

SINTE GLESKA UNIVERSITY

PRACTICAL NURSING PROGRAM REVIEW

April 2016

Section 1: Introduction

Program Description:

Degree Plans:

Program History:

In July of 2003 Sinte Gleska University was granted Interim approval for a Practical Nursing program. Groundwork was initiated and Interim Status was granted by the SD Board of Nursing in September of 2005. Sinte Gleska University Practical Nursing program was placed on Probationary Status in September of 2008, and resumed Probationary Status as of February 2015. There had been a Notice of Intent to close the program in 2013, and SGU was given one year to make changes. Please see Attachment 1, Board of Nursing 2013 report [Click Here](#); Attachment 2, BON 2015 ([Click Here](#)) and Attachment 3, BON 2016. ([Click Here](#))

As a result of the Board of Nursing reviews and the low pass rate for first time testers for the Practical Nursing Boards, NCLEX-PN significant changes have been made in the Nursing Program, including

- Raising the passing grade to an 80% or B average. (Students must maintain a B average or they will be put on probation and risk being dismissed from the program. Students voted **unanimously** to raise the passing grade, Nov. '13.)
- Investigate various Pre-admission exams for assurance of successful completion of program.
- Raise the admission requirements to include a grade of 80% or B average.
- Make an admission test with TEAS V mandatory with those results part of the admission criteria.
- Require all in-coming students to have successfully completed a CNA course.

The Board of Nursing looks at all Nursing Programs with their focus on the results of students testing or taking Boards for the first time. The results of the last four years of students follows:

Year	Total 1 st Testers	Total Pass	% for Year	Rule 21 %
2012	11	6	55%	26%
2013	12	3	25%	36%
2014	2	1	50%	37%
2015	4	3	75%	42%

Mission Statement:

The mission of the Nursing graduates is to be a provider of care by providing preventive, restorative, and supportive nursing and/or assist Person's significant others in meeting the health needs across the life span in a variety of structured settings and use the nursing process in meeting the health needs of Person. This will be accomplished by following the State Nursing standards and graduating with skills in leadership and respect. Leadership with regards to Sinte Gleska University reflects the cultural heritage of our ancestors and the traditional virtues of woohitika (bravery), wolakota (respect) wacantognaka (generosity), woksape (wisdom), and wowacintanka (fortitude), which help form our Lakota universe.

Purpose Statement

The purpose of the Sinte Gleska Nursing Program is to respond to the emerging health care needs of the individual in a changing health care system in the United States, especially on the Rosebud Reservation, a system in which practical nursing will play an ever-growing integral role, helping to provide access to health care for people in their homes, hospitals, clinics, doctor's offices, extended health care facilities,

and nursing homes. Practical nurses function within the standards of practice, demonstrating safe, competent and legal/ethical practice.

Philosophy Statement

Consistent with the philosophy of the institution, the practical nursing administration and faculty will work to create a climate in which students are motivated to maximize the use of their talents and abilities. The environment most conducive to learning is one in which the teacher and student share mutual respect, and where theory and clinical experiences are correlated and taught in a logical sequence. Practical nursing is an integral component of the nursing profession and provides a solid foundation for nursing education programs. Nursing education supports continuation of self-development and maintenance of competency by active involvement in continuing education.

Other General Information:

The Nursing Department also prepares students to become Certified Nursing Assistants. Those interested may also obtain their Medication Aide certificate. Pass rates for the past 4 years for both of those courses, follows:

Year	Total CNA taught	Total Pass	Total Still Certified
2012	29	21 or 72%	6 or 29%
2013	30	23 or 77%	7 or 30%
2014	37	34 or 92%	31 or 91%
2015	23	14 or 61%	14 or 100%
4 Yr. Total	119	92 or 77%	58 or 63%

May 10, 2016

Year	Total Registered for Med Aid class	Total Passed Med Aid
2012	9	6 or 67%
2013	10	7 or 70%
2014	4	3 or 75%
2015	13	7 or 54%
4 Year Total	36	23 or 64%

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Separate Application Process:

The Admission process has been enhanced with the addition of requiring CNA, and a weighted scoring sheet is utilized during the interview process. It is our goal to ensure that students that are admitted into the program will be able to be successful. At this point in time, we have had to dismiss several students as they were not able to maintain an 80% average which is required to remain in the Nursing Program. Please see the Admission application, Attachment #4. ([Click Here](#)) Status sheets are also included in Attachment #5. ([Click Here](#))

Section 2: Alignment with SGU Mission

How Department Mission Aligns with SGU Mission:

SGU Mission Statement	Nursing Mission Statement
<p><i>Sinte Gleska University provides a model for Indian-controlled education. It is an institution governed by people rooted to the reservation and culture, concerned about the future, and willing to work to see the institution grow. It provides each Lakota person the opportunity to pursue an education and does so in a way that is relevant to career and personal needs. Sinte Gleska University graduates will help determine the future development and direction of the Tribe and its institutions. The mission of Sinte Gleska University is to plan, design, implement and assess post-secondary programs and other educational resources uniquely appropriate to the Lakota people in order to facilitate individual development and tribal autonomy.</i></p>	<p><i>The mission of the Nursing graduates is to be a provider of care by providing preventive, restorative, and supportive nursing and/or assist Person's significant others in meeting the health needs across the life span in a variety of structured settings and use the nursing process in meeting the health needs of Person. This will be accomplished by following the State Nursing standards and graduating with skills in leadership and respect. Leadership with regards to Sinte Gleska University reflects the cultural heritage of our ancestors and the traditional virtues of woohitika (bravery), wolakota (respect) wacantognaka (generosity), woksape (wisdom), and wowacintanka (fortitude), which help form our Lakota universe.</i></p>

How Department Promotes Wolakota:

Section 3: Alignment with Community Needs

Student Post Graduation

In the last four years, we have had a total of 9 students take and pass the Board of Nursing NCLEX-PN exam on the first attempt. Of those nine students, they represent communities as far away as Wagner to the east, west to Martin, and north to White River. Former students are working in Nursing Homes, Clinical/Office settings, and Hospitals in the local area.

Year	No. Enrolled	No. Graduating	Total Testing	Passed on 1 st attempt	Retested/ Passed	Employed in Nursing
2015	10	3	3	3	0	3
2014	13	5	2	1	1	2
2013	9	9	9	3	0	3
2012	11	11	4	2	2	3

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The immediate area provides us with varied clinical sites from which to choose. For the geriatric population, the Nursing Homes in White River, SD and Valentine, NE are utilized. The Clinic in Mission is also a great resource for our students, as well as the Indian Health Service in Rosebud for Women's Health, Medical-Surgical, Outpatient and Emergency Room. Cherry County Hospital in Valentine is a resource for specialty clinics, as well as Medical-Surgical clinicals. Creative options include hosting prenatal classes at the area high school for those students currently pregnant; working with the Boys and Girls Club to ensure exposure to that Pediatric population and attending the University Day Care to gain experience working with the young attendees.

Labor Market Information:

State and National Wages

Wage Table Hourly Wage Chart Yearly Wage Chart						
Location	Pay Period	2014				
		10%	25%	Median	75%	90%
United States	Hourly	\$15.21	\$17.20	\$20.43	\$23.78	\$28.22
	Yearly	\$31,600	\$35,800	\$42,500	\$49,500	\$58,700
South Dakota	Hourly	\$13.05	\$14.82	\$16.81	\$18.86	\$21.59
	Yearly	\$27,100	\$30,800	\$35,000	\$39,200	\$44,900

State and National Trends

United States	Employment		Percent Change	Projected Annual Job Openings ¹
	2014	2024		
Licensed Practical and Licensed Vocational Nurses	719,900	837,200	+16%	32,220
South Dakota	Employment		Percent Change	Projected Annual Job Openings ¹
	2012	2022		
Licensed Practical and Licensed Vocational Nurses	2,140	2,380	+12%	80

http://dlr.sd.gov/lmic/menu_labor_force.aspx

Wage Rates Area Distribution

[Show Display Options](#)

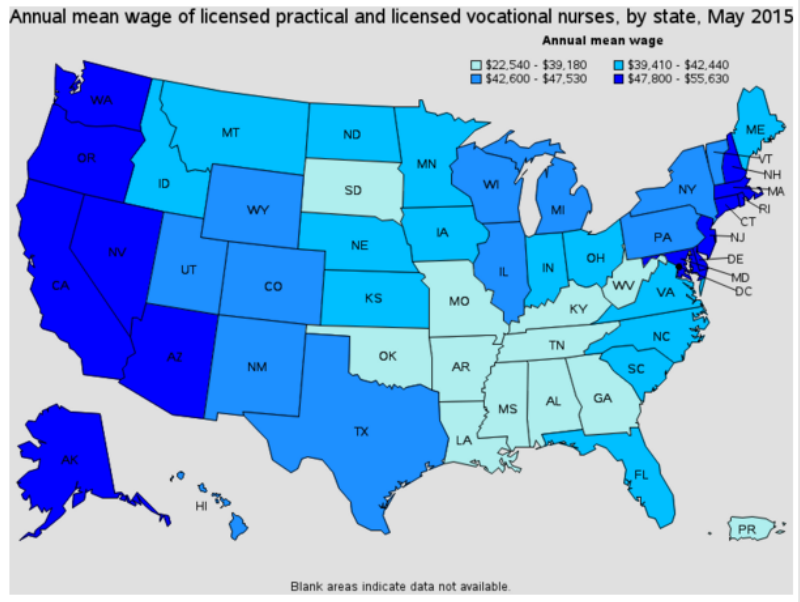
The table below shows the distribution of the estimated 2014 Mean Annual labor market wage rates for individuals employed as Licensed Practical and Licensed Vocational Nurses in South Dakota by metro area.

Click a column title to sort.

Rank	Area Name	2014 Mean Annual Wage
1	Rapid City, SD Metropolitan Statistical Area	\$36,175
2	Sioux Falls, SD Metropolitan Statistical Area	\$35,116

Source: Labor Market Information Center, SD Dept. of Labor & Regulation
 The mean wage is also known as the average wage. The mean wage is calculated by dividing the estimated total wages for an occupation by the number of workers in that occupation. 25th % and 75th % wage rates represent the 25th and 75th percentile of the wage distribution, respectively. Data is from an annual survey.

<http://www.bls.gov/oes/>



Partnerships:

Employer Survey Information:

Recent employer surveys indicate satisfaction with the preparation of our students. There have not been any recommendations or suggestions from employers regarding changes to be made to the Nursing Program.

Section 4: Student Participation and Success

Student Enrollment

With the increase in rigor of the Nursing Program, we have had several students who had to drop out, or their grades were not sufficient to remain in the program. We continue to strive to determine ways that students can be supported so that they can be successful. Various means of remediation are being used to enhance retention of material, including but not limited to Post-Exam Analysis where the student reviews the tests and determines why they missed various questions; students prepare presentations to peers and/or faculty on topics that have been difficult to grasp; Concept Maps are developed to enhance retention of topics, etc. In January 2015, Sinte Gleska University obtained ATI Nursing (Assessment Technologies Institute) for our students to utilize in preparation for the Board exams.

The following chart shows the success and struggles of our students over the past four years.

<i>Program:</i>	LPN				
Academic Year	New Students	Continuing Students	Completed	Retained (Still Enrolled)	Withdrew (Drop or Stop Out)
2015-2016	8	2	2	2	6
2014-2015	10	1	3	3	7
2013-2014	13	0	5	2	8
2012-2013	10	0	10	0	0

Year	No. Enrolled	No. Graduating	Total Testing	Passed on 1 st attempt	Retested/ Passed	Employed in Nursing
2012	11	11	4	2	2	3
2013	9	9	9	3	0	3
2014	13	5	2	1	1	2
2015	10	3	3	3	0	3
Total	43	28 or 65%	18	9 or 50%	3 or 17%	11/12 or 92%

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It is of utmost importance that students interested in Nursing come into the program with a **strong** background in Math, Science, and English. Students have been encouraged to utilize the www.Khanacademy.org website to enhance their basic skills and knowledge. Ms. Dana Gehring is teaching the Anatomy & Physiology for the Practical Nursing program at this time.

Please refer to charts above for the numbers on the CNA and Med Aide classes. Other courses being offered include Medical Terminology and Overview of Nursing.

Courses Required by Other Programs Taught by Nursing:

Courses Offered for Non-Degree Seeking Students:

Section 5: PLOs and Curriculum & Instruction

How Students Evaluated Toward PLOs:

Sinte Gleska University

Department of Nursing

Program Outcomes & Competencies

According to the NAPNES Standards of Practice, at the end of this program we expect you to demonstrate the following program outcomes and competencies:

A. Professional Behaviors - Demonstrate professional behaviors of accountability and professionalism according to the legal and ethical standards for a competent licensed practical/vocational nurse.

Competencies which demonstrate this outcome has been attained:

- *Comply with the ethical, legal, and regulatory frameworks of nursing and the scope of practice as outlined in the LP/VN nurse practice act of the specific state in which licensed.*
- *Utilize educational opportunities for lifelong learning and maintenance of competence.*
- *Identify personal capabilities and consider career mobility options.*
- *Identify own LP/VN strengths and limitations for the purpose of improving nursing performance.*
- *Demonstrate accountability for nursing care provided by self and/or directed to others.*
- *Function as an advocate for the health care consumer, maintaining confidentiality as required.*
- *Identify the impact of economic, political, social, cultural, spiritual, and demographic forces on the role of the licensed practical/vocational nurse in the delivery of health care.*
- *Serve as a positive role model within healthcare settings and the community.*
- *Participate as a member of a practical/vocational nursing organization.*

B. Communication - Effectively communicate with patients, significant support person(s), and members of the interdisciplinary health care team incorporating interpersonal and therapeutic communication skills.

Competencies which demonstrate this outcome has been attained:

- Utilize effective communication skills when interacting with clients, significant others, and members of the interdisciplinary health care team.
- Communicate relevant, accurate, and complete information.
- Report to appropriate health care personnel and document assessments, interventions, and progress or impediments toward achieving client outcomes.
- Maintain organizational and client confidentiality.
- Utilize information technology to support and communicate the planning and provision of client care.
- Utilize appropriate channels of communication.

C. Assessment - Collect holistic assessment data from multiple sources, communicate the data to appropriate health care providers, and evaluate client responses to interventions.

Competencies which demonstrate this outcome has been attained:

- Assess data related to basic physical, developmental, spiritual, cultural, functional, and psychosocial needs of the client.
- Collect data within established protocols and guidelines from various sources including client interviews, observations/measurements, health care team members, family, significant other(s), and review of health records.
- Assess data related to the client's health status, identify impediments to client progress and evaluate response to interventions.
- Document data collection, assessment, and communicate findings to appropriate member/s of the healthcare team.

D. Planning - Collaborate with the registered nurse or other members' of the health care team to organize and incorporate assessment data to plan/revise patient care and actions based on established nursing diagnoses, nursing protocols, and assessment and evaluation data.

Competencies which demonstrate this outcome has been attained:

- Utilize knowledge of normal values to identify deviation in health status to plan care.
- Contribute to formulation of a nursing care plan for clients with non-complex conditions and in a stable state, in consultation with the registered nurse and as appropriate in collaboration with the client or support person(s) as well as members of the interdisciplinary health care team using established nursing diagnoses and nursing protocols.
- Prioritize nursing care needs of clients.
- Assist in the review and revision of nursing care plans with the registered nurse to meet the changing needs of clients.
- Modify client care as indicated by the evaluation of stated outcomes.
- Provide information to client about aspects of the care plan within the LP/VN scope of practice
- Refer client as appropriate to other members of the health care team about care outside the scope of practice of the LP/VN.

E. Caring Interventions - Demonstrate a caring and empathetic approach to the safe, therapeutic, and individualized care of each client.

Competencies which demonstrate this outcome has been attained:

- *Provide and promote the client's dignity.*
- *Identify and honor the emotional, cultural, religious, and spiritual influences on the client's health.*
- *Demonstrate caring behaviors toward the client and significant support person(s).*
- *Provide competent, safe, therapeutic and individualized nursing care in a variety of settings.*
- *Provide a safe physical and psychosocial environment for the client and significant other(s).*
- *Implement the prescribed care regimen within the legal, ethical, and regulatory framework of practical / vocational nursing practice.*
- *Assist the client and significant support person(s) to cope with and adapt to stressful events and changes in health status.*
- *Assist the client and significant other(s) to achieve optimum comfort and functioning.*
- *Instruct client regarding individualized health needs in keeping with the licensed practical/vocational nurse's knowledge, competence, and scope of practice.*
- *Recognize client's right to access information and refer requests to appropriate person(s).*
- *Act in an advocacy role to protect client rights.*

F. Managing - Implement patient care, at the direction of a registered nurse, licensed physician or dentist through performance of nursing interventions or directing aspects of care, as appropriate, to unlicensed assistive personnel (UAP).

Competencies which demonstrate this outcome has been attained:

- *Assist in the coordination and implementation of an individualized plan of care for clients and significant support person(s)*
- *Direct aspects of client care to qualified UAPs commensurate with abilities and level of preparation and consistent with the state's legal and regulatory framework for the scope of practice for the LP/VN.*
- *Supervise and evaluate the activities of UAPs and other personnel as appropriate within the state's legal, and regulatory framework for the scope of practice for the LP/VN as well as facility policy.*
- *Maintain accountability for outcomes of care directed to qualified UAPs.*
- *Organize nursing activities in a meaningful and cost effective manner when providing nursing care for individuals or groups.*
- *Assist the client and significant support person(s) to access available resources and services.*
- *Demonstrate competence with current technologies.*
- *Function within the defined scope of practice for the LP/VN in the health care delivery system at the direction of a registered nurse, licensed physician, or dentist.*

As approved and adopted by NAPNES Board of Directors May 6, 2007.

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Within each syllabus, the various Program Learning Outcomes and Student Learning outcomes are identified, as shown above. The students are graded upon their ability(ies) to function according to these outcomes.

Curriculum Map:

Curriculum Map – Practical Nursing Program

Courses	Demonstrate professional behaviors of accountability and professionalism according to the legal and ethical standards for a competent licensed practical/ vocational nurse.	Effectively communicate with patients, significant support person(s), and members of the interdisciplinary health care team incorporating interpersonal and therapeutic communication skills.	Collect holistic assessment data from multiple sources, communicate the data to appropriate health care providers, and evaluate client responses to interventions.	Collaborate with the registered nurse or other members of the health care team to organize and incorporate assessment data to plan/revise patient care and actions based on established nursing diagnoses, nursing protocols, and assessment and evaluation data.	Demonstrate a caring and empathetic approach to the safe, therapeutic, and individualized care of each client.	Implement patient care, at the direction of a registered nurse, licensed physician or dentist through performance of nursing interventions or directing aspects of care, as appropriate, to unlicensed assistive personnel (UAP).
PN 150	I		I			
OE 155 Med Term	I	I				
PN 101	I	I				
PN 105 CNA	I	I	I		I	
PN 102 Pharm I	I	I	I	I	I	
PN 210 Nsg Basics I	I/R	I/R	I/R	I/R	I	
PN 215 Nsg Basics II	I/R	I/R	I/R	I/R	I/R	I
PN 202 Pharm II	R/M	R/M/A	R/M/A	R/M/A	R/M/A	I/R/A
PN 220 Nsg Bsc III	R/M/A	R/M/A	R/M/A	R/M/A	R/M/A	R/M/A
PN 225 Nsg Bsc IV	R/M/A R/M/A	R/M/A	R/M/A	R/M/A	R/M/A	R/M/A
PN 290 Precept	M/A	M/A	M/A	M/A	M/A	M/A
PN 120 Prof. Dev	M/A	M/A	M/A	M/A	M/A	M/A
PN 240 NCLEX	M/A	M/A	M/A	M/A	M/A	M/A

Key: "I"=Introduced; "R"=reinforced and opportunity to practice; "M"=mastery at the senior or exit level; "A"=assessment evidence collected

Summary of Outcome Data:

EVALUATIONS: The size of the Nursing Program allows us to be rather informal. Our students were recently approached regarding what other options for remediation would be beneficial to enhance their retention. Students openly volunteered to do presentations to peers and faculty, as that was a method that worked for them. Other options were put forth, i.e. Post Exam Analysis, Reviewing Concept Maps, study groups, etc. While students were experiencing difficulty with math last fall, it was recommended that they utilize www.Khanacademy.org for their own reviews, etc. Those that took advantage of the Khan Academy did show improvement in their math capabilities in Pharmacology. The Overview of Nursing is being revised so that students will have a greater appreciation for what lies ahead. They will be encouraged to do remediation after taking exams, etc. A self-study course is being implemented for the new applicants, so that we will be able to determine the degree of commitment of the applicants. We strive to determine how we can ensure the students are fully prepared to embark on the journey of becoming a nurse.

Evaluations submitted by the students have limited if any suggestions for improving the courses. Please refer to attachment #8 for evaluation of Briana Broschat ([Click Here](#)); attachment #9 for evaluation of Melody Otte ([Click Here](#)) and attachment #10 ([Click Here](#)) for evaluation of Rita Schneider. Multiple conversations have been had regarding the lack of preparation of our students, i.e. when they get into the Nursing Program, they seem woefully unprepared. Discussions were had about the lack of rigor in prerequisite courses and this has been shared with the Vice President of Academic Affairs. All of the nursing courses, i.e. Medical Terminology, Overview of Nursing have been overhauled to enhance the rigor for the incoming students.

The TEAS V preadmission exam has been less than successful. Students have not taken advantage of preparing for the exam. Books for their review are available at no cost to them, but they still have not gotten the books to preview. In discussing this frustration, the General Education Department offered to set up a study group for the next group of students taking the TEAS V preadmission exam. We will also be “weighting” the utilization of the study group on the admission process, i.e. if they do not take advantage of the study group, there are no points given; if they do utilize the study group, points will be earned for their admission to the program.

Admission requirements include that students must have their CNA certificate. This has been beneficial, but we are also finding that those who have actually been employed as a CNA are better prepared to perform in clinical settings, than those students who took the CNA course, but have not ever practiced. Those students who have worked as a CNA are able to relate many of the disease processes back to patients in their care. For this purpose, it is being recommended that weighted points be given to those students with CNA experience, as well as suggesting a letter of recommendation from that employer.

Current Syllabi:

Attached in Appendix

Composite of Student Evaluations:

Attached in Appendix

Section 6: Human, Financial, and Physical Resources:

Faculty Qualifications:

PROGRAM HUMAN RESOURCES (FACULTY)

Instructor	FT / A Status	Degree/Known Expertise	Strength to Program	PD Accomplished or Attended	Active SGU Committee Membership	Community Service Completed
Briana Broschat	FT	BSN, Cedarville University Minors in Cross-cultural Studies and Biblical Studies <ul style="list-style-type: none"> • Hennepin County Med Center, ICU, 5 years. • District One Hospital, Women’s Health, L/D, Postpartum, 9 mo. 	Caring and innovative LPN instructor enthusiastic about teaching and delivering high quality nursing education to students. Passionate about students realizing their full potential and becoming empowered through a nursing degree, while congruently delivering LPN graduates committed to the promotion of excellence within the nursing workforce. Special interest in helping to bridge understanding, sensitivity, and respect between Western and Lakota Medicine.	Currently enrolled in course on Leadership Accepted into SDSU for MSN Applying for Simulation Certification program	ATI Champion in Nursing program Simulation Chair Nursing Curriculum	Teen Prenatal Class (Rosebud Reservation) Rosebud Boys and Girls Club
Rita Schneider	FT		Teaches the basics of Nursing to include CNA, Medication Aid, Medical Terminology and Overview of		Nursing Admission Committee	

			Nursing. An exceptional instructor with great reviews from her students. Brings a wealth of experience to the classroom. Has enhanced her courses to increase the rigor of those courses.			
Melody Otte	FT	MSN, Creighton University 2014	Teaches “flipped” class with use of pre-recorded audio/PPT presentations. Is a very dynamic instructor; has great insight into issues which arise; Due to distance, is on campus about q 10 days; always available via text, email for students.	Enrolled in Post-Masters Certificate in Acute Care thru Creighton University	Nursing Curriculum Review	Community CPR classes; Pink Lady: Fund raising organization for cancer patients; Lutheran Ladies Group
Virginia Cozad	FT	MSN, SDSU 1997 BSN, Marquette University 1973	DON; brings a diverse background of experience in various arenas within the healthcare field. No experience in Nursing Education, but ready to ask colleagues. Sets high expectations for self, co-workers and students.	Certified Diabetes Educator; Legal Nurse Consultant; pursuing Life Care Planning Certification; locums as FNP	Faculty Council Faculty Chairs	Rotary Blood Drive coordinator; Relay for Life Survivor Chair

How Well Staffing Meets Program Needs with any Gaps that need to be addressed:

Due to the complexity and intensity of the courses, skills/lab instruction and remediation, Simulation opportunities, debriefing and remediating as well as the clinical experiences, it is necessary to hire an adjunct clinical instructor who would share the skills and/or the didactic portion of the nursing Program. Our current staff is, and has been stretched to the maximum, and if retention is to be contemplated, serious consideration of adjunct faculty has to be deliberated.

Physical Resources:

With the recent move (summer 2015) to our current location of 351 East 2nd St. many changes and enhancements to the physical building have taken place. A one-way window in the Simulation lab; major remodeling to the basement to include new flooring; an egress window and paint to all of the walls have turned the basement into a very nice Simulation lab, complete with interactive mannequins. A nice classroom is also in the basement, which has a TV monitor which can be used for on-line utilization of Power Points or conferences via the web, etc. The Allied Health program has been very generous in helping us to get all the Simulation and multiple other items for student use.

At this point in time, the budget is lacking in that the salaries for the nursing instructors are woefully deficient. Due to the rural area, and the general lack of qualified staff in the area, it will be necessary to raise the salaries to an equitable range of other Nursing Programs. We have been very fortunate to have found the dedicated staff that is currently here, but if and when they leave and/or retire, it will be difficult to locate anyone to fill their positions. As mentioned above, the Allied Health grant was able to help the Nursing program with many significant purchases. With the end of that grant looming in the near future, efforts will need to be made to ensure ongoing support of the Nursing Program.

Section 7: Recommendations

Strengths: Dedicated staff is a **huge** strength!

- Briana Broschat came to us, with a desire to be helpful to a Tribal college. Bri has the desire, the clarity of vision, as well as the ability to decline an opportunity if she will not be able to do the project justice. She is willing to take on the Simulation Certification, and is also going to pursue her Master's Degree in Nursing Education through SDSU. Bri is thorough in her presentations to students; expects them to be thorough in their remediation efforts, etc. She is the true epitome of a Nurse!!
- Melody Otte is a phenomenal instructor; she utilizes many formats in an effort to help students recall information. She is a rigorous instructor, in that she expects the students to put in at least as much time as she does in her preparation of a class. Melody does not accept mediocrity in the students' work.
- Rita Schneider is the backbone of the program, in that she teaches the basics, and does an exceptional job of same. All of the student evaluations have been very complimentary to Rita. Just this year, a couple of the courses that Rita has been teaching, were upgraded to make them more rigorous. This involved more work for Rita; she did so without question. Her inherent desire for the students' success is obvious.
- DeAnn Eastman-Jansen is the potential returning DON. She knows all of the staff; has worked with all of them in various arenas over the last several years. DeAnn has been in this position before, so she knows the hurdles that remain and will work well with Administration.
- Our Administrative Assistant, Amber Medearis, has been in her current position for many years, and is fully aware of the demands that are part of the job. She does her job with assurance and has been very helpful in situations which required us to think outside the box.

The University has been supportive of the changes that were necessary to enhance the program. Ms. Cheryl Medearis, VP of Academic Affairs has been a wealth of information and guidance. The Allied Health program has been very supportive, both in financial resources for materials for the program, and in

assistance with our move, painting, etc. ATI program has been purchased, in its entirety, for student and faculty use. VSim is another product which has been utilized, with excellent responses from the students using it. We will need to continue with these products.

The South Dakota Board of Nursing has also been a source of support. With the questions, reviews, etc. that have of necessity been done for them, various aspects of the Nursing Program have been strengthened through that process. The BON has been complimentary of the positive changes, but also hold us accountable for areas that need to be addressed, i.e. workload policy, etc.

Challenges:

- Students coming into the program, ill-prepared for the rigor of the nursing program
 - Encourage students taking prerequisites to sign up for those instructors that have a more rigorous course.
 - Enhancing prerequisite nursing courses, i.e. Medical Terminology, Overview, etc, so that students become familiar with remediation, and rigorous courses.
- Low numbers in the Nursing Program.
 - At this point in time, this is a consequence of enhancing the program. In the past, there were huge numbers of students, but few that were successful in passing Boards. It is important that we celebrate the successes of our students, and over time, the numbers will grow. It may take a couple of years, but persistence in maintaining that rigor within the program will turn out students that will be able to consistently pass Boards on their first attempt.
- CNA as admission criteria. All students are obtaining their CNA, but it is obvious that those who have worked as a CNA bring a greater appreciation and knowledge into their schoolwork. It has been suggested that we add a point value for those students who have worked as a CNA, and also consider asking for a recommendation from that employer for their admission.
- Additional faculty needed:
 - Currently working on the workload policy. When that is completed, it should be evident why additional faculty is necessary.
- Preadmission testing: Students do not prepare for same.
 - Discussed with other personnel, and General Education offered to host a study group for those students preparing to take the preadmission test. Students will be given extra points on their admission for utilizing the study group.
- Clinical sites, especially for OB/Maternal Health are difficult to obtain.
 - Foster and develop a relationship with outside facilities, i.e. Avera, as a possible resource. Perhaps students could attend clinicals through a long weekend and garner much needed exposure.

Four Year Direction:

- Improve retention rate of those admitted into the program. To do that, we have to be more rigid in the acceptance of students into the program.
 - Celebrate the success of those students passing Boards on their first attempt.
- Simulation Certification: Briana will be obtaining that within this next year. This will put Sinte Gleska in very good standing with the Board of Nursing, as this is expected to be a future requirement for Nursing Programs.
- Continue to strive to have our graduating students test as soon as possible, as the pass rate is better.
- Changing NCLEX-PN to incorporate the criteria for passing being given the “Green Light” from ATI, the interactive program the students work with after completing remainder of courses.
- Provide a “weighted” admission score based on amount of time, if any, as a CNA.
 - Expect a letter of reference/recommendation from employer.

- Students are not taking advantage of workbooks/study materials prior to taking TEAS V pre-admission test. A study group will be established with published dates and times. Those taking advantage of the study group will be given additional points on their admission application.
- Will be collaborating with Otterbein University, Nurse Practitioner program. Hope to have those students participate in portions of the Didactic instruction.
- Due to lack of variety and number of clinical opportunities within our geographical locale, will explore collaboration with a Sioux Falls facility. Perhaps students could go down for a 4-day weekend and garner multiple clinical opportunities.
- Station Briana Broschat, so that she is able to gather information, studies, skills to be able to resolutely step into the DON position within the next couple years.
 - Add adjunct faculty, keeping in mind the location of the majority of our students, i.e. east (Winner), local, (Rosebud), etc.
 - Obtain grants to fund the future of the Nursing Program.
 - Briana, or designee will, of necessity need to take a grant writing course for this purpose.
- Set a plan for replacement of Simulation mannequin for approximately 5 years (2020-2021), and plan accordingly.
- Continue to Assess the Nursing Program via the Board of Nursing Program Evaluation. [Click Here](#)
- Initiate Orientation Policy/Procedure for Nursing Faculty [Click Here](#).
 - Devise Orientation Evaluation [Click Here](#).

Resources Needed for Recommendations: