



**Cycle: 2018-2021**

**DIPLOMA IN APPLIED SCIENCE WITH A MAJOR IN PRACTICAL NURSING**

**Program Mission Statement:**

The Practical Nursing program prepares students for a vocation requiring intellectual, interpersonal, and psychomotor skills that are based upon biological, behavioral, and humanistic principles. Graduates of the Practical Nursing program are prepared to work in a variety of settings and upon completion of the program, the student is eligible to apply to take the licensure boards for Licensed Practical Nursing Practice (NCLEX-PN)

**Division:** Health and Human Services

**AVP:** Dan Averette

**Department Chair:** Annie Ruth Grant

**Coordinator:** Naomi Holley

**SACSCOC Standard:** 8.2A

**Accrediting Agency:**  Yes  No

**Name:** State Board of Nursing

**Certification Exam(s):**  Yes  No

**Agency Name:** N/A

**Licensure:** NCLEX-PN

Program Student Learning Outcome	Monitoring Year
<b>Human Flourishing:</b> Promote the human dignity, integrity, self-determination, and personal growth of patients, oneself, and members of the healthcare team	2018-2019
<b>Nursing Judgement:</b> Provide a rationale for judgments used in the provision of safe, quality care for decisions that promote the health of patients within a family context.	2019-2020
<b>Professional Identity:</b> Assess how one's strength and values effect one's identity as a nurse and one's contributions as a member of the healthcare team.	2019-2020
<b>Spirit of Inquiry:</b> Question the basis for nursing actions considering research, evidence, tradition, and patient preferences	2020-2021

## STUDENT LEARNING OUTCOMES FOR DAS.PNR -- 2018-2019

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? <b>NOTE: include student ratio with all results.</b>	How will you use this information to improve the program
<p><b>Human Flourishing:</b> Promote the human dignity, integrity, self-determination, and personal growth of patients, oneself, and members of the healthcare team</p>	<p><b>PNR 110 Fundamentals of Nursing</b></p>	<p>Students will demonstrate the basic principles and beginning skills necessary to the nursing process. This PSLO is assessed by the following: <b>Specific body system clinical check-off, and Complete Head to toe skills check-off</b></p> <p>*These skills are graded as Pass/Fail</p>	<p>85% of the students will pass the specific body system clinical skills check-off 1<sup>st</sup> attempt and 100% 2<sup>nd</sup> attempt</p> <p>85% of the students will pass the complete Head to toe skills check-off 1<sup>st</sup> attempt and 100% 2<sup>nd</sup> attempt</p>	<p>Fall 2018</p>	<p>12 out of the 14 students (85.7%) passed the specific body system clinical skills check-off 1<sup>st</sup> attempt and 14 out of 14 students (100%) passed 2<sup>nd</sup> attempt.</p> <p>14 out of 14 students (100%) passed the complete head to toe skills check-off 1<sup>st</sup> attempt</p>	<p>The expected level of learning was met. Will continue to use performance.</p>

## STUDENT LEARNING OUTCOMES FOR DAS.PNR – 2019-2020

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? <b>NOTE: include student ratio with all results.</b>	How will you use this information to improve the program
<b>Professional identity:</b> Assess how one's strength and values effect one's identity as a nurse and one's contributions as a member of the healthcare team.	PNR 128 Medical/Surgical Nursing I	Students will begin utilizing the nursing process and identify their role as a patient advocate in the healthcare setting. This PSLO was assessed by: Individual Projects (topics assigned & Rubric used).	85% of the students will receive an 80% or higher on their individual project, (rubric is used)	Spring 2019	14 out of 14 students (100%) received 80% or higher on their individual projects.	The expected level of learning was met. Will continue to use performance.

## STUDENT LEARNING OUTCOMES FOR DAS.PNR – 2019-2020

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? <b>NOTE: include student ratio with all results.</b>	How will you use this information to improve the program
<p><b>Nursing Judgement:</b> Provide a rationale for judgments used in the provision of safe, quality care for decisions that promote the health of patients within a family context.</p>	<p>PNR 138 Medical/Surgical Nursing II</p> <p>PNR 182 Special Topics in Practical Nursing.</p>	<p>Students will analyze and demonstrate competency in caring for the adult patient with alterations in health including mental health, chronic and surgical care. This PSLO is assessed by the HESI exam and Individual Projects (topics assigned).</p> <p>Students will Demonstrate leadership and management skills in the care of acute and chronic patients and prioritize their care. This PSLO will be assessed by the HESI Exit Exam</p>	<p>85% of the students will score 800 or higher on the HESI final exam.</p> <p>85% of students will score 85% or higher on their individual projects (rubric is used).</p> <p>85% of the students will receive 850 or higher on their HESI Exit exam, 1st time.</p>	<p>Summer 2020</p>	<p>22 out of 22 students (100%) made 800 or higher on the HESI final exam.</p> <p>22 out of 22 students (100%) made 85% or higher on their individual projects.</p> <p>26 Out of 28 (92.8%) students scored 850 or higher on their HESI exam 1st time.</p>	<p>The expected level of learning was met for the HESI exam. Will continue to use performance.</p> <p>The expected level of learning was met for the individual projects. Will continue to use performance.</p> <p>The expected level of learning was met for the HESI exam. Will continue to use performance.</p>

## STUDENT LEARNING OUTCOMES FOR DAS.PNR – 2019-2020

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? <b>NOTE: include student ratio with all results.</b>	How will you use this information to improve the program
<p><b>Nursing Judgement:</b> Provide a rationale for judgments used in the provision of safe, quality care for decisions that promote the health of patients within a family context.</p>	PNR 170 Nursing of the Older Adult	Students will care for a group of geriatric patients in a long-term care setting, including specialized dementia care. This PSLO will be assessed by the individualized dementia projects (rubric used).	85% of the students will receive 80% or higher on their Dementia Project (rubric used)	Summer 2020	28 out of 28 (100%) students achieved 80% or higher on their Dementia project.	The level of learning was met. Will continue to use performance.

## STUDENT LEARNING OUTCOMES FOR DAS.PNR– 2020-2021

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? <b>NOTE: include student ratio with all results.</b>	How will you use this information to improve the program
<b>Spirit of Inquiry:</b> Question the basis for nursing actions considering research, evidence, tradition, and patient preferences	<b>PNR 122 Fundamentals of Pharmacology</b>	Students will apply knowledge of basic pharmacologic principles and demonstrate competency in drug dose. This PSLO was assessed by: Drug Dose Calculation(DDC) test and HESI comprehensive exam	85% of the students will receive 85% or higher on the DDC.  85% of the students will receive a score of 850 or higher on their HESI final exam	Fall 2020	48 out of 48 students (100%) received an 85% or higher on the DDC.  30 students out of 48 (62.5%) received an 850 or higher on the HESI final exam (students had 1 attempt to score 850)	The expected level of learning was met for DDC. However, the benchmark for the HESI final exam was not met. This course was greatly affected by the COVID pandemic. The classes vacillated between online and face to face. Another huge variable was students/faculty being quarantined for 2 weeks at a time. A Pharmacology simulation was created for the first time this year; however, space was very limited, especially since “Social distancing” was being enforced. In the future, Pharmacology simulation will be combined with the PNR 110 (Fundamentals) medication skills checkoff.

## STUDENT LEARNING OUTCOMES FOR DAS.PNR– 2020-2021

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? <b>NOTE: include student ratio with all results.</b>	How will you use this information to improve the program
<b>Spirit of Inquiry:</b> Question the basis for nursing actions considering research, evidence, tradition, and patient preferences	PNR 165 Nursing Care of the Family	Students will provide developmentally appropriate nursing care to pediatric and obstetrical patients and make safe and appropriate clinical decisions in the healthcare setting. The assessment tool used is: An EVOLVE case study for obstetrics and the Growth & Development presentations for Pediatrics	85% of the students will receive 80% or higher on their OB Case Study  85% of the students will receive 80% or higher on their Growth & Development Presentations for Pediatrics	Spring 2021	21 out of 30 (70%) students received a score of 80% or higher on the case study.  29 Out of 29 (100%) students received a score of 80% or higher on their G & D projects.	The students did not meet the benchmark for the OB case study. The case study was available to the students PRIOR to the lecture class for the material and students worked ahead. In the future, case studies will not be made available to students until after the content has been discussed in lecture.  Students met the benchmark for the G & D projects. Will continue to use performance.

## CONTINUOUS STUDENT IMPROVEMENT

### This Cycle's Results and Comparison to Last Cycle's and Recommended Actions:

The Practical Nursing Program Curriculum consists of 48 credit hours. It is organized from foundational to complex. Each semester builds upon the previous. The design of the program is such that students are exposed to community concepts and health delivery models in both the community setting and acute/long term care settings. In Fall 2017, the curriculum courses were revised as follows:

<u>Previous Course</u>	<u>Credit Hours</u>	<u>Current Course</u>	<u>Credit Hours</u>	<u>Reason for Change</u>
BIO 210-Anatomy & Physiology 1	4	BIO 112-Anatomy & Physiology	4	To allow more students the opportunity to enroll in the PN program; more students were successful with BIO 112.
BIO 211—Anatomy & Physiology 2	4			
PNR 120-MedSurg 1	5	PNR 128-MedSurg 1	7	2 MedSurg courses were being taught in the same semester
PNR 130-MedSurg 2	5			
PNR 140-MedSurg 3	5	PNR 138—MedSurg 2	7	
PNR 155-Maternal/Infant/Child Nursing	7	PNR 165 Nursing Care of the Family	6	
PNR 182-Special Topics (Pharmacology)	2	PNR 122-Fundamentals of Pharmacology	3	With the administration of Medications, there needed to be a course specific for focusing on medication safety.
		Added--AHS 205—Ethics & Law for Allied Health	3	This course provided an overview of law and ethics for nursing professionals.
*The PNR 182 Course-Special Topics in Practical Nursing is now the Leadership course = 2 hours				This leadership course provides the student the opportunity to put all the program content into perspective and learn more of their role as a Practical Nurse.
<b>TOTAL Credits</b>	<b>32</b>		<b>32</b>	



Prior to 2018, the admission to the Practical Nursing Program was capped at 24. In the Fall 2018 cohort, we had 14 students enroll. Our goal was to increase the number of students in our program, providing access for more students to enter the healthcare field. If an ADN student was unsuccessful at any time during their program, we would give them the opportunity to transition over to the LPN program, hoping they would complete the LPN program and then return to complete the LPN-RN transition program. An additional FTE faculty member was added February 2019. The SC LLR Advisory Board was notified June 2019 of the intent to increase the LPN admission cap beginning Fall 2019. The intended changes to the Practical Nurse Program did not meet the SC LLR requirements of Chapter 91-9 "Program Changes Requiring Board Approval". The Practical Nursing program enrollment increased by 328.57% from Fall 2018-Fall 2020.

**Fall 2020 change-----**Upon review of the PNR curriculum, faculty determined that the content in AHS 205 (ethics & law) is also covered in PNR 182 Specials Topics (leadership). Students in the first semester were having difficulty with medical terminology; therefore, AHS 205 (ethics & law) was replaced with AHS 102 (Medical Terminology).

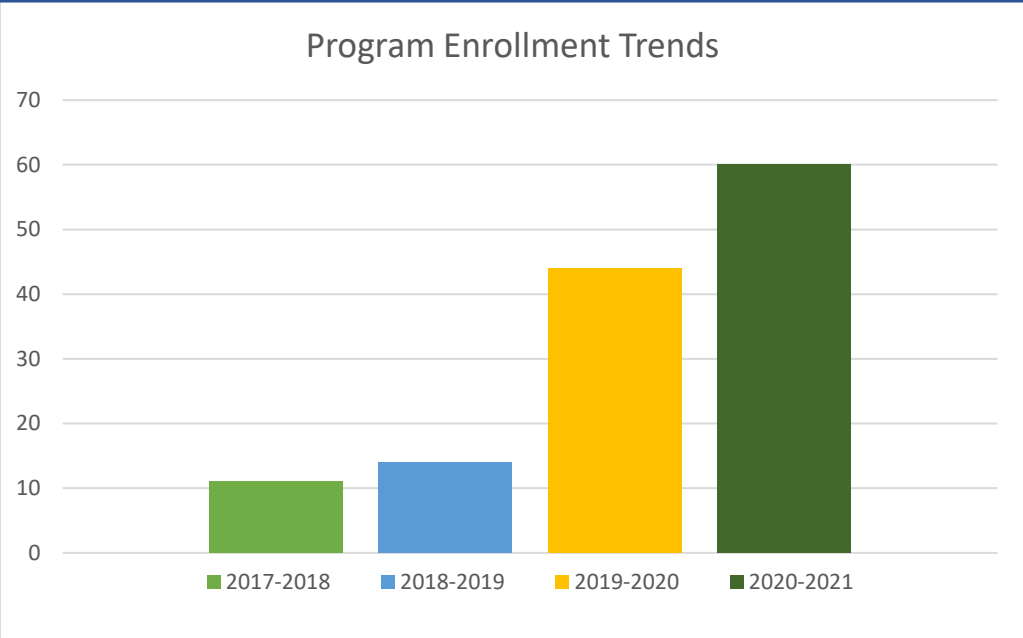
In 2017, prior to the current change, the PNR 170 course had been changed to clinical only; the faculty decided students really needed the lecture time to tie the lecture content with the clinical content. Consequently, the PNR 170 (Nursing of the older adult) course was revised to include a 1 hour lecture time (0-3-2).

The Practical Nursing program uses HESI testing scores as a benchmark determination of student overall knowledge and abilities. The PN program faculty administers 5 HESI proctored tests during the program to evaluate student knowledge and ability. Until Fall 2020, students were given 2 attempts to meet benchmark (2 versions of tests are available) and if they did not score the benchmark, they would get a 0 as their final exam grade. If the student scored the benchmark or higher, they received a 100 as their final exam grade. After much review and discussion about the HESI scoring and benchmarks set for each course, faculty determined that the grading and attempts needed to be changed. Beginning with Fall 2020 cohort, students have one attempt to satisfactorily meet benchmark, but the benchmark score equates to a conversion score, which is entered as their final exam grade for first and second semester courses. Senior students will take a HESI Exit exam in PNR 182 course; if the student does not meet the required benchmark, they will fail the course.

Other methods of student learning include Drug Dose Calculation tests (DDC), Clinical Care Plans, and group/individual projects. The projects and care plans are graded using a rubric.

Faculty continue to monitor and evaluate student performance with the program outcomes at the end of each course and the program outcomes after each graduation.

## PROGRAM VITAL STATISTICS

Indicator	Trend Analysis	Action Plans										
<p style="text-align: center;">Program Enrollment Trends</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Program Enrollment Trends Data</caption> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>11</td> </tr> <tr> <td>2018-2019</td> <td>14</td> </tr> <tr> <td>2019-2020</td> <td>44</td> </tr> <tr> <td>2020-2021</td> <td>60</td> </tr> </tbody> </table>	Year	Enrollment	2017-2018	11	2018-2019	14	2019-2020	44	2020-2021	60	<p>The practical nursing program increased by 328.57% from Fall 2018-Fall 2020. An additional FTE faculty member was added Feb. 2019. The SC LLR Advisory Board was notified June 2019 of the intent to increase the LPN cap beginning Fall 2019.</p>	<p>We anticipate that fall 2021 enrollment will be similar or meet the enrollment cap of 50.</p>
Year	Enrollment											
2017-2018	11											
2018-2019	14											
2019-2020	44											
2020-2021	60											

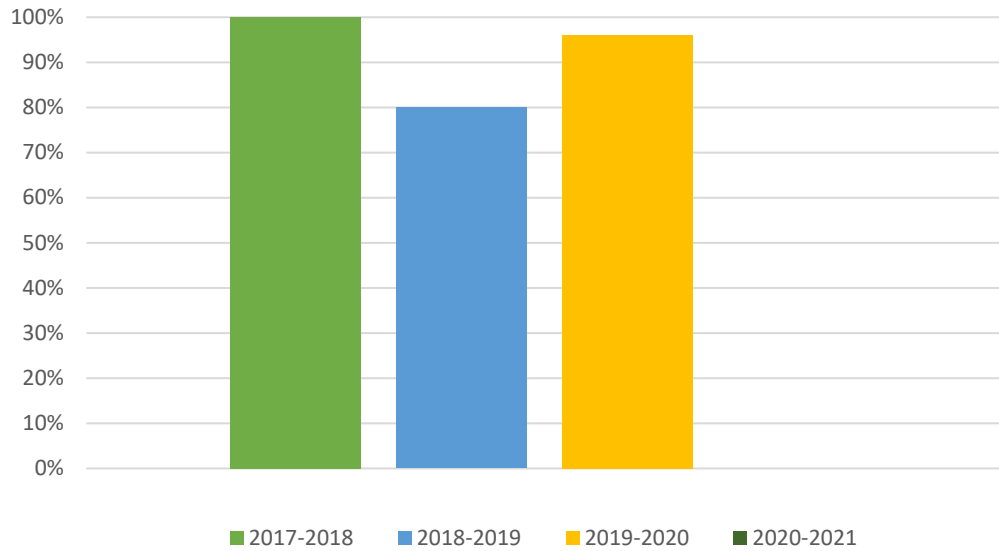
Indicator	Trend Analysis	Action Plans										
<p style="text-align: center;"><b>Fall to Spring Persistence</b></p> <table border="1"> <caption>Fall to Spring Persistence Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>75%</td> </tr> <tr> <td>2018-2019</td> <td>100%</td> </tr> <tr> <td>2019-2020</td> <td>63%</td> </tr> <tr> <td>2020-2021</td> <td>55%</td> </tr> </tbody> </table>	Year	Percentage	2017-2018	75%	2018-2019	100%	2019-2020	63%	2020-2021	55%	<p>2019---Fall to spring persistence was impacted greatly by 2 students withdrawing from the program due to family issues and students who were unsuccessful at passing the HESI final exam in one or both Nursing classes. (students were given 2 attempts ---after version 1 was attempted unsuccessfully, each student was assigned “remediation” packets that were individually prepared for them based on their weak content areas.</p> <p>2020---Fall to spring persistence was greatly impacted by the pandemic and the online/virtual learning. Student were accepted into Fall 2020 with lower than acceptable TEAS scores (due to Pandemic).</p>	<p>We anticipate improving our Fall to Spring persistence in Fall 2021 by accepting students who meet all criteria and returning to face to face classroom instruction. Throughout the semester, we will be conducting more case study classroom activity and simulation clinical scenarios, including debriefing.</p>
Year	Percentage											
2017-2018	75%											
2018-2019	100%											
2019-2020	63%											
2020-2021	55%											
<p style="text-align: center;"><b>Graduation Rates</b></p> <table border="1"> <caption>Graduation Rates Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>100%</td> </tr> <tr> <td>2018-2019</td> <td>100%</td> </tr> <tr> <td>2019-2020</td> <td>60%</td> </tr> <tr> <td>2020-2021</td> <td>0%</td> </tr> </tbody> </table>	Year	Percentage	2017-2018	100%	2018-2019	100%	2019-2020	60%	2020-2021	0%	<p>Fall to spring persistence had an effect on the graduation rate of 2019 &amp; 2020 for reasons noted above.</p>	<p>This first cohort (2018) was a close-knit group. They were able to develop a strong collaborative learning environment. The faculty hope to facilitate this same collaborative relationship with future cohorts.</p>
Year	Percentage											
2017-2018	100%											
2018-2019	100%											
2019-2020	60%											
2020-2021	0%											

**Indicator**

**Trend Analysis**

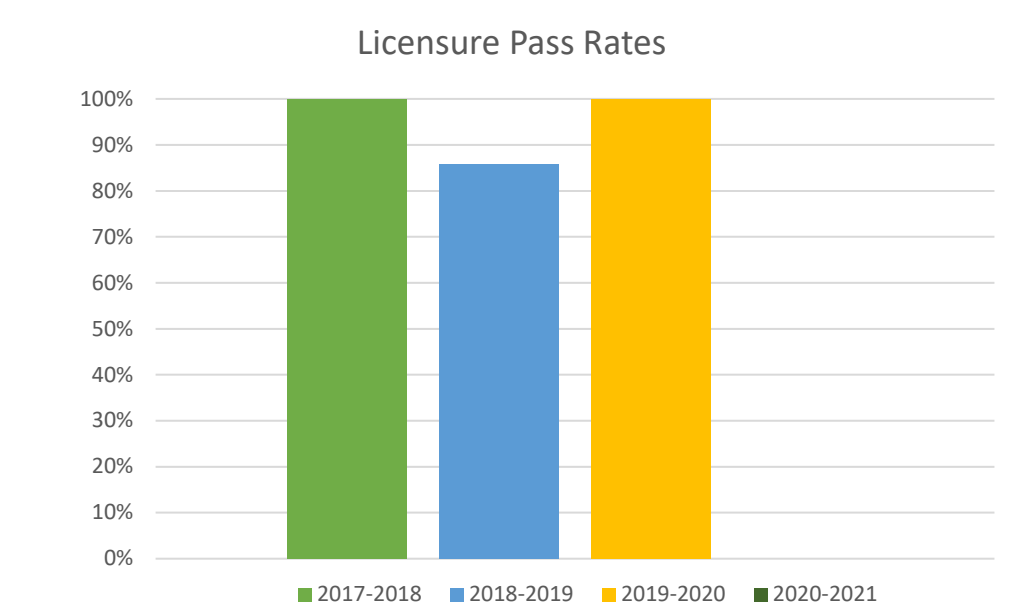
**Action Plans**

**Job Placement Rates**



The Practical Nursing Program historically has strong job placement rates. All graduates that seek employment are successful finding work.  
For Year 2018-2019, 2 students did not pass NCLEX-PN and 1 student was unable to take the exam due to personal reasons.  
For Year 2019-2020, 1 student was unable to take the NCLEX-PN exam due to family issues. The student successfully passed NCLEX-PN this year, 1<sup>st</sup> attempt, and got a job.

Faculty will continue to foster strong relationships with our clinical affiliates and encourage students to seek begin the interview process early.

Indicator	Trend Analysis	Action Plans
<p style="text-align: center;"><b>Licensure Pass Rates</b></p>  <p>*First time pass rates</p>	<p>The Practical Nursing program historically has a strong licensure pass rate. Faculty encourage students to take the NCLEX-PN exam within 3 months of graduating.</p> <p>For Year 2018-2019, 2 students did not pass NCLEX-PN and 1 student was unable to take the exam due to personal reasons; student has since taken and passed the exam.</p>	<p>Faculty will continue to encourage all graduates to take the NCLEX-PN exam within 3 months of graduating. We will also continue with the HESI Live Review at the end of the Summer semester, which is mandatory for all students.</p>