tasks are done timely and thoroughly. Orientating new registered nurses to all departments at the hospital, including medical/surgical floor and emergency room.

3. Professional development and/or Scholarly work:

Date	Title last 3 years	Brief Summary
2018	D2L self-tutorial	Orientation to online student course management system
2018	One to one training from program clinical coordinator on hire as clinical instructor and ongoing mentoring	Mentoring and orientation for clinical role
2017	Basic Life Support (AHA, CPR)	CPR; continued renewal.
2018	Non-violent Crisis Intervention Certified	Crisis management for Emergency Department team
2018	ACLS	Advanced Cardiac Life Support
2018	PALS	Pedatric Advanced Life Support
2017	TNCC	Trauma Nurse Core Curriculum
2018	Training Leader Emergency Room	One of the core trainers for the ED for new staff members and students

Appendix E: 2 Page Syllabi

NURS 1100 Principles and Practices of Nursing

Credits hours: 4 credits lecture

Contact hours: 4 contact hours

Course Description:

Explores the basic needs of clients while reinforcing concepts learned in the nurse assistant course. Emphasizes nursing responsibilities and interventions utilized by the practical nurse to assist clients to meet basic needs. Topics covered include, but are not limited to the following topics: homeostasis, elimination, therapeutic communication skills, documentation, nursing process, critical thinking, psychosocial health, death and the grieving process, nutrition, and care of the geriatric patient. Performance of nursing skills are taught and evaluated in the lab setting. The key concepts of teamwork and collaboration, safety, quality improvement, professional identity/behavior, patient/relationship-centered care, nursing judgment/evidence-based practice, managing care, and informatics/technology are introduced.

Course Outcomes:
SLO: INFORMATICS/TECHNOLOGY: Use reliable evidence-based journals and online databases to find information related to the care of adults with common health and safety issues.
SLO: MANAGING CARE: Explain how to manage and organize care in adult patient with various disease processes.
SLO: NUSING JUDGMENT/EVIDENCE-BASED CARE: Use nursing judgment to assess, choose interventions, monitor responses, and report to appropriate personnel changes detected in the adult patient's condition.
SLO: PATIENT/RELATIONSHIP CENTERED CARE: Give examples of patient/relationship centered care when using the nursing process to contribute to individualized plans of care for the adult patient.
SLO: QUALITY IMPROVEMENT: Recognize best practices of quality improvement on the nursing environment and patient outcomes.
SLO: SAFETY: Choose safe nursing practice when implementing a plan of care.
SLO: SAFETY: Identify potential and/or actual patient complications and interventions from an established plan of care to implement for the adult patient.
SLO: TEAMWORK AND COLLABORATION: Choose information based on focused assessments and interventions to be reported to appropriate interprofessional team members.

Evaluation Modalities:

The final grade will be based on points achieved on the following coursework:

Proctored Tests equal 70% of the final course grade; Assignment equal 30% of the final course grade. Students must achieve an AVERAGE of 80% on all proctored exams.

Exams:
4 ProctorU Exams at 100 points/exam= 400 points
Midterm Exam at 150 points = 150 points
Final Exam at 150 points= 150 points
Total for all exams= 700 points

Assignments:
Introduction Post at 4.5 points=4.5 points
Syllabus Quiz at 4.5 points=4.5 points
Course Projects at 30 points/project= 90 points
Review Questions at 8.5 points= 110.5 points
ATI Assignments at 6 points= 60 points
ATI Practice Quiz at 10 points= 20 points
ATI Fundamentals Test at 15 points= 15 points
Total for all assignments= 304.5 points

Total points for the course= 1004.5 points

Grading Scale

93%--100% = A
86%--92% = B
80%--85% = C (80% is the passing benchmark)
75%-79% = D
74.9% & Below = F
Students must receive an 80% to pass the course.

NURS 1120 Nursing of the Adult I

Credits hours: 3 credits lecture
Contact hours: 3 contact hours

Course Description:

Introduces students to alterations in functioning, as well as basic disease processes throughout the adult lifespan. Disruptions in the following body systems are covered: cardiovascular, respiratory, skin and sensory systems. Topics of infectious processes, diabetes mellitus, and drug therapy will be addressed. Gerontological and cultural consideration will be included. Critical thinking through the use of the nursing process, health promotion, and standards of care are used to guide learners.

Course Outcomes:
SLO: INFORMATICS/TECHNOLOGY: Use reliable evidence-based journals and online databases to find information related to the care of adults with common health and safety issues.
SLO: MANAGING CARE: Explain how to manage and organize care in adult patient with various disease processes.
SLO: NUSING JUDGMENT/EVIDENCE-BASED CARE: Use nursing judgment to assess, choose interventions, monitor responses, and report to appropriate personnel changes detected in the adult patient's condition.
SLO: PATIENT/RELATIONSHIP CENTERED CARE: Give examples of patient/relationship centered care when using the nursing process to contribute to individualized plans of care for the adult patient.
SLO: QUALITY IMPROVEMENT: Recognize best practices of quality improvement on the nursing environment and patient outcomes.
SLO: SAFETY: Choose safe nursing practice when implementing a plan of care.
SLO: SAFETY: Identify potential and/or actual patient complications and interventions from an established plan of care to implement for the adult patient.
SLO: TEAMWORK AND COLLABORATION: Choose information based on focused assessments and interventions to be reported to appropriate interprofessional team members.
Evaluation Modalities:

Learning experiences in this course will include any or all of the following methods: lecture, discussion, assignments, presentations, examinations, projects, readings, research, ATI video case studies, and independent study.

Grading Scale:

93%-- 100 % =	A
86%-- 92 % =	B
80 %--85 % =	C
75 %- 79 % =	D
74% & below=	F

Students must receive an 80% to pass the course. There will be NO rounding of grades.

**Proctored exams, which include the ProctorU tests and the midterm and final exams, will account for 70% of your grade. Quizzes that are not proctored, assignments, projects, etc. will account for 30% of your grade.

Standards for grading will be as follows:

Your final grade will be calculated out of 8**00 points possible** to earn in this course. Points distribution will be as follows:

Lessons	Proctored Exams	Unproctored Quizzes/Assignments
		Syllabus Quiz (5 pts)
		Respiratory Review Questions (15 pts)

Lesson 1—Respiratory		DavisPlus Respiratory Audio Case Studies (5 pts)
		Respiratory Unit Review Quiz (20 pts)
Lesson 2—Diabetes		ATI Real Life PN Med Surg 2.0: Diabetes Mellitus (5 pts)
		Diabetes Review Questions (15 pts)
		Diabetes Unit Review Quiz (20 pts)
	ProctorU Test: Lesson 1&2 (60 pts)	
Lesson 3—Cardio 1		ATI Real Life PN Med Surg 2.0: Heart Failure (5 pts)
		Cardio 1 Review Questions (15 pts)
		Cardio 1 Unit Review Quiz (20 pts)
Lesson 4—Cardio 2		CV Concept Map Assignment (20 pts)
		Cardio 2 Unit Review Quiz (20 pts)
	ProctorU Test: Lesson 3 & 4 (60 pts) Midterm: Lessons 1-3 & Ch. 23-24 (160 pts)	
Lesson 5—Skin & Sensory		DavisPlus Skin & Sensory Audio Case Studies (5 pts)
		Skin & Sensory Review Questions (15 pts)
		Skin & Sensory Unit Review Quiz (20 pts)
	ProctorU Test: Lesson 5 (60 pts)	
Lesson 6—Infectious & Immune		Infectious & Immune Review Questions (15 pts)
		Infectious & Immune Unit Review Quiz (20 pts)
	ProctorU Test: Lesson 6 (60 pts) Final: Comprehensive (160 pts)	
TOTAL POINTS	560 pts	240 pts
	Course Total Points = 800 pts	

NURS 1130 Pharmacology I

Credits: 2 credits lecture

Contact hours: 2 contact hours

COURSE DESCRIPTION: Pharmacology I introduces pharmacological concepts, drug classifications, and the effects of drugs on the client. It prepares the student for dosage calculations and the administration of medications.

COURSE OUTCOMES:
SLO: INFORMATICS/TECHNOLOGY: Recognize reliable information related to pharmacology that supports patient care, reduces reliance on memory, and enhances competency within the practice setting.
SLO: MANAGING CARE: Identify management and organization of care in the patient receiving various pharmacological therapies.
SLO: NURSING JUDGMENT/EVIDENCE-BASED CARE: Recognize the major classifications of medications, common medications within each classification, potential/actual complications (side effects), contradictions and rationales for medication administration.
SLO: PATIENT/RELATIONSHIP CENTERED CARE: Describe the nursing process when administering pharmacological therapies in the plan of care for patients across the lifespan.
SLO: PATIENT/RELATIONSHIP CENTERED CARE: Review learning needs for patients taking various classifications of medications.
SLO: PROFESSIONAL IDENTITY AND BEHAVIOR: Describe the legal and ethical implications/aspects of medication administration.
SLO: SAFETY: Describe principles of safe medication administration in relation to pharmacology, pharmacokinetics, and pharmacodynamics and the nurses' role in preventing mediation errors.
SLO: SAFETY: Recognize one's responsibility to prevent actual/potential patient complications related to pharmacological therapies.
SLO: TEAMWORK AND COLLABORATION: Review effective communication skills when working with interprofessional teams, documenting medication administration, and reporting adverse medication reactions and medication errors to appropriate team members.

COURSE SETUP:
There are two portions to this course. The Dosage portion and the Pharmacology portion.
The Dosage portion: The class teaches the skills and techniques students need to calculate the amount of medication they should administer to a client. It also teaches students to interpret health care provider orders and various drug labels. Correct dosage calculations play a large role in ensuring that medications are administered safely. Many of you are probably wondering "why the emphasis on dosage?" Health care providers are under close scrutiny by the public concerning medical errors and client safety. As a consumer of health care, how accurate do you want your nurse to be? What do you think is good enough if you or a loved one are receiving the medications? We feel strongly that students must master the content taught in dosage calculations. Therefore, dosage will be incorporated throughout this course's assignments, quizzes, and exams. Calculators ARE allowed to be used on dosage quizzes.
The Pharmacology portion: This part of the class will focus on the administration and classifications of drugs. Assignments will be posted under 'Content' with due dates specified.

EVALUATIONS OF STUDENT LEARNING: Your final grade will be calculated out of **500 points.** Point distribution will be as follows:

Points for Proctored Tests:
ProctorU #1- 70 points
ProctorU #2- 70 points
ProctorU #3- 50 points
Final- 160 points
Total points for proctored tests is 350 points.

Additional Learning Activity Points:
Pharm Quizzes- 7.5 points each x3 quizzes = 22.5 points
Review Questions- 7.5 points each x6 review questions = 45 points
Discussion Questions/Case Studies- 5 points each x3 discussion questions = 15 points
Herbal Paper= 10 points
Syllabus Quiz= 7.5 points
Dosage Quizzes- 12.5 points each x4 dosage quizzes = 50 points
Total points for additional learning activities is 150 points

GRADING SCALE: **The final grade will be based on a 500 point system. Your final grade will be made up of 70% proctored exams and 30% of assignments. No rounding up will be applied to individual or final grades.** Letter grades are determined based on the percent of points earned in the courses, based on the following:

93%--100% =   A
86%--92% =   B
80%--85% =   C
75%-79% =   D
74% & Below =   F

NURS 1140 Nursing Skills Lab

Credits hours: 2 credits lab

Contact hours: 4 contact hours

Course Description:

Introduces students to basic assessment and nursing skills to be demonstrated in the lab setting. The course will include the following skill areas: vital signs, activity/mobility, oxygenation, medication administration, injections, elimination, and assessment.

Course Objectives:

1. SLO: Informatics/Technology: Utilize information technology in the healthcare setting.

2. SLO: Managing Care: Utilize an established plan of care for an individual patient to organize or assign aspects of care under the direction of an RN or other HCP.

3. SLO: Nursing Judgment/Evidence Based Care: Utilize evidence based nursing judgment when providing and prioritizing care and promoting the health of patients across the lifespan.

4. SLO: Patient/Relationship-Centered Care: Demonstrate therapeutic communication skills to practice holistic nursing that is patient and family centered, culturally sensitive and based on the physiological, psychosocial and spiritual needs of patients across the lifespan.

5. SLO: Professional Identity and Behaviors: Demonstrate professional behaviors and accountability to legal and ethical nursing practice standards.

6. SLO: Quality Improvement: Participate in quality improvement by recognizing opportunities for improvement and collaborating with the health care team to enhance effective and cost efficient health care services.

7. Safety: Promote quality care, recognize complications and provide a safe environment for patients, self, and others.

7. SLO: Teamwork and Collaboration: Serve as a member of the interprofessional team using open communication, mutual respect, and shared decision making to promote safe, quality, patient centered care.

Evaluation Modalities: The final grade will be calculated out of 166 points. **Point distribution will be as follows:**

Skills Lab
Vital Signs/Infection Control =	24 points
Respiratory =	12 points
Medications =	18 points
Injections =	18 points
Elimination =	15 points
Wound =	21 points
Physical Assessment =	9 points

ATI Tickets
5 points each x 7 ATI tickets = 35 points

Grading Scale
93%--100%=	**A**
86%--92%=	**B**
80%--85%=	**C (80% is the passing benchmark)**
75%-79%=	**D**

74.9% & Below= F
Students must receive an 80% or better for their overall grade in order to pass the course.

NURS 1180: Clinical Applications 1

Credits: 2 credits clinical

Contact hours: 4 contact hours

Course Description:
Provides the learner an opportunity to apply nursing judgment using the nursing process to implement safe, patient/relationship-centered care in the long-term care setting. The clinical student focuses on assessing and collecting data, implementing skills learned in the lab setting, documenting findings and reinforcing teaching plans for patients with common problems. The student develops communication and customer service skills working with individual patients, families, and team members.

Course Objectives:
Upon completion of this course the learner will be able to:
LIST OF EXPECTED COURSE OUTCOMES:
1. SLO: INFORMATICS/TECHNOLOGY: Maintain confidentiality when using information technology to accurately document patient care.
2. SLO: INFORMATICS/TECHNOLOGY: Use technology to access reliable resources that support patient care, reduce reliance on memory, and enhance competency within the practice setting.
3. SLO: MANAGING CARE: Demonstrate ways to organize and plan work in the provision of safe, quality patient-centered care.
4. SLO: NURSING JUDGMENT/EVIDENCE-BASED CARE: Provide rationales for prioritization of care and nursing judgments.
5. SLO: NURSING JUDGMENT/EVIDENCE-BASED CARE: Demonstrate nursing judgment when performing focused assessments, choosing nursing interventions from an established plan of care, monitoring and reporting changes in the patient's condition.
6. SLO: PATIENT/RELATIONSHIP CENTERED CARE: Demonstrate caring communication skills and cultural sensitivity when using the nursing process to contribute to the plan of care for the older adult patient.
7. SLO. PATIENT/RELATIONSHIP CENTERED CARE: Provide health care information and reinforce established teaching plans for patients
8. SLO: PROFESSIONAL IDENTITY AND BEHAVIOR: Demonstrate personal integrity, professional behaviors and maintain professional boundaries within the scope of nursing practice.
9. SLO: PROFESSIONAL IDENTITY AND BEHAVIOR: Demonstrate nursing care within ethical, legal, regulatory frameworks and within the scope of practice for the LPN.
10. SLO: QUALITY IMPROVEMENT: Demonstrate methods to improve patient satisfaction, customer service and enhance cost-efficient health care services.
11. SLO: SAFETY: Apply safe nursing practice and the relationship between national safety campaigns and implementation in practice settings.
12. SLO: SAFETY: Recognize actions to detect and respond to actual/potential patient complications and report changes to appropriate health care provider.
13. SLO: TEAMWORK AND COLLABORATION: Display effective communication skills when working with members of interprofessional teams.
15. SLO: TEAMWORK AND COLLABORATION: Describe conflict resolution methods.

Evaluation and Testing Procedures:

The final grade for **NURS 1180** will be based on clinical assignments and clinical performance. To pass NURS 1180, the student must:

1) Achieve at least an 80% **average** on clinical assignments. **A total of 1 case study, alternative care assignment, client assessment, and concept map, and journal assignment MUST be completed for NURS 1180.**

2) Students must complete the following:
   - Case Study   100 points
   - Alternative Assignment   100 points
   - Client assessment and concept map   100 points
   - Weekly Journal Assignment   100 points

   Total possible points   400 points

3) The student must pass the clinical performance evaluation. While in the clinical setting, each student will be evaluated in two ways:
   - By faculty in a formative manner on a daily basis. Clinical objectives for the course are used for on-going formative (day-to-day) evaluation. The instructor will observe each student's behaviors during a clinical day and will enter dated anecdotal notes on the Daily Clinical Evaluation Tool.
   - By faculty in a summative manner at the end of the clinical rotation or semester or more often as needed. The instructor(s) will use the final clinical evaluation tool to evaluate the student's performance.

Students must meet the minimum standard of supervised in each clinical competency by the end of the clinical period as set forth in the daily evaluation tool in order to pass clinical.

NURS 1220 Nursing of the Adult II

Credits: 5 credits lecture

Contact hours: 5 contact hours

Course Description:

Introduces the learner to alterations in functioning, including basic disease processes throughout the adult lifespan. Disruptions in the following body systems are explored: renal, reproductive, gastrointestinal, endocrine, neurovascular, and musculoskeletal systems. Topics of cancer and surgical client care and mental health will be addressed. Nursing and collaborative interventions and critical thinking skills are reinforced. Pharmacological concepts, gerontological, and cultural considerations will be included. Critical thinking through the use of the nursing process, health promotion, and standards of care are used to guide the students.

Course Objectives

1. SLO: INFORMATICS/TECHNOLOGY: Analyze evidence-based information through journals and online database related to the care of adults with common medical/surgical health problems.
2. SLO: MANAGING CARE: Differentiate priorities of care for individual patients with co-morbid diseases.
3. SLO: NURSING JUDGMENT/EVIDENCE-BASED CARE: Prioritize care for nursing judgments for the adult patients with common diseases.
4. SLO: PATIENT/RELATIONSHIP CENTERED CARE: Utilize the nursing process to collect data and contribute to the plan of care for the adult patient with common medical/surgical health problems.
5. SLO: PATIENT/RELATIONSHIP CENTERED CARE: Analyze health education, safety needs, and strategies to provide healthcare information to patients regarding healthcare issues.
6. SLO: PROFESSIONAL IDENTITY/BEHAVIOR: Analyze ethical and legal implications related to the care of patient with psychiatric or behavioral disorder.
7. SLO: QUALITY IMPROVEMENT: Choose improvement methods to increase the quality of the nursing environment and patient outcomes.
8. SLO: SAFETY: Analyze safe nursing practice when a plan of care has been implemented.
9. SLO: SAFETY: Choose interventions from an established plan of care, monitor patient response and report to the appropriate healthcare team member the nursing care of the adult patient.
10. SLO: TEAMWORK AND COLLABORATION: Differentiate actual/potential patient complications, choose interventions, monitor patient responses, and report the appropriate interprofessional team member the nursing care of the adult patient.

Evaluation Modalities

The final grade will be based on points achieved on the following coursework:
Cancer Unit

Cancer Research Project	25 points	
Cancer Quiz	18 points	

Surgical Unit

Surgical Review Questions	8 points	
Surgical Audio Case Study	5 points	
Surgical Quiz	18 points	

Renal Unit

Renal Review Questions	8 points	
Renal ATI Real-Life Case Study	5 points	
Renal Quiz	18 points	

Musculoskeletal Unit

Musculoskeletal Review Questions	8 points
Musculoskeletal Audio Case Study	5 points
Musculoskeletal Quiz	18 points

Mental Illness Unit

Mental Illness Movie Project	25 points
Mental Illness Quiz	18 points

Neurology Unit

Neurology Review Questions	8 points
Neurology Audio Case Study	5 points
Neurology Quiz	18 points

Endocrine Unit

Endocrine Review Questions	8 points
Endocrine Audio Case Study	5 points
Endocrine Quiz	18 points

Digestive Unit

Digestive Review Questions	8 points
Digestive Audio Case Study	5 points
Digestive Quiz	18 points

Reproductive Unit

Patient Education Assignment	10 points
Reproductive Quiz	18 points

Proctored Exams:

ProctorU #1	75 points
ProctorU #2	75 points
ProctorU #3	75 points
ProctorU #4	75 points
Midterm	200 points
Final	200 points

Grading Scale

93%--100%=	A
86%--92%=	B
80%--85%=	C (80% is the passing benchmark)
75%-79%=	D
74.9% & Below=	F

Students must receive an 80% to pass the course.

NURS 1230 PHARMACOLOGY II

Credits: 1 credit lecture
Contact Hours: 1 contact hour

COURSE DESCRIPTION: Pharmacology II builds on pharmacological concepts, drug classifications, and effects of drugs on the client from Pharmacology I. It prepares the learner for dosage calculations and the administration of medications.

COURSE OUTCOMES:

1. SLO: INFORMATICS/TECHNOLOGY: Determine reliable information related to pharmacology that support patient care, reduces reliance on memory, and enhances competency within the practice setting.

3. SLO: NURSING JUDGMENT/EVIDENCE-BASED CARE: Utilize the major classifications of medications, common medications within each classification, potential/actual complications (side effects), contradictions and rationales for medication administration in the care of the patient.

4. SLO: PATIENT/RELATIONSHIP CENTERED CARE: Apply the nursing process when administering pharmacological therapies in the plan of care for patients across the lifespan.

5. SLO: PATIENT/RELATIONSHIP CENTERED CARE: Contribute to the plan of care of learning needs for patients taking various classifications of medications.

6. SLO: PROFESSIONAL IDENTITY AND BEHAVIOR: Analyze ethical and legal implications related to the administration of medication to clients across the lifespan.

7. SLO: QUALITY IMPROVEMENT: Analyze environmental safety and potential complications related to effects of pharmacological therapies.

8. SLO: SAFETY: Apply principles of safe medication administration in relation to pharmacology, pharmacokinetics, and pharmacodynamics and the nurses' role in preventing medication errors.

9. SLO: SAFETY: Analyze one's responsibility to prevent actual/potential patient complications related to pharmacological therapies.

COURSE SETUP: There are two portions to this course. The Dosage portion and the Pharmacology portion. **The Dosage portion** of the class teaches the skills and techniques students need to calculate the amount of medication they should administer to clients. It also teaches students to interpret health care provider orders and drug labels. Correct dosage calculations play a large role in ensuring that medications are administered safely. We feel strongly that students must master the content taught in dosage calculations. Therefore, dosage will be incorporated throughout the assignments, quizzes, and exams. **The Pharmacology portion** of the class will focus on the administration and classifications of drugs.

EVALUATIONS OF STUDENT LEARNING: Your final grade will be calculated out of **482.5 points.** Point distribution will be as follows:

Points for Proctored Tests:
The proctored exams will include both dosage calculation and pharmacology content. Please note that the proctored exams together are worth 70% of your final grade. Total points for proctored tests is 340 points.

ProctorU #1- 60 points
ProctorU #2- 60 points
ProctorU #3- 60 points
Final- 160 points

Additional Learning Activity Points:
These additional learning activities (quizzes and review questions) are worth 30% of your final grade. This 30% is not added into your overall grade until you have met the 80% average on the four proctored exams.
Pharm Quizzes- 10 points each x5 quizzes = 50 points
Review Questions- 7.5 points each x7 review questions = 52.5 points
Syllabus Quiz = 10 points
Dosage Quizzes- 10 points each x3 dosage quizzes = 30 points
Total points for the additional learning activities is 142.5 points

GRADING SCALE: It is your earned points that determine your overall grade. In this course, plus/minus categories are not used. **Students must receive an 80% or better average on the proctored exams to pass the course.** There will be **no** rounding of grades. Letter grades are based on the following percent of points earned in the course:

93%--100% =   A
86%--92% =   B
80%--85% =   C
75%-79% =   D
74% & Below=   F

NURS 1250 Family Nursing

Credits: 2 credits lecture

Contact hours: 2 contact hours

Course Description:

Introduces the learner to the childbearing/childrearing family. Concepts included are psychosocial, normal physical, and abnormal conditions of pregnancy, the health and illness of the newborn through the adolescent, and the influences of the community on the family. Application of growth and development theory to direct patient care is emphasized.

Course Outcomes:

1. SLO: Managing Care: Relate rationales for nursing judgments and prioritization of care for women, newborn, and children.
2. SLO: Managing Care: Choose data needed for a holistic assessment that contributes to the individualized plans of care for women, newborns, and children.
3. SLO: Nursing Judgement/Evidence-Based Care: Utilize evidence-based information through journals and online databases related to care of women, newborns, and children.
4. SLO: Nursing Judgement/Evidence-Based Care: Provide rationales for nursing judgments and prioritization of care for women, newborns, and children.
5. SLO: Patient Relationship-Centered Care: Apply knowledge of pharmacology, pathophysiology, and nutrition to the care of women, newborns and children with common health problems.
6. SLO: Patient Relationship-Centered Care: Distinguish data needed for a holistic assessment that contributes to the individualized plans of care for women, newborns, and children.
7. SLO: Patient Relationship-Centered Care: Choose culturally and developmentally appropriate verbal and nonverbal caring communication techniques when working with children.
8. SLO: Professional Identity/Behavior: Differentiate legal and ethical implications when caring for women, newborns, and children.
9. SLO: Safety: Recognize and demonstrate health education and safety needs for women and children.
10. SLO: Safety: Analyze (potential/actual) patient complications and interventions from an established plan of care to implement for the pregnant women, newborn, and child and report changes to the appropriate health care provider.

Evaluation Modalities

The final grade will be based on points achieved on the following course work:

Maternal-Newborn Unit

Tests:

ProctorU #1 (Units 1 & 2)	100 points
ProctorU #2 (Units 3 & 4)	75 points
Maternal-Newborn Final Exam	175 points

Assignments:

High Risk Pregnancy Paper	40 points
Newborn Nutrition Article	40 points
Unit 1 Quiz	17.5 points
Unit 2 Quiz	17.5 points
Unit 3 Quiz	17.5 points
Unit 4 Quiz	17.5 points

Pediatric Unit

<u>Tests:</u>

ProctorU #3 (Units 1 & 2)	100 points
ProctorU #4 (Units 3 & 4)	75 points
Pediatric Final Exam	175 points

<u>Assignments:</u>

Growth & Development Project	40 points
Unit 1 Quiz	22 points
Unit 2 Quiz	22 points
Unit 3 Quiz	22 points
Unit 4 Quiz	22 points

Grading Scale

93%--100% =	A
86%--92% =	B
80%--85% =	C (80% is the passing benchmark)
75%-79% =	D
74.9% & Below =	F

Students must receive an 80% to pass the course.

NURS 1280: Clinical Applications II

Semester Credit Hours: 6 credits clinical
Contact Hours: 12 contact hours

Course Description:
Provides the learner an opportunity to apply nursing judgment using evidence-based care, critical thinking, and clinical judgment to implement safe, patient/relationship-centered care to patients across the lifespan. The learner reflects on the value of patient-centered care, teamwork and collaboration, informatics, quality improvement, safety, managing care, and nursing judgment/evidence-based care in his/her career as a LPN.

Course Objectives:
Upon completion of this course the learner will be able to:
 1. SLO: INFORMATICS/TECHNOLOGY: Demonstrate confidentiality and the ramifications associated with accurate documentation of patient care.
2. SLO: INFORMATICS/TECHNOLOGY: Examine reliable resources that support evidence-based patient care, decrease the reliance on memory and enhance competency within the practice setting.
3. SLO: MANAGING CARE: Demonstrate one's role in managing care (planning and organizing) in providing quality nursing care under the direction of a RN or licensed HCP.
4. SLO: NURSING JUDGMENT/EVIDENCE-BASED CARE: Provide evidence for one's prioritization of nursing judgments across the lifespan.
5. SLO: NURSING JUDGMENT/EVIDENCE-BASED CARE: Demonstrate focused assessments and interventions from an established plan of care for the adult patient with common medical/surgical health problems.
6. SLO: PATIENT/RELATIONSHIP CENTERED CARE: Differentiate one's communication skills and cultural sensitivity when working with diverse patients across the lifespan.
7. SLO: PATIENT/RELATIONSHIP CENTERED CARE: Provide health care information while considering the patient's culture, experience, and knowledge of his/her own health.
8 .SLO: PROFESSIONAL IDENTITY AND BEHAVIOR: Demonstrate responsibility for personal integrity, professional boundaries, and professional behaviors within the ethical, legal, regulatory frameworks and within the scope of practice for the LPN.
9. SLO: SAFETY: Analyze one's responsibility to prevent actual/potential patient complications, demonstrate safe nursing practice, and follow the national patient safety goals.
10. SLO: TEAMWORK AND COLLABORATION: Recognize conflict and when to report conflict to supervisor**.**
11. SLO: TEAMWORK AND COLLABORATION: Use effective communication skills including the responsibility to report to appropriate health care personnel when working with members of the interprofessional teams.

 Evaluation and Testing Procedures:
The final grade for **NURS 1280** will be based on clinical assignments and clinical performance. To pass NURS 1280, the student must successfully complete the following items:
- Achieve at least an **80% average** on clinical assignments. **A total of 1 case study, 1 concept map, 1 alternative/journal assignment, 1 newborn/postpartum paper, 1 clinic paper, and 3 quizzes over observation experiences MUST be completed for NURS 1180.**

- Students must complete the following assignments/tasks:

  - ➢ Syllabus/Course Orientation Quiz   50 points
  - ➢ Case Study   100 points

- ➢ Alternative/Journal assignment 100 points
- ➢ Concept Map 100 points
- ➢ Newborn/Postpartum 100 points
- ➢ Clinic paper 100 points
- ➢ 3 quizzes worth 50 points each over observations 150 points
- ➢ Clinic Experience Instructor Feedback 50 points
- ➢ ATI Tests 25 points
- ➢ BON Client Care Record Submission 25 points
- ➢ ATI Testing 100 points

Total possible points
900 points

- The student must pass the clinical performance evaluation. While in the clinical setting, each student will be evaluated in two ways:

  - By faculty in a formative manner on a daily basis. Clinical objectives for the course are used for on-going formative (day-to-day) evaluation. The instructor will observe each student's behaviors during a clinical day and will enter dated anecdotal notes on the Daily Clinical Evaluation Tool.

  - By faculty in a summative manner at the end of the clinical rotation or semester or more often as needed. The instructor(s) will use the final clinical evaluation tool to evaluate the student's performance

Students must meet the minimum standard of supervised in each clinical competency by the end of the clinical period as set forth in the daily evaluation tool in order to pass clinical.

NURS 1295 PN Integration

Credits: 2 credits preceptorship

Contact: 4 credits contact hours

Catalog Description:

Facilitates the transition of the learner to the role of an LPN. Concepts related to leadership and management are presented, as well as career development options that enhance career mobility. Standards of practice and the importance of practicing according to state regulations and statutes for the scope of practice for the LPN are examined.

Course Objectives

1. Information/Technology: Utilize information technology in the health care setting.
2. Managing Care of the Individual Patient: Utilize an established plan of care for an individual patient to organize or assign aspects of care under the direction of a RN or other HCP.
3. Nursing Judgment/Evidence-Based Care: Utilize evidence-based nursing judgment when providing and prioritizing care and promoting the health of patients across the lifespan.
4. Patient/Relationship CC: Demonstrate therapeutic communication skills to practice holistic nursing that is patient, culturally sensitive and based on the physiological, psychosocial and spiritual needs of patients across the lifespan.
5. Professional Identity and Behavior: Demonstrate professional behaviors and accountability to legal and ethical nursing practice standards.
6. Quality Improvement: Participate in quality improvement by recognizing opportunities for improvement and collaborating with the health care team to enhance effective and cost-efficient health care services.
7. Safety: Promote quality care, recognize complications and provide a safe environment for patients, self, and others.
8. Teamwork and Collaboration: Serve as a member of the interprofessional team using open communication, mutual respect, and shared decision making to promote safe, quality, patient-centered care.

Evaluation Modalities

Assignment	Due Date
Submit your scheduled hours in Dropbox.	**This schedule must be in the Assignment tab before beginning hours!**
Student Learning Outcomes: See Student Learning Outcome assignment and rubric.	Due: Last day to submit is 6/4/17 @ 1200.
Complete a preceptor site evaluation and submit in Dropbox.	Due: Last day to submit is 6/4/17 @ 1200.
Place your **student evaluation form** that your preceptor completed in the Dropbox. Review this with your preceptor(s).	Due: Last day to submit is 6/4/17 @ 1200.

Grading Scale
93%--100% =   **A**
86%--92% =   **B**
80%--85% =   **C (80% is the passing benchmark)**
75%-79% =   **D**
74.9% & Below =   **F**
Students must receive an 80% to pass the course.

Appendix F: Sample of Clinical Evaluation Tools

Clinical I Evaluation Tool								
Competencies	**Independent = I /Supervised = S /Assisted = A** **Marginal = M / Dependent = D**		Date: _____ Pt. Initials:_____					
Competencies	**Criteria**	**NA**	**I**	**S**	**A**	**M**	**D**	**Comments**
Informatics/Technology • Documentation/ Confidentiality • Informatics/Technology	**Confidentiality/Documentation:** Maintains confidentiality of medical record and patient information. Documents care in electronic medical record and/or chart. Vital signs and medications charted immediately after completion.							
	Informatics/Technology: Effectively responds to safety technologies. (Examples barcodes, scanners, automatic alerts/alarms, bed alarms, call lights).							
Managing Care of the Individual Pt (IP) • Managing Care of the IP	**Managing Care of the IP:** Follows the hierarchy of leadership within the clinical setting. Plans and organizes time and resources appropriately.							
Nursing Judgment • Prioritization • Nursing Judgment	**Prioritization:** Prioritizes daily plan of care and makes adjustments as needed. Provides rationale for priorities for care of one patient.							
	Nursing Judgment: Performs focused assessments, chooses nursing interventions, monitors, evaluates responses to interventions, and reports changes in the patient's condition. Example: Informs instructor/appropriate staff immediately when vital signs change.							
Patient/Relationship-Centered Care • Communication Skills • Nursing Process • Learning Needs	**Communication:** Identifies and demonstrates use of verbal and nonverbal therapeutic communication.							
	Communication/Caring Behaviors: Demonstrates caring behaviors: Comforting, honesty, patient attentive listening, touch when appropriate, respect, calls patient by preferred name (In LTC use person/resident and not patient). Performs pain assessments and appropriate interventions.							
	Nursing Process/ADL's/Assessment: Performs ADL's independently to meet patient needs. Performs focused assessments (including head to toe assessments) and reports abnormalities.							
	Nursing Process/Data Collection: Data collection complete, includes basic physical, developmental, spiritual, cultural, functional and psychosocial needs from multiple sources (report, chart, family, patient, staff, etc.).							
	Learning: Provides health care information to the older adult patient Reinforces education from an established teaching plan.							
Professional Behaviors • Professionalism	**Professional Values:** Follows professional values in nursing handbook and according to PN Scope of Practice (Dress code, punctuality, breaks, absences, assignments, policies, etc.). Maintains professional boundaries.							

Category	Description						
• Ethical/Legal	**Ethical/Legal:** Demonstrates accountability in providing patient care. Demonstrates compliance with facility policy and procedures.						
Quality Improvement • Patient Care Concerns	**Patient Satisfaction:** Identifies patient care concerns and works on improving patient satisfaction.						
Safety • Pt Complications • Safe Nursing Practice	**Complications:** Recognizes potential and/or actual patient complications and responds appropriately (reports to instructor/licensed personnel) for 1 patient.						
	Safety: Demonstrates safety and competency in nursing skills, medication administration, standard precautions, and treatments.						
Teamwork • Communication	**Communication:** Communicates and reports (using SBAR) to appropriate personnel (including instructor). Works cooperatively with others. Uses assertive rather than aggressive communication style.						

Instructor Signature_____

Student Signature/Date_____

The following list are expected professional standards.

Pt./Relationship Centered Care
Competency: Data Collection
- Listens to and takes notes during report

- Seeks assistance if information is incomplete.

TECHNOLOGY/INFORMATICS
Competency: Confidentiality:
- Keeps computer screen out of view of others.

- Does not discuss confidential information in public areas.

Competency: Documentation

- Able to navigate the EMR/chart.
- Documents in EMR/chart/and written assignments completely, accurately, and timely.
- Charting contains minimal grammatical errors, and no unapproved abbreviations and completed with minimal assistance.

PROFESSIONAL IDENTITY AND BEHAVIOR
Competency: Accountability

- Research completed correctly to care for pt.
- Complies with dress code
- On time and follows policy if absent or late.
- Assignments turned in on time.
- Follows facility rules for personal belongings, parking, and consumption of food, smoking, etc.
- Exhibits dependability through good attendance, punctuality, and compliance with break schedules.
- Can make adjustment to plan of care or timeline as needed.
- Can maintain care level under stress/pressure with sufficient support.
- Does not proceed with patient care against instructor direction.
- Keeps instructor and staff nurse informed about patient condition throughout shift.
- Reports off prior to leaving the unit.
- Seeks out learning opportunities to complete required skills and to seek new learning opportunities.
- Initiates cares without prompting or assistance

- Adapts to changing situations by seeking guidance as needed.
 Accepts performance critique and implements changes as a result of suggestions given.

Competency: Professional Boundaries

- Maintains professional boundaries
- Does not discuss too much about self with patient.
- Does not keep secrets with patient.
- Realizes that others can meet pt. needs if needed.
- Does not spend inappropriate time with patient.
- Does not flirt with patient, communicate in flirtatious manner, and employ sexual innuendo, off-color jokes or offensive language.
- Recognizes boundary crossings, consult instructor when needing to support boundaries.

Competency: Safe Nursing Practice

- Consistently uses 2 patient identifiers

- Demonstrates safe nursing skills

- Displays behaviors that promote the safety (call light within reach, hand washing, use of universal precautions, lowering bed, gloving, brakes, side rails in safe positions, patient never level unattended in unsafe situation, disposal of needles safely,).
- Maintains patient privacy.

Medication Administration
- Uses the 6 rights in medication administration.
- Uses safe medication administration
- Knowledgeable of drug action/classification, interaction, side effects, rationale, injection sites, normal dosage, and nursing considerations
- Relates meds to patient diagnosis
- Accurately records med administration

Med Administration errors:
- Missed meds (beyond ½ hour a or p scheduled time)
- Medication error (ID'd by instructor after 2nd check)
- Administering medication without looking up first

			• Not documenting on MAR
• Vital signs and medications charted immediately after completion.			• Giving medication without instructor supervision.

Rubric for Grading

Scale label	Professional Standard	Quality of Performance	Assistance required
Independent	-Safe -Accurate -Action produces desired result -Appropriate verbal and non-verbal behaviors	-Proficient, coordinated, confident -Occasional expenditure of excess energy -Within an expedient time period	-Without supportive cues
**Supervised ** (minimum requirement to pass clinical)	**-Safe -Accurate** **-Action produces desired results** **-Appropriate verbal and non-verbal behavior.**	**-Efficient, coordinated, confident** **-Some expenditure of excess energy** **-Within a reasonable time period**	**-Occasional supportive cues**
Assisted	-Safe -Accurate -Action produces desired results -Appropriate verbal and non-verbal behavior	Skillful in parts of behavior Inefficient and uncoordinated -Expands excess energy -Within a delayed time period	-Frequent verbal and occasional physical and directive cues in addition to supportive ones.
Marginal	-Unsafe -Performs at risk -Action does not produce desired result -Inappropriate verbal and/or non- verbal behavior	-Unskilled, inefficient -Considerable expenditure of excess energy -Prolonged time period	Continuous verbal and frequent physical cues
Dependent	-Unsafe -Unable to demonstrate desired behavior -Inappropriate verbal and/or non- verbal behavior	-Unable to demonstrate procedure/ behavior	-Continuous verbal and physical cues
Adapted from: Bondy, K.M. (1983). Criterion-referenced definitions for rating scales in clinical evaluation. <u>Journal of Nursing Education</u>. 22: 376-381			

The student is required to receive a minimum scoring of supervised in each area by the end of the semester to pass the clinical courses.

Clinical II Evaluation Tool								
Competencies	Independent = I /Supervised= S /Assisted = A Marginal = M / Dependent = D		Dates: _____ Pt. Initials:_____					
Competencies	**Criteria**	**N A**	**I**	**S**	**A**	**M**	**D**	**Comments**
Informatics/Technology • Documentation/ Confidentiality • Informatics/Technology	**Confidentiality/Documentation:** Maintains confidentiality of medical record and keeps all patient information secure. Documents with minimal assistance. Able to navigate the EMR.							
	Informatics/Technology: Responds timely to barcodes, scanners, medication pumps, automatic alerts/alarms, bed alarms, call lights, etc. Differentiates urgent and non-urgent responses to safety technology.							
Managing Care of the Individual Pt. (IP) • Managing Care of the IP • Assign/Monitor	**Managing Care of the individual patient: Able to organize and manage care for individual patients.** Follows the hierarchy of leadership when addressing ideas/concerns. Assigns and monitors UAP's to tasks/activities if applicable.							
Nursing Judgment • Prioritization • Nursing Judgment	**Prioritization:** Organizes a plan of care noting priorities of care. Justifies rationale for the prioritization of care for multiple individual patients.							
	Nursing Judgment: Performs focused assessments, identifies impediments to patient progress and evaluates responses to interventions for multiple individual patients.							
Pt. Relationship-Centered Care • Communication Skills • Nursing Process • Learning Needs	**Communication:** Assesses and implements strategies to improve personal communication skills in the healthcare setting.							
	Communication/Caring Behaviors: Demonstrates caring behaviors, including sensitivity to unique patient values and beliefs. Evaluates and addresses patient needs with appropriate interventions.							
	Nursing Process/Data Collection: Uses the nursing process to contribute to holistic plans of care for patients across the lifespan.							
	Nursing Process/ ADL's/Assessment: Identifies abnormalities when performing focused assessments on patients across the lifespan and implements appropriate nursing interventions from an established plan of care including reporting to instructor/RN.							
	Learning: Reinforces teaching plan for patients across the lifespan. Provides patient healthcare information.							
Professional Behaviors • Professionalism • Ethical/Legal	**Professional Values:** Maintains professional behaviors, personal integrity and professional boundaries.							
	Ethical/Legal: Follows the PN code of ethics. Complies with policies and procedures of facility. Works within the ethical, legal and regulatory framework for the PN.							
Quality Improvement	**Patient Satisfaction:** Demonstrates respectful behavior to patients and takes initiative to enhance customer service in the health care setting.							

• Patient Care Concerns • Organization	**Cost Effectiveness:** Organizes nursing activities in a cost-effective manner and accomplishes all responsibilities in a timely manner to facilitate organizational outcomes.					
Safety • Pt Complications • Safe Nursing Practice	**Complications:** Detects and prevents potential and/or actual complications and responds appropriately (reports to instructor/RN) when caring for multiple patients across the lifespan.					
	Safety: Maintains safe nursing practice (Medication administration, patient safety, nursing skills, etc.).					
Teamwork • Communication	**Communication:** Communicates effectively with interdisciplinary team members. Works cooperatively with others. Helps others while maintaining own efficiency. Participates as a member of the interprofessional team.					

The following list are expected professional standards.		Competency: Professional Boundaries	Medication Administration
The following list are expected professional standards. **Pt./Relationship Centered Care** **Competency: Data Collection** • Listens to and takes notes during report • Seeks assistance if information is incomplete. **TECHNOLOGY/INFORMATICS** **Competency: Confidentiality:** • Keeps computer screen out of view of others. • Does not discuss confidential information in public areas. **Competency: Documentation** • Able to navigate the EMR/chart. • Documents in EMR/chart/and written assignments completely, accurately, and timely. • Charting contains minimal grammatical errors, and no unapproved abbreviations and completed with minimal assistance. • Vital signs and medications charted immediately after completion. **PROFESSIONAL IDENTITY AND BEHAVIOR** **Competency: Accountability** • Research completed correctly to care for pt.	• Assignments turned in on time. • **F**ollows facility rules for personal belongings, parking, and consumption of food, smoking, etc. • Exhibits dependability through good attendance, punctuality, and compliance with break schedules. • Can make adjustment to plan of care or timeline as needed. • Can maintain care level under stress/pressure with sufficient support. • Does not proceed with patient care against instructor direction. • Keeps instructor and staff nurse informed about patient condition throughout shift. • Reports off prior to learning the unit. • Seeks out learning opportunities to complete required skills and to seek new learning opportunities. • Initiates cares without prompting or assistance • Adapts to changing situations by seeking guidance as needed. • Accepts performance critique and implements changes as a result of suggestions given.	**Competency: Professional Boundaries** • Maintains professional boundaries • Does not discuss too much about self with patient. • Does not keep secrets with patient. • Realizes that others can meet pt. needs if needed. • Does not spend inappropriate time with patient. • Does not flirt with patient, communicate in flirtatious manner, and employ sexual innuendo, off-color jokes or offensive language. • Recognizes boundary crossings, consult instructor when needing to support boundaries. **Competency: Safe Nursing Practice** • Consistently uses 2 patient identifiers • Demonstrates safe nursing skills • Displays behaviors that promote the safety (call light within reach, hand washing, use of universal precautions, lowering bed, gloving, brakes, side rails in safe positions, patient never level unattended in unsafe situation, disposal of needles safety,). • Maintains patient privacy.	**Medication Administration** • Uses the 6 rights in medication administration. • Uses safe medication administration • Knowledgeable of drug action/classification, interaction, side effects, rationale, injection sites, normal dosage, and nursing considerations • Relates meds to patient diagnosis • Accurately records med administration **Med Administration errors:** • Missed meds (beyond ½ hour a or p scheduled time) • Medication error (ID'd by instructor after 2nd check) • Administering medication without looking up first • Not documenting on MAR • Giving medication without instructor supervision.

• Complies with dress code • On time and follows policy if absent or late.			

Rubric for Grading			
Scale label	**Professional Standard**	**Quality of Performance**	**Assistance required**
Independent	-Safe -Accurate -Action produces desired result -Appropriate verbal and non-verbal behaviors	-Proficient, coordinated, confident -Occasional expenditure of excess energy -Within an expedient time period	-Without supportive cues
Supervised ** **(minimum requirement to pass clinical)	**-Safe -Accurate** **-Action produces desired results** **-Appropriate verbal and non-verbal behavior.**	**-Efficient, coordinated, confident** **-Some expenditure of excess energy** **-Within a reasonable time period**	**-Occasional supportive cues**
Assisted	-Safe -Accurate -Action produces desired results -Appropriate verbal and non-verbal behavior	Skillful in parts of behavior Inefficient and uncoordinated -Expands excess energy -Within a delayed time period	-Frequent verbal and occasional physical and directive cues in addition to supportive ones.
Marginal	-Unsafe -Performs at risk -Action does not produce desired result -Inappropriate verbal and/or non- verbal behavior	-Unskilled, inefficient -Considerable expenditure of excess energy -Prolonged time period	Continuous verbal and frequent physical cues
Dependent	-Unsafe -Unable to demonstrate desired behavior -Inappropriate verbal and/or non- verbal behavior	-Unable to demonstrate procedure/ behavior	-Continuous verbal and physical cues
Adapted from: Bondy, K.M. (1983). Criterion-referenced definitions for rating scales in clinical evaluation. Journal of Nursing Education. 22: 376-381			

The student is required to receive a minimum scoring of supervised in each area by the end of the semester to pass the clinical courses.

Student Signature_____ Instructor Signature_____

Appendix G: Systematic Evaluation Plan

<table>
<tr><th colspan="7">6.1 Student Learning Outcomes:</th></tr>
<tr><td colspan="7">The program demonstrates evidence of students' achievement of each end-of-program student learning outcome.</td></tr>
<tr>
<td>SLO</td>
<td>Date Mo/Year Of review</td>
<td>Expected Level of Achievement (ELA)</td>
<td>State the Person(s) or Committee(s)</td>
<td>Was the ELA Met?</td>
<td>Analysis of Assessment Data to Inform Program Decision Making
Report the assessment data
Summarize the analysis of the data</td>
<td>Improvement Plan
Summarize the changes made (actions taken) to improve the program based on the analysis of the assessment data.</td>
<td>Date of Minutes</td>
</tr>
<tr>
<td rowspan="4">SLO Information/ Technology: Utilize information technology in the health care setting.</td>
<td>June / 2017</td>
<td rowspan="2">1. NURS 1280: 80% of students will earn a satisfactory grade under each the Informatics/Technology Competency Criteria on the 1280 clinical evaluation tools.</td>
<td>Tracy Hansen, PN Clinical Coordinator</td>
<td>Yes</td>
<td>In NURS 1280 57/57 students (100%) completed the Clinical Evaluation Tool at 80% or better for the Informatics/Technology SLO.</td>
<td>Keep 80% ELA.

Reviewed annually.</td>
<td>6.14.17 Program Review Meeting</td>
</tr>
<tr>
<td>June 2019</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June/ 2017</td>
<td rowspan="2">2. NURS 1295: 80% of students will earn a satisfactory grade on the SLO reflection paper under the Informatics/ Technology section.</td>
<td>Kim Lehrke, McCall Lutmer – Preceptorship Instructors 16-17</td>
<td>Yes</td>
<td>SLO: Informatics/Technology-Aggregated 45/50=90%

Disaggregated Data
Section 81: 15/17=88.2%
Section 82: 15/16= 93.75%
Section 83: 15/17=88.2%</td>
<td>Continue to track data and plan to review the grading rubric for the SLO reflection paper.

Reflection paper grading rubric updated in January of 2018 changed to 5/2.5/0 along with revised SLOs.</td>
<td>6.14.17 Program Review Meeting

6.14.17</td>
</tr>
<tr>
<td>June 2019</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</table>

6.1 Student Learning Outcomes:

The program demonstrates evidence of students' achievement of each end-of-program student learning outcome.

SLO	Date Mo/Year Of review	Expected Level of Achievement (ELA)	State the Person(s) or Committee(s)	Was the ELA Met?	Analysis of Assessment Data to Inform Program Decision Making Report the assessment data Summarize the analysis of the data	Improvement Plan Summarize the changes made (actions taken) to improve the program based on the analysis of the assessment data.	Date of Minutes
SLO Managing Care: Utilize an established plan of care for an individual patient to organize or assign aspects of care under the direction of a RN or other HCP.	June / 2017	1. NURS 1280: 80% of students will earn a satisfactory grade under each the Managing Care Competency Criteria on the 1280 clinical evaluation tools.	Tracy Hansen, PN Clinical Coordinator	Yes	In NURS 1280 57/57 students (100%) completed the Clinical Evaluation Tool at 80% or better for the Managing Care SLO.	Keep 80% ELA. Reviewed annually.	6.14.17 Program Review Meeting
	June 2019						
	June/ 2017	2. NURS 1295: 80% of students will earn a satisfactory grade on the SLO reflection paper under the Managing Care section.	Kim Lehrke, McCall Lutmer – Preceptorship Instructors 16-17	No	SLO: Managing Care- 38/50= 76% Disaggregated: Section 81: 11/17 = 65% Section 82: 13/16 = 81% Section 83: 14/17 =82% Rubric for grading has only 10/5/0 points for each category. Need to revise the grading rubric.	Continue to track data and plan to review the grading rubric for the SLO reflection paper. Reflection paper grading rubric updated in January of 2018 changed to 5/2.5/0 along with revised SLOs. Plan to reevaluate in 2018	6.14.17 Program Review Meeting 6.14.17
	June 2018		Kim Lehrke, Marissa Marten NURS	yes	Granite Falls: 13/13 = 100% Pipestone: 11/11 = 100% Worthington: 3/3 = 100% Online: 16/16 = 100%	6.1.18 meeting – Review completed. Continue reviewing, but on a rotating basis with trended by cohort data.	6.1.18 meeting.

6.1 Student Learning Outcomes:

The program demonstrates evidence of students' achievement of each end-of-program student learning outcome.

SLO	Date Mo/Year Of review	Expected Level of Achievement (ELA)	State the Person(s) or Committee(s)	Was the ELA Met?	Analysis of Assessment Data to Inform Program Decision Making Report the assessment data Summarize the analysis of the data	Improvement Plan Summarize the changes made (actions taken) to improve the program based on the analysis of the assessment data.	Date of Minutes
			1295 instructors Spring/May Term 2018				

SLO	Date Mo/Year Of review	Expected Level of Achievement (ELA)	State the Person(s) or Committee(s)	Was the ELA Met?	Analysis of Assessment Data to Inform Program Decision Making Report the assessment data Summarize the analysis of the data	Improvement Plan Summarize the changes made (actions taken) to improve the program based on the analysis of the assessment data.	Date of Minutes
SLO Patient/Relationship: Demonstrate therapeutic communication skills to practice holistic nursing that is patient centered, culturally sensitive and based on the physiological, psychosocial and spiritual needs of patients across the lifespan.	June / 2017	1. NURS 1280: 80% of students will earn a satisfactory grade under each the Patient/Relationship Centered Competency Criteria on the 1280 clinical evaluation tools.	Tracy Hansen, PN Clinical Coordinator	Yes	In NURS 1280 57/57 students (100%) completed the Clinical Evaluation Tool at 80% or better for the Patient/Relationship Centered Care SLO.	Keep 80% ELA. Reviewed annually.	6.14.17 Program Review Meeting
	June 2018			Yes	In NURS 1280 38/38 students (100%) completed the Clinical Evaluation Tool at 80% or better for the Patient/Relationship Centered Care SLO. Granite Falls: 11/11 students – 100% Pipestone: 9/9 students – 100% Wgtn: 3/3 students – 100% Online: 15/15 students – 100%	Keep 80% ELA. 6.1.18 meeting – decision to review on a 3 year rotating basis.	6.1.18 Program Review Meeting
	June/ 2017	2. NURS 1295: 80% of students will earn a satisfactory grade on the SLO reflection paper under the Patient/Relationship Centered Care.	Kim Lehrke, McCall Lutmer – Preceptorship Instructors 16-17	Yes	SLO: Patient-Relationship Centered Care- 45/50=90% Section 81: 14/17 =82% Section 82: 15/16 = 94% Section 83: 16/17 = 94% Rubric for grading has only 10/5/0 points for each category. Need to revise the grading rubric.	Continue to track data and plan to review the grading rubric for the SLO reflection paper.	6.14.17 Program Review Meeting 6.14.17
	June 2018		Kim Lehrke, McCall Lutmer, Marissa	yes	Reflection paper grading rubric updated in January of 2018 changed to 5/2.5/0 along with revised SLOs.	Keep 80% ELA. Continue trending by cohort. 6.1.18 meeting – decision to	6.1.18 Program Review Meeting

SLO	Date Mo/Year Of review	Expected Level of Achievement (ELA)	State the Person(s) or Committee(s)	Was the ELA Met?	Analysis of Assessment Data to Inform Program Decision Making Report the assessment data Summarize the analysis of the data	Improvement Plan Summarize the changes made (actions taken) to improve the program based on the analysis of the assessment data.	Date of Minutes
			Marten – NURS 1295 instructors 17-18		Granite Falls: 13/13 - 100% met ELA Pipestone: 11/11 - 100% met ELA Worthington: 3/3 -100% met ELA Online: 16/16 - 100% met ELA	review on a 3 year rotating basis.	SLO stats summar y 8.2.18
	June 2018	**3.Beginning Spring 2018**: Review yearly ATI Comprehensive Predictor Exam category of QSEN Patient-Centered Care (PCC). 80% of students will achieve the benchmark set for the PCC category of the ATI Comprehensive Predictor Exam Benchmark set at 66% or above)	Faculty	Yes	First year of using the ATI Comprehensive Predicator Exam. Faculty chose 66 as the benchmark for this category. Benchmark set as a starting point for data analysis and trending. 38/46 or 83% students scored at 66 or above under the QSEN category of Patient Centered Care.	Continue to track and trend data and revise ELA as future trends indicate.	6.1.18
SLO: Evidence Based Practice Utilize evidence based nursing judgment when providing and prioritizing care and	June / 2017	1. NURS 1280: 80% of students will earn a satisfactory grade under each the Nursing Judgment Criteria on the 1280 clinical evaluation tools.	Tracy Hansen, PN Clinical Coordinator	Yes	In NURS 1280 57/57 students (100%) completed the Clinical Evaluation Tool at 80% or better for the Nursing Judgment SLO	Keep 80% ELA. Reviewed annually.	6.14.17 Program Review Meeting
	June 2018			yes	In NURS 1280 38/38 students (100%) completed the Clinical Evaluation Tool at 80% or better for the Patient/Relationship Centered Care SLO.	Keep 80% ELA. 6.1.18 meeting – decision to review on a 3 year rotating basis.	6.1.18

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SLO	Date Mo/Year Of review	Expected Level of Achievement (ELA)	State the Person(s) or Committee(s)	Was the ELA Met?	Analysis of Assessment Data to Inform Program Decision Making Report the assessment data Summarize the analysis of the data	Improvement Plan Summarize the changes made (actions taken) to improve the program based on the analysis of the assessment data.	Date of Minutes
promoting the health of patients across the lifespan.					Granite Falls: 11/11 students – 100% Pipestone: 9/9 students – 100% Wgtn: 3/3 students – 100% Online: 15/15 students – 100%		
	June/ 2017	2. NURS 1295: 80% of students will earn a satisfactory grade on the SLO reflection paper under the Nursing Judgment Section	Kim Lehrke, McCall Lutmer – Preceptorship Instructors 16-17	No	Aggregated: SLO: Nursing Judgement/Evidence Based Care- 31/50= 62% Disaggregated Section 81: 9/17 = 53% Section 82: 11/16 = 69% Section 83: 11/17 = 65% Rubric for grading has only 10/5/0 points for each category. Need to revise the grading rubric.	Continue to track data and plan to review the grading rubric for the SLO reflection paper. Reflection paper grading rubric updated in January of 2018 changed to 5/2.5/0 along with revised SLOs. Plan to reevaluate in 2018	6.14.17 Program Review Meeting 6.14.17
	June 2018		Kim Lehrke, Marissa Marten – NURS 1295 instructors Spring/May 2018	yes	In NURS 1280 38/38 students (100%) completed the Clinical Evaluation Tool at 80% or better for the Judgment SLO. Granite Falls: 11/11 students – 100% Pipestone: 9/9 students – 100% Wgtn: 3/3 students – 100% Online: 15/15 students – 100%	Keep 80% ELA. 6.1.18 meeting – decision to review on a 3 year rotating basis.	6.1.2018
	June 2018	**Beginning Spring 2018:** Review yearly ATI Comprehensive Predictor Exam	Faculty	Yes	First year of using the ATI Comprehensive Predicator Exam. Faculty chose 61 as the benchmark for this category as a starting point for trending and analyzing data.	Continue to track and trend data and revise ELA as future trends indicate.	6.1.2018

SLO	Date Mo/Year Of review	Expected Level of Achievement (ELA)	State the Person(s) or Committee(s)	Was the ELA Met?	Analysis of Assessment Data to Inform Program Decision Making Report the assessment data Summarize the analysis of the data	Improvement Plan Summarize the changes made (actions taken) to improve the program based on the analysis of the assessment data.	Date of Minutes
		category of QSEN EBP 80% of students will achieve the benchmark set for the EBP category of the ATI Comprehensive Predictor Exam (Benchmark set at 61)			37/46 or 80% students scored at 61 or above under the QSEN category of Evidence Based Practice		
SLO Professional Identity and Behavior: Demonstrate professional behaviors and accountability to legal and ethical nursing practice standards.	June / 2017	1. NURS 1280: 80% of students will earn a satisfactory grade under each the Professional Identity and Behavior: Competency Criteria on the 1280 clinical evaluation tools.	Tracy Hansen, PN Clinical Coordinator	Yes	In NURS 1280 57/57 students (100%) completed the Clinical Evaluation Tool at 80% or better for the Professional Identity and Behavior: SLO.	Keep 80% ELA. Reviewed annually.	6.14.17 Program Review Meeting
	June 2020						
	June/ 2017	2. NURS 1295: 80% of students will earn a satisfactory grade on the SLO reflection paper under the Professional Identity and Behavior: section.	Kim Lehrke, McCall Lutmer – Preceptorship Instructors 16-17	No	Aggregated Data: SLO: Professional Identity and Behavior- 35/50= 70% Disaggregated data Section 81: 9/17 = 53% Section 82: 11/16 = 69% Section 83: 15/17 = 88% Rubric for grading has only 10/5/0 points for each category. Need to revise the grading rubric.	Continue to track data and plan to review the grading rubric for the SLO reflection paper. Reflection paper grading rubric updated in January of 2018 changed to 5/2.5/0 along with revised SLOs Plan to reevaluate in 2018.	6.14.17 Program Review Meeting 6.14.17

SLO	Date Mo/Year Of review	Expected Level of Achievement (ELA)	State the Person(s) or Committee(s)	Was the ELA Met?	Analysis of Assessment Data to Inform Program Decision Making Report the assessment data Summarize the analysis of the data	Improvement Plan Summarize the changes made (actions taken) to improve the program based on the analysis of the assessment data.	Date of Minutes
	June 2018		Kim Lehrke, Marissa Marten – NURS 1295 instructors Spring /May 2018	yes	Reviewed at June Program Review Meeting and confirmed stats in August. Granite Falls: 13/13 - 100% met ELA Pipestone: 11/11 - 100% met ELA Worthington: 3/3 -100% met ELA Online: 16/16 - 100% met ELA	Keep 80% ELA. 6.1.18 meeting – decision to review on a 3 year rotating basis.	June Program Review 2018. August 2, 2018 – SLO Stats
SLO Quality Improvement: Participate in quality improvement by recognizing opportunities for improvement and collaborating with the health care team to enhance effective and cost efficient health care services.	June / 2017	1. NURS 1280: 80% of students will earn a satisfactory grade under each the SLO Quality Improvement: Competency Criteria on the 1280 clinical evaluation tools.	Tracy Hansen, PN Clinical Coordinator	Yes	In NURS 1280 57/57 students (100%) completed the Clinical Evaluation Tool at 80% or better for the SLO Quality Improvement:	Keep 80% ELA. Reviewed annually.	6.14.17 Program Review Meeting
	June 2020						
	June/ 2017	2. NURS 1295: 80% of students will earn a satisfactory grade on the SLO reflection paper under the SLO Quality Improvement:	Kim Lehrke, McCall Lutmer – Preceptorship Instructors 16-17	No	Aggregated Data SLO: Quality Improvement- 29/50= 58% Disaggregated data Section 81: 10/17= 59% Section 82: 10/16=63% Section 83: 9/17=53% Rubric for grading has only 10/5/0 points for each category. Need to revise the grading rubric.	Continue to track data and plan to review the grading rubric for the SLO reflection paper. Reflection paper grading rubric updated in January of 2018 changed to 5/2.5/0 along with revised SLOs. Reevaluate in 2018	6.14.17 Program Review Meeting 6.14.17

SLO	Date Mo/Year Of review	Expected Level of Achievement (ELA)	State the Person(s) or Committee(s)	Was the ELA Met?	Analysis of Assessment Data to Inform Program Decision Making Report the assessment data Summarize the analysis of the data	Improvement Plan Summarize the changes made (actions taken) to improve the program based on the analysis of the assessment data.	Date of Minutes
	June 2018			yes	Reviewed at June Program Review Meeting and confirmed stats in August. Granite Falls: 13/13 - 100% met ELA Pipestone: 11/11 - 100% met ELA Worthington: 3/3 -100% met ELA Online: 16/16 - 100% met ELA	Keep 80% ELA. 6.1.18 meeting – decision to review on a 3 year rotating basis.	June Program Review 2018. August 2, 2018 – SLO Stats
SLO Safety: Promote quality care, recognize complications and provide a safe environment for patients, self, and others.	June / 2017	1. NURS 1280: 80% of students will earn a satisfactory grade under each the Safety Competency Criteria on the 1280 clinical evaluation tools.	Tracy Hansen, PN Clinical Coordinator	Yes	In NURS 1280 57/57 students (100%) completed the Clinical Evaluation Tool at 80% or better for the Safety SLO.	Keep 80% ELA. Reviewed annually.	6.14.17 Program Review Meeting
	June 2018			yes	In NURS 1280 38/38 students (100%) completed the Clinical Evaluation Tool at 80% or better for the Safety SLO. Granite Falls: 11/11 students – 100% Pipestone: 9/9 students – 100% Wgtn: 3/3 students – 100% Online: 15/15 students – 100%	Keep 80% ELA. 6.1.18 meeting – decision to review on a 3 year rotating basis.	6.1.18
	June/ 2017	2. NURS 1295: 80% of students will earn a satisfactory grade on the SLO reflection paper under the Safety section.	Kim Lehrke, McCall Lutmer – Preceptorship Instructors 16-17	No	Aggregated Data SLO: Safety- 39/50= 78% Disaggregated data Section 81: 12/17=71% Section 82: 11/16=69% Section 83: 16/17=94% Rubric for grading has only 10/5/0 points for each category. Need to revise the grading rubric.	Continue to track data and plan to review the grading rubric for the SLO reflection paper. Reflection paper grading rubric updated in January of 2018 changed to 5/2.5/0 along with revised SLOs. Plan to reevaluate in 2018	6.14.17 Program Review Meeting 6.14.17

SLO	Date Mo/Year Of review	Expected Level of Achievement (ELA)	State the Person(s) or Committee(s)	Was the ELA Met?	Analysis of Assessment Data to Inform Program Decision Making Report the assessment data Summarize the analysis of the data	Improvement Plan Summarize the changes made (actions taken) to improve the program based on the analysis of the assessment data.	Date of Minutes
	June 2018		Kim Lehrke, Marissa Marten NURS 1295 instructors Spring / May 2018	yes	Reviewed at June Program Review Meeting and confirmed stats in August. Granite Falls: 13/13 - 100% met ELA Pipestone: 11/11 - 100% met ELA Worthington: 3/3 -100% met ELA Online: 16/16 - 100% met ELA	Keep 80% ELA. 6.1.18 meeting – decision to review on a 3 year rotating basis.	June Program Review 2018.
	June 2018	**Beginning Spring 2018: Review yearly** ATI Comprehensive Predictor Exam category of QSEN Safety 80% of students will achieve the benchmark set for the Safety category of the ATI Comprehensive Predictor Exam (Benchmark set at above 63%)	Faculty	Yes	Benchmark for Safety set at above 63. This is our first time using the ATI Comprehensive Predictor exam QSEN category of safety. Benchmark set at near 80% of students achievement of QSEN category for SLO. 38/46=83% achieved goal	Continue to track and trend data and revise ELA as data indicates in the future.	6.1.18
SLO Teamwork and Collaboration: Serve as a member of	June / 2017	1. NURS 1280: 80% of students will earn a satisfactory grade under each the Teamwork and Collaboration:	Tracy Hansen, PN Clinical Coordinator	Yes	In NURS 1280 57/57 students (100%) completed the Clinical Evaluation Tool at 80% or better for the Teamwork and Collaboration SLO.	Keep 80% ELA. Reviewed annually.	6.14.17 Program Review Meeting

SLO	Date Mo/Year Of review	Expected Level of Achievement (ELA)	State the Person(s) or Committee(s)	Was the ELA Met?	Analysis of Assessment Data to Inform Program Decision Making Report the assessment data Summarize the analysis of the data	Improvement Plan Summarize the changes made (actions taken) to improve the program based on the analysis of the assessment data.	Date of Minutes
the interprofessional team using open communication, mutual respect, and shared decision making to promote safe, quality, patient centered care.		Competency Criteria on the 1280 clinical evaluation tools.					
	June 2019						
	June/ 2017	2. NURS 1295: 80% of students will earn a satisfactory grade on the SLO reflection paper under the Teamwork and Collaboration section.	Kim Lehrke, McCall Lutmer – Preceptorship Instructors 16-17	No	Aggregated Data SLO: Teamwork and Collaboration- 35/50= 70% Disaggregated data Section 81: 13/17= 76% Section 82: 10/16=63% Section 83: 12/17=71% Rubric for grading has only 10/5/0 points for each category. Need to revise the grading rubric.	Continue to track data and plan to review the grading rubric for the SLO reflection paper.	6.14.17 Program Review Meeting 6.14.17
	June 2019						

6.2 NCLEX Pass Rates

Program Outcome	Date Mo/Year Of review	Expected Levels of Achievement (ELA)	State the Person(s) or Committee(s) responsible for Assessment and Analysis of data	Was the ELA Met?	Analysis of Assessment Data to Inform Program Decision Making / Report the assessment data / Summarize the analysis of the data	Improvement Plan / Summarize the changes made (actions taken) to improve the program based on the analysis of the assessment data.	Date of Minutes
6.2 NCLEX The program demonstrates evidence of graduates' achievement on the licensure examination.	Feb 2016	The program's most recent annual NCLEX licensure examination pass rate will be at least 80% for **all** first-time test-takers during the same 12-month period aggregated the program as a whole and by program location (Granite, Pipestone, Worthington, and Distance) and completion date.	Dean collects and disseminates data to faculty team. Dawn Gordon	Yes	2015 – 82.22% Granite: 4/5 = 80% Pipestone: 13/13 = 100% Worthington: 9/14 = 64% Distance: 47/57 = 82% PN NCLEX test plan was changed. 3 brand new faculty this year.	1. Continue to mentor new faculty members. 2. Review Mountain Measurement for areas of weakness 3. Changed the grading scale to 80% for passing from 78%	
	Feb/ 2017			Yes	2016 – 95.56% Granite: 4/6 = 67% Pipestone: 13/13= 100% Worthington: 6/7 = 86% Distance: 19/19=100%	Maintain current pass rates by continuous, ongoing improvement	6.14.17 2.2017 faculty meeting minutes
	Jan 2018			Yes	2017 – 98.04% Granite: 3/3 = 100% Pipestone: 11/11=100% Worthington: 9/9=100% Distance: 22/23=95.7%	Maintain current pass rates by continuous, ongoing improvement	6.2018 Program review day.
	Jan 2019				2018 – available Jan 2019		

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6.3 Program Completion Rates

Program Outcome	Date Mo/Yea Of review	Expected Levels of Achievement (ELA)	State the Person(s) or Committee(s) responsible for Assessment and Analysis of data	Was the ELA Met?	Analysis of Assessment Data to Inform Program Decision Making / Report the assessment data / Summarize the analysis of the data	Improvement Plan / Summarize the changes made (actions taken) to improve the program based on the analysis of the assessment data.	Date of Minutes
6.3 Program Completion Rates The program demonstrates evidence of students' achievement in completing the nursing program. The expected level of achievement for program completion is determined by the faculty and reflects student demographics.	June 2016	60% of the students who begin the first nursing courses will graduate from the nursing program within 150% of the timeframe allotted for the program. Rationale for ELA: The 2016 ACEN Report to Constituents averages 71.31% for 2015/2016. Diversity: average 20-30% diversity in program and multiple first-generation college students.	Dawn Gordon	Yes	Total for 2014/2015 Academic Year (150% graduated May of 2016) Completion rate total: 90/108 = 83.3% NCLEX pass rates = 82.22% This group just had a midterm/final as did the graduates of 2016. Granite – 6/6 = 100% Pipestone 13/13 = 100% Worthington 14/15 = 93% Distance 57/74 = 77%	Track data for all cohorts to see if there continues to be a trend for lower completion rates for distance students.	
	June 2016			No	Total for 2014/2015 Academic Year (150% graduated May of 2016) 90/108 = 83.3% NCLEX pass rates = 82.22% This group just had a midterm/final and did the graduates of 2016. Granite – 6/6 = 100% Pipestone 13/13 = 100% Worthington 14/15=93% Distance 57/74=77%	Continue to track data. Changed the grading scale to 80% for passing from 78%. Increase the number of proctored tests by 2 to 4 dependent on the number of credits in fall 2017.	Program Review meeting - June/July 2016
	June 2017			No	Total for Graduating class of 2015/2016 (150% is May of 2017) Pool of candidates not strong in any of the 4 locations. Admission criteria for class of 2016/2017	Continue to track data.	6.14.17

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					6.3 Program Completion Rates		
Program Outcome	Date Mo/Year Of review	Expected Levels of Achievement (ELA)	State the Person(s) or Committee(s) responsible for Assessment and Analysis of data	Was the ELA Met?	Analysis of Assessment Data to Inform Program Decision Making Report the assessment data Summarize the analysis of the data	Improvement Plan Summarize the changes made (actions taken) to improve the program based on the analysis of the assessment data.	Date of Minutes
					2.0 GPA, - Entrance Exam (PSB highest scores accepted, no minimum). - Fall of 2017 increased rigor of program to require students to receive 80% cumulatively on exam prior to additional assignments being added. NCLEX in 2016 = 95.56% Total: 57/107 = 53% Minimum GPA is 2.0, program is seeing weaker students. Currently using PSB entrance exam. Charges for data extraction per student. Granite: 6/10 = 60% Pipestone: 14/18=78% Worthington: 10/19 = 53% Distance: 27/60=45%		
	June 2018			no	Total for Graduating 2016/2017 Academic Year (150% is May of 2018) NCLEX is 98.04% Granite: 10/11 = 91% in 150% Pipestone: 16/25 = 64% in 150% Worthington: 10/20 = 50% in 150%	**1. Starting fall 2019 change in admission criteria**. Discussion with faculty to change to entrance criteria of not accepting students with a score of below 13 on admission score sheet. Continue to trend	Program Review Day – faculty meeting minutes 6.1.18.

6.3 Program Completion Rates

Program Outcome	Date Mo/Year Of review	Expected Levels of Achievement (ELA)	State the Person(s) or Committee(s) responsible for Assessment and Analysis of data	Was the ELA Met?	Analysis of Assessment Data to Inform Program Decision Making. Report the assessment data Summarize the analysis of the data	Improvement Plan Summarize the changes made (actions taken) to improve the program based on the analysis of the assessment data.	Date of Minutes
	December 11, 2018 Change ELA to 55% based on students review.				Distance: 27/55 = 49% in 150% Overall: 63/111 = 57% in 150% Admission criteria: 2.0 GPA; fill program with highest scores. No minimum score required for admission. 2017-2018 students with an admission score of 9, 10, 11, 12, 13 corresponded to 0/23 students completing the program in 100% 3/23 or 13% completing in 150%. For fall 2018 starts there are 29 students that are below 13 (too late to implement change for fall 2018). New grading policy went into effect fall 2017 to require 80% score on cumulative tests prior to assignments being added to final grade. Final grade determined by 70/30 (tests/assignments). This also contributed to decreased program completion rates.	admission score sheet data for student completion rates. Beginning with admits fall 2019, students scoring below 13 will not be accepted into program. **2. Grading Scales change for fall 2018:** Changing the grading standard to have a 70%/30% tests/assignments but no longer requiring 80% on tests alone. **3. Collaborative testing using ATI.** **Starting fall 2018:** Pilot for Nursing of Adult I. Each faculty will add the following to their fall Nursing of adult I syllabi. Once a month online study groups using an ATI practice test. Groups are mixed from all 4 sites. Groups will grade each other on learning team evaluation at midterm and final with a QI on their evaluations for points. Learning center also get points for the group ATI test. **4. Starting Fall 2018 - Recorded lectures:** All lectures, Face-to-face, ITV, and distance will be recorded for all students.	

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6.3 Program Completion Rates							
Program Outcome	Date Mo/Year Of review	Expected Levels of Achievement (ELA)	State the Person(s) or Committee(s) responsible for Assessment and Analysis of data	Was the ELA Met?	Analysis of Assessment Data to Inform Program Decision Making Report the assessment data Summarize the analysis of the data	Improvement Plan Summarize the changes made (actions taken) to improve the program based on the analysis of the assessment data.	Date of Minutes
	June 2019 Reviewed Dec 11, 2018				Total for Graduating 2017/2018 Academic Year (150% is May of 2019) NCLEX is 92.68% (3rd quarter data for 2018 – final year total in January of 2019).	Discussion on collaborative testing pilot (matching lower with higher entrance scores to form groups). CT is passing students; some accomplishment of the goal. Still continue with CT and grading, Decision to move to ELA of 55%.	December 11, 2018 faculty meeting

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6.4 Job Placement

Program Outcome	Date Mo/Yea Of review	Expected Levels of Achievement (ELA)	State the Person(s) or Committee(s) responsible for Assessment and Analysis of data	Was the ELA Met?	Analysis of Assessment Data to Inform Program Decision Making Report the assessment data Summarize the analysis of the data	Improvement Plan Summarize the changes made (actions taken) to improve the program based on the analysis of the assessment data.	Date of Minutes
6.4 Job Placement The program demonstrates evidence of graduates' achievement in job placement.	June 2015	Post-graduation at least 80% of graduates will be employed at 6 to 12 month post graduation. ELA Rationale: 87.08% for 2016/2017 from the ACEN Report to Constituents (2016). Department of Employment and Economic Development Data shows 1.7% increase in need for LPNs in next 10 years. Many of the facilities in the region are hiring medical assistants in place of LPNs.	Dawn Gordon	Yes	Graduates of 2014 Response Rate: 89/90 = 99% Job Placement: 87%	ELA met. Continue to track data.	Data from governing organizatio n. Job Placement Data kept in Nursing Department .
	Jun 2016		Dawn Gordon	Yes	Graduates of 2014/2015 Response Rate: 86/90 = 95% Job Placement: 80%	Continue to track data.	
	2017		Dawn Gordon	Yes	Graduates of 2015/2016 Response Rate 42/42 = 100% Job Placement: 100%	No change anticipated at this time. Continue to track data.	
	2018		Dawn Gordon	Yes	Graduates of 2016/2017 Response Rate: 53/54 =98% Job Placement: 100%	Continue to track data.	Received from Minnesota State Fall 2018. Data in Nursing Departmen t.
	2019		Dawn Gordon		Graduates of 2017/2018 Response Rate: Will be available at site visit		