

**SEMINOLE STATE COLLEGE
ASSOCIATE IN APPLIED SCIENCE FOR NURSING (110)**

Program Review Summary

October 2022

Introduction

The mission of Seminole State College is to empower people for academic success, personal development, and lifelong learning. To that end, the College offers twenty-seven degree/certificate programs, including the Associate in Applied Science for Nursing. In accordance with requirements set forth by the Oklahoma State Regents for Higher Education, the College conducts a thorough review of this degree program every five years. The Health Science Division presents here the results of its self-review of the Associate in Applied Science for Nursing.

Assessment of this transfer degree program employed several direct and indirect indicators. The focus of this process was to evaluate degree program productivity and the achievement of specific degree program and general education outcomes by students. Additionally, this review relates these findings to several relevant Higher Learning Commission Criteria and Components and the educational mission of the College. Based on the information presented here, the academic division makes recommendations regarding the degree program.

3.7.5 Process (Internal/External Review): Self-review by academic division

Previous Reviews and Actions from those reviews: While the previous AY's strategy was to create a plan to extend the time for completion of the mathematics requirement the enrollment into Dosage Calculations has declined and may be offered less frequently. A plan to address this trend is being formulated in consultation with Advising and STEM.

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

Analysis of degree program productivity revealed that the degree program averaged 118 declared majors per year an increase from 82 the average years' prior. We have developed and implemented an online LPN to RN program that is popular among working LPNs and increases our retention, graduation rates, and success in the curriculum. The improvement data are not illustrated in the current dataset because the first cohort has not completed the curriculum.

Additionally, the SSC Nursing program is accredited by ACEN and authorized by the Oklahoma Board of Nursing. All our metrics are externally evaluated by these organizations, and we are currently engaged in submitting the organization's requested reports and follow-up visits. Both organizations have expressed concern of our declining NCLEX pass rates which is primarily due to recent personnel and curricular changes. The effectiveness of the current curriculum and faculty will show significant improvement in these metrics upon graduation of the initial cohort enrolled in the revised curriculum. It is anticipated with the current enrollment

increase, implementation of the LPN to RN program and new faculty that administrative support of additional faculty (including current salaries) and support staff will be warranted.

A. Centrality of the Program to the Institution's Mission:

SSC Mission Statement

Seminole State College empowers people for academic success, personal development, and lifelong learning.

The Associate in Science for Health Sciences Degree Program:

Empowers people for academic success by preparing students for a range of Health Sciences careers and at the same time improve their critical thinking skills necessary for success in all studies.

Empowers people for personal development by training students to set and achieve educational goals by developing responsibility, organizational skills, and academic skills. The program places students in appropriate developmental or college level courses, allowing students the opportunity to progress through the curriculum to achieve success.

Empowers people for life-long learning by providing a variety of courses that vary in content and have the purpose of broadening a student's appreciation of and creating a desire for continued learning once they have completed their education.

Seminole State College prepares students to continue their education beyond the two-year level, trains students for careers and other educational opportunities, and makes available resources and services designed to benefit students and the community at large. Seminole State College also enhances the capabilities of individuals to achieve their goals for personal development by providing quality learning experiences and services that respond to diverse individual and community needs in a changing global society.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

Associate in Applied Science for Nursing Degree Program Outcomes

Outcome 1: Develop professional nursing skills using the core values of Compassion, Opportunity, Respect and Excellence.

Outcome 2: Promote nursing excellence through exploration of opportunities for lifelong learning and professional self-development.

Outcome 3: Operate within the scope of practice of the registered nurse to perform safe, ethical, and legal care.

Outcome 4: Demonstrate comprehensive professional knowledge of evidence based practice to promote health and prevent disease, leading to improved health care outcomes.

Outcome 5: Apply clinical reasoning and nursing process to meet patients'

health care needs, throughout the lifespan, using a holistic, patient centered approach.

Outcome 6: Utilize effective therapeutic communication in the care of individuals and their families.

Outcome 7: Appreciate and provide culturally competent, patient-centered care to promote, restore and maximize health potential of individuals.

Outcome 8: Collaborate with multidisciplinary health care teams to advocate for efficient and effective health care.

Outcome 9: Utilize nursing informatics and advanced technology to enhance patient outcomes.

Outcome 10: Demonstrate integrity in all professional interactions and academic settings.

B.2 Quality Indicators (including Higher Learning Commission issues):

The SSC Nursing Degree Program fulfills Higher Learning Commission Criteria by providing evidence of student learning, faculty engagement that encourages quality teaching, and effective assessment of the student learning process. Instructors in the Health Science - Nursing area consistently review assessment tools and methods and revise those tools and methods, when necessary, to provide the most accurate assessment data possible. To measure the outcomes specific to the Nursing Degree Program course embedded assessment is one method. Instructors used pre-tests and post-tests as the tools to obtain assessment data. Faculty members regularly review and change pre-test and post-test questions when necessary. Instructors use formative assessment to evaluate student learning and adjust teaching to reflect the findings from the formative assessment. This process illustrates that the Nursing Degree Program fulfills academic priorities such as improving the assessment of student learning and striving for instructional quality.

Instructors calculate student score improvements from pre-test to post-test for every class in the fall semester. While pre-tests and post-tests only assess improvements in a sampling of course objectives, the fact that all courses in the Nursing area show improvement verifies that student learning takes place and that outcomes specific to the Nursing Degree Program are met and students are prepared for National Board Certifications.

As an example, key personnel gathered course embedded assessment data from the Fall 2021 and Spring 2022 semesters, as shown in the following table. The percent of increase reflects the difference between the average of the post-test scores and the pre-test scores. For all the Major Field courses, the average growth rate was 37.5%.

Table 1. Combined Course Embedded Assessment Results for Fall 2021 through Spring 2022 for Major Field Courses in Degree Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
----------------------------	--------------------	---------------------	------------

General Education Outcome 1			
General Education Outcome 2	42%	71%	29%
General Education Outcome 3	29%	71%	42%
General Education Outcome 4	28%	75%	47%
Specific Outcomes for AAS Nursing	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3			
Degree Program Outcome 4	43%	75%	32%

B.3. Minimum Productivity Indicators:

The following table provides the data for the Nursing Degree Program.

Table 2

Nursing Declared Majors and Graduates			
Academic Year	Semester	Declared Majors	Graduates Total Per Year
2017-2018	Summer	66	
	Fall	85	
	Spring	68	22
2018-2019	Summer	21	
	Fall	88	
	Spring	112	20
2019-2020	Summer	27	
	Fall	113	
	Spring	113	31
2020-2021	Summer	30	
	Fall	122	
	Spring	121	50
2021-2022	Summer	26	
	Fall	118	
	Spring	111	39

Enrollment and graduation data showed increases in declared majors and graduates of the program. With the online LPN to RN implemented we expect these metrics to increase in the next year.

These data shows that the Nursing Degree Program well exceeds the minimum standards of productivity for Majors Enrolled (25) and Degrees Confirmed (5).

B.4. Other Quantitative Measures:

- a. Number of courses taught exclusively for the major program for each of the last five years and the size of classes:

However, the seven courses considered major courses for this program are listed in Table 5. The classes range in size from 10 to 50 students.

- b. Student credit hours by level generated in all major courses that make up the

degree program for five years:

Table 3. Credit Hours Generated in Major Field Courses By Level

Academic Year	1000 Level Credit Hours Generated	2000 Level Credit Hours Generated
2017-18	898	3193
2018-19	923	2175
2019-20	1027	2662
2020-21	917	2599
2021-22	1030	1373
Totals	4795	12002

Note: In Table 3, the “Total Hours Generated” column represents the student credit hours generated by all the Major Courses of the degree program for the given academic year. The hours do not represent the number of student credit hours generated only by those students declaring Nursing as their major.

c. Direct instructional costs for the program for the review period:

Instructional Cost (Estimate):

No direct data was available that could be used to determine the exact amount of the instructional cost for any of the math and science degree programs. The annual SSC budget report provided the total expenditures for the science department as shown in Table 4. The annual Nursing budget contains the instructional costs for the degree program.

Table 4

Academic Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Instructional Cost	\$423,548	\$460,621	\$459,621	\$463,449	\$460,000*

*Assumption of flat allocation

d. The number of credits and credit hours generated in the program that support the general education component and other major programs including certificates:

Support of General Education Outcomes

All courses offered in the Nursing areas support the General Education philosophy. The Nursing Program instructors at Seminole State College make every effort to provide experiences that will equip students with the necessary skills to make informed decisions and encourage life-long learning. Instructors also attempt to provide experiences that will make students into citizens who will be thoughtful about their attitudes toward human life, cultural diversity, and biological and physical environments. Please see Table 3 for a list of student credit hours generated in the major courses.

All college level courses in the Nursing areas at Seminole State College support one or more of the General Education Outcomes. As students move through the course offerings of the Nursing Degree Program, they will eventually achieve all four General Education Outcomes. To illustrate this support of the General Education Outcomes the following table shows the Major Field courses for the Associate in Applied Science for Nursing Degree Program and the General Education Outcomes each course addresses.

Table 5

All General Education Outcomes addressed by a specific course are marked with the letter "X."

Major Field Course Information			General Education Outcome			
Prefix	Number	Title	1	2	3	4
NURS	1104	Pre-Nursing	X	X	X	X
NURS	1113	Nursing Pharmacology		X	X	X
NURS	1214	Med-Surg Nursing I		X	X	X
NURS	1213	Med-Surg Clinical I		X	X	X
NURS	1225	Maternal, Newborn, Peds		X	X	X
NURS	2214	Med-Surg Nursing II		X	X	X
NURS	2223	Med-Surg Clinical II		X	X	X

- e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full-time equivalent faculty in the specialized courses within the curriculum:

Current Nursing Faculty

Table 6

Current Full-Time Nursing Faculty

Name	Teaching Area	Highest Degree	Institution
Crystal Bray	Pre-Nursing	MSN	Southern Nazarene U.
Sheryl Denton	Med Surg	MSN	Graceland U.
Damaila Lester	Med Surg/Pharm/Pre-Nursing	MSN	Northeastern State
Ann Benson	Med Surg/Leadership/Peds	MSN	Phoenix U.
Cynthia Tainpeah	Psychosocial/Pharm	MSN	Okla. Wesleyan

Current Full-Time Faculty from Other Divisions Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
Current Adjunct Mathematics/Science/Engineering Faculty			

f. If available, information about employment or advanced studies of graduates of the program over the past five years:

No data

g. If available, information about the success of students from this program who have transferred to another institution:

Transfer Reports from Four-Year Institutions:
na

B.5. Duplication and Demand:
B.5. Duplication and Demand Issues:

Review of Duplicated Programs

While other institutions have similar programs, the Nursing Degree Program is a high demand program at Seminole State College. Our function at Seminole State College is to provide local access to those students in our five-county service area wishing to pursue the Nursing Degree. This degree program prepares students for an occupation in high demand.

The Nursing Degree is a high demand program and the rates of declared majors and graduation well exceed OSRHE productivity levels.

B.5.a. Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

The Nursing Degree is a high demand program and the rates of declared majors and graduation exceed OSRHE productivity levels. An average of 81 students selected the Associate in Applied Science in Nursing Degree Program each year over the period under review with an average of 32 graduates each year. This degree program possesses a high demand level. Relative to the number of students declaring Nursing as a major, the graduation rate is 40%. The students in the Nursing Degree Program are predominately over the age of 24 at 63% in spring 2022. Learners of all ages declare this major. The number of under-prepared learners following this program in spring 2022 was 29% as indicated by the Nursing ACT scores under 19.

B.5.b. Detail demand for students produced by the program, considering employer demands, demands for skills of graduates, and job placement data:

Faculty members expect students with a Nursing Degree to enter immediately into the workforce.

B.5.c. Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

Not applicable to SSC.

B.5.d. Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community: cf. B.5.b above

Although many of the faculty members commute, they also participate in community activities such as blood drives, Lion's Club, Rotary Club, churches, and the local chambers of commerce. Additionally, the faculty sponsor student-led Health Fairs and vaccination clinics. Faculty members and students are active in the five-county area served by SSC.

B.5.e. The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

The SSC Nursing program implemented an online LPN to RN program. This program allowed expansion of student cohort size and thus help to address the nursing demand.

B.6. Effective Use of Resources:

Staff Support

The Nursing Program has a full-time secretary who primarily supports the Health Science Division Chair, and secondarily supports the other functions of the division including purchasing, maintaining budgets and various records, and facilitating the various needs of the Nursing faculty members. The program also has a part time dedicated pre-nursing advisor housed in the Nursing program's main office.

Educational Technology Support

The infusion of technology into academic programs and processes currently receives priority implementation and funding at Seminole State College. Through this focus, the College creates a technologically enhanced academic environment focused on student learning. As a result, technology has never been a limiting factor in classroom instruction. Primary funding sources are E&G funds, federal grants, dedicated student fees, and private donations.

Seminole State College installed a wireless network with two control centers providing Internet and Seminole State College Intranet connectivity to campus academic and residential buildings. In addition to wireless connectivity, all classrooms are hard-wired for Internet and Seminole State College Intranet access. Students have access to personal email accounts, online enrollment, student records, and can obtain copies of their transcripts online. Students may use one of the computers in 16 computer labs stationed across campus to access these sites. Technologically equipped classrooms have computer systems with current instructional and multimedia software, CD/DVD/VCR players, digital multimedia projectors and a Smart Board. Faculty members use the internet for instructional activities and information research in courses throughout the curriculum.

Technological services provided by the Testing Center include computerized Advanced Placement testing, class placement testing, ACT residual testing, telecourse testing, and technologically aided ADA appropriate testing for students with special needs.

Instructional Technology Support Services

Maintaining all forms of technology used in instruction requires a qualified support team. Seminole State College has just such a team made up of the MIS director and two tech persons. They are responsible for maintaining all campus technology such as computers, Smart Boards, and keeping the campus Intranet and Internet operable in all offices and classrooms.

Web-based Support Services

Brightspace is available to instructors for course management and not just for online course delivery. Through My SSCOK, instructors report student grades electronically, receive emergency response, and make announcements.

Institutional Program Recommendations: (describe detailed recommendations for the program because of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

Table 7

Recommendation	Implementation Plan	Target Date
Expand enrollment and graduation rates in the nursing Program.	Follow cohort of online LPN to RN students for success rates.	Ongoing
Increase NCLEX pass rates.	Evaluate effectiveness of standardized predictors of passing the NCLEX and adjust accordingly.	Ongoing

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:			
Expand program	Increase graduates by 20%	Increase graduates by 20%	Provide support of program expansion with increased commitment to more competitive faculty salaries. Increase number of faculty

Department/
Program Head


(Signature)

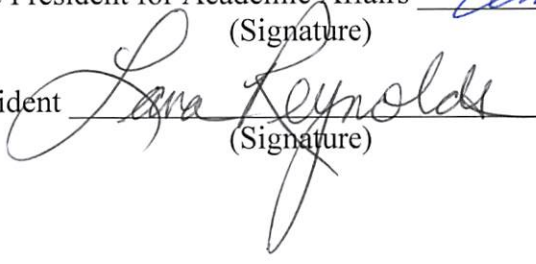
Date 16 Nov 22

Vice President for Academic Affairs
(Signature)



Date 11-16-22

President


(Signature)

Date 11-21-22