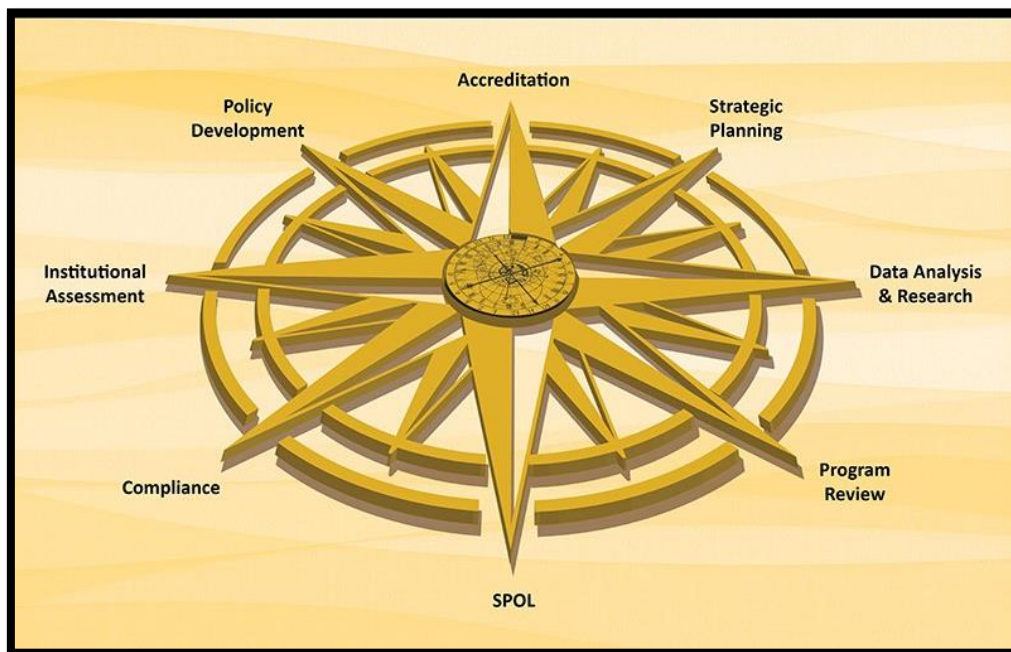


# THREE RIVERS COLLEGE

Office of Institutional Effectiveness



Program Review Summary Reports

2019-2020

## Program Review

Three Rivers College engages in a three-year program review cycle that includes two years of collection and the review occurring in the fall semester of the third year. The primary purpose of Program Review is to enhance the quality of our academic programs by having faculty identify areas for potential improvement. These areas include the review of student learning outcomes assessment, curriculum revisions, programmatic courses, enrollment and retention, the need for resources, and facilities. Program Review provides a mechanism for Program Managers to engage their faculty and advisory boards in long-range planning using data and information. Program Review data helps to establish priorities and goals for the program and provides the information required to support requests for resources needed to support those goals.

**The following reports were completed in 2019-2020:**

[Education AAT](#)

[Practical Nursing AAS](#)



# THREE RIVERS COLLEGE

## Section I

Program Overview

**Program Title:**

Associate of Arts in Teaching

**Dates of Last Review:**

2016-2017

**Dates of Current Review:**

2019-2020 (Includes 2017-18 & 2018-19 data)

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## **Executive Summary:**

Three Rivers College Teacher Education Preparation Program maintains both high course enrollment and course completion. Additionally, course completion has grown 3%, 90% to 93% in 2017 to 2019. Program retention has grown 4%, 44% to 48% in 2017 to 2019. To further increase course retention as well as program retention, advising modules have been implemented within all EDUC core program courses. Program course modality has been examined and a strategic plan to offer courses in multiple modalities to serve the needs of students at Three Rivers College external locations has been initiated. Student Learning Outcome and Program Outcome assessment has identified areas where curriculum revision and action items may be implemented to improve student success. As previously described a Grow Your Own Teacher (GYOT) program is being explored to increase teacher education enrollment.

**College Mission Statement:**

Three Rivers College inspires, prepares, and empowers students to succeed through open access to high-quality learning opportunities that meet the needs of the communities we serve.

**Program Purpose Statement:**

The Three Rivers College Teacher Education Preparation Program is committed to providing a strong general studies curriculum integrated with coursework for the teacher candidate. The Teacher Education Preparation Program of study is fully accredited through the Department of Elementary and Secondary Education (DESE) and is transferable to Missouri Colleges or Universities. The program is designed to provide the necessary background for further professional studies and allow the student to validate education as a career choice.

The Three Rivers College Teacher Education program statement aligns with the Mission of Three Rivers College providing comprehensive learning resources, basic skills development, and educational opportunities for students of diverse cultural, socioeconomic, and academic backgrounds. In addition, the transferability of the Three Rivers College Teacher Education program is designed around collaborative partnerships with 4-year Colleges across the state of Missouri.

**Catalog Description:**

*Place an "X" in the box if this section is identical to the Program Purpose Statement.*



The catalog description is reviewed annually upon the draft and publishing of the upcoming Three Rivers College Catalog. This review is processed through the Office of the Chief Academic Officer.

## **Pre-requisites:**

Pre-requisites: EDUC 201 Teaching Profession with Field Experience is the introductory course for the Teacher Education Preparation Program and requires the prerequisite of ENGL 111 College Writing with a C or above. EDUC 201 Teaching Profession with Field Experience is the only pre-requisite to the Teacher Education program. A background check is required by students enrolling in EDUC 201 Teaching Profession with Field Experience. Failure to pass the background check will result in dismissal from the Teacher Education program. There is no formal admission process to the Teacher Education program outside of enrollment in EDUC 201 Teaching Profession w/Field Experience and a successful background check with View-Point Screening.

Courses are sequenced so that students begin with EDUC 201 Teaching Profession w/Field Experience which introduces the profession of teaching. Following the completion of EDUC 201 students may enroll in any of the other three EDUC courses that comprise the teacher education program. Prior to 2017, EDUC 210 Educational Psychology was sequenced following EDUC 201 Teaching Profession due to the 15 hours of classroom observation/engagement that was at that time, required in EDUC 210. This sequencing allowed students to utilize one background check in a 12-month period, saving the students courses fees. In 2017, the 15 hours of classroom observation were moved from EDUC 210 Educational Psychology to EDUC 260 Education of the Exceptional Learner with a revision in the AAT articulation agreement statewide. This change was made as an addendum to the Associate of Arts in Teaching articulation agreement. EDUC 230 Foundations of Education and EDUC 270 Educational Technology may be taken at any time.

## **Program Costs:**

Criminal background checks are required in both EDUC 201 Teaching Profession with Field Experience and EDUC 260 Education of the Exceptional Learner. EDUC 201 Teaching Profession w/Field Experience requires 30 hours of classroom observation/engagement in the P-12 public-school district setting. EDUC 260 Education of the Exceptional Learner requires 15 hours of classroom observation/engagement in a Special Education environment in the P-12 public school district setting. The Department of Elementary and Secondary Education requires a background check for all students who observe/engage with public-school district students. Background checks remain valid for 12 months.

The cost for both background checks is \$20 per course and is assessed as a course fee for both courses. EDUC 201 Teaching Profession with Field Experience is the introductory course for the Teacher Education program and as such the background check serves as an entry to the program. EDUC 260 Education of the Exceptional Learner may be taken at any time during the program after the pre-requisite EDUC 201.

Additionally, to graduate with the Associate of Arts in Teaching each student must pass the Missouri General Assessment (MoGEA) with the required cut scores or provide an ACT score of 20 or higher. Estimated cost for the MoGEA is \$75 initially with an additional \$25 per subtest if repeated. The MoGEA is comprised of four subtests: Reading Comprehension, Writing, Social Science/Science and Mathematics. Student must take all four subtests initially and may repeat subtests if they do not initially achieve the required cut score. Currently high school students are provided one free ACT testing opportunity throughout their high school career. Additional ACT registrations are estimated at \$50. These costs are standard to all teacher education programs.

## Section II

### Current State of the Program

#### Enrollment Trends:

Data indicates an increase in duplicated enrollment from 2017-2018 to 2018-2019. A decrease in unique student enrollment is indicated from 2017-2018 and 2018-2019. While no definitive data has been gathered, anecdotally the decrease may be reflective of graduates and retention.

Description	2017-18	2018-19
Course Enrollment (Duplicated)	288	364
Program Enrollment Total (Unique Students)	419	372

Programs Included: AAT.EDUC, AAT.ELEM, AAT.MSED, AAT.MUED.INSTRUMENTaL, AAT.MUED.VOCAL from System Administrator

<b>Students Enrolled by Program of Study</b>			
Program	Degree Type	# of Students	
		2017-2018	2018-2019
Early Childhood Education	AA	3	-
Elementary Education	AA	10	14
Mid-Level Education	AA	4	-
Secondary Education	AA	9	7
Elementary Education	AAT	201	172
Middle School Education	AAT	21	20
Music Education Instrumental	AAT	5	3
Music Education Vocal	AAT	6	5
Secondary Education	AAT	47	49
Paraprofessional Educator	AAS	8	8

*Enrollment Trends Data taken from Three Rivers College, Office of Institutional Effectiveness, Factbook.*

During 2017-2018 and 2018-2019 EDUC 230 Foundations of Education in a Diverse Society, EDUC 210 Educational Psychology and EDUC 270 Educational Technology were offered in the online modality. EDUC courses offered in the online modality reach a higher percentage of capacity than do courses offered in the face-to-face modality as indicated by course enrollment data, provided in the table below titled Course Enrollment Breakdown by Section and Semester. Additionally, EDUC courses are consistently scheduled on the Poplar Bluff campus as indicated by the data below based on the current enrollment trends of the students as appropriate. Historically EDUC courses have been scheduled for each of the three external locations in the face-to-face modality. However, the minimum course enrollment required by Three Rivers



College has been difficult to maintain. In addition, Adjunct faculty have declined to teach face-to-face courses at external locations for the pro-rated compensation associated with these courses. As an alternative, ITV courses have been scheduled but these have also struggled to meet the minimum course enrollment of 10 students as required by the institution.

Course Enrollment Breakdown by Section and Semester													
FALL													
COURSE		EDUC 201			EDUC 210			EDUC 230			EDUC 270		
YEAR	Mod-Loc.	#	Cap	%	#	Cap	%	#	Cap	%	#	Cap	%
17-18	F2F-PB	29	30	97%									
17-18	F2F-PB	25	30	77%				7	30	23%			
18-19	F2F-PB	25	30	77%	12	30	40%	8	30	27%	12	30	40%
18-19	F2F-PB	25	30	77%	3	30	10%				3	30	10%
17-18	F2F-DX	5	24	21%									
18-19	F2F-DX	8	24	33%									
17-18	F2F-KE				8	24	33%				8	24	33%
18-19	F2F-KE	10	24	42%									
18-19	F2F-SI	14	24	58%									
17-18	WEB							31	30	103%			
18-19	WEB							37	30	123%			
SPRING													
COURSE		EDUC 201			EDUC 210			EDUC 230			EDUC 270		
YEAR	Mod-Loc.	#	Cap	%	#	Cap	%	#	Cap	%	#	Cap	%
17-18	F2F-PB	20	30	67%									
17-18	F2F-PB	18	30	60%	10	30	33%	8	30	27%	10	30	33%
18-19	F2F-PB	25	30	77%				20	30	67%			
18-19	F2F-PB	25	30	77%									
17-18	F2F-DX	7	24	29%									
18-19	F2F-DX	8	24	33%	10	24	42%				10	24	42%
17-18	WEB				25	30	83%	30	30	100%	25	30	83%
18-19	WEB				25	30	83%	35	30	116%	25	30	83%
SUMMER													
COURSE		EDUC 201			EDUC 210			EDUC 230			EDUC 270		
YEAR	Mod-Loc.	#	Cap	%	#	Cap	%	#	Cap	%	#	Cap	%
17-18	WEB										23	30	77%
18-19	WEB				12	30	40%	3	30	1%	31	30	103%

### **Enrollment Evaluation:**

Historically courses offered at external Three Rivers College locations struggle to meet the minimum required students. ITV courses were scheduled throughout 2017-2019 still, it has been difficult to reach the required minimum students for these courses. These results have contributed to the design of all EDUC courses for the online modality. Throughout 2017-2019 EDUC 210 Educational Psychology and EDUC 270 Educational Technology were designed for Online modality to address this low enrollment trend. EDUC 201 Teaching Profession w/Field Experience will also be designed for Online modality to begin Fall 2019.

A teacher shortage exists throughout the state of Missouri. The largest shortages have existed in both Middle School Certification and Secondary (High School) Certification, namely because these certifications require between 30-45 hours of additional 300-500 level specific course work that historically has only been offered in the face-to-face modality on the main campus of four-year institutions.

Throughout the service area of Three Rivers College these same shortages exist along with shortages in both Elementary Education Certification and Special Education Certification. The shortage in all education certifications in the service area of Three Rivers College is believed to be directly correlated to the education desert in which many counties in Southeast Missouri exist. An education desert is defined by the United States Department of Education as an area where there are zero or only one public broad-access colleges nearby: within 25-50 miles from home. Additional information regarding education deserts and possible solutions will be discussed in a later section of this report.

## **Progress & Completion:**

EDUC 201 Teaching Profession w/Field Experience serves as the introductory course to the Teacher Education Preparation Program. EDUC 201 is designed to introduce students to the profession of teaching and to provide a broad view of the responsibilities of the profession. Following the 30 hours of classroom observation/engagement required in EDUC 201 students may conclude that the profession of teaching is no longer their desired program choice. This is the point within the program where the most attrition is present.

As indicated below; there has been a 3% increase in course completion from 90% to 93% from 2017-2018 to 2018-2019. In addition, program retention has increased 4% from 44% to 48% from 2017-2018 to 2018-2019. These increases may be contributed to invasive advising within EDUC courses as well as greater collaboration with Three Rivers College Advisors and the University Center Director. Advising modules have been added to all EDUC courses which require the students to evaluate their student planning and report to the instructor the current enrollment status.

In addition, in 2017 the Missouri General Education Assessment MoGEA was added as a graduation requirement for all AAT degrees. This change reflects the requirements of the state-wide Associate of Arts in Teaching articulation agreement signed by Community Colleges and Four-year Institutions of Higher Education throughout the state of Missouri. In 2018 the MoGEA cut scores were revised to accurately represent those of the 4-year transfer institutions.

<b>Description</b>	<b>2017-18</b>	<b>2018-19</b>
Course Enrollment (Duplicated)	288	364
Course Completion Total (Duplicated)	260	340
<b>Course Completion</b>	<b>90%</b>	<b>93%</b>
Completion Total C or Better (Duplicated)	253	321
<b>Course Completion (C or Better)</b>	<b>88%</b>	<b>88%</b>
Program Enrollment Total (Unique Students)	419	372
Program Graduation Total (Unique Students)	44	35
Program Retention Total (Unique Students)	166	163
<b>Program Retention</b>	<b>44%</b>	<b>48%</b>

Programs Included: AAT.EDUC, AAT.ELEM, AAT.MSED, AAT.MUED.INSTRUMENTL, AAT.MUED.VOCAL from System Administrator in the 2019 Career Program Outputs Data Report

## Graduation Trends

Degrees Conferred			
		2017-2018	2018-2019
Secondary Education	AA	1	
Elementary Education	AAT	28	26
Middle School Education	AAT	5	3
Secondary Education	AAT	11	6
Paraprofessional Educator	AAS		1

*Graduation Trend Data taken from Three Rivers College, Office of Institutional Effectiveness, Factbook.*

Degrees Conferred-Gender/Ethnicity							
	Student Gender		Student Ethnicity				Degree Conferred
	M	F	WH	BL	UN	H	
2017-2018	0	44	40	1		1	AAT
2018-2019	1	25	24	1	1		AAT-Elementary Education
2018-2019	1	2	3				AAT-Middle School
2018-2019	5	0	5				AAT-Secondary Ed

*Degrees Conferred-Gender/Ethnicity Data taken from Missouri Department of Elementary and Secondary Education EPP SIS Data reporting.*

The Associate of Arts in Teaching-Elementary Education accounts for 62% of 2017-2018 graduates and 72% of 2018-2019 graduates. Completion of the Elementary Education degree requires no additional discipline specific course work and therefore can be completed on the Three Rivers College campus with one of the three University Center Partners.

The Associate of Arts in Teaching-Middle School Education accounts for 11% of graduates, while The Associate of Arts in Teaching-Secondary Education accounts for 24% of graduates. Both the Middle School and Secondary Associate of Arts in Teaching degrees require discipline specific

coursework at the 4-year institution level. While University Center partners housed on the Three Rivers College campus offer both middle school and secondary bachelor's degree options, the specific discipline degrees offered are limited. For students whose intent is to complete their bachelor's degree on the campus of Three Rivers College, this limits their options in Middle School and Secondary certification.

### **Program Assessment Methodology and Design:**

Teacher Education curriculum at Three Rivers College is designed using the Missouri Initial Professional Education Competencies (MIPEC) as mandated by the Department of Elementary and Secondary Education. These competencies are comprised of nine program outcomes:

1. **Content Knowledge Aligned with Appropriate Instruction**-The aspiring teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make aspects of subject matter meaningful and engaging for students.
2. **Student Learning, Growth and Development**-The aspiring teacher candidate understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social and personal development of all students.
3. **Curriculum Implementation**-The aspiring teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district, and state standards data.
4. **Critical Thinking**-The aspiring teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.
5. **Positive Classroom Environment**-The aspiring teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.
6. **Effective Communication**-The aspiring teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues, and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. **Student Assessment and Data- Analysis**-The aspiring teacher candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.
8. **Professionalism**-. The aspiring teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.
9. **Professional Collaboration**-The aspiring teacher candidate has effective working relationships with students, parents, school colleagues, and community members.

All EDUC courses in the Teacher Education program are mapped, aligned, and scaffolded to the nine program outcomes and this mapping is provided below. EDUC courses are assessed in each semester of the academic year. Currently student learning outcomes are being assessed throughout the four core courses of the program. Each program outcome is represented by one or more student learning outcomes in the four core courses.

### Teacher Education: Program Outcomes Mapping

<b>Program Outcome 1: Content Knowledge Aligned with Appropriate Instruction</b>	
<b>Course</b>	<b>Course Learning Outcome (CLO)</b>
EDUC 201: Teaching Profession	Demonstrate an understanding of what constitutes interdisciplinary instruction (CLO 1)
EDUC 210: Educational Psychology	Demonstrate an awareness of teaching methodologies used to engage students in subject matter (CLO 1)
EDUC 230: Foundations of Education	Demonstrate an understanding of cultural diversity and the potential for bias in teaching (CLO 1)
EDUC 270: Educational Technology	Demonstrate an awareness of current methods, strategies, and assistive and adaptive technology for using technology to maximize student learning among diverse learners, including English Language Learners (CLO 3)
	Demonstrate an ability to apply adaptive and assistive technology in support of diverse learners, including English Language Learners (CLO 7)

<b>Program Outcome 2: Student Learning, Growth and Development</b>	
<b>Course</b>	<b>Course Learning Outcome (CLO)</b>
EDUC 201: Teaching Profession	Recognize the need to set short- and long-term goals, organize, implement, and self-reflect (CLO 1)
EDUC 210: Educational Psychology	Demonstrate a basic knowledge of principles of human development (CLO 2)
	Demonstrate a basic knowledge of theories of learning (CLO 3)
	Demonstrate an understanding that students differ in their approaches to learning (CLO 4)
	Identify how students' prior experiences, learning styles, multiple intelligences, strengths, and needs impact learning (CLO 5)
EDUC 230: Foundations of Education	Analyze the historical, philosophical, and sociological foundations of schooling in the United States to understand their effects on current educational practices and issues (CLO 2)
	Demonstrate a basic knowledge of how differing philosophic views imply different approaches to learning (CLO 3)
	Demonstrate an understanding that students from varied cultural backgrounds may differ in their approaches to learning (CLO 5)
EDUC 270: Educational Technology	Demonstrate an awareness of current methods, strategies, and assistive and adaptive technology for using technology to maximize student learning among diverse learners, including English Language Learners (CLO 3)
	Demonstrate an ability to apply adaptive and assistive technology in support of diverse learners, including English Language Learners (CLO 7)

<b>Program Outcome 3: Curriculum Implementation</b>	
<b>Course</b>	<b>Course Learning Outcome</b>
EDUC 201: Teaching Profession	Demonstrate a basic understanding of differentiated instruction and short- and long-term instructional planning to meet student needs (CLO 3)
EDUC 210: Educational Psychology	Demonstrate an understanding of the importance of using appropriate strategies to meet individual student needs (CLO 6)
EDUC 230: Foundations of Education	Demonstrate an understanding of curriculum, instructional alignment, national and state standards (CLO 4)
	Demonstrate an understanding of the importance of using appropriate strategies to meet individual student needs (CLO 6)
EDUC 270: Educational Technology	Demonstrate a sound understanding of current guidelines for technology in education (CLO 1)
	Demonstrate competency in 21st century skills related to educational technology (CLO 2)
	Demonstrate an understanding of the social, ethical, legal, and human issues surrounding the use of technology (CLO 6)

<b>Program Outcome 4: Critical Thinking</b>	
<b>Course</b>	<b>Course Learning Outcome (CLO)</b>
EDUC 201: Teaching Profession	Demonstrate the importance of using instructional resources to enhance student learning (CLO 4)
	Demonstrate a basic understanding of multiple strategies for effective student engagement (CLO 5)
EDUC 210: Educational Psychology	Demonstrate a basic understanding of multiple strategies for effective student engagement (CLO 7)
EDUC 270: Educational Technology	Demonstrate an awareness of current methods, strategies, and assistive and adaptive technology for using technology to maximize student learning among diverse learners, including English Language Learners (CLO 3)
	Develop technology strategies to facilitate a variety of formative and summative assessment techniques (CLO 4)
	Demonstrate an understanding of the social, ethical, legal, and human issues surrounding the use of technology (CLO 6)

<b>Program Outcome 5: Positive Classroom Environment</b>	
<b>Course</b>	<b>Course Learning Outcome (CLO)</b>
EDUC 201: Teaching Profession	Recognize principles of classroom management, motivation, and engagement (CLO 6)
	Identify the implications of effective management of time, space, transitions, and activities (CLO 7)
EDUC 210: Educational Psychology	Recognize principles of classroom management, motivation, and engagement (CLO 8)
EDUC 230: Foundations of Education	Recognize the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning (CLO 7)



<b>Program Outcome 6: Effective Communication</b>	
<b>Course</b>	<b>Course Learning Outcome (CLO)</b>
EDUC 201: Teaching Profession	Demonstrate effective verbal and nonverbal communication techniques (CLO 8)
	Recognize the need to be sensitive to student differences in communication (CLO 9)
	Reflect on how effective teachers facilitate learner expression in speaking, writing, listening, and other media (CLO 10)
EDUC 270: Educational Technology	Demonstrate competency in 21st century skills related to educational technology (CLO 2)
	Demonstrate an awareness of current methods, strategies, and assistive and adaptive technology for using technology to maximize student learning among diverse learners, including English Language Learners (CLO 3)
	Demonstrate an understanding of the social, ethical, legal, and human issues surrounding the use of technology (CLO 6)
	Demonstrate an ability to apply adaptive and assistive technology in support of diverse learners, including English Language Learners (CLO 7)

<b>Program Outcome 7: Student Assessment and Data- Analysis</b>	
<b>Course</b>	<b>Course Learning Outcome (CLO)</b>
EDUC 201: Teaching Profession	Recognize the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators (CLO 11)
EDUC 210: Educational Psychology	Recognize the importance of using formative and summative assessment strategies (CLO 9)
	Recognize how data are used to guide informed educational decisions (CLO 10)
	Recognize the importance of self- and peer assessment (CLO 11)
	Recognize the role of assessment data in showing the effectiveness of instruction on individual/class learning (CLO 12)
	Recognize the importance of collaboration in the data analysis process (CLO 13)
EDUC 270: Educational Technology	Develop technology strategies to facilitate a variety of formative and summative assessment techniques (CLO 4)
	Demonstrate an understanding of the social, ethical, legal, and human issues surrounding the use of technology (CLO 6)

<b>Program Outcome 8: Professionalism</b>	
<b>Course</b>	<b>Course Learning Outcome (CLO)</b>
EDUC 201: Teaching Profession	Articulate understanding of the importance of reflective practice and continual professional growth (CLO 12)
	Articulate the importance of regular participation in professional learning opportunities (CLO 13)
	Recognize ethical practices and the influence of district policies and school procedures on professional practice (CLO 14)
EDUC 230: Foundations of Education	Analyze the historical, philosophical, and sociological foundations of schooling in the United States to understand their effects on current educational practices and issues (CLO 2)
	Recognize legal and ethical practices and the influence of district policies and school procedures on professional practice (CLO 8)
EDUC 270: Educational Technology	Demonstrate the use of technology to enhance personal and professional productivity (CLO 5)
	Demonstrate an understanding of the social, ethical, legal, and human issues surrounding the use of technology (CLO 6)

**Program Outcome 9:  
Professional Collaboration**

<b>Course</b>	<b>Course Learning Outcome (CLO)</b>
EDUC 201: Teaching Profession	Identify strategies for fostering appropriate relationships with peers and school personnel (CLO 15)
	Recognize the availability of basic services in the school and community to support students and their learning (CLO 16)
	Recognize the importance of developing relationships with students, families, and communities in support of student learning (CLO 17)
EDUC 230: Foundations of Education	Identify strategies for fostering appropriate collaboration with colleagues and school personnel (CLO 9)
	Recognize the importance of developing relationships and applying services with students, families, and communities in support of student learning (CLO 10)
EDUC 270: Educational Technology	Demonstrate the use of technology to enhance personal and professional productivity (CLO 5)
	Demonstrate an understanding of the social, ethical, legal, and human issues surrounding the use of technology (CLO 6)

### **Program Learning Outcomes Assessment:**

Student Learning Outcomes Assessment is conducted annually in EDUC 201 Teaching Profession, EDUC 210 Educational Psychology, EDUC 230 Foundations of Education in a Diverse Society, and EDUC 270 Educational Technology. Each of the student learning outcomes assessed is mapped and aligned to its corresponding program outcome.

Program Outcome assessment has revealed that teacher education candidates need additional instruction in critical thinking, effective communication, professionalism, and professional collaboration. Action items identified in student learning outcomes assessment will be implemented in EDUC 201 Teaching Profession with Field Experience, EDUC 210 Educational Psychology, EDUC 230 Foundations of Education in a Diverse Society, and EDUC 270 Educational Technology.

Each EDUC course curriculum is designed by The Missouri Department of Elementary and Secondary Education to follow the Missouri Initial Professional Educator Competencies (MIPEC). Each EDUC course is mapped and aligned to the program outcomes to avoid any duplication of content within courses.

### **SLO reporting in 2017-2018:**

- Additional practice in the demonstration of academic language and the ability to identify cultural bias was added to EDUC 201, Program Outcome #1.
- Program Outcome #2 was being assessed in EDUC 201 Teaching Profession w/Field Experience. EDUC 201 is an introductory course and as such the necessary instruction to achieve this outcome was not appropriate for the course and would be better assessed in EDUC 210 Educational Psychology.
- Students needed additional practice designing lesson plans that meet the needs of all learners, including differentiated instructional strategies in EDUC 210, Program Outcome #3.
- Current behavior management plans used in area public-school districts were added to model the behavioral management theories examined in EDUC 210, Program Outcome #5.

### **SLO reporting in 2018-2019:**

- Student outcomes have improved in the demonstration of academic language, but students still are unable to identify the potential for cultural bias, additional feedback were provided with the reflective writing processes prior to the reflections used to assess in EDUC 201, Program Outcome #1.
- Additional lesson planning design implemented because of SLO assessment in 2017-2018 required additional reinforcement with UDL principles to support the differentiated instructional strategies in EDUC 210, Program Outcome #2.
- Examination of model behavior management plans used within the public-school districts has improved the design of student designed plans, however, outcomes could be improved further with the implementation of guest speakers who use the management plans daily in EDUC 201, Program Outcome #5.
- Public school policies were incorporated in EDUC 230 to allow students to examine their own Professional Code of Ethics as it relates to those policies used in area districts, Program Outcome # 8.

- Public school technology policies were incorporated in EDUC 270 to compare student created digital citizenship plans with those in use in area public school districts.

A college ready student can complete the Associate of Arts in Teaching, the Associate of Arts in Education, and the Paraprofessional Education degrees at the Poplar Bluff Three Rivers College campus in two years. However, a student cannot complete the Associate of Arts in Teaching, the Associate of Arts in Education, or the Paraprofessional Educator degree in a face-to-face modality at any of the external college locations. Historically, courses offered in the face-to-face modality at the external locations do not enroll the required students as determined by Three Rivers College.

## **Transfer Placement:**

The Associate of Arts in Teaching and the Associate of Arts in Education degrees are designed for transfer to most Missouri Colleges or Universities. The following Transfer Graduate Data was provided by the Department of Elementary and Secondary Education (DESE). This data is determinant upon four-year institutions reporting practices. If students enrolling in a four-year institution chose not to complete the transfer enrollment portion of the survey this data is not gathered.

<b>Three Rivers College Graduates 2014-2019</b>		
<b>Four Year Institution</b>	<b>Total</b>	<b>Percent of Total</b>
Central Methodist University	23	8.1%
Drury University	1	0.4%
Hannibal LaGrange University	67	23.6%
MO State University-Springfield	2	0.7%
Southeast Missouri State University	21	7.4%
#N/A	170	59.9%
Total	284	100.00%

*NA represents graduates which were not reported by a four-year institution. This data was provided by The Department of Elementary and Secondary Education and was calculated manually.*

## **Continuous Improvement Planning:**

<b>Action Plan Objective</b>	<b>Timeline</b>	<b>Responsible Party</b>	<b>Resources required</b>
Identified Action Items from SLO Assessment added to EDUC courses	Fall 2018	Dr. Faye Sanders	Videos, additional Curriculum
Identified Action Items from SLO Assessment added to EDUC Courses	Fall 2019	Dr. Faye Sanders	Public School District Policies/plans
Complete Fully Online Teacher Education Program	Fall 2019	Dr. Faye Sanders	Quality Matters Course Design Peer Review
Submit Curriculum Changes-Revised Student Learning Outcomes	Spring 2020	Dr. Faye Sanders	Division Curriculum College Curriculum
Quality Matters trained adjunct faculty	Spring 2020	Dr. Faye Sanders	Budget for QM training

## **Section III**

### Analysis of the Program

#### **Articulation (If applicable):**

Three Rivers College Teacher Education currently has an articulation agreement with:

- Central Methodist University- updated 2018
- Hannibal LaGrange University- updated 2018
- Southeast Missouri State University – updated 2018

Articulation agreements were updated due to the institution of CORE 42 course offerings. Available discipline electives courses were expanded to include all approved CORE 42 course offerings. Historically, articulation agreements are evaluated when 4-year transfer partners contact the Teacher Education Department with changes to their programs.

#### **Changes in Curriculum:**

##### **Curriculum Changes in 2017-2018:**

- Revisions are being made to comply with the minimum 42 general education MOTRansfer Core 42. Associate of Arts in Elementary Education (AA)-Arkansas State University is currently 2 credit hours short of the required 42 credit hour general education block. BIOL 113 Introduction to Process Science is being removed from the program grid with the addition of a general education Science Elective to be chosen from the MOTRansfer 42-hour courses. The general education science elective courses are:
  - BIOL 100 Survey of Biology
  - BIOL 102 Environmental Science
  - BIOL 110 Human Biology
  - BIOL 190 Biology for Majors
  - BIOL 231 Anatomy & Physiology I
  - CHEM 111 Introductory Chemistry
  - CHEM 121 General Chemistry I
  - PHYS 100 Survey of Physics
  - PHYS 211 General Physics I

- EDUC 201-EDUC 270-EDUC 210-
  - Identified Action Items to Improve Student Learning
    - DESE Video series added to EDUC 201
    - Behavioral Learning Theories case studies added to EDUC 201
    - Focused/detailed lesson plan design (EDUC 210)
    - Application/identification/alignment of behavioral management theories to current management applications (EDUC 210)
    - Critical thinking activities added to EDUC 270
- Supplement resources for Missouri General Education Assessment in teacher education courses, EDUC 230 Foundations of Education in a Diverse Society, EDUC 270 Educational Technology, EDUC 260 Education of the Exceptional Learner, and EDUC 210 Educational Psychology. Adding both video and print resources.
- Participate in Advising training with Three Rivers College teacher education advisors. Update advisers on program grid changes specific to articulation agreements made with Central Methodist University, Hannibal LaGrange University and Southeast Missouri State University,
- Attend SEMO District Superintendent's Meetings monthly to collaborate with area district Superintendent's regarding needs and changes of beginning teacher mentoring programs and changes mandated by DESE.
  - Meeting Schedule:
    - 10-4-17
    - 11-1-17
    - 1-10-18
    - 2-7-18
    - 3-7-18
    - 4-11-18
- Attend MACTE (Missouri Association of Colleges of Teacher Education) in Fall 2017/Spring 2018 for collaboration on changes to the AAT program statewide.
- Collaborate with four-year transfer institutions, MACTE colleagues and Three Rivers College Math department to determine the effect of Core 42 changes (math pathway) on the AAT.



- EDUC 240 - Schedule and design EDUC 240 Integration of Art, Music & PE in the Elementary Classroom as a F2F course on the main campus.

### **Curriculum Changes in 2018-19:**

- Submit Curriculum Change Request -Revision of Course for
  - Elementary Education (AA) Arkansas State University deactivation of GEOG 111 Regional Geography: Eastern World and GEOG 112 Regional Geography Western World. New course GEOG 101 Cultural Geography.
  - Mid-Level Education (AA) Arkansas State Deactivation of GEOG 111 Regional Geography Eastern World and GEOG 112 Regional Geography Western World. Creation of GEOG 101 Cultural Geography.
  - Secondary Education (AA) Arkansas State. Deactivation of GEOG 111 Regional Geography Eastern World and GEOG 112 Regional Geography Western World. Creation of GEOG 101 Cultural Geography.
  - Elementary Education (AAT) Deactivation of GEOG 111 Regional Geography: Eastern World and GEOG 112 Regional Geography Western World. Creation of GEOG 101 Cultural Geography.
- Collaborate with music faculty to revise AAT in Music Education Vocal and Instrumental to reflect CORE 42 general education courses. Submit Curriculum Change Request-Revision of Program to reflect CORE 42 General Education changes. (See Obj. 2934 Approved AAT Music Education Instrumental, Approved AAT Music Education, Vocal)
- Submit Change of Program for AAT in Elementary Education, Middle School Education and Secondary Education to reflect changes in MoGEA cut scores. (See Objective 29340 Approved AAT Program Grids-MoGEA)
- EDUC 201 - Submit Curriculum Change Request-revision of Course for EDUC 201 Teaching Profession with Field Experience-the course description and mastery syllabus does not accurately reflect the lecture/lab design of the course. Students attend a 1 hr. lecture format each week with an additional 30 hours of field experience (lab hours) required in classroom observation/engagement throughout the academic semester. This revision accurately reflects the lecture/lab model of the course. (See Obj. 2934-Approved EDUC 201)

- EDUC 250 – Submit Curriculum Change Request – Revision of Course for EDUC 250 Children’s Literature with revised Student Learning Outcomes and removal of textbook rental.

### **External Needs Assessment:**

Three Rivers College Teacher Education does not currently have an advisory board because all Standards and curriculum are mandated by The Missouri Department of Elementary and Secondary Education.

However, the Coordinator of Teacher Education is a standing board member of the SEMO Superintendent's Association and regularly attends the monthly meetings to maintain currency of educational trends. As a part of Continuous improvement planning, a Grow Your Own Teacher (GYOT) program is being explored for implementation in 2021. A GYOT historically forms a contract between the college student, the public-school district, and the institution of higher education. A GYOT program creates a pipeline of qualified teachers that then returns to the public-school district to practice. The institution of a GYOT program will create an advisory board of Three Rivers College faculty, Public-School Administrators and Counselors, and participating Higher Education institutions. Establishment of a GYOT program with public-school districts is expected to increase enrollment. This initiative is planned for FY 22.

### **Adequacy of Facilities, Equipment, and Technology:**

Facilities consist of standard classrooms and are adequate for instruction. Equipment is adequate and sufficiently modernized. No formal observation classroom is maintained on Three Rivers College campus, students secure their own observation classroom at an area public-school district. There are no identified upgrades to facilities that would be recommended for program improvement beyond those that are a portion of the obsolescence plan of Three Rivers College which is coordinated by the Office of Technology Services. All facilities, equipment, and technologies are in compliance with regulatory agencies.

## Impact of Resources to Support Teaching and Learning:

The Teacher Education Department is staffed with one full-time coordinator/instructor. In addition, there are four part-time adjunct faculty, two of which are Quality Matters trained. Quality Matters training enables Three Rivers College faculty to teach in the online modality. The full-time instructor was responsible for 357 credit hours during 2017-2018 and 540 credit hours during 2018-2019, representing 41 and 47 percent of instruction respectively. Part-time adjunct faculty were responsible for 507 credit hours (59%) during 2017-2018 and 600 (53%) credit hours during 2018-2019.

Description	2017-18	2018-19
Course Enrollment (Duplicated)	288	364
Course Completion Total (Duplicated)	260	340
<b>Course Completion</b>	<b>90%</b>	<b>93%</b>
Completion Total C or Better (Duplicated)	253	321
<b>Course Completion (C or Better)</b>	<b>88%</b>	<b>88%</b>
<b>Full-Time Faculty Percentage</b>	<b>41%</b>	<b>47%</b>
Full-Time Faculty Credit Hours	357	540
Part-Time Faculty Credit Hours	507	600
<b>Program Retention</b>	<b>44%</b>	<b>48%</b>

Programs Included: AAT.EDUC, AAT.ELEM, AAT.MSED, AAT.MUED.INSTRUMNTL, AAT.MUED.VOCAL from System Administrator

## Financial Viability Report for Teacher Education as of 2020

		Expenses	
Tuition	236,597.00	Salary and Benefits	124,951.42
Common Fee	77,633.50	Supplies	2,928.00
Distance Learning Fee	48,676.00	Travel	469.80
Teacher Education Background Check	2,998.00	Professional Development	852.14
		Membership and Dues	200.00
<b>Total Revenue</b>	<b>365,904.50</b>	<b>Total Expenses</b>	<b>129,401.36</b>
		<b>Program Generated Income</b>	<b>236,503.14</b>
		Margin	65%

*Viability Report created by Three Rivers College Controller.*

Program Viability: Given that Teacher Education has a 65% margin the programs are deemed to be financially viable to Three Rivers College. Viability is unlikely to change unless the program suffers an extremely large loss of enrollment. There are no identified areas within the program where student expenses can be reduced.

## **Evaluation of Resources to Support Teaching and Learning:**

Current enrollment needs are being met with one full-time instructor and four part-time adjunct instructors. With the initiation of a fully online teacher education program it is expected that course enrollments will increase, and additional adjunct instructors will be needed. Additionally, adjunct instructors would need to complete Quality Matters training which enables them to teach in the online course modality.

## **Professional Development:**

The Coordinator attends Missouri Association of Colleges of Teacher Education (MACTE) conferences annually. The MACTE conferences provide collaboration with other two-year institutions, four-year transfer institutions, and collaboration with The Missouri Department of Elementary and Secondary Education. Collaboration with both four-year institutions and The Missouri Department of Elementary and Secondary Education allows Three Rivers College to be a part of the decision-making process for Teacher Education Preparation state-wide.

## **External Accreditation & Documentation:**

1. *Name of accrediting organization*

The Missouri Department of Elementary and Secondary Education. DESE does not provide formal documentation of accreditation for two-year institutions of higher education.

2. *Date of last visit*

Fall 2018

3. *Date of next upcoming visit*

TBD

4. *Are any reports, recommendations, etc. required for the program at this time?*

Annual Graduation data is provided to The Missouri Department of Elementary and Secondary Education in the Fall. Data provides number of graduates, name, social security #, race, degree conferred, and gender.

## **Progress Report:**

*Please discuss all recommendations received on your last program review or program accreditation visit and report on progress made on previous action plans and toward your strategic goals.*

To address the concern of providing EDUC courses at external locations the Teacher Education program has been designed to be fully online. The fully online program was piloted in Fall 2019. Initial enrollment for Fall 2019 EDUC 201 exceeded course capacity with 34 students. At mid-term (10-14-29) twenty-nine students remained on the roster. Twenty of the remaining 29 students held a C or better in the course. Twenty-seven students completed the course in Fall 2019.

## **Section IV**

### External Review of the Program



# THREE RIVERS COLLEGE

## PROGRAM REVIEW

### Section I

#### Program Overview

**Program Title:** Practical Nurse (One-Year LPN Certificate)

**Dates of Current Review:** 2019-2020

**Dates of Last Review:** 2016-2017

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## **Executive Summary:**

The Three Rivers College Practical Nursing program has many strengths and challenges. The strengths of the program include a dedicated faculty group and a revised curriculum. Challenges for the program include a higher than desired attrition rate, past years of low applicant numbers (2017), and a national licensure examination that changes every three years (2020 next change).

Since the last program review, the program has expanded to Poplar Bluff with an expansion in January 2020 scheduled to Sikeston. The Kennett program is no longer operational due to low qualified applicant numbers. In September 2017, the program had a Missouri State Board of Nursing visit and received full approval for the next five years. The next routine site visit is scheduled for 2022.

The 2017 state board visit focused on the program attrition and curriculum revision. In 2018, the faculty completed curriculum revision review to include a new purpose statement, new program outcomes, new course outcomes and descriptions, and new lesson objectives. The new curriculum was implemented in 2019. The curriculum revision is intended to target the attrition issue we believe resulted from academic matters. In 2019, only one student has left the program related to academic matters.

Significant changes have been made to the program based on program assessment data. Recent review of the data led to a change in mental health clinical experiences, pharmacology course changes, and a new passing grade for the dosage calculation examination. The program continues to monitor the assessment data as the first cohort completed in December 2018 from the Poplar Bluff location. This cohort had a 100% first time NCLEX-PN pass rate.

The program is currently focused on hiring a strong faculty body for the Sikeston location to replicate the program's success in Poplar Bluff. Recruiting qualified students remains a concern because of the programs experience in Kennett and the elimination of the location due to low applicant numbers. The program has worked with the Communications Department to ensure adequate program marketing around the application deadline to assist with application numbers.

The Advisory Board meeting for the Practical Nursing program occurred November 19, 2020. At that meeting, the program review was discussed and supported by the board members. Advisory Board members stated that students from the Program were respectful and professional during the clinical rotations. All of the facilities represented indicated a need for more LPNs in their facilities. The Board members indicated the facility used the students' clinical time to help interview potential employees. Specific comments and stories were shared about students that were hired prior to graduation because of their affective components: attendance, attitude, professionalism.



## **College Mission Statement:**

The Mission Statement is located on our college website and may be found by clicking [here](#).

Three Rivers College inspires, prepares, and empowers students to succeed through open access to high-quality learning opportunities that meet the needs of the communities we serve.

## **Program Purpose Statement:**

The Practical Nursing Program at Three Rivers College prepares students to be practical nurses to meet the needs of the communities we serve.

The mission statement of the program is required by the Missouri State Board of Nursing. The program's mission statement is closely aligned with the College's mission statement. The main intent of the program is to prepare practical nurses for the service region (community).

## **Catalog Description: ( 2020-21 College Catalog)**

Place an "X" in the box if this section is identical to the *Program Purpose Statement*.

The purpose of the Practical Nursing program at Three Rivers College is to prepare students to achieve a one-year certificate in Practical Nursing and be successful in obtaining licensure as a Licensed Practical Nurse. The Practical Nursing program instills knowledge, skills, and professional values to prepare individuals to enter the workforce and provide safe, effective nursing care for clients in a variety of healthcare settings.

## **Current Program Outcomes: ( 2020-21 College Catalog)**

1. Utilize the nursing process to provide safe client care within a healthcare team.
2. Interpret clients' diverse backgrounds across the lifespan to provide individualized nursing care.
3. Use effective communication as a member of the healthcare team.
4. Demonstrate safe, effective nursing care within the scope of practice for the practical nurse while maintaining legal/ethical standards.
5. Discover strategies to promote personal success.
6. Apply basic knowledge of mathematics; anatomy and physiology; and human growth and development to the practical nurse role.

## **Pre-requisites:**

### **Current (2019) Pre-Requisites:**

- Must be 18 years of age (at the start of the program)
- Minimum GPA 2.0 (high school or college, most current will be used)
- High school diploma or equivalency certificate
- Minimum TEAS composite percentage score of 58%
- Complete a short questionnaire

The Missouri State Board of Nursing requires that the program have admission criteria to admit students with the potential to complete the program. The program is allowed to set the admission criteria for their program with Board approval required. The above pre-requisites allow the program to admit candidates that are more likely to complete. For the past two cohorts, admission requirements have changed to focus on the TEAS composite score, the TEAS reading comprehension score, and the short questionnaire answers. Emphasis was put on the reading comprehension score as it most closely indicated success in the program based on based on previous student scores and success in the program.

## **Program Costs:**

- Nursing course fee \$85/course
- Clinical fee \$85/credit hour

In-District program cost \$12,962.50

Out-of-District program cost \$15,382.50

The additional fees cover the cost of clinical faculty (1:6 ratio), uniforms, background checks, integrated testing, NCLEX test fee, and Missouri fingerprinting and licensure fees.

## **Section II**

### Current State of the Program

#### **Enrollment Trends:**

1. Admitted versus Applicants
  - a. 2018 – Poplar Bluff: 65 applicants; 32 eligible.
    - i. 30 accepted, 2 alternates. Class started with 22.
  - b. 2019 – Poplar Bluff: 86 applicants, 68 eligible.
    - i. 30 accepted, 30 alternates, 8 turned away. Class started with 29.
  - c. 2020-Poplar Bluff: 71 applicants, 61 eligible
    - i. 30 accepted, 30 alternates, 1 turned away.
  - d. 2020-Sikeston: 52 applicants, 39 eligible
    - i. 30 accepted, 9 alternates
2. Course enrollment versus Course capacity
  - a. The program is allowed to have 30 students per cohort. The program admitted 22 in 2018 and 29 in 2019.
3. Full-time versus Part-time Enrollment
  - a. All students in the program are enrolled on a full-time basis.

#### **Enrollment Evaluation:**

The applicant number grew drastically from 2018 to 2019 with increased marketing and word-of-mouth. With the news article that ran in the Daily American Republic regarding the program no longer being offered at the Poplar Bluff Technical and Career Center, the perception in the community was the program closed. This hurt the 2018 application numbers significantly.

Appropriate marketing of the Sikeston LPN program to start in January 2020 must be taken to combat the issue in that region. The program has worked with the Communications department to develop a plan that we believe will be successful in recruiting an appropriate group of applicants.

## **Progress & Completion:**

The program completion benchmark is set at 70%. Typical practical nursing program attrition is 30-40%. The program chose to set the benchmark at 70%, based upon the traditional attrition rate. Attrition is highest within the first block of the program related to financial and personal issues. The Pharmacology course in the second block is the highest course attrition point. After examining the curriculum, the high attrition rate was attributed to too much material being covered at too high a level and the course was redesigned. There is one modality and setting at this time. In the 2019 cohort, there are 8 students representing a 27.6% attrition rate. All of the students are female with entrance scores between 63.05-72.62. This is consistent with the program demographics as male students range from 1-2 per cohort. Students that do not complete the program range in age, with no specific age range being more significant. The program has a high attrition rate related to non-academic matters. In 2018, the retention rate was 58%. Out of the twelve students that did not complete, five were for non-academic reasons. In 2019, the cohort has lost eight students with only one being related to academic issues. The curriculum changes in the past years have improved course and academic attrition. The focus now is on identifying the personal, non-academic barriers that lead to attrition and determining what can be done to reduce these barriers to completion.

## **Student Learning Outcomes Assessment:**

The course level student learning outcomes are assessed by a variety of methods including examinations, clinical evaluations, and assignments. The program outcomes are assessed by reviewing the students' performance on the IV therapy examination, medication administration math examination, pharmacology course attrition rate, performance on the ATI Predictor Examination, and performance on the NCLEX-PN. All of the course outcomes are linked to a Program Outcome. The Program Outcome data is collected and analyzed based on the NCLEX-PN categories.

The courses are offered in a sequential manner that allows for attainment of knowledge and skills from simple to complex. During the past year, the Mental Health and Maternal Child Nursing courses were swapped to allow for a better course sequence. After reviewing the curricular content of the courses, it was determined students needed some background in medical surgical information prior to taking the Maternal Child course; however, it was placed earlier in the

curriculum. The Mental Health course is a specialty course and can be taught without medical surgical content, so the decision was made to swap the courses in the sequence.

Each course has been designed to deliver specific nursing knowledge, skills, and professional values to the students. The course content has been developed around the NCLEX-PN test plan with duplication only occurring where deemed necessary for reinforcement of the material. For instance, the students take a Pharmacology course, PNRS 126, which covers knowledge of medications. However, the application of the medications is also added into the Medical Surgical courses, PNRS 118 and 119 to reinforce the content and allow for students to apply the medication to the disease process.

Changes in the courses include: changing the medication math examination from a 90% to 80% passing point, emphasizing Coordinated Care content throughout the program, changing from outpatient to inpatient clinical experiences in the Mental Health rotation, adding more detail to the Pharmacology lesson plans, leveling the Pharmacology lesson examinations to be consistent with the lesson plan, increasing time the Pharmacology course is taught over (10 vs. 6 weeks), and having one instructor for the Pharmacology course instead of all three rotating through. These changes have not been assessed as they are being implemented with the 2019-2020 cohort but will be assessed in future assessment cycles.

### **Program Learning Outcome Assessment:**

The program outcomes are assessed based on the NCLEX-PN content areas. The curriculum is linked to the NCLEX-PN content areas. The students' performance on the NCLEX-PN and the ATI Predictor examination is used to determine how well students are meeting the program outcomes at the completion of the program. The program assesses the students' performance on the Medication Math Examination, IV Therapy Examination, and the Pharmacology course attrition rate as additional measures.

Several changes have been implemented in the program based on program assessment data including:

- a. Changing the medication math examination passing score from 90% to 80%.
- b. Emphasizing the Coordinated Care content from the NCLEX-PN test plan throughout the curriculum.

- c. Changing the Mental Health clinical rotation from one outpatient and one in-patient day to both in-patient days.
- d. Added more detail to the Pharmacology lesson plans.
- e. Leveled the Pharmacology examinations to the lesson plans.
- f. One instructor will teach the Pharmacology course instead of all three instructors to allow for more consistency.
- g. Increasing the length of time to teach the Pharmacology course from 6 to 10 weeks.

The program is arranged for students to complete in one year (January to December).

This program is not duplicated at the institution. It is a feeder program for the LPN-RN Bridge program in both Poplar Bluff and Sikeston.

### **Job Placement:**

Job placement rate continues to be strong for the program at 100%. The labor market needs LPNs at the current time. The graduates are able to find employment without issue. The advisory board and employer feedback both indicate the students are performing at the required level. The 2018 employer surveys were just released in June 2019. The program hosts a Practical Nursing student conference that allows employers to set up free booths for the day.

## **Continuous Improvement Planning:**

*How will you address the opportunities for improvement that you identified in the above sections?  
Identify timelines for implementation, responsible party, and resource requirements.*

<b>Action Plan Objective</b>	<b>Timeline</b>	<b>Responsible Party</b>	<b>Resources required</b>
Increase Program Completion	2020 Cohort	LPN Faculty Financial Aid	Financial Counseling: Resources to assist students that are struggling financially
Assessing curriculum changes for effectiveness	2020 Cohort	LPN Faculty	None additional
Investigate and remediate non-academic barriers to completion	2020 Cohort	LPN Faculty	None additional
Increase Sikeston Lab Space	Prior to first cohort start	Facilities Department	\$10,000 budgeted in facilities department
Increase marketing to ensure sufficient applicants	Prior to next cohort start	LPN Faculty Communications Department	Possible increase in funding
Renovation PB Nursing Offices	FY 21	Facilities Department	None in the LPN budget. This is part of the renovation plan for the Westover Building.

## **Section III**

### **Analysis of the Program**

#### **Articulation (If applicable):**

The program has an articulation agreement with the Three Rivers College LPN-RN Bridge program. This assists students in seamless transition to the LPN-RN Bridge program. The agreements are updated anytime there is a curriculum change. The last update occurred in 2016 with the change in the RN curriculum. The update identified the new RN courses that would be articulated in for the LPN-RN Bridge students. No programmatic changes are needed at this time. There are potential opportunities; however, the program seeks to transition its students into the Three Rivers LPN-RN Bridge program to support its numbers. The graduates of the program are able to transfer to any LPN-RN Bridge program that they meet the criteria of since the program is fully approved by the State Board of Nursing.

#### **Transfer Rates (If applicable):**

Transfer rates are not applicable for this program. However, a majority of the cohorts are now identifying that they want to continue on to an RN program. The main program they seek admission into is the Three Rivers LPN-RN Bridge program. Out of the 13 December 2018 graduates, 5 of them applied in the March 2019 application cycle.

The students identified a barrier as completing the program in December with the application deadline having passed in September for the LPN-RN Bridge program. The RN program responded by moving their deadline to the Bridge program from September to December to allow for a more seamless transition.



## **Changes in Curriculum:**

*Summary of Curriculum* changes below.

*For complete detail see attachments LPN 2016-17, LPN 2017-18, and LPN 2018-19.*

### **2016-2017 Changes:**

- PNRS 105: Personal and Vocational Concepts and PNRS 107: Body Structure and Function Course Revisions:
  - Updated course descriptions and course outcomes
- PNRS 126: Pharmacology-Revision of Course
  - Updated textbook, no outcome changes
- Textbook Updates:
  - PNRS 115: Remove Eagle's Medical Terminology book
  - PNRS 107: Change to include Medical Terminology
  - PNRS 129: Remove book as course is moving to inactive
  - PNRS 105: move from 7<sup>th</sup> to 8<sup>th</sup> Edition of book
  - PNRS 115: Davis' Drug Guide moved from 14<sup>th</sup> to 15<sup>th</sup> Edition
  - PNRS 127: moved from 5<sup>th</sup> to 6<sup>th</sup> Edition
  - PNRS 128: moved from 7<sup>th</sup> to 8<sup>th</sup> Edition
- PNRS 129: Minor Revision of Course
  - Inactive Course. Move Outcomes to other courses.
    - Describe physiological changes associated with aging. (Moved to PNRS 115)
    - Describe psychological changes associated with aging. (Moved to PNRS 127)
    - Discuss cultural and spirituality impacts on aging. (Moved to PNRS 105)
- Practical Nursing-Revision of Program
  - Changed credit/contact hours of courses. Reduced from 65 to 55 credit hours to reflect a one-year certificate.
    - PNRS 105, Increased 1 credit hour, 15 contact hours
    - PNRS 107: Remained the same
    - PNRS 115: Decreased 2.25 credit hours, 33.75 contact hours
    - PNRS 117: Decreased 0.25 credit hours, 15 contact hours
    - PNRS 127: Decreased 2.25 contact hours
    - PNRS 129: Inactivated

- PNRS 116: Decreased 1 credit hour, 28.5 contact hours
  - PNRS 118: Decreased 1 credit hour, 37.5 contact hours
  - PNRS 119: Decreased 1.5 credit hours, 67.5 contact hours
  - PNRS 125: Decreased 1 credit hour, 28.5 contact hours
  - PNRS 126: Remained the same
  - PNRS 128: decreased 0.5 credit hours, 7.5 contact hours
- Admission Criteria Change
  - Changed to the following:
    - Must be 18 years of age (at the start of the program)
    - Minimum GPA 2.0 (high school or college, most current will be used)
    - High school diploma, GED, or HISET
    - Minimum TEAS Composite Percentage Score of 58%
    - Complete a Short Questionnaire
  - The class will be selected using the following formula:
    - TEAS Composite Percentage Score=40%
    - TEAS Reading Comprehension Score=50%
    - Short Questionnaire=10%
- Minor Revision of Courses—Changed Instructional Methods in the System, i.e. lab, clinical, lecture
  - PNRS 115, PNRS 116, PNRS 117, PNRS 118, PNRS 119, PNRS 125, PNRS 127, PNRS 128
- PNRS 115: Fundamentals of Nursing and PNRS 116: Pediatric Nursing—Revision of Course
  - Changed Course Descriptions and Course Outcomes
- PNRS 117: IV Therapy and PNRS 129: Geriatrics
  - Changed Course Description and Course Outcomes
- PNRS 118: Medical Surgical Nursing I and PNRS 125: Maternal/Newborn Nursing—Revision of Course
  - Changed Course Descriptions and Course Outcomes
- PNRS 126: Pharmacology and PNRS 127: Mental Health—Revision of Course
  - Changed Course Descriptions and Course Outcomes
- PNRS 119: Medical Surgical Nursing II and PNRS 128: Leadership and Management—Revision of Course

- Changed Course Descriptions and Course Outcomes
- One-Year Practical Nursing Certificate—Addition of Program
  - Added Poplar Bluff program option to run January to December beginning in January 2018.

### **2017-2018 Changes:**

- Textbook Change—PNRS 115: Fundamentals of Nursing
  - Moved from Burton/Ludwig to Potter and Perry. Decrease cost to students and provide additional student and instructor resources.
- Textbook Change—PNRS 126: Pharmacology
  - Moved from the 6<sup>th</sup> to 7<sup>th</sup> Edition book. No outcome changes.

### **2018-2019 Changes:**

- Revision of Program—One Year Practical Nursing Certificate
  - Swapped PNRS 125: Maternal/Newborn Nursing with PNRS 127: Mental Health Nursing in the grid (sequence).
  - Changed the purpose statement of the program to better represent the program.
  - Change the program outcomes. Change was completed after the Missouri State Board of Nursing site visit. Decreased the level of Bloom's verbiage to better match the LPN scope of practice. Added an outcome to cover the basic general knowledge of the program including anatomy and physiology, mathematics, and human growth and development.
- PNRS 105: Personal and Vocational Concepts—Revision of Course
  - Changed Course Description and Course Outcomes
  - Changed Course Assessment Measures
  - Increased from three to four lessons
- PNRS 107: Body Structure and Function—Revision of Course
  - Changed Course Description and Course Outcomes
  - Changed Assessment Measures
- PNRS 117: IV Therapy—Revision of Course
  - Changed Course Description and Course Outcomes
  - Changed Textbook
  - Changed Assessment Measures

- PNRS 115: Fundamental of Nursing—Revision of Course
  - Changed Course Description and Course Outcomes
  - Changed Assessment Measures
  - Changed Textbooks
- PNRS 125: Maternal/Newborn Nursing—Revision of Course
  - Changed Course Description and Course Outcomes
  - Changed Assessment Measures
- PNRS 116: Pediatric Nursing—Revision of Course
  - Changed Course Description and Course Outcomes
  - Changed Assessment Measures
- PNRS 126: Pharmacology—Revision of Course
  - Changed Course Description and Course Outcomes
  - New Assessment Measures
  - New Textbook
- PNRS 118: Medical Surgical Nursing I—Revision of Course
  - New Course Description and New Course Outcomes
  - New Assessment Measures
- PNRS 119: Medical Surgical Nursing II—Revision of Course
  - New Course Description and New Course Outcomes
  - New Assessment Measures
- PNRS 127: Mental Health Nursing—Revision of Course
  - New Course Description and New Course Outcomes
  - New Assessment Measures
- PNRS 128: Leadership and Management—Revision of Course
  - New Course Description and New Course Outcomes
  - New Assessment Measures
- Pre-requisite Change:
  - Changed Pre-requisite on PNRS 107, 117, and 127 from PNRS 105 to Practical Nursing Program Admission

### **External Needs Assessment:**

The LPN Program has an Advisory Board that meets annually. The program's curriculum is impacted by the NCLEX-PN that is updated every three years, the local employer needs, and the Missouri State Board of Nursing Minimum Standards for Practical Nursing Programs. The Advisory Board has community representatives, a variety of employers, and a past graduate.

### **Adequacy of Facilities, Equipment, and Technology:**

The Poplar Bluff LPN Program has a 30-seat classroom, storage area, and office suite on the third floor of the Westover Administration Building. The program utilizes the RN program's low-fidelity and high-fidelity laboratories for its laboratory portion. The doors to the classroom and laboratory areas do not have a locking mechanism in case of a lock down. The laboratory does not have external hallway cameras. The equipment is shared with the RN program and is adequate for the program's needs. The classroom and office suite are both in need of updating. The office suite is a set of cubicles that do not provide privacy. The program does not require any facility upgrades, equipment, or technology for the Poplar Bluff program.

The Sikeston LPN Program that will start in January 2020 will require renovation to the Sikeston Nursing laboratory to expand its capacity. A plan for this expansion has been created by the Facilities Department that will sufficiently increase the room size. Additionally, technology equipment and skills laboratory equipment will be needed for the program expansion.

The facilities, equipment, and technologies at Poplar Bluff are in compliance with regulatory agencies standards. While not required, the renovation of the LPN office suite would be a positive improvement and is planned as part of the Westover Building renovation currently underway.

## **Impact of Resources to Support Teaching and Learning:**

Resources to support teaching and learning

- a. Faculty and Staff. The Poplar Bluff LPN program has adequate faculty and staff to support the program. The Sikeston LPN program, that will start in January 2020, has three faculty positions, of which one has been hired and two faculty positions which are in the process of being filled.
- b. Revenue vs. Expenditure. The total revenue for the program in 2018 was \$205,526.00 with a total expense of \$226,629.13 for an 8% deficit. The deficit can be attributed to a low starting cohort (22 instead of 30) and a high attrition rate (13 students completed). The financial report, completed by financial services, shows that with an additional five students (18) completing the program, it would have been a break-even program. The 2019 cohort has 22 students currently in after starting with 30 students in January. This is a more typical enrollment number for the program.
- c. Disposable Resources. Reductions in this area have the potential to be harmful to the program. Supplies from the Kennett program have been boxed up and will be transported to the Sikeston program. Additional supplies and equipment will be needed to maintain the program moving forward. Any excess supplies will be used in FY20 and make further reductions difficult to keep from having a negative impact on learning. The program accepts donations of expired supplies from local healthcare facilities to try to offset the need to purchase.

Expenses have remained about the same for the past several years. Reductions in book costs have been investigated with changes made in 2017-2018 and 2018-2019 to reduce cost to students. According to the U.S. Bureau of Labor Statistics (June 2019), the 2018 Median Pay was \$46,240 per year with an hourly pay of \$22.23. Based on an in-district cost of \$12,962.50 and out-of-district cost of \$15,382.50, the cost of the program is proportionate to the prevailing wage. The length of the program, one year, also means the graduates are earning an LPN salary in a short period of time. The program is on the obsolescence plan for large equipment purchases that the RN program manages. The LPN program utilizes the same equipment as the RN program, so the plan is used for both programs.

## **Evaluation of Resources to Support Teaching and Learning:**

In order to support the new program at Sikeston, the existing Sikeston Nursing laboratory will need to be expanded prior to the January 2020 start date. Renovate the office suite in the Westover Administration Building to allow for private faculty offices. Increase the disposable supply budget in FY21 and beyond to accommodate for the program's need and depletion of inventory.

## **Professional Development:**

There are no CEU or professional development requirements for maintaining a Registered Nurse (RN) license in the state of Missouri. The minimum standards for the State Board of Nursing require the faculty to maintain competence in the clinical and education settings. Finding practice professional development is difficult for the faculty. Several faculty members complete this requirement by working as needed as an RN. Travel funds are required on an annual basis to send one faculty member to a conference each year. Each faculty member then travels every three years.

## **External Accreditation & Documentation:**

- Regulator Agency: Missouri State Board of Nursing
- Date of Last Visit: September 2017
- Date of next upcoming visit: 2022

The program is required to submit an annual report each June. The program submitted this report in January and received approval. There are no further pending reports for the program at this time.

## **Progress Report:**

### **Recommendations/Suggestions from September 2017 MOSBN Review**

- Review the clerical assistance for the program.
  - Reviewed and determined that part-time assistance is sufficient with the support from the Department Chair's office.
- Review/revise the faculty workload.
  - The faculty have reported having adequate time to prepare for class, lab, and clinical.
- Review/revise the curriculum.

- Completed in 2018-2019. Updated purpose statement, program outcomes, course outcomes, and course descriptions.
- Review the systematic evaluation plan and add more detail.
  - Systematic evaluation plan is complete with full detail.
- Orientation for Coordinator position with documentation.
  - This was completed for the Coordinator at the time; however, documentation was limited to support it. A detailed orientation with checklist has now been created. It was completed with the hire of the Poplar Bluff LPN Coordinator.
- Add NCLEX-PN practice questions throughout the curriculum via computerized testing.
  - The program analyzed the cost of this suggestion. The cost did not justify the benefit at this time. Faculty will continue to expose students to NCLEX-PN style questions in the classroom and on examinations. The program requires a computerized predictor examination at the completion of the program as well.

## **Section V**

### **Final Report of Findings**

*The final stage of program review is reporting your findings to the Cabinet and Faculty-at-Large. This will be coordinated by the Office of Institutional Effectiveness.*