

Planning Council Sub-Committees
2019-20 Performance Measure Year End Reporting Form

Performance Measure: Licensure and Certification Passing Rate

Purpose: To ensure programmatic coursework prepares students to competently practice in their chosen profession.

Description: Weighted index score of first-time test-taker results on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners. Weights are based on the tier associated with the related instructional program.

Calculation:

License Index Score (LIS): First time pass rate on an exam divided by the statewide first time pass rate on same exam

License Weighted Denominator (LWD): Number of first-time test-takers for an exam multiplied by the exam tier weight (Tier 1A = 1.30, Tier 1B = 1.15, Tier 2/3 = 1.00)

Total Weighted Denominator (TWD): Sum of License Weighted Denominators across all exams (LWD1+LWD2+LWD3+...)

Total Weighted Numerator (TWN): Sum of the product of each License Index Score and their License Weighted Denominator [(LIS1 × LWD1) + (LIS2 × LWD2) + (LIS3 × LWD3) + ...]

Total Weighted Index Score: Total Weighted Numerator (TWN) divided by Total Weighted Denominator (TWD)

Additional Details: The number of first-time test-takers and the number passing were provided to the System Office by agencies issuing the license or certification. Depending on the exam, data may be provided on a fiscal or calendar year. Exams are listed above in italics. Selection of exams based on:

- Requirement to pass in order to practice in NC
- Strong association with an occupation (not part of a job)
- At least 50 test-takers statewide in 2017-18
- At least 5 colleges with test-takers in 2017-18

Baseline and excellence levels were calculated based on one year of institutional outcomes (2017-18).

(2020 NCCCS Performance Measures for Student Success Report, Final)

New method of measurement. NCCCS uses a weighted index score of first-time test-taker results on licensure and certification exams. Baseline was set based average college percent. Standard and target were set using NCCCS Performance Measures results and mirror those set in the Strategic Plan.

Baseline: 0.98
Standard: 1.00
Target: 1.05

Year	Test Takers	Passing	% Passing
2007-08	n/a	n/a	90%
2008-09	n/a	n/a	74%
2009-10	n/a	n/a	80%
2010-11	142	113	79.6%
2011-12	172	143	83.1%
2012-13	246	214	87.0%
2013-14	191	166	86.9%
2014-15	280	254	90.7%
2015-16	207	175	84.5%
2016-17	202	179	88.6%

Year	Test Takers	Weighted Test Takers	Passers	Weighted Passers	Weighted Index Score
2017-18 2019 NCCCS Report	255	277	199	219	1.00
2018-19 2020 NCCCS Report	301	325	230	253	0.98

Source: NCCCS Performance Measures for Student Success Report.

Basic Law Enforcement Training (BLET)

2019-2020 BLET - Strategies / Action Items:

Item #	Action / Strategy Items: <i>(Actions / strategies identified in the 2018-19 year-end report.)</i>	Results / Use of Results: <i>(Provide results of the action / strategy identified. Was the action / strategy successful? If not, did you want to continue this action / strategy going forward? If so, please include this action / strategy in the 2020-21 action / strategies table below.)</i>
1	Implement various instructional strategies to enhance the reading skills of students, i.e. such as reading current event articles and requiring the students to complete a written summary as well as implement critical thinking exercises, etc. in an effort to increase student’s reading level and comprehension to increase the pass rate on the state exam.	93% of the students successfully completed their requirements for completion of their certificate requirements.
2	Implement the hypothetical simulations to support student’s Educational Objectives for Success that guides students to achieve strategies associated with real world scenarios in the course by monitoring and reviewing with each student their progress after each practical skills evaluation.	Assessment of this action item was based upon the evaluation of the student’s educational objectives by utilizing a performance skills evaluation. Approximately 91% of the students successfully completed their practical skills on the first attempt. 100% of the students completed their hypothetical scenario evaluations after remedial with the instructor.
3	Implement critical thinking exercises so that the students will develop a better understanding of the central core of the program directed towards one becoming a law enforcement officer.	100% of the students were provided written exercises and instructors for the selected blocks of instruction provided feedback to the student after evaluation of their assignment. The assignments will be retained as part of the student’s file.

BLET

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2013	2011-12	10	10	100%	
2014	2012-13	20	19	95%	
2015	2013-14	24	22	92%	
2016	2014-15	20	19	95%	
2017	2015-16	27	25	93%	
2018	2016-17	27	25	93%	
2019	2017-18	23	19	83%	1.11
2020	2018-19	33	21	64%	0.68

Source: NCCCS Performance Measures for Student Success Report

Overall assessment of BLET Performance Measure: *(Based on the performance measure data, provide a narrative of your analysis of the data. Indicate factors that may have affected the data. State any changes you plan to address for next year that might affect / increase performance measure ranking.)*

The data shows WCC the BLET Success to be .68 (643%). We are conversation with the N.C. Department of Justice who reported the data to the NCCCS due to the fact that we have the documentation that the reported data is incorrect. Reported data indicates that there were 33 students that were tested and only 21 students passed. The correct number of students that tested in this reporting year was 21 students total, with 4 deficiencies on the first attempt. The Summer 2019 class had to be regraded due to a statewide discrepancy on the state exam results and the validation of the state exam questions.

One strategy for achieving that higher success rate is to allow instructors to be able to spend more time assessing students' needs and weaknesses so that they implement instruction focused on solving problems and increasing students' success. Success may also improve by encouraging students to dedicate a minimum of 2 hours per week to study the material they have covered. At the beginning of each week, instructors can reassess students to evaluate the students ability to recall the information the students had received previously in a manner to develop stronger study skills and critical thinking in relation to their profession.

2020-2021 Action / Strategy Items:

(Identify and address outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action / Strategy Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	Implement various instructional strategies to ensure that recruits are trained in cultural sensitivity, implicit bias, discrimination recognition, and chronic and mental illness recognition.	December 15, 2021	Document scenarios, blocks of instruction and the student perception of information through evaluation.
2	Documenting what happens when officers encounter the public is one of the most critical skills in law enforcement. Implement the hypothetical scenario based situations to enhance report writing skills.	December 15, 2020	Evaluate and provide a schematic for reviewing and grading written reports to ensure students are developing quality reports with a maximum of no more than 3 errors per report.
3	Implement critical thinking exercises so that the students will develop a better understanding of the central core of the program directed towards one becoming a law enforcement officer.	Ongoing	Students will be provided written exercises and instructors in selected blocks of instructions to ensure the student has learned how to analyze diverse situations in a way that will lead to the desired outcome.

Dental Hygiene

2019-2020 Dental Hygiene - Strategies / Action Items:

Item #	Action / Strategy Items: (Actions / strategies identified in the 2018-19 year-end report.)	Results / Use of Results: (Provide results of the action / strategy identified. Was the action / strategy successful? If not, did you want to continue this action / strategy going forward? If so, please include this action / strategy in the 2020-21 action / strategies table below.)
1	Revision of the CD&R exercise to more closely mirror the regional clinical board detection & removal component (8-5-3 criteria). Students will be required to complete the exercise in both the fall & spring semester of their final year.	92.5% of the students successfully completed the CD & R exercise on their first attempt for Fall 2019. The CD & R exercise was not able to be completed and assessed as it was in the Fall 2019 semester due to COVID-19 restrictions.
2	Continue bi-annual clinical faculty calibration sessions with focus on calculus detection through the use of Calculus Calibrators (DH Planning Objective).	Based on the feedback from 14 faculty members in the Fall 2019 semester and 13 faculty members in the Spring 2020 semester, the faculty provided feedback that the consistency of evaluation in clinic and calibration session was successful rendering a 91.5% success rate on the CD & R exam.
3	Continue implementation of CITA Mock Clinical Examination for DH2 students with use of Calculus Calibrators (DH Planning Objective) to increase calculus detection accuracy.	Based on the feedback from faculty & students and the CITA pass rates, 100% of the students successfully completed the CITA on their first attempt.

Dental Hygiene

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2013	2011-12	30	27	90%	
2014	2012-13	20	19	95%	
2015	2013-14	33	26	79%	
2016	2014-15	19	17	89%	
2017	2015-16	25	22	88%	
2018	2016-17	28	23	82%	
2019	2017-18	17	14	82%	0.95
2020	2018-19	27	23	85%	0.95

Source: NCCCS Performance Measures for Student Success Report

Overall assessment of Dental Hygiene Performance Measure: (Based on the performance measure data, provide a narrative of your analysis of the data. Indicate factors that may have affected the data. State any changes you plan to address for next year that might affect / increase performance measure ranking.)

A combined average of 85% for the Dental Hygiene graduates passed the CITA and the CD & R Board Exam (Calculus Detection & Removal) on their first attempt. This represents an increase of 3% from the previous

year's results. Another observation was that we had more testing in the 2018-19 licensure year than the previous year. Overall, the faculty are pleased with the outcome of the Dental Hygiene program's licensure pass rates. The Dental department's faculty/staff continuously evaluates data outcomes to improve performance and incorporates it into the departmental program review evaluation plan.

Next year's pass rates will more than likely be affected by the pandemic. Due to COVID restrictions, the use of in-person patients were eliminated and typodonts were used in the testing and examinations.

Dental faculty feel that Action/Strategy Items have been beneficial in meeting performance goals. The Dental Department has established all dental hygiene graduates passed the licensure examination on their first attempt for 2019-2020 based on the CITA results.

2020-2021 Action / Strategy Items:

(Identify and address outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action / Strategy Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	Revision of the CD&R exercise to have two faculty grade independently and use the scale of comparison on the locations of deposits. This will give more objective feedback to the student. And mimic the CITA exam.	Fall 2021	Comparison data of 1 versus 2 grader scale to be used by the Dental program faculty.
2	Continue bi-annual clinical faculty calibration sessions with focus on calculus detection through the use of Calculus Calibrators.	Spring 2021 and Fall 2021	Dental program faculty will track the number of attendees.
3	Continue implementation of CITA Mock Clinical Examination for DH2 students with use of Calculus Calibrators for faculty to increase calculus detection accuracy.	Spring 2021	Dental program faculty will track the pass rates of students in the clinical examination.

Detention Officer

2019-2020 Detention Officer - Strategies / Action Items:

Item #	Action / Strategy Items: <i>(Actions / strategies identified in the 2018-19 year-end report.)</i>	Results / Use of Results: <i>(Provide results of the action / strategy identified. Was the action / strategy successful? If not, did you want to continue this action / strategy going forward? If so, please include this action / strategy in the 2020-21 action / strategies table below.)</i>
1	Implement various instructional strategies to enhance the reading skills of students, i.e. such as reading current event articles and requiring the students to complete a written summary as well as implement critical thinking exercises, etc. in an effort to increase student's reading level and comprehension to increase the pass rate on the state exam.	100% of the students were provided a written assignment and the law enforcement faculty/staff provided an assessment of the students assignment providing the student with feedback and an overall assessment on their completed assignments. The results for state certification exam pass rate for first time test takers for the Fall 2019 and Spring 2020 classes was 100%.
2	Implement a written assignment strategy designed to support student's Educational Objectives for Success that guides students to achieve success in the course by monitoring and reviewing with each student their progress on a weekly basis.	100% based upon the evaluation of the students by utilizing a performance skills evaluation.

Detention Officer

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2013	2011-12	<i>Exam not included in state mandated exams for performance measures.</i>			
2014	2012-13	7	7	100%	
2015	2013-14	10	10	100%	
2016	2014-15	9	8	89%	
2017	2015-16	29	28	97%	
2018	2016-17	18	17	94%	
2019	2017-18	16	14	88%	0.97
2020	2018-19	14	14	100%	1.08

Source: NCCCS Performance Measures for Student Success Report

Overall assessment of Detention Officer Performance Measure: *(Based on the performance measure data, provide a narrative of your analysis of the data. Indicate factors that may have affected the data. State any changes you plan to address for next year that might affect / increase performance measure ranking.)*

100% of the Detention Officer students passed the N.C. Certification Exam on their first attempt. This far exceeded the state average for performance measures for 2019-2020. During the past two academic years the students have achieved a 100% pass rate on the State Certification Exam on their first attempt. Overall, the faculty are pleased with the outcome of the Detention Officer's program's licensure pass rates. The Public

Safety Faculty/Staff continuously evaluates the student outcomes and data to improve performance and incorporates it into the overall program review and systematic evaluation plan.

Law Enforcement faculty/staff feel that the Action/Strategy Items have been beneficial in meeting performance goals and increasing the performance rates for the Detention Officer program. In 2019-2020, the Public Safety Division exceeded the performance goals for the Detention Officer Program for first time test takers.

2020-2021 Action / Strategy Items:

(Identify and address outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action / Strategy Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	Implement various instructional strategies to enhance the reading skills of students, i.e. such as reading current event articles and requiring the students to complete a written summary as well as implement critical thinking exercises, etc. in an effort to increase student's reading level and comprehension to increase the pass rate on the state exam.	Spring 2021	Assess the students initial reading placement testing scores, review and provide feedback on each student's written summary and critical thinking exercises. Each student will be rated as a (S) = Satisfactory or (U) Unsatisfactory for each assignment evaluated by the coordinator and/or lead instructor.
2	Implement a written assignment strategy designed to support student's Educational Objectives for Success that guides students to achieve success in the course by monitoring and reviewing with each student their progress on a weekly basis.	Spring 2021	Assess the students written assignment providing feedback on each student's written assignment and educational objectives. Each student will be rated as a (S) = Satisfactory or (U) Unsatisfactory for each assignment evaluated by the coordinator and/or lead instructor.

Emergency Medical Services

2019-2020 EMT - Strategies / Action Items:

Item #	Action / Strategy Items: (Actions / strategies identified in the 2018-19 year-end report.)	Results / Use of Results: (Provide results of the action / strategy identified. Was the action / strategy successful? If not, did you want to continue this action / strategy going forward? If so, please include this action / strategy in the 2020-21 action / strategies table below.)
1	Ensure that 100% of the EMS programs (EMT and Paramedic) incorporate a cross training strategy with Law Enforcement (BLET) and Fire Academy to better understand duties and disciplines of each other.	100% of the EMS programs, both EMT-Basic and Paramedic cross trained with law enforcement and fire services on a continual basis throughout the academic year. Some of the training that was included was a modified physical fitness training session, rescue task force, and protocol for a downed firefighter.
2	Implement a minimum of two additional certification courses within the EMT and Paramedic programs to ensure students are workforce ready upon completion of their respective program, i.e. Emergency Vehicle Driving (EVD), Traffic Incident Management (TIMS), National Incident Management Systems (NIMS), and/or Crisis Intervention Team (CIT) Training to promote more knowledgeable and professional EMS personnel applicants.	100% of the students completed three (3) additional certifications to include: Emergency Vehicle Driving (EVD), Traffic Incident Management (TIMS), National Incident Management Systems (NIMS),
3	Continue to implement the "Skills Assessment" workbook into the EMT program and clinical setting to ensure the competencies and confidence of students performing said skills.	100% of the students completed the "Skill Assessment" workbook. The student success rate for EMS during this past academic year was

EMR

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2020	2018-19	11	5	45%	1.00

Source: NCCCS Performance Measures for Student Success Report

EMT-Basic

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2013	2011-12	31	15	48%	
2014	2012-13	42	24	57%	
2015	2013-14	81	73	90%	
2016	2014-15	64	54	84%	
2017	2015-16	57	49	86%	
2018	2016-17	57	49	86%	
2019	2017-18	36	27	75%	1.05
2020	2018-19	44	36	82%	1.22

Source: NCCCS Performance Measures for Student Success Report

EMT-Paramedic

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2013	2011-12	11	10	91%	
2014	2012-13	3	3	100%	
2015	2013-14	7	7	100%	
2016	2014-15	7	7	100%	
2017	2015-16	3	0	0%	
2018	2016-17	4	2	50%	
2019	2017-18	6	3	50%	0.66
2020	2018-19	7	4	57%	0.80

Source: NCCCS Performance Measures for Student Success Report

Overall assessment of EMT Performance Measure: *(Based on the performance measure data, provide a narrative of your analysis of the data. Indicate factors that may have affected the data. State any changes you plan to address for next year that might affect / increase performance measure ranking.)*

Overall, the faculty are continuously working with students to increase the performance/pass rates for program outcome of the EMT-Basic, EMR (Emergency Medical Responder), and Paramedic program's licensure pass rates. The EMS faculty/staff continuously evaluates outcome data to improve performance and incorporate it into the program review.

EMS faculty feel that the Action/Strategy Items have been beneficial in meeting performance goals even though the performance measures were below state standards. The EMS faculty/staff has established a combined performance goal for all EMS courses and an overall average of 78.33% of all students that passed the licensure examination on their first attempt. In 2019-2020, the department reached a 76% pass rate for all programs. Independently, the EMT-Basic had a 78.3 % pass rate, the EMR program had a 45% pass rate and the Paramedic (3 students only that were eligible to test) had a 100 % pass rate for 2019-2020.

2020-2021 Action / Strategy Items:

(Identify and address outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action / Strategy Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	Continue to cross train EMS programs (EMT and Paramedic) with Law Enforcement (BLET), Fire Academy, and including training sessions with Wayne County Volunteer Fire Departments to better understand duties and disciplines of each other.	June 30, 2021	Track course sections and feedback for cross training with fire and law enforcement. Monitor student interactions and provide feedback.
2	Implement daily scenarios into the EMT program to ensure the competencies and confidence of students performing required skills improves the end of class Technical Scope of Practice (TSOP) performance.	June 30, 2021	Monitor and evaluate the daily scenario implementation will increase the skill performance of the EMT students during end of class TSOPs.

Fire Services

Please note: Fire Inspection licensure / certification exam was identified by the NCCCS as an exam to be measured in 2019. At that time, the Planning Council’s Performance Measures Licensure and Certification Passing Rate Subcommittee Chair identified a representative from the Workforce Continuing Education Services Fire Services Occupational Extension Programs to address the Fire Inspection measure. No 2019-2020 action/strategy items were identified at that time.

Fire Inspection

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2019	2017-18	15	9	60%	1.19
2020	2018-19	20	13	65%	1.10

Source: NCCCS Performance Measures for Student Success Report

Overall assessment of Performance Measure: *(Based on the performance measure data, provide a narrative of your analysis of the data. Indicate factors that may have affected the data. State any changes you plan to address for next year that might affect / increase performance measure ranking.)*

No Changes at this time since this is a new performance measure. The pass rate for this program needs to be reviewed and possibly gain a better insight as to how to improve the overall pass rates for the state certification exam. New action/strategy items were developed for the 2020-2021 academic year.

2020-2021 Action / Strategy Items:

(Identify and address outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action / Strategy Items (Identify action items as a result of your program outcome assessment.)	Target Date (Identify your projected target date for completion of action items.)	Assessment of Action Items (State the method of assessment; how you plan to evaluate/assess the results of the action items.)
1	Implement a “Skills Assessment Worksheet” for every module within the Fire Inspections Program to ensure the competencies and confidence of students to aid in a higher level of performance on the state certification exam.	December 15, 2021	100% of the students will be required to complete the worksheets for every module within the Fire Inspections Program.
2	Develop and implement a comprehensive end of course written competency exam for all Fire Inspections courses.	December 15, 2021	100% of the students will be required to complete the comprehensive written exam at the end of the course with a 75% or better to be signed off for successful completion of the course.

Nursing

2019-2020

Item #	Action / Strategy Items: (Actions / strategies identified in the 2018-19 year-end report.)	Results / Use of Results: (Provide results of the action / strategy identified. Was the action / strategy successful? If not, did you want to continue this action / strategy going forward? If so, please include this action / strategy in the 2020-21 action / strategies table below.)
1	Issue Early Alerts to all students involving attendance requirements and academic progress concerns.	<i>Administer Early Alerts.</i> Early Alerts were administered for 100% of PN and ADN students who were not passing the course. The standard Early Alert form was utilized, which includes contact names and numbers for resources that are available to students on campus. Several students were referred directly to Counseling Services. Students voice appreciation for this early interaction and intervention.
2	Offer the workshop on test-taking and study skills.	<i>Offer the workshop on test-taking and study skills.</i> This was done for PN and ADN classes, and will continue with future classes. Faculty members set aside time in PN and ADN classes for this strategy. Additionally, all graduates are encouraged to take an NCLEX review course prior to taking the national exam. The majority of graduates indicate they participate in a review course prior to NCLEX.
3	Use alternate format questions for 10% of each unit test.	<i>Use alternate format questions for 10% of each unit test.</i> This is done consistently. Course coordinators insure at least 10% of the questions on each test are alternate format, such as select all that apply or ordered response. The National Council of the State Boards of Nursing (NCSBN) indicates that the average number of select all that apply items on the NCLEX-RN and NCLEX-PN is 30-35%; therefore, the nursing faculty aims to mirror the format of these exams as much as possible.
4	Incorporate simulation experiences on all nursing courses to enhance student learning.	<i>Incorporate simulation experiences.</i> Clinical simulation is integrated into each course in the ADN and PN curricula. Also, faculty utilized

		simulation, including virtual assignments, in classes, labs, and clinical experiences throughout the year. Additionally, open labs were offered as a retention strategy in NUR 111, NUR 117, NUR 101, and NUR 102, which provided students with additional simulation opportunities. Use of simulation in the nursing department has increased from 2018 by 40% in Summer/2019, 62% in Spring/2019, and 53% in Fall/2019.
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Practical Nursing

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2013	2011-12	18	18	100%	
2014	2012-13	15	15	100%	
2015	2013-14	13	13	100%	
2016	2014-15	15	14	93%	
2017	2015-16	15	15	100%	
2018	2016-17	17	17	100%	
2019	2017-18	20	20	100%	0.15
2020	2018-19	15	13	87%	0.91

Source: NCCCS Performance Measures for Student Success Report

Registered Nursing

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2013	2011-12	35	31	89%	
2014	2012-13	37	30	81%	
2015	2013-14	35	30	86%	
2016	2014-15	29	27	93%	
2017	2015-16	33	33	100%	
2018	2016-17	27	25	93%	
2019	2017-18	37	34	92%	1.02
2020	2018-19	39	39	100%	1.1

Source: NCCCS Performance Measures for Student Success Report

Overall assessment of Nursing Performance Measure: *(Based on the performance measure data, provide a narrative of your analysis of the data. Indicate factors that may have affected the data. State any changes you plan to address for next year that might affect / increase performance measure ranking.)*

87% of the Practical Nursing graduates passed the NCLEX-PN on their first attempt. 100% of the Associate Degree Nursing graduates passed the NCLEX-RN on their first attempt. This is a combined average of 93.5% for the Nursing Department. Overall, the faculty are pleased with the outcome of the nursing program's licensure pass rates. The WCC pass rates are higher than the national average and meet requirements of the NC Board of Nursing and Accrediting Commission for Education in Nursing (ACEN). The nursing department

continuously evaluates outcomes data to improve performance and incorporates it into the departmental systematic evaluation plan.

Nursing faculty feel that Action/Strategy Items have been beneficial in meeting performance goals. The nursing department has established a combined performance goal of 90% of all nursing graduates (ADN and PN) will pass the licensure examination on their first attempt. In 2019-2020, the department exceeded the goal.

2020-2021 Action / Strategy Items:

(Identify and address outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action / Strategy Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	Conduct Advisor-Advisee engagement meetings with all nursing students entering the nursing program	July 1, 2021	Faculty advisors will meet with all (100%) of incoming nursing students at the beginning of their first nursing course (ADN students/NUR 111, PN students/NUR 101, Advanced Standing students/NUR 112). The newly revised <i>Advisor/Advisee Engagement Questionnaire</i> form will be utilized to encourage dialogue between the faculty advisor and student regarding individual strategies nursing faculty and students can implement to encourage success while in the nursing program.
2	Implement dosage calculations improvement project for tracking individual students that are at high risk for calculation errors, and implement remediation to improve performance	July 1, 2020	The Nursing Faculty will implement guidelines for dosage calculations competency as approved by the Nursing Faculty on 8/12/19 for incoming nursing students in the Fall of 2019. Components of these guidelines include: <ul style="list-style-type: none"> a) restructuring of the medication administration and dosage calculations classroom/lab content for ADNs in NUR 117 and o NUR 111 and for PNs in NUR 101. b) restructure medication administration competency validation process c) implement tracking of medication calculation individual student performance on every nursing test

			<ul style="list-style-type: none">d) identify students at risk for calculation errors through the use of data collectede) implement remediation strategies based on individual and group performance on test items (i.e. open labs, individual counseling/tutoring, providing additional practice opportunities)
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Nurse Aide

Please note: Nurse Aide licensure / certification exam was identified by the NCCCS as an exam to be measured in 2019. At that time, the Planning Council's Performance Measures Licensure and Certification Passing Rate Subcommittee Chair identified a representative from the Workforce Continuing Education Services Allied Health Occupational Extension Programs to address the Nurse Aide measure. No 2019-2020 action/strategy items were identified at that time.

Nurse Aide

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2019	2017-18	83	56	67%	0.91
2020	2018-19	82	56	68%	0.88

Source: NCCCS Performance Measures for Student Success Report

Overall assessment of Performance Measure: *(Based on the performance measure data, provide a narrative of your analysis of the data. Indicate factors that may have affected the data. State any changes you plan to address for next year that might affect / increase performance measure ranking.)*

No Changes at this time since this is a new performance measure. The pass rate for this program needs to be reviewed and possibly gain a better insight as to how to improve the overall pass rates for the state certification exam. New action/strategy items were developed for the 2020-2021 academic year.

2020-2021 Action / Strategy Items:

(Identify and address outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action / Strategy Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	Improve the first time pass rate for Nurse Aide testing through early instructor intervention with students who are not achieving a grade of 75% by the second testing.	December 15, 2021	Program Coordinator/Director are tracking results and findings with the instructor, determining early, students who are at risk of failing and providing assistance, reviewed three of the skills most failed by our students. Track student testing results to determine number of students who pass and reasons for failure so that actions can be taken to adjust teaching in problem areas.
2	Meet with instructors to review testing findings and determine actions to take to prevent failure in future testing.	December 15, 2021	Revised process for teaching CNA students and in-serviced 100% of the instructors for inclusion in current semester teaching.

Real Estate Sales

Please note: Real Estate Sales licensure / certification exam was identified by the NCCCS as an exam to be measured in 2019. At that time, the Planning Council’s Performance Measures Licensure and Certification Passing Rate Subcommittee Chair identified a representative from the Workforce Continuing Education Services Special Projects Occupational Extension Programs to address the Real Estate Sales measure. No 2019-2020 action/strategy items were identified at that time.

Real Estate Sales

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2013	2011-12	1	0	0%	
2014	2012-13	0	0	0%	
2015	2013-14	8	6	75%	
2016	2014-15	0	0	0%	
2017	2015-16	4	1	25%	
2018	2016-17	1	0	0%	
2019	2017-18	4	4	100%	1.5
2020	2018-19	9	6	67%	1.13

Source: NCCCS Performance Measures for Student Success Report

Overall assessment of Performance Measure: *(Based on the performance measure data, provide a narrative of your analysis of the data. Indicate factors that may have affected the data. State any changes you plan to address for next year that might affect / increase performance measure ranking.)*

No Changes for the 2019-2020 academic year since this is a new performance measure. The pass rate for this program needs to be reviewed and possibly gain a better insight as to how to improve the overall pass rates for the state certification exam. New action/strategy items were developed for the 2020-2021 academic year.

2020-2021 Action / Strategy Items:

(Identify and address outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action / Strategy Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	Incorporate additional student quizzes throughout the course to enhance student learning and to track student progress.	Summer 2021	The number of students who successfully pass periodic quizzes.
2	Increase class hours from 80 hours to approximately 90 hours which gives students more time to study and master class materials and information prior to the final exam.	Summer 2021	The number of students who successfully pass the course final exam.