

EASTERN OKLAHOMA STATE COLLEGE PROGRAM REVIEW 2018 NURSING

Based on the thorough internal or external program review addressing all criteria in policy, a comprehensive report should be possible within ten or fewer pages. This program review template is provided to assist institutions in compiling the program review information, which is to be presented to the institutional governing board prior to submission to the State Regents. Executive Summaries should be possible within two pages using the provided template (Program Review Executive Summary Template).

Description of the program's connection to the institutional mission and goals:

(Size of box provided is NOT an indicator of the length of response expected; please include as much information as needed to thoroughly address each element of the review.)

Eastern Oklahoma State College's Department of Nursing is accredited by the Accreditation Commission for Education in Nursing (ACEN). The Division of Nursing offers an **Associate of Applied Science in Nursing degree** (AAS) in Wilburton and Idabel. Students who complete this degree are eligible to take the examinations necessary to qualify for licensure as a Registered Nurse (RN)*. There is an accelerated track available for students who are **Licensed Practical Nurses** (LPN) or EMT - Paramedics.

The philosophy of the Associate Degree Nursing (ADN) program is congruent with the Eastern Oklahoma State College mission statement and is supported by the works of Marjory Gordon, Virginia Henderson, and the Accreditation Commission for Education in Nursing. Eastern Oklahoma State College nursing program is also supported by Bruner's Learning Theory. The nursing program prepares graduates to provide care, to manage care, and to become members of the nursing profession. Student Learning Outcomes in this preparation include: professional behaviors, assessment, communication, decision-making, care interventions, teaching/learning, collaboration, and managing care. These student learning outcomes are introduced at the beginning of the program using a developmental approach and are developed throughout each nursing course in the curriculum. The conceptual model is based on utilization of the nursing process in meeting human developmental needs according to the developmental phases of man. Quality and Safety Education for Nurses (QSEN) competencies are congruent with and integrated into teaching/learning activities throughout the program. Emphasis is given to the major psycho-physiological health problems that might occur during each stage. The first nursing course is a broad introduction to nursing. The succeeding clinical courses progress through the life cycle.

Nursing education in the community college setting provides an affordable and accessible avenue for associate degree education that also supports educational mobility. The curriculum reflects study in both nursing, general education, and health related sciences. Nursing at Eastern is supportive of both the generic and LPN/EMTP transitional tracks leading to an associate degree in applied science. Graduates are encouraged to obtain a baccalaureate degree in nursing.

3.7.5 Process (Internal/External Review):

Previous Reviews and Actions from those reviews:

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

Eastern Oklahoma State College's Department of Nursing is accredited by the Accreditation Commission for Education in Nursing (ACEN).

Learning is a dynamic, life-long, individualized process. Learning at Eastern is supported through development of a teacher/student relationship with the student possessing willingness and accountability in learning and the teacher facilitating the development of critical thinking, clarity of thinking, communication, creative expression, self-direction, and other defined competencies in the curriculum. The faculty recognizes that students differ in the rate and style of learning, thus various strategies are planned to assist the student in achieving program competencies. Student Learning Outcomes (SLO) are introduced early in the program and are further developed throughout the curriculum. The nursing education curriculum includes experiences designed to promote the development of the learner as an individual and as a nurse. The school of nursing utilizes a diverse contemporary array of instructional technologies and formats to facilitate learning and enhance accessibility for a diverse student population. The philosophy embraces various individual learning styles, talents and interests. Distance learning strategies include but are not limited to the following: interactive television, Smartboards, Blackboard Learning Management System, internet, and audio-visual material.

The nursing faculty accepts the Position Statement of Associate Degree Nursing as adopted by the Oklahoma Associate Degree Nursing Educators, the Oklahoma Board of Nursing guidelines for nursing practice, the National League for Nursing AD Competencies, and the American Nurses Associations code of ethics; furthermore, we believe Eastern's nursing program mission/philosophy to be congruent with these statements.

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

(Institution's response/rationale should follow each criteria of this policy; (Size of box provided is NOT an indicator of the length of response expected; please include as much information as needed to thoroughly address each standard.)

Associate Degree Nursing education began in the 1950s based upon a research project. Associate Degree Nursing is the first type of nursing education to be planned; the first to begin by experimentation. Associate Degree Nursing was viewed as being appropriate for community colleges and has been successful with anticipated growth for the future.

The Associate Degree Nursing program at Eastern Oklahoma State College was accredited initially by the Oklahoma Board of Nursing in 1971 and the National League for Nursing in 1974. The school has maintained both OBN and ACEN accreditation since that time. Eastern has been a stable force in educating nurses having over 1000 graduates since 1973.

Nursing education in the community college setting provides an affordable and accessible avenue for associate degree education that also supports educational mobility. The curriculum reflects study in both nursing, general education, and health related sciences. Nursing at Eastern is supportive of both the generic and LPN/EMTP transitional tracks leading to an associate degree in applied science. Graduates are encouraged to obtain a baccalaureate degree in nursing.

B. Vitality of the Program:**B.1 Program Objectives and Goals:****The Eastern Oklahoma State College Nursing Program Student Learning Outcomes include:**

1. Demonstrates evidenced based practice on current knowledge, theory, and nursing research.
2. Demonstrates responsibility, accountability, and competency in nursing practice.
3. Collaborates in partnerships to effectively use time, human, and material resources, including appropriate delegation and supervision.
4. Communicates caring nurse behaviors for diverse clients in a variety of settings.
5. Utilizes holistic health data in the nursing process.
6. Develop, implement, and evaluate individualized learning plans for health promotion.
7. Provides patient advocacy.

Student Learning Outcomes (SLO) are identified with progression throughout each nursing course:

1. Professional Behaviors.
2. Communication
3. Assessment
4. Clinical Decision Making
5. Caring Interventions
6. Teaching and Learning
7. Collaboration
8. Managing Care

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

Full-time faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses. Our expected Level of Achievement would be that 100% of our nursing faculty hold a graduate degree in nursing. Due to our rural area and the lack of MSN prepared nurses we failed to meet our expected level achievement. 83.3% of full-time faculty hold a master's degree in nursing. One full-time faculty member is BSN prepared and is currently enrolled and pursuing a MS at Western Governor's University with an anticipated graduation date of 10/2018.

B.3 Minimum Productivity Indicators:

The program demonstrates evidence of graduates' achievement on the licensure examination. The program's most recent annual licensure examination pass rate will be at least 80% for all first-time test takers during the same 12-month period.

2014 – All campuses NCLEX pass rates are at least 80%

Wilburton – 94.44%

Wilburton Transition – 100%

McAlester – 81.25%

Idabel – 100%

Idabel Transition – 100%

2015 – All Campuses NCLEX pass rates are at least 80%

Wilburton – 91.67%

Wilburton Transition – 100%

McAlester – 85.71%

Idabel – 88.24%

Idabel Transition – 100%

2016 – All campuses NCLEX pass rates are at least 80%

Wilburton – 100%

Wilburton Transition – 100%

McAlester – 84%

McAlester Transition – 100%

Idabel – 100%

Idabel Transition – 100%

2017 – All campuses NCLEX pass rates are at least 80%

Wilburton – 93%

Wilburton Transition – 100%

McAlester – 100%

McAlester Transition – 100%

Idabel – 85%

Idabel Transition – 80%

2017 Program 92.6%

Oklahoma 86.27%

National 87.12%

B.4 Other Quantitative Measures:

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

YEAR	Program – Nursing Graduates
2013	28
2014	42
2015	38
2016	34
2017	41

- b. Student credit hours by level generated in all major courses that make up the degree program for five years:

Division of Nursing
Associate in Applied Science (A.A.S)

NAME _____ ADVISOR _____ ID# _____

Please review the Academic Catalog for pre- & co- requisites for each course

http://www.eosc.edu/academics/academic_catalog.aspx

Orientation (1 hour)

_____ OLS 1111 (1)

General Education Classes (minimum of 18 hours)

Social Sciences and History (9 hours)

_____ POL SC 1113 Political Science (3)

_____ PSY 2103 Developmental Psychology (3)

Take one of the following:

_____ HIST 1483 American History to 1877 (3)

_____ HIST 1493 American History since 1877 (3)

Communications (9 hours)

_____ ENGL 1113 Freshman Composition I (3)

_____ ENGL 1213 Freshman Composition II (3)

_____ CIS 1113 Computer Applications (3)

Optional Electives (0-3 hours) Highly Recommended (Please see prerequisites in Academic Catalog)

_____ NURS 1002 Math for Medications (2) *offered only online in Fall and Spring*

_____ NURS 2313 Pharmacology I in Nursing (3) *offered only online in Spring*

_____ NURS 2323 Pharmacology II in Nursing (3) *offered only online in Summer*

_____ NURS 2123 Medical Terminology (3) *offered only online in Fall, Spring and Summer*

_____ NURS 1032 Nursing Process (2) *offered only online in Fall and Spring*

_____ NURS 2412 EKG Interpretation (2) *offered only in the Fall*

Major Field Requirements (minimum 49 hours = Nursing + Sciences)

Nursing Courses (34 hours) *These courses are carefully sequenced by semester and only after acceptance to the nursing program. Consult a Nursing Advisor*

_____ NURS 1118 Introduction to Nursing Science (8) _____ NURS 2118 Physical and Mental Illness I (8)

_____ NURS 1218 Family Nursing (8) _____ NURS 2218 Physical and Mental Illness II (8)

_____ NURS 2212 Current Issues in Nursing (2)

Supporting Sciences (15 hours)

_____ BIOL 2114 Human Anatomy (4)

_____ BIOL 2124 Intro to Microbiology (4)

_____ BIOL 2204 Human Physiology (4)

_____ NUTRIT 1203 Nutrition (3)

**Minimum of 68 Credit hours in the
Associate in Applied Science in Nursing**

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

EOSC Nursing Program Cost Estimate 2017-2018	
PRE-REQUISITE CLASSES	
Books	\$1,994.25
Tuition + Fees (based on 34 hours @ \$152.40/hour)	\$5,181.60
Subtotal	\$7,175.85
FIRST SEMESTER (FALL)	
Books	\$852.45
Office supplies	\$50.00
Tuition + Fees (based on 8 hours @ \$152.40/hour)	\$1,219.20
Background Check (deducted from tuition)	\$50.00
Drug Screening (deducted from tuition)	\$65.00
Nursing Competency Exams (non-refundable & deducted from tuition)	\$255.00
Nursing Skills Laboratory Courses (based on 8 hours @ \$30.00/hour)	\$240.00
Royal blue uniform (dress or shirt/pants) (2 @ \$50.00)	\$100.00
Underwear (3 @ \$3.00)	\$9.00
Hosiery/Socks for women (3 @ \$6.00)	\$18.00
T-shirt, shorts, socks for men (2 each) (6 @ \$5.00)	\$30.00
White lab coat	\$40.00
Bra for women	\$25.00
White professional leather shoes	\$75.00
School emblem patches (3 @ \$5.09)	\$15.27
Watch with a second hand	\$35.00
Name tags (2 @ \$13.00)	\$26.00
Oklahoma Nursing Student Association (Conference fees)	\$200.00
Subtotal	\$3,304.92
SECOND SEMESTER (SPRING)	
Tuition + Fees (based on 8 hours @ \$152.40/hour)	\$1,219.20
Books	\$650.00
Office supplies	\$50.00
Nursing Skills Laboratory Courses (based on 8 hours @ \$30.00/hour)	\$240.00
Nursing Competency Exams (non-refundable & deducted from tuition)	\$170.00
Subtotal	\$2,329.20

THIRD SEMESTER (FALL)	
Tuition + Fees (based on 8 hours @ \$152.40/hour)	\$1,219.20
Books	\$940.80
Background Check (deducted from tuition)	\$50.00
Drug Screening (deducted from tuition)	\$65.00
Royal blue uniform (dress or shirt/pants) (2 @ \$50.00)	\$100.00
Oklahoma Nursing Student Association (Conference fees)	\$200.00
Nursing Skills Laboratory Courses (based on 8 hours @ \$30.00/hour)	\$240.00
Nursing Competency Exams (non-refundable & deducted from tuition)	\$170.00
Subtotal	\$2,985.00
FOURTH SEMESTER (SPRING)	
Tuition + Fees (based on 10 hours @ \$152.40/hour)	\$1,219.20
Books	\$500.00
Office supplies	\$50.00
Cap & Gown & Tassel	\$40.00
Nursing Pin	\$80.00
White uniform for pinning	\$50.00
NCLEX Review (Deducted from tuition)	\$350.00
Nursing Skills Laboratory Courses (based on 8 hours @ \$30.00/hour)	\$240.00
Nursing Competency Exams (non-refundable & deducted from tuition)	\$170.00
Background Check/NCLEX fee/Finger Printing/Oklahoma Licensure Fee	\$370.00
Subtotal	\$3,069.20
SUBTOTAL	\$18,864.17
Estimated cost of travel to clinical per semester \$200 x 4	\$800.00
TOTAL	\$19,664.17
Note: McAlester Campus Fee = \$28/credit hr; Idabel Campus Fee = \$28/credit hr	
**** This is an estimate. Subject to change.****	
Revised July 2017	

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

Faculty Profile										
Faculty Name	FT/PT	Date of Initial Appointment	Rank	Bachelor's Degree (credential)	Institution Granting Degree	Graduate Degrees* (credential)	Institution Granting Degrees*	Areas of Clinical Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
Jamie Fields (Idabel campus)	FT	1/28/2008	Freshmen Level Coordinator	BS	Oklahoma Baptist University	MS	Oklahoma University	Medical Surgical, Pediatrics, Women's Health, Obstetrics & Gyn	Fundamentals of Nursing & Medical Surgical Nursing	Freshmen Level Coordinator, Medical Terminology & Transition
Heather Spiegel (McAlester campus)	FT	8/1/2008	Sophomore Level Coordinator	BS	Northeastern State University	MS	Oklahoma University	Psychiatric Nursing, Trauma, & Medical Surgical	Psychiatric Nursing & Medical Surgical	Sophomore Level Coordinator, Math for Meds
Dellia (Maye) Durant (McAlester campus)	FT	8/1/2005	Freshmen Instructor	BSN	East Central University	MS	Oklahoma University	Fundamentals in Nursing, Medical Surgical, Obstetrics & Pediatric Nursing	Medical Surgical, Obstetrics, Pediatric, & Community Health Nursing	Freshman & Sophomore Level Clinical & Pharm I
Hannah Martin	FT	9/12/2016	Freshmen Instructor	BSN	East Central University	-	-	Fundamentals in Nursing, Medical Surgical, Obstetrics,	Fundamentals of Nursing and Medical Surgical Nursing,	Freshman & Sophomore Level Clinicals

								Pediatric Nursing & ICU	Obstetrics & Pediatric	
Susan (Nikki) Nix	FT	2/22/2017	Sophomore Instructor	BSN	Oklahoma Panhandle State University	MSN	Grand Canyon University	Medical Surgical, Psychiatric Nursing & Trauma	Psychiatric Nursing & Medical Surgical	Freshman & Sophomore Level Clinicals and Current Issues in Nursing
Stephanie Self	PT	8/22/2015	Part-time Freshmen Clinical Adjunct	BSN	East Central University	-	-	Medical/Surgical (Clinical Adjunct)	Clinical Adjunct – Medical Surgical	-
Betty Wharton	PT	10/1/2014	Part-time Sophomore Clinical Adjunct	BSN	East Central University	MSN	University of Oklahoma	Medical Surgical (Clinical Adjunct)	Clinical Adjunct Medical Surgical	-
Leah Spencer	PT	10/12/2015	Part-time Freshmen Clinical Adjunct	BSN	Oklahoma Wesleyan University	MSN	University of Phoenix	Medical Surgical (Clinical Adjunct)	Clinical Adjunct Medical Surgical	-
Lori Kerley	PT	3/1/2017	Part-time Sophomore Freshmen Clinical Adjunct	BSN	Baylor University	MSN/DNP	Regis University	Medical Surgical (Clinical Adjunct)	Clinical Adjunct Medical Surgical	

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

Eighty percent (80%) of graduates will be employed as an RN within 6 months of graduation

<u>Year</u>	<u>Job Placement</u>
2015	96%
2016	92%
2017	93%

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

Percent seeking BSN – 15%

B.5 Duplication and Demand:

In cases where program titles imply duplication, programs should be carefully compared to determine the extent of the duplication and the extent to which that duplication is unnecessary. An assessment of the demand for a program takes into account the aspirations and expectations of students, faculty, administration, and the various publics served by the program. Demand reflects the desire of people for what the program has to offer and the needs of individuals and society to be served by the program.

B.5 Duplication and Demand Issues:

Address Duplication:

With careers in nursing booming getting into a top-notch nursing program has become a competitive endeavor. According to a report by the American Association of Colleges of Nursing, U.S. nursing schools turned away 68,938 qualified applicants away because of the high demand for nursing education.

Within a 100-mile radius there is numerous RN programs. This duplication of programs within one's area makes it difficult to keep enrollment numbers up or just to stay constant.

Address Demand:

In 2000, the National supply of FTE registered nurses was estimated at 1.89 million while the demand was estimated at 2 million, a shortage of 110,000 or 6 percent. Based on what is known about trends in the supply of RNs and their anticipated demand, the shortage is expected to grow relatively slowly until 2010, by which time it will have reached 12 percent. At that point demand will begin to exceed supply at an accelerated rate and by 2015 the shortage, a relatively modest 6 percent in the year 2000, will have almost quadrupled to 20 percent. If not addressed, and if current trends continue, the shortage is projected to grow to 29 percent by 2020. These numbers are shown in Table 1 of the Appendix.

The projected shortage in 2020 results from a projected 40 percent increase in demand between 2000 and 2020 compared to a projected 6 percent growth in supply. Demand will grow steadily at a

rate of 1.7 percent annually, a relatively modest growth rate when compared to the 2.3 percent annual growth in demand projected by the Department of Labors Bureau of Labor Statistics. Factors driving the growth in demand include an 18 percent increase in population, a larger proportion of elderly persons, and medical advances that heighten the need for nurses. In contrast, the projected growth in supply is expected to reach a peak of only 10 percent by 2011 and then begin to decline as the number of nurses leaving the profession exceeds the number that enter.

The nursing shortage in our nation cannot be addressed without realizing the importance and need for highly skilled and qualified nurse educators. People are living longer and the increase in the population older than age 65 will put a strain on all aspects of health care. Great educators who promote competence, commitment and compassion are needed to help the next generation become highly skilled nurses – strengthening and sustaining our health care system’s needs for the ever-growing demand. Nursing is a practice that requires constant education of patients, family members, others and ourselves.








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

Eighty percent (80%) of graduates will be employed as an RN within 6 months of graduation

<u>Year</u>	<u>Job Placement</u>
2015	96%
2016	92%
2017	93%

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

1. Graduate Surveys-95% response rate
▪ Average Starting Salary

Less than \$35,000	0%		0
\$35,000 to \$39,999	20%		8
\$40,000 to \$44,999	27%		11
\$45,000 to \$49,999	12%		5
\$50,000 to \$54,999	20%		8
Greater than \$54,999	12%		5
Other, please specify	10%		4

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

The purpose of EOSC clinical contracts is to provide students the facilities and resources for clinical laboratory experience in the field of nursing. It is agreed that: The hospital or clinical agency shall accept nursing students of the school for clinical laboratory experience or observation.

There are many different types of financial aid available at Eastern, including Pell Grants, Supplemental Education Opportunity Grants, Academic Competitiveness Grant, Oklahoma Tuition Aid Grants, Tribal Grants and Scholarships, Work Study Programs, Direct Loans (Subsidized/Unsubsidized) and Direct Parent PLUS.

- Student Loans
- Federal Work Study
- Institutional Work Study
- Federal Iraq & Afghanistan Service Grant
- Institutional Scholarships
- EOSC Foundation Scholarships

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

Everyone is a unique, holistic being with bio-psychosocial, cultural, and spiritual dimensions in constant interaction with the environment. Everyone has common functional patterns that reflect health, quality of life, and achievement of human potential.

Health is an ever-changing process involving patterns of interactions between persons and their environment to achieve maximum potential for daily living. The multi-determinants which affect health include internal and external factors which must be assessed by the nurse to identify the need for nursing intervention. Gordon's functional health patterns are used for organizing assessment data to help identify actual or potential health problems and plan appropriate interventions to achieve specific outcomes.

The nursing program prepares graduates to provide care, to manage care, and to become members of the nursing profession. Student Learning Outcomes in this preparation include: professional behaviors, assessment, communication, decision-making, care interventions, teaching/learning, collaboration, and managing care. These student learning outcomes are introduced at the beginning of the program using a developmental approach and are developed throughout each nursing course in the curriculum. The conceptual model is based on utilization of the nursing process in meeting human developmental needs according to the developmental phases of man. Quality and Safety Education for Nurses (QSEN) competencies are congruent with and integrated into teaching/learning activities throughout the program. Emphasis is given to the major psycho-physiological health problems that might occur during each stage. The first nursing course is a broad introduction to nursing. The succeeding clinical courses progress through the life cycle.

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

Associate Degree Nursing began at Eastern Oklahoma State College with the admission of the first class in 1971.

In 1985, Eastern started the transition program for LPN's. In 1992, Eastern added a transition program for LPN's at the Idabel campus via Interactive Television. In 2001, Eastern admitted sophomore level classes via ITV at the McAlester Branch Campus for one year. In 2007, Eastern re-opened the McAlester Branch Campus for sophomore level students and added freshman level courses via ITV at the Idabel Campus with qualified full-time faculty. In 2015, Eastern added the freshman level to the McAlester Branch Campus.

The Associate Degree Nursing program at Eastern Oklahoma State College was accredited initially by the Oklahoma Board of Nursing in 1971 and the National League for Nursing in 1974. The school has maintained both OBN and ACEN accreditation since that time. Eastern has been a stable force in educating nurses having over 1000 graduates since 1973.

B.6 Effective use of Resources:

Resources include financial support, (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services, appropriate use of technology in the instructional design and delivery processes, and the human resources of faculty and staff.

A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders are available.

A written plan available through college financial services and college website.

http://www.eosc.edu/financial_aid_scholarships.aspx

Orientation to technology is provided, and technological support is available to students. 100% of students will receive orientation to technology during general nursing program orientation and during initial nursing course for enrolled student(s). Technology support provided in each semester syllabus. Technology orientation check sheet completed during nursing orientation (August). Orientation checklist signed by each student and placed in student file.

Fiscal, physical, technological, and learning resources are sufficient to meet the needs of the faculty and students engaged in alternative methods of delivery. The use of ITV and technological learning resources will meet the needs of the faculty and students. Student program outcome survey is done yearly.

*Low Producing Programs Reviews follow a different format and template.

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

Recommendations	Implementation Plan	Target Date
100% of part-time faculty will meet the educational qualifications of the OBN, governing organization, and HLC	Will continue to search for qualified applicants	Ongoing
Full-time faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing course	83.3% of full-time faculty hold a masters degree in nursing. One full-time faculty member is BSN prepared and is currently enrolled and pursuing a MS	83.3% of full-time faculty hold a masters degree in nursing. One full-time faculty member is BSN prepared and is currently enrolled and pursuing a MS with completion date of Oct. 2018
Finding monetary means to continue meeting the needs of faculty and students i.e. Scholarships and Grants	Working on an alumni scholarship with EOSC foundation	Fall of 2018

Summary of Recommendations:

Possible Recommendations	Department	School/College	Institutional
Expand program (# of students)			
Maintain program at current level			
Reduce program in size or scope			
Reorganize program			
Suspend program			
Delete program			

Department/
Program _____
(Signature)

Date _____

Dean _____
(Signature)

Date _____