Practical Nursing Program

Sitting Bull College

Program Review

2013 - 2018

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Executive Summary

Program Description Summary

The Practical Nursing Program at Sitting Bull College focuses on developing practical nurses who practice safe, holistic, culturally focused care. The program consists of 71 credits hours of course work. Upon graduation, the students are eligible to take the licensing exam for practical nursing.

The program employs two full time faculty members. One faculty member serves as the director of the program (1/4 time) as well as carrying a full advising load and ¾ time teaching load. These instructors teach all of the nursing courses as well as additional courses as needed in social and behavioral sciences and nutrition. The faculty has been stable over the last eight years.

Enrollment in the nursing program has shown a slow but steady growth since the beginning of the program. The ratio of nursing students to total college enrollment over the last five years has ranged from 7.5% to 15.1% with only one semester below 8.8%.

Since the program graduated the first class in May of 2005, there has been only one year in which there were no graduates. The average graduation rate is 3.6 graduates per year for the last five years. Of these eighteen graduates, sixteen passed the licensing exam on the first attempt and two will take their exams sometime this summer. All graduates from the past five years have either obtained jobs in nursing or have just graduated. The two most recent graduates have not yet pursued job applications though nursing recruiters have visited with them.

The nursing program brings in between 8.2% and 14.9% of the total Sitting Bull College revenue. This does not include any money from the grant (NACTEP) or from the State of North Dakota through the Nursing Education Consortium. Expenditures are less than half of what the program revenue generated. The NACTEP Grant will be completed this year. A new grant application has been submitted.

The advisory board is very active in the development and continuation of the program. Meetings are held twice a year. Board representation consists of a variety of nursing areas including Custer District Health, Standing Rock Schools, Indian Health Services, Sanford Mandan Living Center, and student representation from the first and second year students.

Program Self-Evaluation Summary

NCLEX-PN pass rates, student feedback, and employer feedback indicate that the nursing program and faculty provide quality instruction. A prevailing concern by the accrediting agency, which is the North Dakota Board of Nursing, is workload distribution.

Faculty maintain an open door, collaborative relationship with students enrolled in the program and classes. In addition to office hours and a variety of other methods of communicating with students, the faculty serve as tutors for nursing topics.

Students complete 435 hours of clinical time over the course of the program. They also spend a number of hours in the nursing laboratory practicing a wide variety of skills.

The nursing program has been accredited through the North Dakota Board of Nursing since 2004. Reports on the program are submitted annually. The last accreditation survey was September of 2015. The program has full accreditation through 2020.

Assessment is done through a variety of measures. The program has a department assessment committee with student membership. Results are also reported to the SBC assessment committee. Institutional support of the program is strong.

The nursing program requires 45 credits of coursework from outside of the nursing department. In addition, the nursing faculty teach several general education courses in the areas of nutrition and social and behavioral sciences.

Program Planning Summary

A major concern for the program as expressed five years ago was the limitations of the faculty situation. This has worsened as both of the current faculty are retirement age. The program will be unable to grow beyond 5 graduates without adding faculty. In addition, recruitment and retention activities are very limited by the teaching loads of current faculty.

A succession plan was submitted in May of 2017 to SBC administration. However, despite significant advertising and other recruiting there are still no applicants for any of the open positions.

Several additional needs have been identified. These include the implementation of simulation scenarios and the use and supervision of the nursing laboratory. As the nursing classes have grown in size, the need for additional help with students in the laboratory and for tutoring has become more significant.

Comprehensive Analysis

Program Description

Role of Program within Sitting Bull College

The mission of the Practical Nursing Program at Sitting Bull College states that the program exists to create the vision and behavior of a balanced, responsible, holistic health care practitioner. The primary aim of this program is to facilitate the development of competent practical nurses prepared to serve in an evolving health care environment.

This mission is in keeping with the mission of the college as reflected in the 2016-2018 Sitting Bull College Bulletin. This mission statement states that "Guided by Ochethi Sakowin culture, values, and language, Sitting Bull College is committed to building intellectual capital through academic, career and technical education, and promoting economic and social development." (p. 11, SBC Bulletin, 2016-2018).

For the nursing students their academic journey begins with the general education courses that lay the foundation knowledge for development and expansion of critical thinking and intellectual capital. This includes passing a Lakota/Dakota language course. They progress through their core program courses in preparation for entry into practice as a beginning professional.

The focus of nursing education is on developing practical nurses who practice safe, holistic, culturally focused care within the guidelines of the nurse practice act. Students are provided with the training necessary to take the national licensing exam for practical/vocational nursing. Once licensed these students are highly employable. In addition, the program is designed to enable students to earn a degree which will allow them to continue their education at some time in the future should they choose to continue.

The practical nursing program consists of 71 credit hours of course work with 34 credit hours for the general education requirements and 37 credit hours of core course work requirements.

ASSOCIATE OF SCIENCE IN PRACTICAL NURSING			
GENERAL EDUCATION REQUIREMENTS		**CORE PROGRAM REQUIREMENTS**	
PSYC 100	First Year Learning Experience 3 credit hours	BIOL 202	Microbiology 4 credit hours
CSCI 101	Introduction to Computer Applications 3 credit hours	BIOL 230	Anatomy and Physiology II 4 credit hours
COMM 110	Fundamentals of Public Speaking 3 credit hours	PSYC 255	Child and Adolescent Psychology 3 credit hours
ENGL 110	Composition I 3 credit hours	NURS 101	Introduction to the Nursing Profession 1 credit hour
ENGL 120	Composition II 3 credit hours	NURS 201	Holistic Health Assessment 3 credit hours
HPER 200	Nutrition 2 credit hours	NURS 206	Fundamental Nursing Interventions 3 credit hours
		NURS 206C	Fundamental Nursing Interventions (Nursing Practice Experience) 1 credit hours
MATH 102	Intermediate Algebra 4 credit hours	NURS 205	Basic Pharmacology for Nurses 2 credit hours
NAS 101 Or NAS 103	Ochethi Sakowin Language I 4 credit hours Introduction to Ochethi Sakowin Language, Culture & History 4 credit hours	NURS 231	Mental Health/Behavioral Health Nursing 2 credit hours
PSYC 111	Introduction to Psychology 3 credit hours	NURS 245	Nursing Care of Families 4 credit hours
SOC 120	Transitions – Graduation and Beyond 2 credit hours	NURS 246	Nursing Care Across the Lifespan 9 credit hours
BIOL 220	Anatomy and Physiology I 4 credit hours	NURS 297	Capstone Experience in Nursing 1 credit hour

The program is currently responsible for the delivery of the following courses:

PSYC 258   Adult and End of Life Psychology   1 credit hour

HPER 200   Nutrition   2 credit hours

NURS 101   Introduction to the Nursing   Profession   1 credit hour

NURS 201   Holistic Health Assessment   3 credit hours

NURS 206   Fundamental Nursing Interventions   3 credit hours

NURS 206C   Fundamental Nursing Interventions (Nursing Practice Experience)

                                                           1 credit hour

NURS 205   Basic Pharmacology for Nurses   2 credit hours

NURS 231   Mental Health/Behavioral Health Nursing   2 credit hours

NURS 245   Nursing Care of Families   4 credit hours

NURS 246   Nursing Care Across the Lifespan   9 credit hours

NURS 297   Capstone Experience in Nursing   1 credit hour

These courses are offered once a year. Suggested course sequences are included in Appendix A.

Learner outcomes for the practical nursing program are:

- **Outcome One**: Practice holistic, safe, technical nursing care in meeting the health care needs of individuals and families across the lifespan, regardless of cultural background.
- **Outcome Two**: Demonstrate technical level skill in critical thinking, communication, and therapeutic nursing interventions.
- **Outcome Three**: Utilize the nursing process to give culturally focused care.
- **Outcome Four**: Demonstrate effective promotion of wellness and balance across the lifespan and transitions of living in the present world with individuals, vulnerable populations, and various other professionals in a variety of settings such as community health care agencies, outpatient settings, and long term care settings.
- **Outcome Five**: Practice within the ethical and legal guidelines of the Nurse Practices Act.
- **Outcome Six**: Demonstrate leadership skills consistent with the role of a practical nurse in collaboration with registered nurses, advanced practice registered nurses, and licensed practitioners.

In addition to the Associate of Science in Practical Nursing, there is an Associate of Arts – General Studies, Nursing Transfer degree that is customized for students who are continuing their nursing education. This degree allows students to pick up the additional courses they need before transferring to another institution.

Program Personnel

D'Arlyn Bauer serves as both the division director for nursing (1/4 time) and as a 3/4 time instructor. She has been at Sitting Bull College and in the nursing department since August of 2002. Dr. Bauer has two Bachelor of Science degrees (Microbiology and Nursing), two Master degrees (Management and Nursing with an emphasis in Administration), and a PhD in Teaching and Learning: Higher Education. She is also certified in practical nursing by the Career and

Technical Education Department for North Dakota. Dr. Bauer generally carries a full teaching load each semester in addition to the responsibilities for the nursing program. During the fall she teaches four to five courses and in the spring three to four courses. She also teaches a summer course. In addition, Dr. Bauer oversees the nursing laboratory where students come to practice the various nursing skills throughout the week during both semesters.

Jean Cain is the second instructor and is full time. She has been with Sitting Bull College since May of 2010. Ms. Cain has her Bachelor of Science degree in Nursing and a Master's degree in Nursing with an emphasis in Education. She is certified in practical nursing by the Department of Career and Technical Education for the state of North Dakota. Ms. Cain carries a workload of 30 contact hours per year. She teaches two courses in the fall and one course in the spring. She is primarily responsible for two of the clinical heavy courses during the second year of the nursing program.

Dr. Bauer's workload includes numerous state committees focused on nursing education and articulation of courses. Currently, additional committees and work have been added as a result of the nursing shortage and the North Dakota Governor's task force to address this shortage

Both Ms. Cain and Dr. Bauer share the advising responsibilities for the department as well as the additional faculty responsibilities. This includes the assessment of the curriculum and the students. Both are also active on various committees at Sitting Bull College including Assessment, Curriculum and Governance.
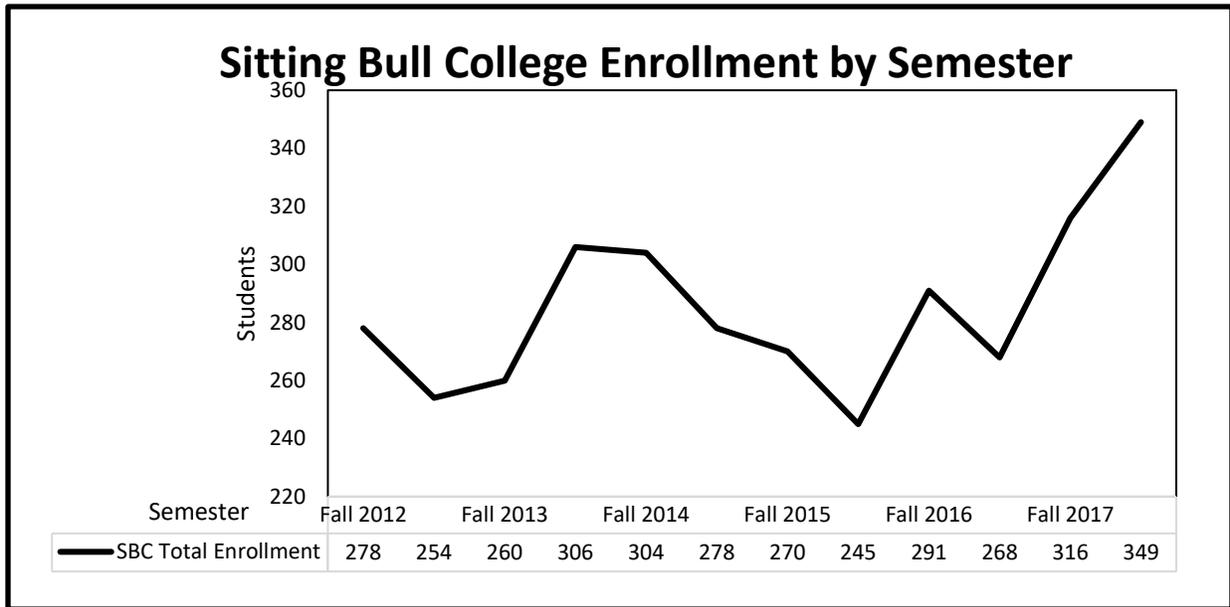
Program Productivity Summary

Over the last five years the enrollment at Sitting Bull College has ranged from 260 in the fall of 2013 to 349 in the spring of 2018. The lowest enrollment during this time frame was spring 2016.   The highest enrollment of 349 occurred during the spring of 2018. During the same period the enrollment in the practical nursing program has ranged from 23 to 40, with the low in the fall of 2013 and the high in the fall of 2014.

The ratio of nursing students to total college enrollment has ranged from 7.5% of the total enrollment (Fall 2017) to 15.1% (Spring 2016) with only one semester below 8.8%. Seven of the last twelve semesters have had nursing student enrollment between 10.3% and 15.1% of the total college enrollment. The program has continued to experience gradual growth. There has been a brief drop this past academic year when advertising for additional faculty was interpreted by the public as either closure of the program or loss of both of the current faculty.

Enrollment in the AS PN program has continued to place this program as one of the top three Associate programs at SBC.

The charts following reflect the enrollment numbers for fall and spring semesters from fall 2012 to spring 2018 for both the college and the AS Practical Nursing program. The second chart shows the number of students enrolled in the Associate of Arts – General Studies: Nursing Transfer during the same time frame. This is for information only. Those numbers were not included in the analysis or line graphs as this is a General Studies degree.

Sitting Bull College Enrollment by Semester

Semester	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
SBC Total Enrollment	278	254	260	306	304	278	270	245	291	268	316	349

(Sitting Bull College, n.d., *Enrollment by Semester*)

Sitting Bull College Nursing Enrollment by Semester

	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
AA Nursing Transfer	1	1	0	0	1	1	2	2	1	3	0	0
AS Practical Nursing	29	22	23	31	40	31	36	37	30	24	24	31
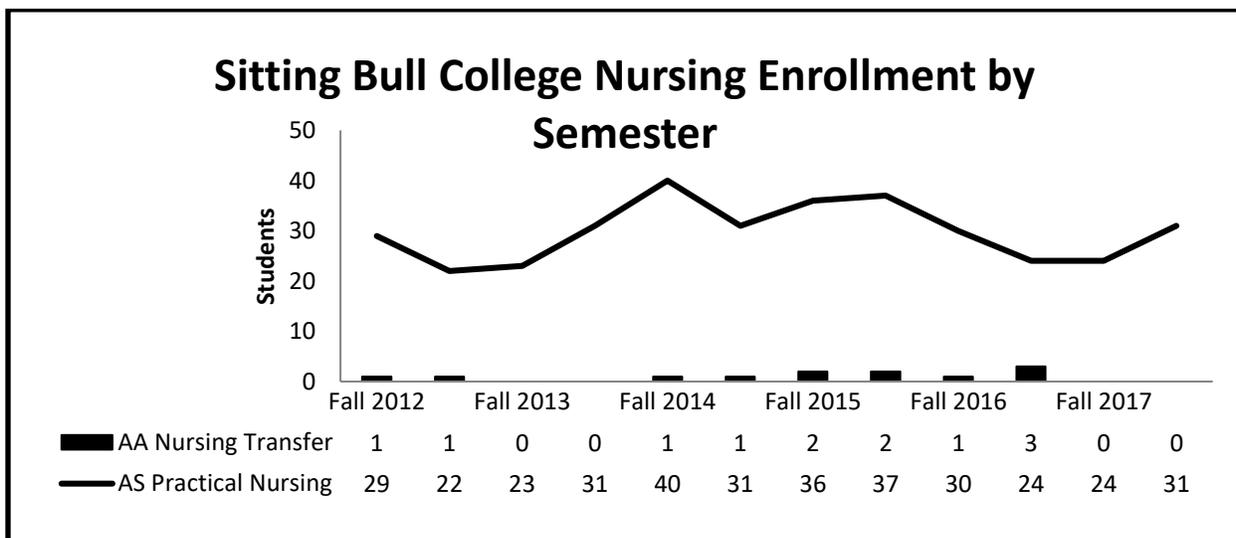
(Sitting Bull College, n.d., *Enrollment by Degree Program*)

Within the nursing program, the first two nursing courses (Introduction to the Nursing Profession and Holistic Health Assessment Across the Lifespan) have been the courses which have separated the students without the academic skills or commitment from those students with the necessary determination and academic skills for the study of nursing. Formal admission to the nursing program is done at the end of the fall semester and beginning of the spring semester and coincides with the third nursing course. All students who qualify are offered admission to the program at this time. The number of slots available for students at the clinical sites, the number of students a single faculty member can supervise in the clinical setting, and the number of faculty available to supervise the students in the clinical setting limit enrollment in the clinical courses.

Practical Nursing Program Students Persistence (AS only)					
Fall to Spring	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
First Year Nursing Classes to Fundamental Skills / Formally Admitted	5/4	7/5	6/5	5/2	11/7
Second Year Nursing Classes	4/5	5/6	6	3/4	2
Total	9/10 (90%)	12/13(92%)	12/12 (100%)	8/9 (89%)	13/13 (100%)

Practical Nursing Program Students Retention (AS only)					
Fall to Fall	**2012 - 2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
First Year Nursing Classes to Fundamental Skills to Second Year Nursing Classes	5 (100%)	4/5 (80%)	4/7 (57%)	4/6 (67%)	2/5 (40%)
Second Year Nursing Classes to Graduation	------	3/5 (60%)	5/6 (83%)	5/6 (83%)	3/4 (75%)

The data on persistence and retention for the nursing program was compiled based on those students formally admitted to the nursing program. The numbers do not reflect the rates for all students who declared nursing as their major. Reasons for those students not returning have been tracked since the program began if known. The top three reasons for not returning to the nursing program are academic suspension, academic probation, and changing major.

For the 2013-2014 academic year the program accepted ten students into the formal program, five in the Fundamental Skills of Nursing coursework (the third nursing program course) and five in the second year coursework. There was a retention rate of 100% (fall 2012 to fall 2013). Of the five in the second year of coursework one failed and one withdrew during the spring semester for health reasons. This resulted in a persistence rate of 90%. The three students who passed the final semester graduated in the spring of 2014 and went on to pass their licensing exams.

Of the five students in the first year course, three graduated the following May (2015) with their degrees and one failed the first year course. All have passed their licensing exam.

For the 2014-2015 academic year a total of seven students were admitted to the formal nursing program in addition to the three students who entered their second year of the program and three students who returned from previous years to enter their second year of the program. The persistence rate for the 2014-2015 year was 92%. The retention rate for fall 2014 to fall 2015 was 57%.

For the 2015-2016 academic year, the retention rate was 57%. Five of the students from the spring course returned to the second year of the program as well as the second year student from fall 2014 who failed a course. Persistence into the spring semester was 100%. There were also six students in the third nursing course for twelve students in the formal program.

For the 2016-2017 academic year, four students from the previous year returned (80% retention) and five students were admitted during the spring, however only two passed the required courses (89% persistence).

During the 2017-2018 academic year both students from the previous year returned (100% retention) and eleven students were initially in the third nursing course. Two of these students failed to complete the class and two students failed the class though persistence was 100%. From this group, six students have been accepted for the fall of 2018 semester and the second year nursing classes. This is the maximum number of students that the current clinical faculty

can handle as well as the clinical sites. The remaining individual has been placed on a waiting list for the fall.

For all of the last five years the nursing program has flirted with reaching the maximum number of students that we have the faculty to handle. Attrition due to grades has enabled the program to admit all qualifying students each year. Spring of 2018 is the first time that there have been more qualified students than positions available. It should be noted that this occurred when our fall enrollment was down due to the misconception that the program was closing.

Graduation data for the practical nursing program are shown in the chart below. In the last five years there have been a total of 18 graduates for an average graduation rate of 3.6 graduates per year. This is up from the eight years of the program during the last program review which had a total of 18 graduates for an average graduation rate of 2.25 graduates per year for the eight years. The ratio of graduates to declared majors reflects the ratio of graduates to the average of all students who declared nursing as their major for that academic year.

Practical Nursing Program Graduates (AS only)				
2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**
3	5	5	3	2
Ratio of Practical Nursing Program Graduates to Majors (AS only)				
3/31(10%)	5/31 (16%)	5/37 (14%)	3/24 (13%)	2/31 (6%)

(Sitting Bull College, n.d., *Shared Data File*)

Presently, no formal process is in place to track employment of nursing program graduates. Informally, all are working in nursing with several continuing their education. The two graduates from this May (2018) have not yet applied for a job or to take their licensing exams.

The licensing exam results are tracked nationally. Of the eighteen graduates since May 2014 sixteen have successfully passed their licensing exam on their first attempt and the two students from May 2018 are preparing for their exams.

Program Revenue

The following chart below summarizes the revenue data for the nursing program for the academic years from 2012 to 2018, both as dollar values and as a percentage of college total

revenue. The data indicates that the program brings in between 8.2% and 14.9% of the total SBC revenue for the last five years.

Nursing Program Revenue					
Academic Year	Tuition	ISC Revenue	Total	SBC	% of SBC Total
2012 - 2013	$86,050	$127,374	$213,424	$2,258,116	9.5%
2013 - 2014	$89,425	$125,356	$214,781	$2,226,519	9.6%
2014 - 2015	$108,225	$217,042	$325,267	$2,614,189	12.4%
2015 - 2016	$113,275	$235,410	$348,685	$2,339,357	14.9%
2016 - 2017	$158,725	$181,800	$340,525	$3,396,388	10.0%
2017 - 2018	$166,800	$191,700	$358,500	$4,379,620	8.2%

(Sitting Bull College, n.d., *Shared Data File*)

Nursing Program Revenue per Nursing Student			
Academic Year	Total	PN Enrollment	Revenue per PN Student
2012 - 2013	$213,424	51	$4,185
2013 - 2014	$214,781	54	$3,977
2014 - 2015	$325,267	71	$4,581
2015 - 2016	$348,685	73	$4,777
2016 - 2017	$340,525	54	$6,306
2017 - 2018	$358,500	55	$6,518

(Sitting Bull College, n.d., *Shared Data File*)

These revenue figures do not include the grant monies that are received for the nursing program and the monies that are received from participation in the North Dakota Nursing Education Consortium. These figures do show that the nursing program contributes to the financial viability of SBC as it is presumed that these monies go into the general fund for short and long term operations of the college.

Program Budget

Financial support for the nursing program has come primarily from a federal grant – the Native American Career and Technical Education Program (NACTEP). This grant expired in 2012 and has been extended on a year by year basis. Since the spring 2011 to present 50% to 60% of one faculty member's salary has come from Title III.

Since 2007, the ND Nursing Education Consortium has worked with the ND legislature. The result of this relationship has been some funding specifically for simulation programming. The Nursing Education Consortium is now a permanent line item on the ND Higher Education Budget. There are very specific and limiting guidelines for the expenditure of these funds.

Currently the money expected from this funding source has been saved to fund a nursing laboratory person who would oversee the nursing laboratory and practice times, tutor nursing students, and assist with implementing simulation activities.

The program budget for the last five years is shown in the table below. During this time frame, the program generated revenue averaging $317,552 per academic year not including the ND Nursing Education Consortium funds or revenue from the General Education – Nursing Transfer Degree.

Practical Nursing Program Five Year Budget Expenditures						
	2012-2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017-2018
Salary	$ 107,690	$107,390	$110,090	$110,090	$112,790	$112,790
Fringe Benefits	$ 26,923	$26,847	$16,225	$16,225	$16,600	$16,600
Supplies	$ 1,000			$3,030	$1,800	
Travel	$ 2,000			$2,914	$3,475	$1,800
Total	$ 137,613	$134,237	$126,315	$132,259	$134,665	$$131,190
Faculty Overload						
Salary	$ 1,920					$1,300
Fringe Benefits	$ 243					$166
Total	$ 2,163					$1,466
Grand Total	$ 139,776	$134,237	$126,315	$132,259	$134,665	$132,656

(Sitting Bull College, n.d., *Shared Data File*)

Advisory Committee

The Practical Nursing Program has an Advisory Committee that has had a very active and vital role in the development and continuation of the program. The committee meets once each semester for working business meetings. In the spring, the graduating class is introduced to the advisory committee and asked to provide feedback to the committee. Currently the committee consists of:

Jodie Fetsch	Director of Nursing at Custer District Health Unit
Bailey King	School Nurse, Standing Rock High School
Joelle Keepseagle	Director of Nursing, Indian Health Services

Marianne Schaefer	Assistant Director of Nursing, Indian Health Services
Jamie Giroux	IHS Public Health
Nicole Strongheart (S)	First Year Nursing Student
Jessica Walther (S)	First Year Nursing Student
Ashley Alkire (S)	Second Year Nursing Student
Dawn Lalicic (S)	Second Year Nursing Student

The advisory committee has provided valuable feedback and support for the nursing program during the accreditation visits as well as recommendations for clinical components. The members have also assisted with determining a variety of policies for the program. The members have provided valuable feedback to the nursing students who have participated in the committee meetings. The advisory meetings and discussion have provided students with a look at nursing in action as the nurses present have discussed their everyday work, experiences and concerns.

Program Self-Evaluation

Faculty

The faculty of the nursing program share a single office located just off of the nursing classroom and laboratory. This arrangement facilitates daily communication and collaboration as well as providing the opportunity for peer feedback in a timely manner. The office arrangement also facilitates ongoing professional discussions and curricular discussions. The drawback to this arrangement is that many of the changes and decisions are not documented in formal meeting minutes if at all because the discussion and decisions have already taken place. Privacy for meetings with students and other individuals is not a problem as the faculty are able to utilize the exam room to ensure privacy when necessary.

Evaluation of the faculty is through the process of individual course evaluations administered by the college. The program director regularly observes the teaching of the second instructor. A formal evaluation is completed in the spring of the year and is based in part on the observation of the classroom teaching of the instructor. The director is evaluated by the Vice President of Operations in the spring of the year. These evaluations indicate strong teaching skills and college involvement of both faculty members.

Both instructors regularly provide input to the classes of the other instructor. In addition, office discussion includes teaching suggestions and problem solving as well as current changes in the health care arena.

While the faculty have been sufficient in the past to provide quality instruction as noted by student graduation, NCLEX PN pass rates, and feedback from students and employers, there has been increasing concern regarding staffing. In September of 2015 the ND Board of Nursing conducted a full accreditation survey of the practical nursing program. One area of concern since the 2010 survey has been the availability of support personnel and additional faculty. As noted in the final report from the survey team:

> "…no current secretary or clerk assistance designated to the nursing program…is a prevailing concern, along with workload distribution, which affects overall achievement of program outcomes and sustainability of the program and individual faculty capabilities."

> "A prominent point of reference is the fact that the workload of the present nurse administrator is not comparable to that of a director in a program of similar size and type." (p. 10-11, 2015, ND Board of Nursing).

This is particularly critical in view of the aging of the faculty and the additional reporting and concern of the ND Board of Nursing. Also, the program cannot admit more than five to six students to clinical courses without adding additional faculty to assist with the clinical component. In May of 2018, the program reached maximum admissions for the second year courses and has had to place one individual on a wait list (in case not all accepted individuals return or additional faculty are found).

Student Relations

Full-time faculty in the nursing program maintain an open door, collaborative relationship with the students enrolled in the program and classes. The instructors both have posted office hours on a daily basis and maintain email contact with students as well. Voicemail is regularly utilized as well. When the students are in the clinical areas the instructor is available on site and also by phone throughout the time the students are off campus.

Course syllabi include contact information for the instructors. Office hours are also posted on MySBC. In addition, the second year students are provided with additional contact numbers for both instructors due to the nature of the course and clinical work during the second year.

The nursing courses are taught once a year. Course schedules are determined by the needs of the students and the availability of the clinical sites. Accommodations are made

whenever possible and by mutual agreement of the parties involved. The nature of the nursing curriculum does limit some of the responsiveness of the program. For example, the nursing courses can only be offered at the North Dakota campus. Scheduling has been worked on with the members of the science department so that students are able to schedule their Anatomy and Physiology, Microbiology, and nursing courses without conflicts. Instructors in English, Speech, Math, and Transitions to the Work Place have also worked with the nursing department to maximize scheduling for students.

Currently, students in the nursing program complete roughly 435 hours of clinical practice time during their various nursing courses. These practice hours are completed in settings that range from the various schools throughout the Standing Rock Indian Reservation to long-term care in Mandan, IHS clinics, and various hospital settings at CHI St. Alexius Medical Center in Bismarck. This provides students with a wide variety of experiences in the nursing field.

In the classroom, students are exposed to internet resources, electronic projection, traditional teaching methods, and the nursing laboratory. The nursing laboratory includes manikins and equipment for students to practice a wide variety of skills. Simulation technology is available but is not currently being utilized due to time needed to set up and implement each scenario and the training constraints for the individuals and faculty involved. In addition, there are five computers available to students in the classroom for testing and research.

Students from each of the two levels of nursing courses serve on each of the department committees – Nursing Division Committee, Nursing Advisory Board, and Nursing Assessment Committee. In fact, all first and second year nursing students provide feedback twice a year at the end of the semester on textbooks, clinical sites, scheduling, and anything else that comes up as part of the program evaluation.

Feedback from both students and employers indicates that the program is meeting the needs of the graduates. The employment placement of the graduates in the Program Productivity Summary demonstrates the ability of the program's courses and curriculum to meet the learning and employment needs of the students.

Curriculum Content, Design, and Delivery

The curriculum and courses are reviewed at the end of fall and spring semesters by a combination of the students and the instructors. The nursing program maintains a departmental assessment committee with representation from each year of the program. In addition the entire group of first and second year students does an end of semester evaluation of the

courses and the textbooks. Textbooks are chosen by the entire faculty based on input from students and fit for the curriculum as well as current practice. Ancillary materials such as the videos are reviewed and assessed on an ongoing basis so that the most current materials are being utilized. Course outlines are reviewed as part of the semester evaluation with students. In addition, faculty evaluate course outlines annually.

The courses that are offered meet the accrediting guidelines for practical nursing education as outlined by the ND Board of Nursing for a degree in practical nursing. Students are qualified to sit the licensing exam for practical nursing at the end of the program. The program submits an annual report to the ND Board of Nursing as well as the accrediting surveys when scheduled. The last survey was a full survey in September 2015. The program is currently accredited through 2020.

Curriculum content, design and delivery incorporates a multicultural approach. It is essential to incorporate and instruct multiculturalism throughout the entire nursing curriculum as culture is an inherent part of all human beings, their interactions, and their care. All textbooks, content, and teaching are designed and selected to include a multicultural and holistic approach.

Instructors incorporate a variety of cultures as examples and guides when teaching. Since examples within textbooks are lacking for Native American culture, students are encouraged to share or use examples from their own experiences within their own cultures. In addition, both instructors work to add content from a variety of Native American cultures. Focused discussions have provided one way to use the broad scope of multiculturalism and bring the examples to those cultures the students work most closely with, i.e. Lakota/Dakota culture. Also, students have many clinical experiences during which they work with and must examine how the culture of the individuals and the setting (many of which are on Standing Rock Indian Reservation) affect the individual and their illness journey.

Additionally, many of the nursing students need to pick up courses. Students are encouraged to choose courses from the Native American Studies department, beadwork, ethnobotany and Native American literature. This is explained to students that as graduates of a tribal college, in many settings they will be expected to be the expert on Native American culture. Such courses will prepare them for this.

Assessment Findings and Analysis

The nursing program actively participates in the SBC assessment process. The six outcomes for the program are assessed each year through a variety of measures (direct and indirect, qualitative and quantitative) including an end of program assessment tool specific to practical nursing. The results are gathered, analyzed and reported to the SBC Assessment Committee as well as the nursing Assessment Committee in the spring of the year. Changes to the program are made and documented in the assessment plan and reports which are on file in both the nursing department and the SBC shared file. These are current and up to date.

An additional plan was implemented in the fall of 2016 on the recommendation of the ND Board of Nursing accreditors which is used to assess operations, including adequate facilities, the mission, and other program items that are not addressed in the student outcomes assessment. This assessment is shared with the nursing department in the nursing division meetings. Results are on file in the nursing department.

Among the advantages of both of these assessments is that they provide a continuing look at the nursing program. This has enabled the program to make changes on a timely basis instead of waiting until an accreditation survey self-study or a program review is due.

When examining each of the six outcomes, there are overlapping areas of evaluation. The use of tools and techniques that measure more than one outcome has reduced the impact of end of program assessment on students while retaining acquisition of the information valuable to ensuring a strong and successful program.

The process of including all first year and second year (nursing courses) students in the assessment process has helped the students see how the nursing process is used in other ways. By modeling this and seeing the results of feedback being used, the students have become invested in the assessment and have become proactive in assessment. This has led to changes in how content is delivered and in textbooks.

Some of the assessment results have been discussed in other areas of this review. Most importantly the bottom line evaluation of the program is whether or not our students are successful. The answer is yes. All graduates from the last five years have taken and passed the NCLEX-PN licensing exam on the first try with two students from this year preparing for taking this exam this summer. All past graduates from this same time frame are employed in nursing. In addition, employers are seeking out our students to hire them based on their experiences with our graduates. For example, Missouri Slope Lutheran Care Center came

down to the college this spring and spoke with both the first year and second year students after hiring three of our past graduates. These graduates were the first they had hired.

The use of the HESI predictor exam has provided useful data in numerous areas. This exam captures data on the student's knowledge base in specialized areas such as psychiatric care and maternal child care as well as other concepts such as leadership, professionalism, ethics, nursing process, pharmacology, nursing interventions, and critical thinking (to name a few). The reports generated enable assessment and evaluation of the current year and a comparison to previous years with the current graduates. This has been very helpful with examining course content and teaching strategies. Changes that have been made in the last five years include adding the computerized examinations throughout the final semester of coursework for the students. This is incorporated with weekly individual work with an instructor on testing strategies and problems of the individual student. The results are reflected in the strength of our testing preparation at SBC nursing and the success of our graduates, even our high risk graduates, on their licensing exam.

Preceptors continue to rate our graduates as meeting minimal competency as a new graduate. They are particularly impressed by student willingness to work as a member of the team. This particular characteristic is repeatedly stressed throughout the curriculum.

One other notable area that has presented is the struggle students have had with the pathophysiology dimension of assessment and disease process. Increased emphasis was implemented throughout even the early coursework. Subsequent testing has demonstrated improvement in these areas though our students continue to struggle with this. Additionally, the Anatomy and Physiology instructor has added case studies to her courses to assist the students to take the anatomy and physiology concepts and apply them.

A full review of the assessment data and analysis is outside the scope of this review. This is an extensive process within the nursing department. But a very useful process. The full reports are available on the shared files.

Institutional Support

Since January 2006 the nursing program has occupied its present space in the Science and Technology Center. This space provides a private exam room similar to what students would see in a clinic setting. It provides a shared office space for two faculty. The classroom space includes a didactic and computer lab area as well as a two bed nursing lab area.

This space is very well lit with adequate heating and ventilation. There are also hand washing facilities available in three areas. There is adequate audiovisual equipment and whiteboard space. The classroom equipment allows the room to be rearranged to meet the learning and teaching needs of the curriculum. Teaching schedules and the need for accessibility to the nursing laboratory has increased the need for some nursing classes to be scheduled in other rooms.

The program does have the technology for simulation and Electronic Health Records. This equipment is not utilized to the extent it could be as it generally requires three to four faculty and staff to run the simulations.

Further institutional support is demonstrated by the computer labs available to students on all of the SBC campuses. Laptops can also be checked out by students enabling them to work off campus. The Jenzabar software system utilized by SBC facilitates documentation and use for classroom management as well as alerts for the college, registration, advising, and tracking.

Both faculty have had their office computer equipment updated. One faculty has also received a new laptop last year. The second faculty member is expected to get a new laptop shortly. It should be noted however, that computer support is limited due to the workload of the staff responsible.

Technical support for the general equipment has been consistently helpful and timely. The Director of the Library Services provides outstanding support when approached for resources. He maintains electronic resources that are current both for consumer education and for professional education in the nursing area. Print materials are more limited. Students make limited use of print materials beyond their textbooks anyway showing a preference for electronic media.

Additional resources are available in the writing laboratory with tutoring in the general education areas. Nursing students do utilize these services but it is unknown how many or how often. Nursing students over the last five years have served in the writing lab as peer tutors in mathematics and English.

The instructors provide tutoring for nursing specific materials. Several textbooks do provide online access to programs (adaptive learning) to assist students with learning the materials for an additional cost. These programs have been required with the textbooks for several classes. Access and utilization have been issues with the usage of these adaptive learning programs.

There has also been an increased effort to address student attendance with an attendance counselor as well as efforts by the members of the counseling department. The implemented cohort approach to first semester students appears to be positively impacting student retention and success. Feedback from the counselors remains sporadic and generally is that either an email was sent or a message left.

Administration is exceptionally supportive in the area of professional development. The Vice President of Operations is very encouraging and supportive of ongoing development. The members of the nursing program have been more proactive about attending professional development in the nursing areas during the last two years.

Importance to the College and other programs

The nursing program requires 45 credits of course work that are offered through various other departments at the college and in the general education courses. This includes the areas of math, English, Native American Studies, social behavioral sciences, office technology, and the sciences. For some courses such as Anatomy and Physiology and Microbiology, the nursing students make up the majority of the students enrolled in the courses. Nursing faculty also teach several general education courses including nutrition and developmental psychology.

Roughly half of the students who initially declare nursing as a major do change their major to one of the many other offerings at Sitting Bull College. This is typical of many students starting college. This significantly contributes to the overall enrollment at the college by attracting these students to the college.

An additional service expected by students and other members of the SBC community is the provision of nursing care by the department. While this is not in the job description of the department and is not a requirement, when there is a need for nursing care and first aid both faculty do respond. This has become very time consuming at times. It is also beneficial to the college family when the department provides such services as education, screening and the flu shot clinic that is scheduled annually. Certainly, the addition of wellness center to the campus would assist in this area and be very beneficial to the overall campus.

Program Planning

Trends

The nursing shortage continues to be a major state and national concern. In North Dakota, Governor Doug Burgum convened the Nursing Shortage Taskforce to make recommendations to address the critical shortage in nursing in the state. The action plans are moving forward in the spring of 2018 with strategies identified by the task force.

According to the most current employment projections by the US Department of Labor using a federal demand projection model LPN's will be the 12th greatest growth profession over the next ten years. Job Service of North Dakota has characterized LPN's as "Bright Outlook" occupations.   In addition, Job Service of North Dakota indicated that there would be a number of replacement openings in this field due to retirement, death, etc. According to the ND Job Service website, the employment of LPNs will grow 16.7% in the decade from 2014 to 2024. The care needs of an aging population, longer life expectancies, general demands for health care services, and increasing rates for chronic conditions will drive this demand for healthcare services.

Supply and demand projections tracked by the North Dakota Center for Nursing indicate that half of ND's counties had critical numbers of LPNs in 2016. As noted on the graph, the supply of LPNs continues to remain critically below demand.

Projections indicate a critical shortage of LPNs that will continue for the next 10 years. Estimated needed net increase in supply to meet demand in 2024 is 1,097 or 110 actively employed in ND LPNs per year
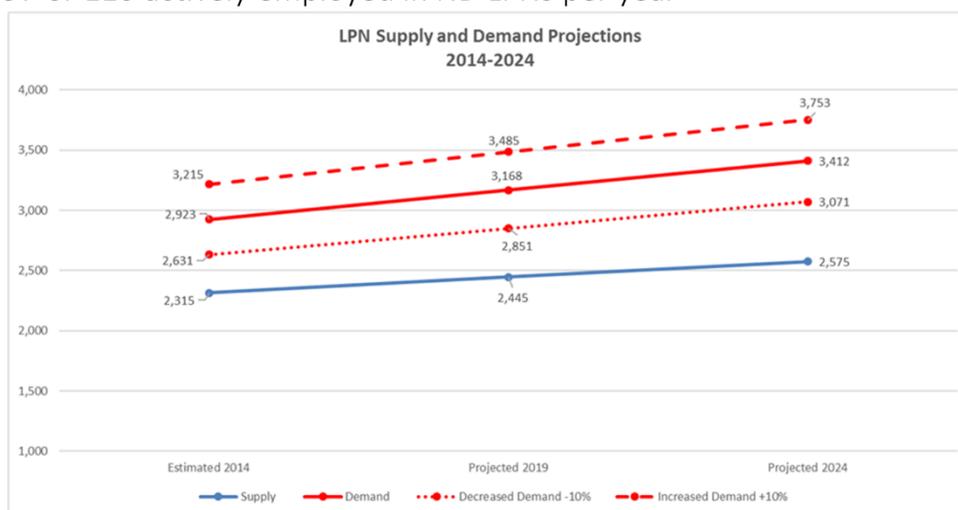
Source: ND Center for Nursing 2017 Supply and Demand Projections Technical Report available at
http://www.ndcenterfornursing.org/nursing-workforce-research/

A report prepared by the North Dakota Center for Nursing, 2017, indicates that the decreasing average age of North Dakota nurses continues to track with national trends, especially for LPN and RN nurses. While a small amount of progress has been made in increasing nurse diversity including more male and ethnic minority nurses- this needs much more emphasis. With the anticipated national shift in demographics, having a nursing workforce that is representative of the population is important. In addition, recruiting future nurses from more diverse populations provides a greater pool of potential nurses.

The nursing shortage is further compounded by a shortage of qualified faculty. Nursing schools are turning away qualified applicants because there are not enough faculty to teach them. In ND over the past 12 years, faculty have been reduced by 4% while enrollment has increased over the last 15 years by 21% for LPNs, 42% for RNs, and 55% for graduate programs (Governor's Nursing Task Force Slide Deck, 2017). A 2016 survey of ND nursing faculty showed that the result has been an increase in number of hours worked by faculty to an average of 62 hours per week.

Curricular issues are an increasing concern. Programs for practical nursing are intensive requiring close to 70 credits in most associate programs. Yet, funding and accrediting requirements are pushing for changes to these programs. Included in concerns raised by the ND Governor's Nursing Shortage Task force were curricular issues such as transferability and a uniform pre-nursing curriculum. Additionally, there is a need to restructure the curriculum to increase the focus and opportunities in the very rural areas of the state, including the reservations.

Locally, the Indian Health Services has changed RN positions to LPN positions in response to the availability of graduates from Sitting Bull College. A majority of the reservation population lives in rural areas and do not have reliable transportation. This has increased the demand for home health care.

In addition, major hospitals, clinics, and long-term care facilities are within commuting distance of the reservation. These facilities are located in Bismarck and Mandan, North Dakota as well as Mobridge and Selby, South Dakota. Outlying clinics and Indian Health Services are located in a variety of places on the reservation. These facilities provide potential completers with excellent opportunities for employment. The hospitals and clinics in the Bismarck area are a focal point for health care in North Dakota. Currently, all of these facilities have job advertisement for LPNs some of which include incentives such as a $7500 sign on bonus.

This growth is in response to the aging of the population, the general demand for health care services, and the long-term care needs for an aging population. These are areas that employ predominantly LPNs.

The rural nature of Sitting Bull College added to the limited number of available clinical locations and the declining hospitalization rate has made the goal of using screen-based learning and simulation mannequins in standardized scenarios essential to the learning of our nursing students. This is particularly true for the practical nursing students as LPNs take care of stable patients and many of the hospitalized patients are critically ill and less than stable.

Simulation provides our students with the opportunity to develop the critical thinking skills necessary for safe nursing practice. It is designed for the students to be able to practice and demonstrate skills and critical thinking necessary for the care of patients in an environment that is safe for the students. In addition, it places the learning of the students ahead of the care of the patient since the manikins and other simulators are not real. This increases the student technical, behavioral and social skills as well as their confidence.

There are some barriers to using simulation for education. Simulation equipment is very expensive. The setup and use of the equipment takes training and additional time for the faculty as well as space required for utilization. This equipment also requires technical support. However, the use of prepackaged scenarios saves on using valuable faculty time to develop scenarios. (Scenarios are the programming and instructions to set up and run a particular health condition or situation in a learning environment.) Even with this support, implementation requires 3 to 4 faculty and staff.

Revised Goals and Objectives Due to Program Review

With the slow but steady growth demonstrated by the nursing program, there is a need for adding additional teaching faculty immediately. The current faculty situation limits additional growth by the department.

The faculty situation has reached a crisis point. Due to the age of the current faculty there is a need for immediate replacement personnel to be hired. Advertising and word of mouth have not netted any applicants. In July, if no solution is available to present to the ND Board of Nursing there may be other ramifications from the accrediting body.

A nursing laboratory technician is also an immediate necessity. This individual is necessary for the program to implement simulation and provide adequate access to the nursing laboratory for student practice. The current increase of students in the first year course has

increased the load on the faculty and the overall supervision of the laboratory taking away from time to spend on the administration of the nursing program. This position could be a half time position. There are some funds available for this through the nursing education consortium from the State of North Dakota.

An additional goal for the program is to find some way to fund the NCLEX-PN examination for the graduates. The licensing and testing requirements add up to approximately $400 per student. This is a large sum for a new graduate to produce in order to obtain the nursing license.

Additional Resources Needed

There is a need for a small washer and dryer with the hookups. Currently the nursing linen is taken home by faculty to be washed.

Transportation for students to the clinical sites is currently done by the individual students. A van would decrease the numerous issues that students have with their own transportation as well as provide additional debriefing time for students and faculty.

With the end of the NACTEP funding, the nursing department needs an annual budget of roughly $1000 to replace disposable supplies for the laboratory. This would not cover adding or replacing video materials or other such components.

Monies are also needed for faculty development for the nursing faculty. Both nursing faculty need to take between 12 and 20 continuing education contact hours per year in the field of nursing to maintain licensure.

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Appendix A

Suggested Course Sequences

Suggested Curriculum Sequence For Student Progression Through
ASSOCIATE OF SCIENCE
PRACTICAL NURSING PROGRAM

A suggested sequence through the Practical Nursing Program, incorporating all prerequisites, is shown below.

Spring Term 1

PSYC 100	First Year Learning Experience	3 credit hours
CSCI 101	Introduction to Computer	3 credit hours
ENGL 110	Composition I	3 credit hours
NAS 101	Ochethi Sakowin Language I	4 credit hours
Or NAS 103	Introduction to Ochethi Sakowin Language, Culture, and History	
	Total Credits	**13 credit hours**

Fall Term 2

BIOL 220	Anatomy and Physiology I	4 credit hours
ENGL 120	Composition II	3 credit hours
NURS 101	Introduction to the Nursing Profession	1 credit hour
NURS 201	Holistic Health Assessment	3 credit hours
PSYC 111	Introduction to Psychology	3 credit hours
	Total Credits	**14 credit hours**

Spring Term 3

BIOL 230	Anatomy and Physiology II	4 credit hours
BIOL 202	Microbiology	4 credit hours
NURS 206	Fundamental Nursing Interventions	3 credit hours
PSYC 255	Child and Adolescent Psychology	3 credit hours
	Total Credits	**14 credit hours**

Fall Term 4

COMM 110	Fundamentals of Public Speaking	3 credit hours
HPER 200	Nutrition	2 credit hours
NURS 206C	Fundamental Nursing Interventions (Clinical)	1 credit hour
NURS 205	Basic Pharmacology for Nurses	2 credit hours
NURS 231	Mental Health/Behavioral Health Nursing	2 credit hours
NURS 245	Nursing Care of Families	4 credit hours
	Total Credits	**14 credit hours**

Spring Term 5

MATH 102	Intermediate Algebra	4 credit hours
NURS 246	Nursing Care Across the Lifespan	9 credit hours
NURS 297	Capstone Experience in Nursing	1 credit hour
SOC 120	Transitions – Graduation and Beyond	2 credit hours
	Total Credits	**16 credit hours**
	Total Degree Requirements	**71 credits**

Please note that the general education courses may be taken in a different sequence than what is listed above. The prerequisites for the nursing classes must be met before a student may take those classes. Transitions and the Capstone Experience in Nursing are to be taken during the final semester of study.

Appendix B

Faculty Satisfaction Survey

Faculty Satisfaction Survey Results

The results of the Faculty Satisfaction Survey have been aggregated, and scored using a 1-5 point scale with a score of 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree. In addition, the percent of respondents who answered either Strongly Agree or Agree is shown, as well as the percent of respondents who answered either Disagree or Strongly Disagree. (N = 2)

1) All faculty have the opportunity to participate in curriculum development.
   Mean score = 5.0
   Strongly Agree/Agree = 100%
   Strongly Disagree/Disagree = 0%

2) All faculty have the opportunity to participate in program planning.
   Mean score = 5.0
   Strongly Agree/Agree = 100%
   Strongly Disagree/Disagree = 0%

3) Faculty in this program are concerned with student success.
   Mean score = 5.0
   Strongly Agree/Agree = 100%
   Strongly Disagree/Disagree = 0%

4) The variety of faculty expertise is sufficient to provide effective instruction within program.
   Mean score = 5.0
   Strongly Agree/Agree =100%
   Strongly Disagree/Disagree = 0%

5) Faculty in this program are given the opportunity to participate in the program review process.
   Mean score = 5.0
   Strongly Agree/Agree = 100%
   Strongly Disagree/Disagree = 0%

6) The program review process is effective in evaluation of the strengths and weaknesses of the program.
   Mean score = 5.0
   Strongly Agree/Agree = 100%
   Strongly Disagree/Disagree = 0%

7) Information gathered during the program review is integrated into the program's planning process.
   Mean score = 5.0
   Strongly Agree/Agree = 100%
   Strongly Disagree/Disagree = 0%

8) Communication among faculty in the program is frequent, interactive, and effective.
   Mean score = 5.0
   Strongly Agree/Agree = 100%
   Strongly Disagree/Disagree = 0%

9) I am satisfied with the quality of educational planning in this program.
   Mean score = 5.0
   Strongly Agree/Agree = 100%
   Strongly Disagree/Disagree = 0%

10) The required text(s) are selected by all faculty teaching a particular course.
   Mean score = 5.0
   Strongly Agree/Agree = 100%
   Strongly Disagree/Disagree = 0%

11) The program's courses conform in content, textbooks, and instruction methods to current disciplinary standards.
   Mean score = 5.0
   Strongly Agree/Agree = 100%
   Strongly Disagree/Disagree = 0%

12) Adjunct faculty communicate with the program full-time faculty regarding grading policies.
   Mean score = Not Applicable
   Strongly Agree/Agree = Not Applicable
   Strongly Disagree/Disagree = Not Applicable

13) Faculty in this program both assess and base grades and course credit on student achievement and learning outcomes.
   Mean score = 5.0
   Strongly Agree/Agree = 100%
   Strongly Disagree/Disagree = 0%

14) The faculty in this program are sufficient in number to provide effective instruction within the discipline.
   Mean score = 2.0
   Strongly Agree/Agree = 50%
   Strongly Disagree/Disagree = 50%

15) Faculty in this program stay current in their area of expertise.
   Mean score = 4.0
   Strongly Agree/Agree = 100%
   Strongly Disagree/Disagree = 0%

16) The faculty in this program are actively involved in staff development activities.
   Mean score = 4.5
   Strongly Agree/Agree = 100%
   Strongly Disagree/Disagree = 0%

17) The availability of classroom supplies is sufficient to maintain the effectiveness of this program's courses.
   Mean score = 4.5
   Strongly Agree/Agree = 100%
   Strongly Disagree/Disagree = 0%

18) Class schedules for this program conform to students' demand and educational needs.
   Mean score = 5.0
   Strongly Agree/Agree = 100%
   Strongly Disagree/Disagree = 0%

19) Faculty in this program distinguish between personal conviction and professionally accepted views in the discipline.
   Mean score = 5.0
   Strongly Agree/Agree = 100%
   Strongly Disagree/Disagree = 0%

20) Faculty in this program are committed to high standards of teaching.
      Mean score = 5
      Strongly Agree/Agree = 100%
      Strongly Disagree/Disagree = 0%

21) Adequate facilities and equipment are available to maintain the effectiveness of this program's courses.
      Mean score = 3.5
      Strongly Agree/Agree = 50%
      Strongly Disagree/Disagree = 0%

22) Library services and collections are adequate to maintain the effectiveness of this program's courses.
      Mean score = 4.5
      Strongly Agree/Agree = 100%
      Strongly Disagree/Disagree = 0%

23) Tutoring and writing center facilities are adequate to maintain the effectiveness of this program's courses.
      Mean score = 4.5
      Strongly Agree/Agree = 100%
      Strongly Disagree/Disagree = 0%

24) Clerical support is available and adequate to maintain the effectiveness of this program's courses.
      Mean score = 3.0
      Strongly Agree/Agree = 50%
      Strongly Disagree/Disagree = 50%

25) I have been provided a copy of the SBC policies and procedures and the SBC faculty handbook.
      Mean score = 4.5
      Strongly Agree/Agree = 100%
      Strongly Disagree/Disagree = 0%