Practical Nursing Program

Sitting Bull College

Program Review

2017 - 2021

Prepared by:

Lindsey Helm, EdD, RN

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Executive Summary

Program Description Summary

The Practical Nursing Program at Sitting Bull College focuses on developing practical nurses who practice safe, holistic, culturally focused care. The program consists of 70 credits hours of course work. Upon graduation, the students are eligible to take the licensing exam for practical nursing.

The program employs one full time faculty member and currently utilizes an adjunct module. One faculty member serves as the director of the program (1/4 time) as well as carrying a full advising load and ¾ time teaching load. One doctoral prepared instructor has taught courses online and one MSN prepared instructor traveled to campus to teach two courses this past fall. The department has utilized three BSN prepared nurses to assist with clinical. These instructors teach all of the nursing courses as well as additional courses as needed in social and behavioral sciences and nutrition. The faculty has been unstable over the last five years.

Enrollment in the nursing program has shown a slow but steady growth since the beginning of the program. The ratio of nursing students to total college enrollment over the last five years has ranged from 7.5% to 12%.

The program graduated sixteen students over the last five years. The average graduation rate is three to four graduates per year for the last five years. Of these sixteen graduates, it is confirmed that eleven have passed the licensing exam on the first attempt and two have failed. This is an 86.67% pass rate for the last five years. Three have not tested from the graduation years of 2019 and 2020. Six of the eleven graduates who have passed and are known to be working in nursing or a health related field. It is unknown where the remaining graduates are working.

The nursing program brings in between 8.2% and 14.9% of the total Sitting Bull College revenue. This does not include any money from the grant (NACTEP) or from the State of North Dakota through the Nursing Education Consortium. Expenditures are less than half of what the program revenue generated. The NACTEP Grant was completed this year. The grant was approved through 2026.

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

Program Self-Evaluation Summary

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

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

Students complete 434 hours of clinical time over the course of the program. They also spend 136 hours in the nursing laboratory practicing a wide variety of skills, 14 hours in virtual simulation and 16 hours in high fidelity simulation.

The nursing program has been accredited through the North Dakota Board of Nursing since 2004. Reports on the program are submitted annually. The last accreditation survey was September of 2021. The program has full accreditation through 2026.

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

The nursing program requires 44 credits of coursework from outside of the nursing department. In addition, the nursing faculty teach one general education courses in the area of nutrition.

Program Planning Summary

A major concern for the program as expressed ten years ago was the limitations of the faculty situation. This situation remains unchanged. The program will be unable to grow beyond five graduates without adding faculty through either an adjunct module or full-time status. In addition, recruitment and retention activities are very limited by the teaching loads of current

faculty. Upon visiting with three possible nurses about teaching full-time, the faculty pay and requirement to be on campus everyday deters them from applying. Due to the amount of salary paid to a practicing nurse, it is very difficult to get them to leave practice completely. Some nurses' expressed a desire of going part-time at the practice level and come to SBC full-time but are unable to due to the requirement of being present Monday-Friday.

A succession plan was submitted in May of 2017 to SBC administration. However, despite significant advertising and other recruiting there are still no applicants for any of the open positions. The program now employs an adjunct model that has filled the current needs.

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

Comprehensive Analysis

Program Description

Role of Program within Sitting Bull College

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

This mission is in keeping with the mission of the college as reflected in the 2018-2020 and 2020-2022 Sitting Bull College Bulletin. This mission statement states that "Guided by Ochethi Sakowin culture, values, and language, Sitting Bull College is committed to building intellectual capital through academic, career and technical education, and promoting economic and social development." (p. 14, SBC Bulletin, 2020-2022).

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

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

The practical nursing program consists of 70 credit hours of course work with 33 credit hours for the general education requirements and 37 credit hours of core course work requirements.

ASSOCIATE OF SCIENCE IN PRACTICAL NURSING			
GENERAL EDUCATION REQUIREMENTS		CORE PROGRAM REQUIREMENTS	
PSYC 100	First Year Learning Experience 3 credit hours	BIOL 202	Microbiology 4 credit hours
CSCI 101	Introduction to Computer Applications 3 credit hours	BIOL 230	Anatomy and Physiology II 4 credit hours
COMM 110	Fundamentals of Public Speaking 3 credit hours	PSYC 250	Developmental Psychology 3 credit hours
ENGL 110	Composition I 3 credit hours	NURS 101	Introduction to the Nursing Profession 1 credit hour
ENGL 120	Composition II 3 credit hours	NURS 201	Holistic Health Assessment 3 credit hours
HPER 200	Nutrition 2 credit hours	NURS 206 / NURS 206C	Fundamental Nursing Interventions 3 credit hours / Fundamental Nursing Interventions (Nursing Practice Experience) 1 credit hours
MATH 102	Intermediate Algebra 4 credit hours	NURS 205	Basic Pharmacology for Nurses 2 credit hours
NAS 101 Or NAS 103	Ochethi Sakowin Language I 4 credit hours / Introduction to Ochethi Sakowin Language, Culture & History 4 credit hours	NURS 231	Mental Health/Behavioral Health Nursing 2 credit hours
PSYC 111	Introduction to Psychology 3 credit hours	NURS 245	Nursing Care of Families 4 credit hours
SOC 120	Transitions – Graduation and Beyond 2 credit hours	NURS 246	Nursing Care Across the Lifespan 9 credit hours
BIOL 220	Anatomy and Physiology I 4 credit hours	NURS 297	Capstone Experience in Nursing 1 credit hour

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

HPER 200	Nutrition	2 credit hours
NURS 101	Introduction to the Nursing Profession	1 credit hour
NURS 201	Holistic Health Assessment	3 credit hours
NURS 206	Fundamental Nursing Interventions	3 credit hours
NURS 206C	Fundamental Nursing Interventions (Nursing Practice Experience)	
		1 credit hour
NURS 205	Basic Pharmacology for Nurses	2 credit hours

NURS 231   Mental Health/Behavioral Health Nursing   2 credit hours

NURS 245   Nursing Care of Families   4 credit hours

NURS 246   Nursing Care Across the Lifespan   9 credit hours

NURS 297   Capstone Experience in Nursing   1 credit hour

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

Learner outcomes for the practical nursing program are:

- **Outcome One**: Practice holistic, safe, technical nursing care in meeting the health care needs of individuals and families across the lifespan, regardless of cultural background.
- **Outcome Two**: Demonstrate technical level skill in critical thinking, communication, and therapeutic nursing interventions.
- **Outcome Three**: Utilize the nursing process to give culturally focused care.
- **Outcome Four**: Demonstrate effective promotion of wellness and balance across the lifespan and transitions of living in the present world with individuals, vulnerable populations, and various other professionals in a variety of settings such as community health care agencies, outpatient settings, and long term care settings. **Updated the Fall 2021- Outcome Four**: Function as a member of the health care team contributing on integrated client-centered health care plans across multiple disciplines.
- **Outcome Five**: Practice within the ethical and legal guidelines of the Nurse Practices Act.
- **Outcome Six**: Demonstrate leadership skills consistent with the role of a practical nurse in collaboration with registered nurses, advanced practice registered nurses, and licensed practitioners.

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

Program Personnel

D'Arlyn Bauer served as both the division director for nursing (1/4 time) and as a 3/4 time instructor. She has been at Sitting Bull College and in the nursing department since August of 2002. She retired from the director role spring/summer of 2020 and as an instructor the spring of 2021. Dr. Bauer has two Bachelor of Science degrees (Microbiology and Nursing), two Master degrees (Management and Nursing with an emphasis in Administration), and a PhD in Teaching and Learning: Higher Education. She is also certified in practical nursing by the Career and Technical Education Department for North Dakota. Dr. Bauer generally carried a full teaching load each semester in addition to the responsibilities for the nursing program. During the fall, she taught four to five courses and in the spring three to four courses. She also taught a summer course. In addition, Dr. Bauer oversaw the nursing laboratory where students come to practice the various nursing skills throughout the week during both semesters.

Jean Cain was the second instructor and retired in the fall of 2018. She was with Sitting Bull College since May of 2010. Ms. Cain has her Bachelor of Science degree in Nursing and a Master's degree in Nursing with an emphasis in Education. She is certified in practical nursing by the Department of Career and Technical Education for the state of North Dakota. Ms. Cain carried a workload of 30 contact hours per year up until her retirement. She taught two courses in the fall and one course in the spring. She was primarily responsible for two of the clinical heavy courses during the second year of the nursing program.

Mary Lynn Eagle Staff replaced Ms. Cain and completed the above teaching load for the academic year of spring 2019-Spring 2020.

During the years of 2017-2020, Dr. Bauer's workload included numerous state committees focused on nursing education and articulation of courses. Additional committees and work have been added because of the nursing shortage and the North Dakota Governor's task force to address this shortage. Both Ms. Cain/Ms. Eagle Staff and Dr. Bauer shared the advising responsibilities for the department as well as the additional faculty responsibilities. This includes the assessment of the curriculum and the students. Both were active on various committees at Sitting Bull College including Assessment, Curriculum and Governance.

Lindsey Helm accepted the position of director/faculty in summer of 2020 and has served as both the division director for nursing (1/4 time) and as a 3/4 time instructor. Dr. Helm has two Associate degrees one in Medical Assisting and one in nursing, a Bachelor of Science degree

(Nursing), Master degree (Nursing with an emphasis in Education), and a E.D. in Education focus (Teaching and College Learning). She holds certification in practical nursing by the Career and Technical Education Department for North Dakota. As well, as certifications in Trauma Nursing Core Course, Basic Life Support, Advanced Cardiac Life Support, Pediatric Advanced life Support and Neonatal Resuscitation Program. Dr. Helm performed the ¾ time teaching load each semester in addition to the responsibilities for the nursing program. During the fall, she teaches three to five courses and in the spring two to three courses. She also oversees and evaluates all BSN clinical instructors work with the students. In addition, Dr. Helm oversees the nursing laboratory where students come to practice the various nursing skills throughout the week during both semesters. Dr. Helm has also implemented the use of simulations in the nursing program; this involves writing or reviewing scenarios, set up and take of props of simulation as well as covering the debriefing of the simulation exercise. Dr. Helm serves on the curriculum committee for SBC and is the treasure for the CUNEA (College and University Nursing Education Administration).

Program Productivity Summary

Over the last five years, the enrollment at Sitting Bull College has ranged from 316 in the fall of 2017 to 210 in the spring of 2021. The lowest enrollment during this period was spring 2021.   The highest enrollment of 349 occurred during the spring of 2018. During the same period, the enrollment in the practical nursing program has ranged from 31 to 20, with the low in the spring of 2019 and the high in the spring of 2018.

The ratio of nursing students to total college enrollment has ranged from 7.5% of the total enrollment (Fall 2017) to 11% (Spring 2021). The nursing program has maintained an average of 8.6% nursing student enrollment of the total college enrollment. The program has maintained an average of 24 students enrolled in the nursing major over the last five years. Enrollment in the AS PN program has continued to place this program as one of the top three Associate programs at SBC.

The charts following reflect the enrollment numbers for fall and spring semesters from fall 2017 to spring 2021 for both the college and the AS Practical Nursing program. The second chart shows the number of students enrolled in the Associate of Arts – General Studies: Nursing Transfer during the same period. This is for information only. Those numbers were not included in the analysis or line graphs as this is a General Studies degree.
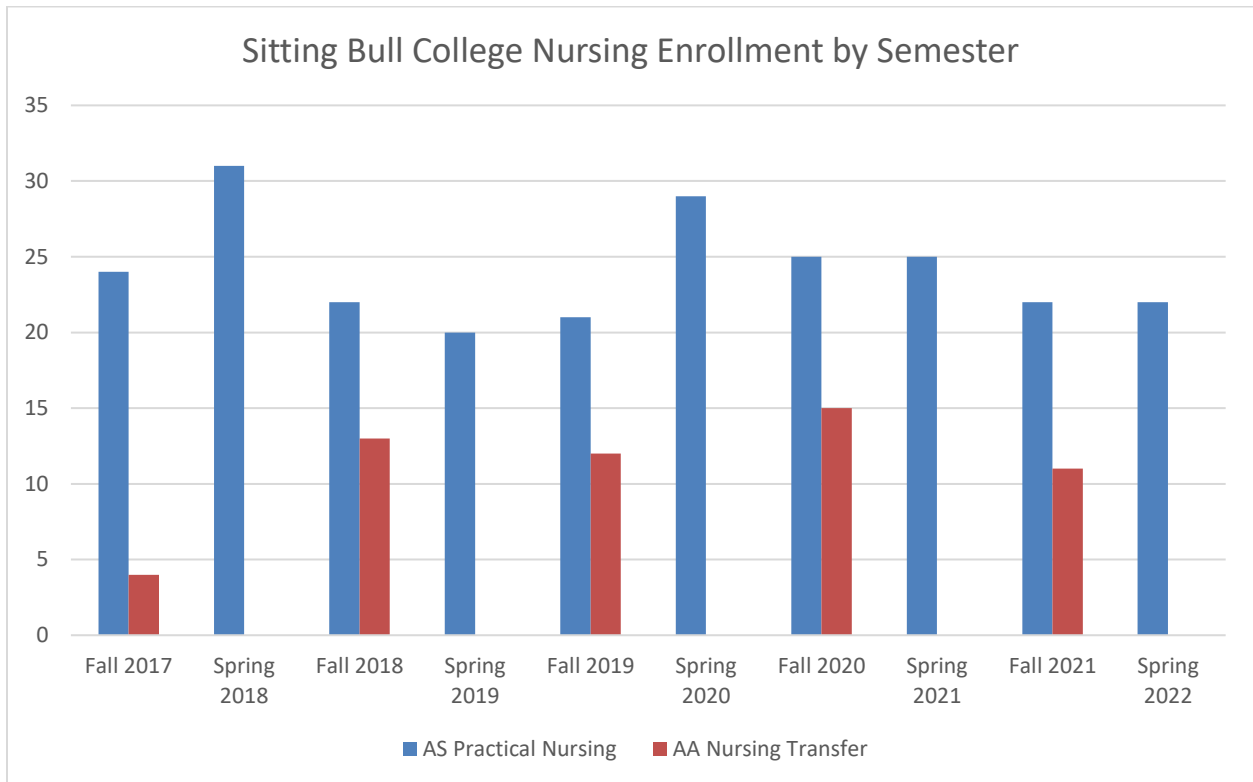
(Sitting Bull College, n.d., *Enrollment by Degree Program*)
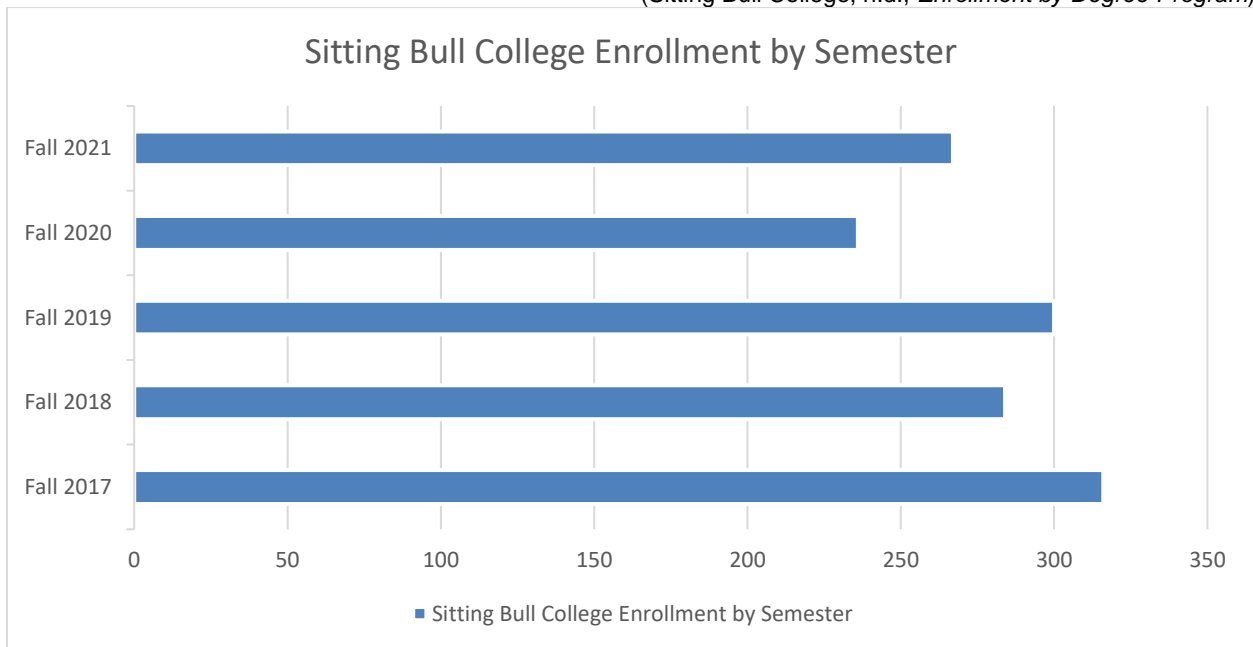
(Sitting Bull College, n.d., *Enrollment by Degree Program*)

Practical Nursing Program Students Persistence (AS only)					
Fall to Spring	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
First Year Nursing Classes to Fundamental Skills / Formally Admitted	15/7 (63%)	6/3 (50%)	10/3 (30%)	12/7 (58%)	8/?
Second Year Nursing Classes	2/2 (100%)	6/4 (66%)	3/3 (100%)	3/3 (100%)	7/?
Total	17/17 (100%)	12/10 (83%)	13/13 (100%)	15/15 (100%)	?

Practical Nursing Program Students Retention (AS only)					
Fall to Fall	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
First Year Nursing Classes to Fundamental Skills C to Second Year Nursing Classes	11/6 (54%)	6/3 (50%)	5/3 (60%)	10/7 (70%)	7/?
Second Year Nursing	2/2 (100%)	4/4 (100%)	3/3 (100%)	3/3 (100%)	?

Classes to Graduation					

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

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

For the 2017-2021 academic years the program accepted 7-15 students into the formal program, in the Fundamental Skills of Nursing coursework (the third nursing program course) and 4-6 in the second year coursework resulting in a varying retention rate of 50-60% . There was a retention rate of 30% (fall 2019). Due to current director not being present during this time, reason for lack of progression to second year is unknown.   Of those, progressing into the second courses to graduation there is a 100% retention rate.

 For all of the last five years the nursing program has flirted with reaching the maximum number of students that we have the faculty to handle. Attrition due to grades has enabled the program to admit all qualifying students each year. Spring of 2018 is the first time that there have been more qualified students than positions available. During the spring of 2019 and fall

of 2019 two sections of courses were required to meet clinical number allotment for the first time that this director has been able to note.

Graduation data for the practical nursing program are shown in the chart below. In the last five years, there have been 19 graduates for an average graduation rate of 3.8 graduates per year. This remains consistent for the last twelve years of the program during the last two program reviews. The ratio of graduates to declared majors reflects the ratio of graduates to the average of all students who declared nursing as their major for that academic year.

Practical Nursing Program Graduates (AS only)				
2017-2018	**2018-19**	**2019-20**	**2020-2021**	**2021-22**
2	4	3	3	7?
Ratio of Practical Nursing Program Graduates to Majors (AS only)				
2/24(8%)	4/22 (18%)	3/21 (14%)	3/25 (12%)	7/22 (31%)

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

Presently, no formal process is in place to track employment of nursing program graduates. Informally, most are working in nursing with two that have continued their education. The three graduates from this May (2021) one is working in nursing, one is unknown, and the other has a nursing position upon passing her boards.

Program Revenue

The following chart below summarizes the revenue data for the nursing program for the academic years from 2017 to 2021, both as dollar values and as a percentage of college total revenue. The data indicates that the program brings in between 8.2% to 12% of the total tuition and ISC revenue for the last five years.

Nursing Program Revenue					
Academic Year	**Tuition**	**ISC Revenue**	**Total**	**SBC**	**% of SBC Total**
2017 - 2018	$166,800	$191,700	$358,500	$4,379,620	8.2%
2018 - 2019	$62,600	$87,993	$150,593	$2,511,585	6.0%
2019 - 2020	$76,025	$385,215	$461,240	$5,516,681	8.4%
2020 - 2021	$85,295	$416,392	$501,687	$4,132,628	12%

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

Nursing Program Revenue per Nursing Student			
Academic Year	**Total**	**PN Enrollment**	**Revenue per PN Student**
2017 – 2018	$358,500	55	$6,518
2018 - 2019	$150,593	42	$3,585
2019 - 2020	$385,215	50	$7,704
2020 - 2021	$416,392	50	$8,327

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

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

Nursing Program Revenue/Expense Summary			
Academic Year	**Total Revenue**	**Total Expense**	**Profit**
2017 – 2018	$358,500	$139,604.73	$218,895.27
2018 - 2019	$150,593	$ 96,249.00	$54,344.00
2019 - 2020	$385,215	$82,928.83	$302,286.17
2020 - 2021	$416,392	$178,100.47	$238,291.53

Program Budget

Financial support for the nursing program has come primarily from a federal grant – the Native American Career and Technical Education Program (NACTEP). This grant expired in 2021 and has seen been approved through September 30, 2026.

Since 2007, the ND Nursing Education Consortium has worked with the ND legislature. The result of this relationship has been some funding specifically for simulation programming.

The Nursing Education Consortium is now a permanent line item on the ND Higher Education Budget. There are very specific and limiting guidelines for the expenditure of these funds.

Currently the money expected from this funding source has been saved to fund a nursing laboratory person who would oversee the nursing laboratory and practice times, tutor nursing students, and assist with implementing simulation activities. The amount saved needed to be spent as they discontinued the ability to rollover the funds from year to year, now the funds must be spent in a two-year rotation. A new high fidelity mannequin and updated equipment and supplies for simulation were purchased.

The program budget for the last five years is shown in the table below. During this time frame, the program generated revenue averaging $243,784 per academic year not including the ND Nursing Education Consortium funds or revenue from the General Education – Nursing Transfer Degree.

Practical Nursing Program Five Year Budget Expenditures					
	2017-2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	Total
Salary	$114,790.00	$72,900.00	$62,833.00	$87,737.00	$83,760.00	$422,020.00
Fringe Benefits	$23,014.73	$18,225.00	$12,598.83	$18,830.47	$18,568.40	$91,237.43
Supplies	$0	$2,210.00	$4,022.00	$69,905.00	$0	$76,137.00
Travel	$1,800.00	$2,914.00	$3,475.00	$1,628.00	$0	$98,17.00
Grand Total	$139,604.73	$96,249.00	$82,928.83	$178,100.47	$ 102,328.40	$ 599,211.43

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

Advisory Committee

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

Becky Bailey   Custer District Health Unit

D'Arlyn Bauer   Retired Nurse, Sitting Bull College

Joelle Keepseagle   Director of Nursing, Indian Health Services

Kayla Wolff   Assistant Director of Nursing, Mobridge Regional Hospital

Jamie Giroux	IHS Public Health
Terri Baker(S)	First Year Nursing Student
Sydney Bailey (S)	Second Year Nursing Student
Lindsey Helm	Nursing Director, Sitting Bull College
Christina Turgeon (A)	Alumni, Staff Nurse
Becka Schelske	Adjunct Nurse Faculty

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

Program Self-Evaluation

Faculty

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

Evaluation of the faculty is through the process of individual course evaluations administered by the college. The program director regularly observes the teaching of the second instructor. With the development of the clinical manual, there will be more formal evaluations of the clinical faculty, clinical sites, etc. moving forward. A formal evaluation is completed in the spring of the year and is based in part on the observation of the classroom

teaching of the instructor. The Vice President of Academics evaluates the director in the spring of the year. These evaluations indicate strong teaching skills and college involvement of faculty members.

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

While the faculty have been sufficient in the past to provide quality instruction as noted by student graduation, NCLEX PN pass rates, and feedback from students and employers, there has been increasing concern regarding staffing. In September of 2021, the ND Board of Nursing conducted a full accreditation survey of the practical nursing program. As the department had enough faculty during this visits it was not noted as a concern. However as we continue with one full time employee this area of concern since the 2010 survey will more than likely resurface: the availability of support personnel and additional faculty. As noted in the final report from the survey team:

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

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

This was a particularly critical concern in view of the aging of the faculty and the additional reporting and concern of the ND Board of Nursing. In addition, the program cannot admit more than five to six students to clinical courses without adding additional faculty to assist with the clinical component. In May of 2018, the program reached maximum admissions for the second year courses and has had to place one individual on a wait list (in case not all accepted individuals return or additional faculty are found). During the spring/fall semesters of 2021, adjunct faculty was secured to cover the clinical, as two sections were required per the clinical institution.

Student Relations

Full-time faculty in the nursing program maintain an open door, collaborative relationship with the students enrolled in the program and classes. The instructors both have posted office hours on a daily basis and maintain email contact with students as well. Voicemail and texting

is regularly utilized as well. When the students are in the clinical areas, the instructor is available on site and by phone throughout the time, as well as when the students are off campus.

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

The nursing courses are taught once a year. Course schedules are determined by the needs of the students and the availability of the clinical sites. Accommodations are made whenever possible and by mutual agreement of the parties involved. The nature of the nursing curriculum does limit some of the responsiveness of the program. For example, the nursing courses can only be offered at the North Dakota campus. However, since COVID, hybrid learning has been implemented and is used as needed. Scheduling has been worked on with the members of the science department so that students are able to schedule their anatomy and physiology, microbiology, and nursing courses without conflicts. Instructors in English, speech, math, and transitions to the work place have also worked with the nursing department to maximize scheduling for students.

Currently, students in the nursing program complete roughly 434 hours of clinical practice time during their various nursing courses. These practice hours are completed in settings that range from the various schools throughout the Standing Rock Indian Reservation, Walworth County, to long-term care in Mandan, IHS/Mobridge Regional hospitals and clinics, and various hospital settings at CHI St. Alexius Medical Center in Bismarck. This provides students with a wide variety of experiences in the nursing field.

In the classroom, students are exposed to internet resources, electronic projection, traditional teaching methods, the nursing laboratory, and nursing simulation. The nursing laboratory includes manikins and equipment for students to practice a wide variety of skills. Simulation technology is available and is now currently being utilized, however it is limited, due to time needed to set up and implement each scenario and the training constraints for the individuals and faculty involved. In addition, there are two computers available to students in the classroom for testing and research.

Students from each of the two levels of nursing courses serve on each of the department committees – Nursing Division Committee, Nursing Advisory Board, and Nursing Assessment Committee. In fact, all first and second year nursing students provide feedback twice a year at

the end of the semester on textbooks, clinical sites, scheduling, and anything else that comes up as part of the program evaluation.

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

Curriculum Content, Design, and Delivery

The curriculum and courses are reviewed at the end of fall and spring semesters by a combination of the students and the instructors. The nursing program maintains a departmental assessment committee with representation from each year of the program. In addition, the entire group of first and second year students does an end of semester evaluation of the courses and the textbooks. Textbooks are chosen by faculty based on input from students and fit for the curriculum as well as current practice. Ancillary materials such as the videos are reviewed and assessed on an ongoing basis so that the most current materials are being utilized. Course outlines are reviewed as part of the semester evaluation with students. In addition, faculty evaluate course outlines annually.

The courses that are offered meet the accrediting guidelines for practical nursing education as outlined by the ND Board of Nursing for a degree in practical nursing. Students are qualified to sit the licensing exam for practical nursing at the end of the program. The program submits an annual report to the ND Board of Nursing as well as the accrediting surveys when scheduled. The last survey was a full survey in September 2021. The program is currently accredited through 2026.

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

Instructors incorporate a variety of cultures as examples and guides when teaching. Textbooks have improved to include Native American culture among other cultures, however students are encouraged to share or use examples from their own experiences within their own cultures. In addition, both instructors work to add content from a variety of Native American cultures. Focused discussions have provided one way to use the broad scope of

multiculturalism and bring the examples to those cultures the students work most closely with, i.e. Lakota/Dakota culture. In addition, students have many clinical experiences during which they work with and must examine how the culture of the individuals and the setting (many of which are on Standing Rock Indian Reservation) affect the individual and their illness journey.

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

Assessment Findings and Analysis

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

The department continues the operations report, based on previous recommendations of the ND Board of Nursing accreditors, which is used to assess operations, including adequate facilities, the mission, and other program items that are not addressed in the student outcomes assessment. This assessment is shared with the nursing department in the nursing division meetings. Results are on file in the nursing department.

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

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

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

Some of the assessment results have been discussed in other areas of this review. Most importantly the bottom line evaluation of the program is whether or not our students are successful. The answer is yes. The graduates from 2017-2020 academic years that have taken and passed the NCLEX-PN licensing exam on the first attempt were previously noted. Two of the three students from this past year were unsuccessful, although I have no direct data supporting, I would be inclined to say that the effects of COVID played a role in this outcome. All past graduates from this same period are employed in nursing, as discussed previously. In addition, employers are seeking out our students to hire them based on their experiences with our graduates. For example, Missouri Slope Lutheran Care Center is planning to come down to the college this spring and speak with both the first year and second year students after hiring previous of our past graduates. Mobridge Regional Hospital has invited us to participate in clinical and preceptorship experiences because of their previous experiences with our graduates.

The use of the HESI predictor exam and testing package has provided useful data in numerous areas. This exam captures data on the student's knowledge base in specialized areas such as psychiatric care and maternal child care as well as other concepts such as leadership, professionalism, ethics, nursing process, pharmacology, nursing interventions, and critical thinking (to name a few). The reports generated enable assessment and evaluation of the current year and a comparison to previous years with the current graduates. This has been very helpful with examining course content and teaching strategies. We continue to utilize the computerized examinations; one change based on student feedback was to begin the testing sooner, which was implemented this last fall. This implementation has allowed the students to remediate and work on their weakness prior to their final semester of coursework and testing. We continue to work individually with the students on testing strategies and problems of the individual student that may pose as a barrier to learning and testing. The results are reflected in the strength of our testing preparation at SBC nursing and the success of our graduates, even our high risk graduates, on their licensing exam.

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

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

Institutional Support

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

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

The program does have the technology for simulation and Electronic Health Records. This equipment was not fully utilized to the extent it could be, as it generally requires three to four faculty and staff to run the simulations. Dr. Helm has experience running simulations with minimal support staff and therefore has been able to add one or two scenarios this past fall with the new equipment.

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

Faculty have had their office computer equipment updated. It should be noted however, that computer support is limited due to the workload of the staff responsible.

Technical support for the general equipment has been consistently helpful and timely. The Director of the Library Services provides outstanding support when approached for resources. They maintain electronic resources that are current both for consumer education and for

professional education in the nursing area. Print materials are more limited. Students make limited use of print materials beyond their textbooks anyway showing a preference for electronic media.

Additional resources are available in the writing laboratory with tutoring in the general education areas. Nursing students do utilize these services but it is unknown how many or how often.

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

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

Administration is exceptionally supportive in the area of professional development. The Vice President of Operations and Academics is very encouraging and supportive of ongoing development.

Importance to the College and other programs

The nursing program requires 44 credits of course work that are offered through various other departments at the college and in the general education courses. This includes the areas of math, English, Native American Studies, social behavioral sciences, office technology, and the sciences. For some courses such as anatomy and physiology and microbiology, the nursing students make up the majority of the students enrolled in the courses. Nursing faculty also teach a general education course, nutrition.

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

Program Planning

Trends

The nursing shortage continues to be a major state and national concern. In North Dakota, by 2029, it is predicted that LPN jobs will increase up to 9% according to the Bureau of Labor Statistics (United States Department of Labor, 2021). LPN's in ND earn around $22.31 per hour, which is an average salary of $46,410. This is less then $640 per year compared to salaries nationally (Practical Nursing, 2021).

According to the most current employment projections by the US Department of Labor using a federal demand projection model LPN's will continue to be a fast growing profession over the next ten years.   Job Service of North Dakota indicated that there would be a number of replacement openings in this field due to retirement, death, etc. According to the ND Job Service website, the employment of LPNs will grow 9% in the decade from 2020 to 2030. The care needs of an aging population, longer life expectancies, general demands for health care services, and increasing rates for chronic conditions will drive this demand for healthcare services. According to the US Department of Labor (2021) projections central, for ND the LPN will have 220 open job positions, with an average annual opening of 230 through 2028.

The nursing shortage is further compounded by a shortage of qualified faculty. Nursing schools are turning away qualified applicants because there are not enough faculty to teach them. In ND, over the past 12 years, faculty have been reduced by 4% while enrollment has increased over the last 15 years by 21% for LPNs, 42% for RNs, and 55% for graduate programs (Governor's Nursing Task Force Slide Deck, 2017). There has not been a current survey since this publication.

Curricular issues continue to be a concern as the National Council of State Boards of Nursing's prepare to launch the Next Generation NCLX (NGN) test plan changes to the NCLEX-PN in March of 2023. According to Nursing CE;

> In 2009, the NCSBN held conversations with professionals in clinical practice and nursing experts, determining that the current level of decision-making in nursing led to a large number of practice errors by entry-level nurses. Studies show that as many as 65% of entry-level nurse errors are related to poor clinical decision making and that only 20% of employers of new nurses are satisfied with their decision-making capabilities. From 2012-2014, the NCSBN collaborated on two studies looking at nursing practice and the entry-level nurse. These studies established the need for clinical judgment as one of the top five

skills required to enter nursing practice. Two other high-priority skills were problem solving and critical thinking, which are both vital to clinical judgment. The other two required skills for entry to practice were identified as active listening and professional communication. The RN Nursing Knowledge Survey from 2017 offered more evidence on the need for clinical judgment. Newly licensed RNs, RN supervisors, and RN educators unanimously agreed on the importance of clinical judgment. Experts in the LPN field had a further agreement on the need for clinical judgment. Based on the findings of the studies and experts, the NCSBN moved forward with a Next Generation NCLEX Project. The NGN has a focus on protecting the public and achieving optimum outcomes for the client, the nurse, and ultimately health care institutions. This exam will ask questions in a different way and help nurses to think critically while providing care or making clinical decisions. Case studies will be used on this exam, and a focus on interactions between the client and the nurse, client outcomes, and expected outcomes will be considered (NCSBN, 2019a).

To prepare for this upcoming change, the presentation of learning material and testing will need to be updated to prepare the student for entry-level practice. There are resources being developed to assist educators but at a cost from support entities such as HESI and ATI. There is also a push for the use of simulation to engage in the type of clinical judgment that would prepare the graduate to entry-level practice to be utilized during classroom teaching.

Simulation does provides our students with the opportunity to develop the critical thinking skills necessary for safe nursing practice. This past year the lab was able to add a high functioning mannequin and the director is well trained in simulation style education. It is designed for the students to be able to practice and demonstrate skills and critical thinking necessary for the care of patients in an environment that is safe for the students. In addition, it places the learning of the students ahead of the care of the patient since the manikins and other simulators are not real. This increases the student technical, behavioral and social skills as well as their confidence.

To address the changes within tribal colleges, SBC currently has the only nursing program among the TCU network in ND. The TCU presidents have a desire to explore the possibility of an articulation agreement and progression plan for the student's enrolled at other TCU's to complete their chosen degree at their home TCU and then transfer to SBC for enrollment into the nursing program. This is an exciting opportunity to grow the nursing workforce force the Native American communities.

Revised Goals and Objectives Due to Program Review

With the slow but steady growth demonstrated by the nursing program, the department has been able to meet the existing need with adjunct faculty. If growth is to be expected the continued use of adjunct faculty and hybrid course offerings will need to be implemented as the department continues to be unable to fill the posted positions for lab staff and full-time faculty. This inability to fill the positions stems for the requirement of the college to be present Monday-Friday on campus. Most nurses that the director has spoken with are unable to leave the bedside practice completely because the pay of educators is terribly low. Nurses have expressed a desire to work in academics but also need to keep their foot in the door of the practice area to be able to survive in this current economy. The nursing laboratory technician remains a necessity. This individual is necessary for the program to implement simulation and provide adequate access to the nursing laboratory for student practice. The current increase of students in the first year course has increased the load on the faculty and the overall supervision of the laboratory taking away from time to spend on the administration of the nursing program. This position could be a half time position. There are some funds available for this through the nursing education consortium from the State of North Dakota. This position is currently covered by a RN that helps for 2 hours a day during a lab course; however, this is not productive to what the lab could be providing for our students.

An additional goal for the program is develop a hybrid track for the students that need to work full-time to be able to obtain their LPN degree. It is possible for the higher-level student to complete a large portion of their theory work online and present to campus for testing and lab/clinical requirements to obtain a degree in practical nursing. The department would propose a hybrid track with a spring start in additional to the traditional track with a fall start. The department would offer nursing courses partially online with both synchronous and asynchronous meeting times and deadlines. The student would be expected to come to one of the campuses (Mobridge, McLaughlin or Fort Yates) for testing to maintain testing integrity. Lab and clinical days would be grouped together to minimize travel for the student. The science courses would also needed to be offered online, experienced online educators would be required for both the sciences and nursing courses. The department has had inquires of this type of position for both the science and nursing positions. Adjunct faculty could cover these.

Additional Resources Needed

The individual students currently drive themselves to clinical sites. The continued use of the school vehicles helps when it is possible to provide transportation for a clinical experience.

This year the use of the dorms in Mobridge allowed the students to stay at a discounted price, which was a huge help, and the department hopes to continue that offering to students when doing clinical in Mobridge. It would also be helpful to offer that in Fort Yates during the clinical rotations at IHS in Fort Yates.

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

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

Monies to purchase materials to assist with the education of the student for the upcoming NGN NCLEX-PN can be anticipated.

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Appendix A

Suggested Course Sequences

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

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

Term 1

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

Term 2

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

Term 3

BIOL 230	Anatomy and Physiology II	4 credit hours
BIOL 202	Microbiology	4 credit hours
NURS 206	Fundamental Nursing Interventions	3 credit hours
HPER 200	Nutrition	2 credit hours
PSYC 250	Developmental Psychology	3 credit hours
	Total Credits **16 credit hours**	

Term 4

COMM110	Fundamentals of Public Speaking	3 credit hours
NURS 206C	Fundamental Nursing Interventions (Clinical)	1 credit hour
NURS 205	Basic Pharmacology for Nurses	2 credit hours
NURS 231	Mental Health/Behavioral Health Nursing	2 credit hours
NURS 245	Nursing Care of Families	4 credit hours
	Total Credits **12 credit hours**	

Term 5

MATH 102	Intermediate Algebra	4 credit hours
NURS 246	Nursing Care Across the Lifespan	9 credit hours
NURS 297	Capstone Experience in Nursing	1 credit hour
SOC 120	Transitions – Graduation and Beyond	2 credit hours
	Total Credits **16 credit hours**	
	Total Degree Requirements **70 credits**	

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

Appendix B

Faculty Satisfaction Survey

Faculty Satisfaction Survey Results

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

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

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

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

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

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

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

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

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

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

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

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

12) Adjunct faculty communicate with the program full-time faculty regarding grading policies.
    Mean score = 5.0
    Strongly Agree/Agree = 100%
    Strongly Disagree/Disagree = 0%

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

14) The faculty in this program are sufficient in number to provide effective instruction within the discipline.
    Mean score = 5.0
    Strongly Agree/Agree =100%
    Strongly Disagree/Disagree = 0%

15) Faculty in this program stay current in their area of expertise.
    Mean score = 5.0
    Strongly Agree/Agree = 100%
    Strongly Disagree/Disagree = 0%

16) The faculty in this program are actively involved in staff development activities.
    Mean score = 5.0
    Strongly Agree/Agree = 100%
    Strongly Disagree/Disagree = 0%

17) The availability of classroom supplies is sufficient to maintain the effectiveness of this program's courses.
    Mean score = 5.0
    Strongly Agree/Agree = 100%
    Strongly Disagree/Disagree = 0%

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

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

Strongly Disagree/Disagree = 0%

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

21) Adequate facilities and equipment are available to maintain the effectiveness of this program's courses.
Mean score = 5.0
Strongly Agree/Agree = 100%
Strongly Disagree/Disagree = 0%

22) Library services and collections are adequate to maintain the effectiveness of this program's courses.
Mean score = 5.0
Strongly Agree/Agree = 100%
Strongly Disagree/Disagree = 0%

23) Tutoring and writing center facilities are adequate to maintain the effectiveness of this program's courses.
Mean score = 5.0
Strongly Agree/Agree = 100%
Strongly Disagree/Disagree = 0%

24) Clerical support is available and adequate to maintain the effectiveness of this program's courses.
Mean score = 5.0
Strongly Agree/Agree = 100%
Strongly Disagree/Disagree = 0%

25) I have been provided a copy of the SBC policies and procedures and the SBC faculty handbook.
Mean score = 5.0
Strongly Agree/Agree = 100%
Strongly Disagree/Disagree = 0%