Wayne Community College
Program Review and Outcome Assessments, 2019-20
(Previous Program Review Cycle, 2016-17)

Department Name:	Associate Degree Nursing (ADN)

Section 1: Program Overview

Mission/Purpose:

The faculty of the department of nursing is committed to the mission, goals, and learning outcomes of WCC. We endorse the concept of open-door admissions to the college. However, we recognize the need for restrictions on the number of students admitted to our nursing programs and for setting admission standards to ensure quality practitioners. The nursing faculty is committed to providing accessible high quality, learner-centered, and outcome-based nursing education to meet the diverse and changing health-care needs of the service area. The nursing faculty is committed to promoting the development of qualified students prepared for the professional roles of Licensed Practical Nurse and Registered Nurse to perform competently and safely their respective roles within the legal and ethical framework of nursing at the entry level. Within this mission, the goal of the nursing faculty is to promote the highest quality of nursing care to the individual, families and significant persons, and the community. The aim is to facilitate optimum health, quality of life, and achievement of potential for the individual. Graduates of the nursing programs meet the educational requirements to take their respective National Council Licensure Examinations (NCLEX-PN and NCLEX-RN).

Degrees, Diplomas, and Certificates Offered: Utilizing the table below, list all degrees, diplomas, and certificates offered, along with program codes.

Program Type (Associate, Diploma, or Certificate)	Program Title	Program Code
Associate	Associate Degree Nursing	A45110
Associate	Advanced Standing Alternative for Graduate Practical Nurses	A45110

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best aligns with your program and explain why.

> **Goal 1: Increase Student Access**
> **Goal 2: Ensure Program Excellence**
> **Goal 3: Improve Student Success**
> **Goal 4: Ensure Institutional Quality**

The Associate Degree Nursing program strives to be the preferred choice for educating nurses in the area. The program provides education to students to prepare them to be entry level Registered Nurses. The nursing faculty engage with students in the classroom, laboratory, and clinical settings to promote critical thinking and clinical judgment. Students are taught based on the faculty's philosophical belief in the importance of the individual, health-care, nursing, environment, and nursing education that are essential in the student's educational development. These common threads are interwoven through the major concepts of clinical judgment/decision making, caring, inter/intra-professional communication, basic needs, teaching and learning, growth and development, pharmacology, management and supervision, and personal development. Students are encouraged

1

Program Review and Outcome Assessments, 2019-20

to have a strong sense of community involvement. This is modeled through our nursing club's participation in community service activities. The faculty incorporate a variety of learning theories to help ensure the success of the students. These theories include cognitive, constructivist, social, and adult learning.   The Nursing Advisory Committee consists of employers, recent graduates, current students, and community healthcare leaders. This group is instrumental in guiding faculty in ensuring curriculum content is relevant to current practice and needs of the community. Our graduates are highly sought after in the job market, and are encouraged to continue in their education to the baccalaureate level. This is evidenced by the incorporation of articulation agreements for RN to BSN programs. Additionally, students have the option to participate in the Regionally Increasing Baccalaureate Nurses (RIBN/aRIBN) programs which allows them to be dually enrolled at East Carolina University and complete a BSN degree in three semesters of completing the ADN program through online classes.

Program Enrollment (Academic Year - Fall, Spring, Summer) – for each degree level (Associate, Diploma, Certificate)

Program Enrollment (Associate Degree Nursing (ADN) *(unduplicated)*		
Academic Year (Fall, Spring, Summer)	Enrollment	3-Year Average
2016-2017	86	91
2017-2018	95	92
2018-2019	99	93
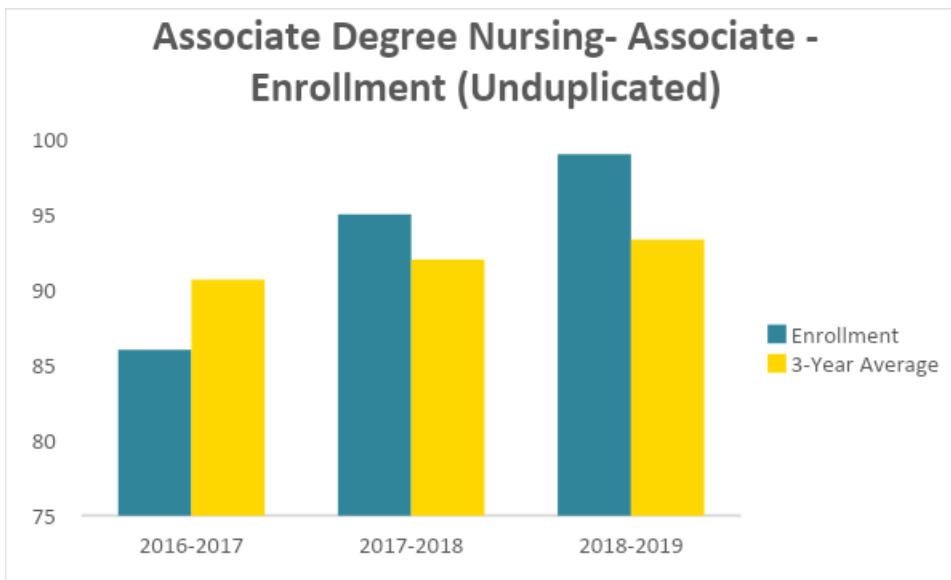
Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What possible reasons for increase/decrease? Describe how you plan to address program enrollment.)*

Enrollment in the ADN program has steadily increased over the past three years. This increase is due to retention efforts provided by the nursing faculty. From 2016-2019, the ADN program at WCC was approved by the NC Board of Nursing (NCBON) to have a total of 96 students in the first and second levels of the program. In January, 2019 the NCBON approved a program expansion of 24 students for a total of 120 students combined in both levels beginning in the Fall, 2019. This expansion was made possible through a collaborative effort between WCC and Wayne UNC Healthcare to add an additional full-time, 12-month clinical/lab nursing instructor position. The addition of this position was necessary due to faculty/student ratios in the clinical setting required by the NCBON. The expansion allowed the ADN program admissions in the Fall, 2019 semester to be increased from 48 students to 58 which is based on the classroom maximum capacity. The need for expansion and retention is in response to an increased need for Registered Nurses as discussed by the Nursing Advisory Committee and local employers.

2

Analysis of program budget full-time equivalent (BFTF) *(The number of full-time equivalent (FTE) student for which colleges are funded through State funding formulas. An amount of instruction that equates to an annual FTE student; one curriculum FTE equals 512 student hours.)*

The program's overall BFTE average for the past three years is 102.8 and represents an increase of 13% from 2016 to 2019. The ADN program courses is 300.54 which is equal to 153,876.48 hours. The ADN students are generating 7.56 FTE or 3,870.72 hours for general education courses and 0.32 FTE for other courses which is 163.84 hours. Most ADN students have completed most if not all of their general education courses prior to entering into the ADN program. The increase in FTE correlates to the increase in the number of enrolled students in the program. In 2016-17 to 2017-18, there was an increase of 11.65% (92.38 to 103.15). From 2017-18 to 2018-19 there was an increase of 1.80% (103-105.01).

Activities to ensure program changes (2016-17; 2017-18; 2018-19 – Academic Year, Fall, Spring, Summer)
List program curriculum changes, revisions, deletions in table.

Course Title	Date – Updated / Revised / Deleted
NUR 214: Nursing Transition Concepts (Advanced Standing Alternative for Graduate Practical Nurses)	NUR 214 course Deleted Spring, 2020; students entering Advanced Standing option are now admitted directly into the ADN program into NUR 112 beginning spring 2020.
Regionally Increasing Baccalaureate Nurses (RIBN) and Accelerated Regionally Increasing Baccalaureate Nurses (aRIBN) program – provides students concurrent enrollment with WCC and East Carolina University (ECU) in completion of a Bachelor's of Science in Nursing (BSN) degree	Agreement with ECU signed in January 2019. First RIBN student admitted into general education courses Fall 2019; first aRIBN students admitted into ADN program Fall 2019.

Provide an overview of the significance of the program changes and improvements that occurred over the past three years. *(What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, programs, and delivery methods?)* **Advisory Committee: dates, summary of minutes, activities (2016-17; 2017-18; 2018-19 – Academic Year – Fall, Spring, Summer)**

To facilitate transition of current Licensed Practical Nurses (LPNs) into the Associate Degree Nursing (ADN) program, the faculty voted to change the format in which students completed the Advanced Standing Alternative for Graduate Practical Nurses. This change is in response to a request from the Nursing Advisory Committee to increase enrollment in the ADN program due to a high demand for Registered Nurses by employers. Completion data from this program was reviewed and discussed in the Nursing Advisory Committee as well as in the Statewide Directors of Nursing Committee. The change is proposed to increase the student's success on licensure examination and retention in the ADN program. NUR 214: Nursing Transition Concepts was deleted as a requirement for the Advanced Standing program. This course gave credit for NUR 111, NUR 112, and NUR 211. The faculty felt that having students begin in the ADN program earlier in the program would give the students a better medical/surgical nursing foundation. With the deletion of NUR 214, students entered into NUR 112 as their first course in the ADN program effective Spring, 2020. Prior to entering into the program students had to complete a placement test to qualify for entry into the program. Students that entered into the program in Spring, 2020 have completed one semester of the ADN program (NUR 112 and NUR 211), and are currently enrolled in the Summer 2020 term course (NUR 114).

In an effort to recruit high-performing students that have a desire to obtain their BSN degree, WCC entered into a collaborative agreement for students to be dually enrolled at WCC while taking online courses at ECU College of

Nursing (CON). This collaboration allows for students to concurrently take courses that lead to their ADN degree at WCC while taking courses at ECU that will lead to a BSN degree. The design of the RIBN program is for students in this program to take general education courses their first year and enter into the ADN program in their second year. Upon completion of their ADN degree, the student (which will be licensed as an RN) will take BSN level curriculum courses in the RN to BSN track. The total amount of time to complete the program of study is four years. This option gives students a more affordable plan to complete the BSN in less time than traditional RN to BSN programs. Students admitted into this option must be accepted for admission by ECU CON and are guaranteed a seat in the WCC ADN program if they are successful in their first year of general education courses. The aRIBN program is another option that allows students who have already completed the first year of general education courses the ability to enter into the RIBN program at the time they are admitted into the ADN program. This is a popular option for high school students that have earned college level credits prior to graduating from high school. This option allows for students to complete their ADN and BSN within three years of enrollment into the ADN program. The RIBN and aRIBN programs have been a positive addition to the WCC ADN program and expands the potential options for interested students.

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2016-2017	12/2/16 & 4/24/17	12-2-16: Review of program outcomes including NCLEX pass rates, program completion, program satisfaction, post-graduate surveys, employer satisfaction surveys, job placement rates, and PLO outcomes. It was discussed that WCC nursing would be implementing the new Common Core Orientation and standardized immunization/drug screening requirements for clinical placement. 4-24-27: Review of program outcomes including NCLEX pass rates, program completion, program satisfaction, post-graduate surveys, employer satisfaction surveys, job placement rates, and PLO outcomes. The committee discussed the need for more nurses in their facilities due to the large number of vacancies.
2017-2018	11/27/17 & 3/22/18	11-27-17: Review of program outcomes including NCLEX pass rates, program completion, program satisfaction, post-graduate surveys, employer satisfaction surveys, job placement rates, and PLO outcomes. There was discussion on the need for more nurses in the community due to high rates of vacancies for RNs. There was also discussion on the need for more LPN's to enter the ADN program. 3-22-18: WCC hosted a ribbon cutting ceremony for the newly renovated Nursing Simulation Center and classrooms.
2018-2019	11/2/18 & 3/25/19	11-2-18: Review of program outcomes including NCLEX pass rates, program completion, program satisfaction, post-graduate surveys, employer satisfaction surveys, job placement rates, and PLO outcomes. There was discussion on the need for more nurses in the community due to high rates of vacancies for RNs. Discussion was held about the need for additional nurses to fill high vacancy rates in the community. Nursing faculty have received training on the new Epic electronic medical record (EMR) system and will be incorporating EMR into simulation at the college. 3-25-19: Review of program outcomes including NCLEX pass rates, program completion, program satisfaction, post-

		graduate surveys, employer satisfaction surveys, job placement rates, and PLO outcomes. There was discussion on the Nursing Department strategic plan. In response to requests from the Advisory Committee, enrollment in Advanced Standing ADN was increased. Also, enrollment in the ADN program will be increased in Fall, 2020. There was also discussion on the increased usage of simulation in the PN and ADN programs. The committee supported the use of increased simulation and felt that additional simulation equipment would be beneficial to the program. The Advisory Committee was also informed of the collaboration between WCC and the ECU CON to add the RIBN/aRIBN program options. The committee was very supportive of this endeavor.

Describe program's participation with Advisory Committee or external organizations that contribute to maintaining program relevance. *(File Advisory Committee Meeting Minutes for past three years in Program Review Attachment folder.)*

The Nursing Department has an active Advisory Committee that meets annually in the Fall and Spring semesters. It is composed of employers of graduates, faculty from other schools of nursing in the area, former and current students, and current WCC Nursing faculty. In each meeting, a report is given regarding current enrollment and outcomes data for our department. Feedback is solicited at every meeting as to how the department can perform better. Employers from the community provide valuable feedback that is utilized to make improvements in the nursing programs, and provide recommendations as to how the programs can better prepare WCC nursing graduates for employment. The Nursing programs at WCC are accredited by the Accreditation Commission for Education in Nursing (ACEN) which provides rigorous standards to achieve accreditation. The standards focus on (1) Mission and Administrative Capacity (2) Faculty and Staff (3) Students (4) Curriculum (5) Resources and (6) Outcomes.

The WCC Nursing Department is a part of the Eastern North Carolina Consortium for Clinical Education & Practice (CCEP). The purpose of this consortium is to standardize and streamline the minimum requirements for student participation in the clinical setting in participating agencies. The primary clinical sites that are used in the WCC ADN curriculum participate in this consortium (Wayne UNC Health Care and Cherry Hospital). Components of this initiative include the establishment of the "Clinical Passport" which outlines clinical agency requirements for criminal background checks, drug screening, required immunizations, and orientation to the clinical facility. Participation in this consortium has positively affected students in the WCC ADN program by outlining clinical agency requirements for participating in clinical experiences at those agencies, and creates uniformity in those requirements. Participation in the consortium was also a recommendation of the Nursing Advisory Committee.

Provide narrative for analysis of trends in the field or industry (emerging needs). *(Based on environmental scans, advisory committees, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the community? Is there new technology/equipment that needs to be added to your program?)*

The demand for an increased number of nurses in our community and in most areas across the country is increasing. The Nursing Advisory Committee has requested for the WCC Nursing Department to look at ways to graduate more students to help fill the vacancies. The WCC Nursing Department has responded to this trend and Advisory Committee recommendations by increasing enrollment into the ADN program. The NC Board of Nursing (NCBON) granted approval to increase the capacity of the WCC ADN program from 96 to 120 students (combined

Program Review and Outcome Assessments, 2019-20

first and second levels). A plan was developed to increase the number of students admitted into the ADN program from 48 to 58 students each Fall, and was implemented in Fall 2020. In addition, the Nursing Department looked at how current LPNs could transition into the ADN program, and restructured the Advanced Standing Alternative for Graduate Practical Nurses option. The restructuring was designed to enhance the success of students in that program which historically have had a high rate of failure in the ADN program, and were not able to complete the program. The redesigned program was implemented in Spring 2020 and evaluation of its success is pending. The number of students admitted into the Advanced Standing option is based on the number of seats available after the Fall cohort completes their first semester every year. This option allows the program to "refill" the vacated seats in the ADN program after attrition from the first semester.

With increased enrollment, the Nursing Department must also identify increased clinical sites for admitted students. This is problematic as in-patient hospitalization days are decreasing limiting the number of available clinical sites. Because the WCC ADN program is accredited with ACEN, the NCBON authorizes the use of clinical simulation up to 50% of clinical hours in the program. The College has been very supportive of the need for increased simulation space and equipment, and provided a newly remodeled simulation lab on the 2nd floor of Pine building to improve simulation offerings. The remodeled simulation lab was opened in the Spring of 2018 and equipped with four modern, high-fidelity simulators. The addition of realistic equipment in the simulation lab allows nursing faculty to simulate realistic clinical conditions. The Nursing Advisory Committee supported the use of increased simulation to help meet clinical needs for the students. Because clinical placement in specialty areas like pediatrics and maternity is particularly difficult to find, the Nursing Advisory Committee supported the request for high-fidelity simulators that are specific to maternity and pediatric simulation needs. Planning objectives related to these needs were submitted in 2019, but have not been funded.

Section 2: Faculty Profile

Have all the faculty credentials been verified? (*Verify required documents are in personnel files.*)
Yes X   No ☐

Program Review and Outcome Assessments, 2019-20

List of Faculty and Status (2016-17; 2017-18; 2018-19 – Academic Year – Fall, Spring, Summer)

Faculty / Name	Full-Time / Part-Time	Total Years within Department/Program	Total Years at WCC
Sue Beaman (2016-2018)	FT (12-month)	18	18
Marielle Blizzard	FT (9-month)	11	11
Adam Combs	FT (12-month)	3	3
Bonnie Gray	FT (9-month)	9	9
Summer Gray	FT (12-month)	2	2
Michelle Garon (2018-2019)	FT (12-Month)	1	1
Gabrielle King (2016-2017)	FT (12-month)	10	10
Joanne McClave (2016-2018)	Ft (12-month)	18	18
Virginia Raper	FT (12-month)	5	5
Melissa Smiley	FT (12 month, 9-month)	13	13
Sherry Smith	FT (9-month)	9	9
Billy Tart	FT (12-month)	9	9
Jenny Wiggins (2018-2019)	FT (12-month)	2	2
Mary Carmichael	PT	15	15
Rebecca Goff	PT	4	4
Elizabeth Hood (2016-2018)	PT	2	2
Alexis Spence (2017-2019)	PT	1	1
Jennifer Sugg (2016-2017)	PT	8	8
Patricia Pfeiffer	FT	23	26

Note: years identified in parentheses beside specific faculty indicate the years they taught in the ADN program prior to retirement/departure.

Provide narrative for adequacy of faculty numbers. *(Do you have enough faculty to support your program?)*

There is an adequate number of full-time faculty members. However, will continue to need to maintain at least four part-time adjunct clinical faculty to justify a safe instructor/student ratio to monitor students who are caring for increased patient acuity level, and to meet the NC Board of Nursing requirement of a ratio of one instructor to no more than 10 students in the clinical setting.

Program Review and Outcome Assessments, 2019-20

Faculty Contact and Credit Hours

Faculty / Name	Full-Time Part-Time	Fall 2016		Spring 2017		Summer 2017	
		Contact	Credit	Contact	Credit	Contact	Credit
Sue Beaman	FT	9	30	9	34	9	14
Marielle Blizzard	FT	17.25	12	21.75	10	0	0
Bonnie Gray	FT	18	10	15	14	0	0
Summer Gray	FT	30	20	29	20	7	5
Gabrielle King	FT	0	0	0	0	7	5
Joanne McClave	FT	18.75	12	15	14	9	5
Virginia Raper	FT	17.25	10	13.5	10	12	9
Melissa Smiley	FT	17.25	12	21.75	10	0	0
Sherry Smith	FT	18.75	12	13.5	10	0	0
Billy Tart	FT	17.25	10	15	14	12	9
Mary Carmichael	PT	6	10	0	0	6	5
Rebecca Goff	PT	6	10	6	10	6	5
Elizabeth Hood	PT	6	10	6	10	6	5
Jennifer Sugg	PT	6	10	0	0	0	0
Patricia Pfeiffer	FT	2	12	0	0	0	0

Program Review and Outcome Assessments, 2019-20

Faculty / Name	Full-Time Part-Time	Fall 2017		Spring 2018		Summer 2018	
		Contact	Credit	Contact	Credit	Contact	Credit
Sue Beaman	FT	9	30	0	0	0	0
Marielle Blizzard	FT	17.25	12	21.75	10	0	0
Adam Combs	FT	25	30	21.5	34	6	14
Bonnie Gray	FT	18	10	15	14	0	0
Summer Gray	FT	30	20	29	20	7	5
Joanne McClave	FT	18.75	12	0	0	0	0
Virginia Raper	FT	17.25	10	13.5	10	12	9
Melissa Smiley	FT	17.25	12	21.75	10	0	0
Sherry Smith	FT	18.75	12	13.5	10	0	0
Billy Tart	FT	18	10	9	34	9	14
Mary Carmichael	PT	6	10	0	0	6	5
Rebecca Goff	PT	6	10	0	0	6	5
Elizabeth Hood	PT	6	10	6	10	0	0
Alexis Spence	PT	0	0	0	0	6	5
Patricia Pfeiffer	FT	2	12	0	0	0	0

Program Review and Outcome Assessments, 2019-20

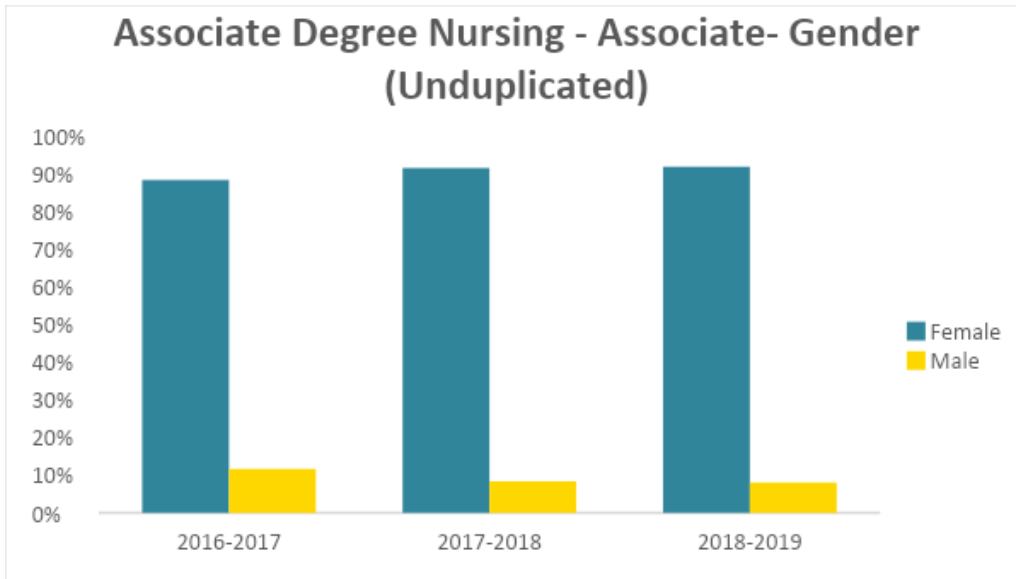| Faculty / Name	Full-Time Part-Time	Fall 2018		Spring 2019		Summer 2019	
		Contact	Credit	Contact	Credit	Contact	Credit
Marielle Blizzard	FT	17.25	12	21.75	10	0	0
Adam Combs	FT	25	30	21.5	34	6	14
Bonnie Gray	FT	18	10	15	14	0	0
Summer Gray	FT	30	20	29	20	6	5
Michelle Garon	FT	18	10	15	14	6	5
Virginia Raper	FT	17.25	10	13.5	10	12	9
Melissa Smiley	FT	17.25	12	21.75	10	0	0
Sherry Smith	FT	18.75	12	13.5	10	0	0
Billy Tart	FT	9	30	9	34	9	14
Jenny Wiggins	FT	18	10	13.5	10	12	9
Mary Carmichael	PT	6	10	0	0	6	5
Rebecca Goff	PT	6	10	6	10	6	5
Alexis Spence	PT	0	0	0	0	6	5
Patricia Pfeiffer	FT	2	12	0	0	0	0

Professional development activities of faculty (2016-17; 2017-18; 2018-19 – Fiscal Year – July 1-June 30)
Verify departmental professional development (PD) tracking logs are completed and filed in Program Review
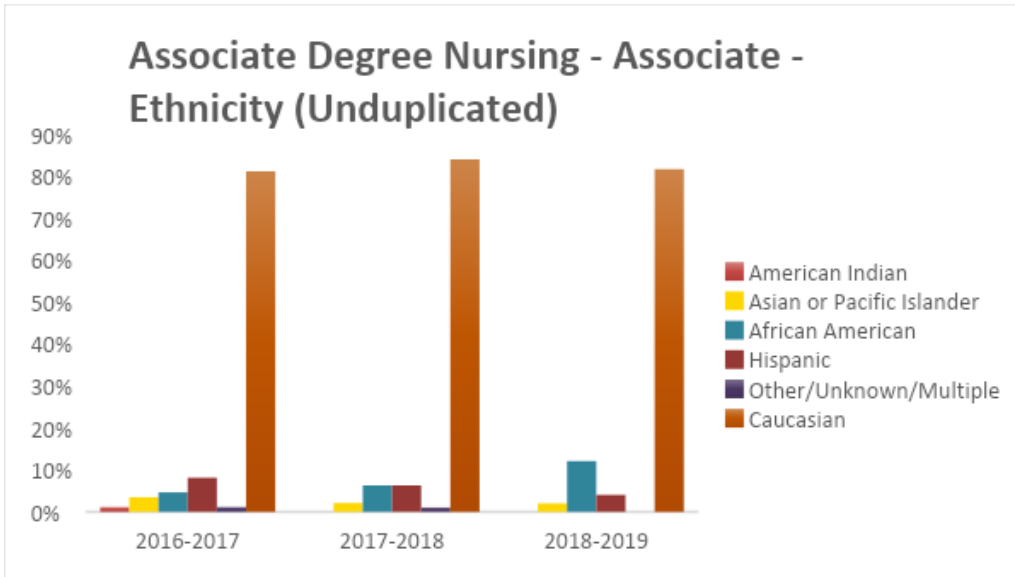Professional Development folder.
Yes X   No ☐

Section 3: Student Demographics - *Parent program (highest level only) data is provided.*
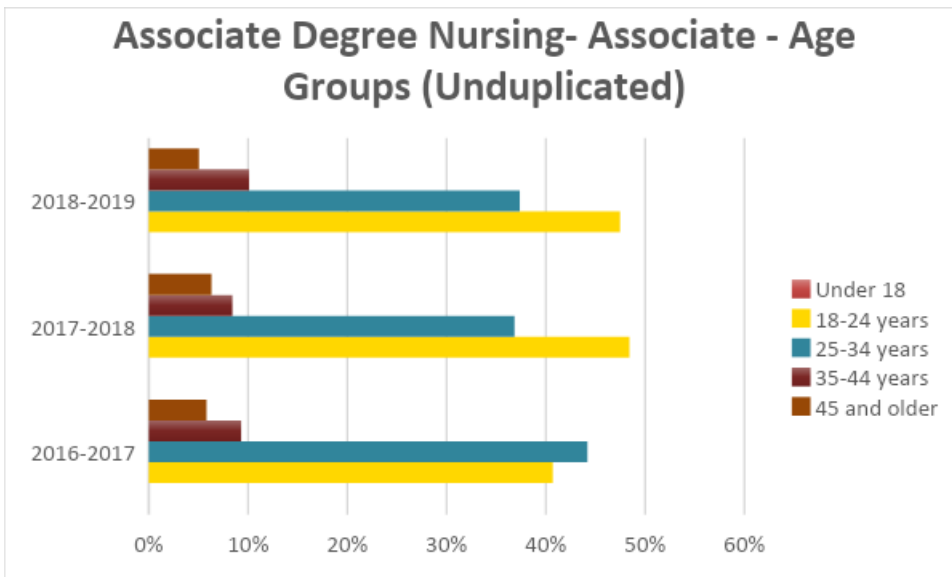
Academic Year	Female		Male		Total	
	N	**%**	**N**	**%**	**N**	**%**
2016-2017	76	88%	10	12%	86	100%
2017-2018	87	92%	8	8%	95	100%
2018-2019	91	92%	8	8%	99	100%

Table title: Gender (Specify highest level - unduplicated) Academic Year – Fall, Spring, Summer

Associate Degree Nursing - Associate- Gender (Unduplicated)

Ethnicity	2016-17		2017-18		2018-19	
	N	**%**	**N**	**%**	**N**	**%**
American Indian	1	1%	0	0%	0	0%
Asian or Pacific Islander	3	3%	2	2%	2	2%
African American	4	5%	6	6%	12	12%
Hispanic	7	8%	6	6%	4	4%
Caucasian	70	81%	80	84%	81	82%
Other/Unknown/Multiple	1	1%	1	1%	0	0%
Total	86	100%	95	100%	99	100%

Table title: Ethnicity (Specify highest level – unduplicated) Academic Year – Fall, Spring, Summer

Program Review and Outcome Assessments, 2019-20

Associate Degree Nursing - Associate - Ethnicity (Unduplicated)

Age (Specify highest level – unduplicated) Academic Year – Fall, Spring, Summer						
Age	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
Under 18	0	0%	0	0%	0	0%
18-24 years	35	41%	46	48%	47	47%
25-34 years	38	44%	35	37%	37	37%
35-44 years	8	9%	8	8%	10	10%
45 and older	5	6%	6	6%	5	5%
Total	86	100%	95	100%	99	100%

Associate Degree Nursing- Associate - Age Groups (Unduplicated)

Program Review and Outcome Assessments, 2019-20

Provide narrative for analysis of student demographics. *(What are you doing to recruit / retain a diverse student population? Do you have a diverse population of students?)*

The Nursing Department faculty participate in a variety of recruitment activities. Recruitment activities include participation in career fairs and visiting Health Occupations classes in local high schools. The majority of students in the ADN program are females ranging from 80-90% of the student population. The number of male students admitted annually has not changed significantly (8-10%) annually. There has been an increase in the number of African American students since 2016 (50-100% increase) and a decrease in Hispanic population (14-33% decrease). The majority of age ranges of 18-24 from 2017-2019 which is slightly younger than the majority being 25-34 in 2016-2017. The majority age ranges of 18-24 and 25-34 equate to 85% of the age groups. Recruitment for students is usually centered on students that are in high school, and is likely an impact on the number of students that enter into the program in the younger age range. Recruitment at career fairs are also usually attended by individuals in the younger age ranges. Although recruitment events in public schools and career fairs are open to a variety of ages and ethnicities, the WCC ADN program is a limited admissions program, and selection into the program is based on attainment of points earned through test placement scores (i.e. ACT and SAT) and credits earned in college-level courses. The WCC Nursing Department also admits several students that are in the area due to the close proximity of Seymour Johnson Air Force Base.

Section 4: Program Outcomes

Outcome #1: Completers *(unduplicated) (Degree level, highest level of attainment)*

Baseline: 34 # (*Average of total completers for the last three years – 2016-17; 2017-18; 2018-19*)
Standard: __40___   #
Target: __45___   #

Number of Completers *(unduplicated)* – Graduation Year – Summer, Fall, Spring				
Graduation Year	**Degree**	**Diploma**	**Certificate**	**Total**
2016-2017	27	0	0	27
2017-2018	37	0	0	37
2018-2019	39	0	0	39
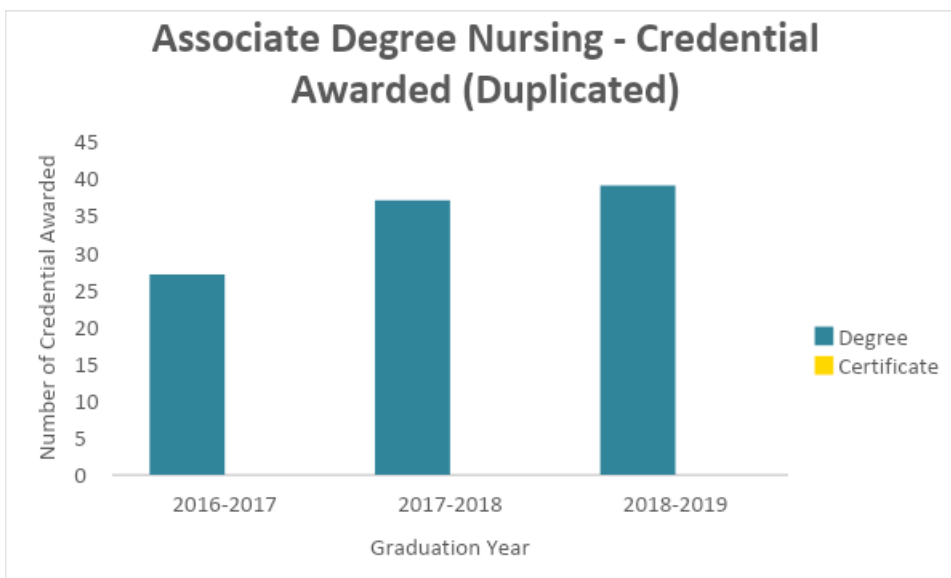
Provide narrative for analysis of completers. *How might you increase the number of completers in your program?*

Program completion rates have increased annually during the last three years. The Nursing Department faculty have implemented a retention plan which has been in place since 2008, and is reviewed/revised annually for currency. ADN students utilize the Assessment Technologies Inc. (ATI) which is a program with structured testing and remediation resources to facilitate success of graduates on the NCLEX licensure examination. The ADN curriculum was reviewed in 2019, and has been realigned with the concept-based curriculum offered by ATI. The nursing faculty felt that a change in the ATI resources would better meet the needs of our students that is based on the statewide concept based ADN curriculum. In addition, the faculty have implemented strategies (identified in the Nursing Faculty Team Meeting minutes) and are documented in the course notebooks as carried out. There has been an increase in the use of high-fidelity simulation and renovation of the simulation lab space which has benefitted students in their success as per student evaluations. Although faculty advise students not to work too many hours while in the ADN program, many of our students are employed while in the program, and in combination with a very challenging curriculum are unable to meet the rigor of the program. In response to Advisory Committee requests to graduate more student to fill RN vacancies, the Nursing Department has increased enrollment in Fall 2020 by 10 students and restructured the Advanced Standing option to better facilitate the success of LPNs that transition into the ADN program.

Provide narrative for analysis of completer standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)*

New completer standard and target was set based on the three-year baseline data from 2016-17, 2017-18 and 2018-19. We've set our standard at 40 and target at 45.

Identify Completer Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action 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 ATI Concept Based Curriculum throughout the ADN program	May, 2021	Review number of students that complete the ADN program. Standard = 40 Target = 45
2			

Program Review and Outcome Assessments, 2019-20

Outcome #2: Retention

Baseline: 83.3 % (*Average of last three years – 2016-17; 2017-18; 2018-19; fall-to-fall program retention*)
Standard: _85_ %
Target: _87_ %

Year (Fall to Fall)	Program Fall Enrollment Cohort	Program Completers	Program Returners	Program Non-Completers	Program Transfers	Program Retention
Fall 2016-Fall2017	79	27	36	11	5	79.7%
Fall 2017-Fall 2018	86	35	36	15	0	82.6%
Fall 2018-Fall 2019	88	38	39	11	10	87.5%
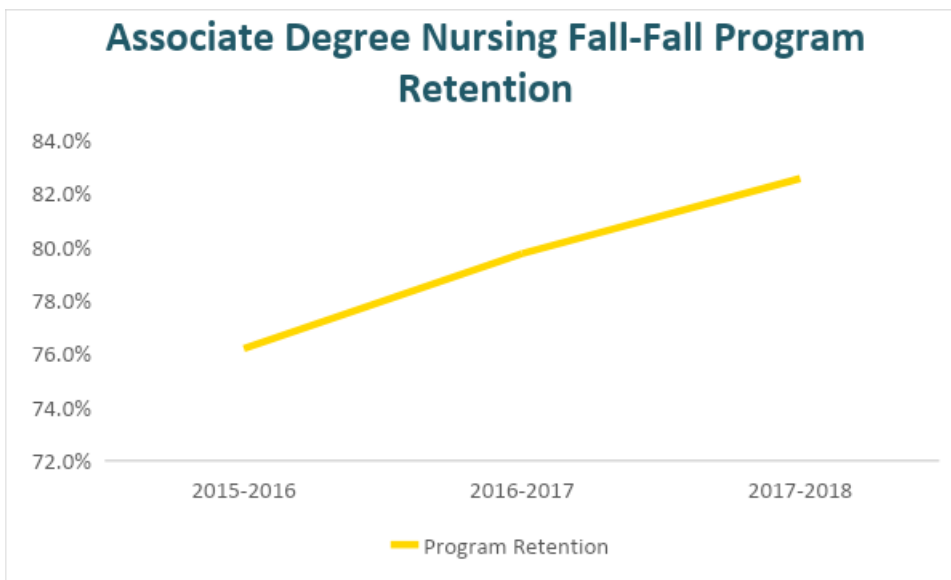
Provide narrative for analysis of program retention. *(Based on the data, provide a narrative of your analysis of fall to fall retention. Indicate factors that may have affected your retention. State any changes you plan to address for next year that may affect retention.)*

Retention of students in the ADN program has increased from 79.7% in Fall 2016-201717 to 87.5% in Fall 2018-2019. This represents a 7.8% increase in the last three years. This increase can be attributed to the retention and success strategies that have been implemented throughout the ADN program. Given the success of our retention efforts, we will continue to implement strategies in the retention plan, and reevaluate for effectiveness of strategies annually. The retention plan will be updated annually as needed.

Provide narrative for analysis of program retention standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?*

New program retention standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19 fall to fall retention. We've set our standard at 85% and target at 87%.

Program Review and Outcome Assessments, 2019-20

Identify Retention Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action 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	Continue to implement retention and success strategies and review/update annually for effectiveness.	Annually in May	Review number of students that are retained in the ADN program. Standard = 85% Target = 87%
2			

Outcome #3: Job Placement / Employment *(to be provided by program)*

Baseline: ___33_ # *(Average number employed for the last three years – 2016-17; 2017-18; 2018-19)*
Standard: ___35_ #
Target: ___38_ #

Graduation Year – Summer, Fall, Spring	Completers (unduplicated)	# Employed (within 1 Yr)	Unknown
2016-2017	27	26	1
2017-2018	37	35	2
2018-2019	39	38	1

Provide narrative for analysis of student job placement. *(Are students finding jobs within the program of study?) (How can your program promote higher employment of students in the field?*

Job placement for graduates of the ADN program ranges from 94%-97%. There is a high demand for Registered Nurses in our area. The Nursing Department invites local employers of our graduates to meet with our students and discuss opportunities for employment during the last semester of the ADN program annually. Employer feedback that is noted in our Advisory Committee meeting minutes is very positive regarding the performance of our graduates. The College and Nursing Department have a strong collaborative relationship with our clinical agencies, and most of our graduates are offered employment prior to graduating from the ADN program.

Provide narrative for analysis of standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target*

New job placement/employment standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19. We've set our standard at 35 and target at 38 for job placement/employment of graduates.

Identify Job Placement / Employment Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target*	Assessment of Action Items *(State the method of assessment; how you plan to*

Program Review and Outcome Assessments, 2019-20

		date for completion of action items.)	evaluate/assess the results of the action items.)
1	Continue to invite prospective employers to recruitment sessions with graduating students in the last semester of the ADN program	Ongoing annually	Review number of students that are employed as an RN within one year of graduation from the ADN program. Standard = 35 Target = 38
2	Invite leadership from prospective employers to participate in the Nursing Advisory Committee to offer suggestions on how the ADN program can be enhanced to meet their needs.	Ongoing annually in the Fall and Spring	Review number of students that are employed as an RN within one year of graduation from the ADN program. Standard = 35 Target = 38

Outcome #4: Labor Market Data

Provide narrative for analysis of Labor Market Data. *(Review Labor Market Data provided in the audit data reports and provide an assessment of the data.)*

On average, graduates obtaining employment in Wayne County as Registered Nurses earn $27.08 per hour, as opposed to the national hourly earnings of $34.39 per hour. Jobs in the field will increase by 1.8% of change from current available jobs to projected number of jobs within five years, by 2025.

Outcome #5: Licensure and Certification Passing Rates (if applicable)

Baseline: _95_ % (*Average of last three years NCCCS Reports; 2017, 2018, and 2019*)
Standard: _96_ %
Target: _97_ %

Licensure / Certification Exam – Registered Nursing

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
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

Provide narrative for analysis of licensure / certification passing rates. *(Are you satisfied with your program licensure rates?)* Licensure and Certification Passing Rate is a NCCCS Performance Measure for Student Success. The purpose is to ensure programmatic coursework prepares students to competently practice in their chosen profession. Weighted index score of first-time test-taker results on licensure and certification exams and weights are based on the tier associated with the related instructional program. Weights were not previously calculated, weights were implemented in the 2019 report.

The ADN graduates have performed well on the NCLEX-RN licensure exam. Over the past three years, the percentage of graduates that passed the NCLEX-RN examination on the first attempt has been 100% (2017), 93% (2018), and 92% (2019). The combined average for the past three years is 95%. This is well above the national

Program Review and Outcome Assessments, 2019-20

average for first-time test takers, and is above the minimum standard set by the NC Board of Nursing and ACEN for accreditation.

Provide narrative for analysis of licensure and certification passing rates standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?*

New licensure/certification passing rate standard and target was set based on the three-year baseline data from 2017, 2018, and 2019 NCCCS Performance Measures for Student Success Reporting Years. We set our standard at 96% and target at 97% of those passing the exam.

Identify Licensure and Certification Passing Rates Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action 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	The Nursing faculty will continue to utilize the ADN curriculum crosswalk to ensure content tested in the NCLEX is kept current	Annually	Analysis of NCLEX-RN data annually. Standard = 96% Target = 97%
2			

Outcome #6: Third-Party Credentials (if applicable)
Not applicable as third-party credentialing is not required
Baseline: _____ # *(Average number credentials earned for the last three years – 2016-17; 2017-18; 2018-19)*
Standard: _____ #
Target: _____ #

Third-Party Credentials

Academic Year Fall, Spring, Summer	Credentials for Program of Study	# Tested (duplicated)	# Passed
2016-2017	N/A		
2017-2018	N/A		
2018-2019	N/A		

Provide narrative for analysis of third-party credentials. *(Are there other industry-recognized credentials that need to be addressed for the program of study?) (What are other means to promote program third-party credentials?)*

Not applicable.

18

Program Review and Outcome Assessments, 2019-20

Provide narrative for analysis of third-party credentials standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?*
New third-party credential standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19.

Not Applicable

Identify Third-Party Credentials Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action 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	N/A		
2			

Outcome #7: Program Success Rate (all delivery methods) (*Program Success Rate tab*)

Baseline: _88_ **%** (*Average program success students for the last three years – 2016-17; 2017-18; 2018-19*)
Standard: _90_ **%**
Target: _92_ **%**

Academic Year Fall, Spring, Summer	Program Enrolled Students	Program Success Students	Program Success Rate
2016-2017	310	276	89%
2017-2018	278	248	89%
2018-2019	302	262	87%

Provide narrative for analysis of student success in program courses. *(Ex – Are students more successful in program courses in face to face, online, hybrid, or blended methods of course delivery? In evaluating the methods of delivery, should certain methods of delivery be considered for deletion or modification?)*

Based on data reported in this review, the ADN curriculum was taught entirely in a face-to-face format. The Nursing Department has benefitted from a newly remodeled simulation center that has enhanced faculty's ability to promote critical thinking and clinical decision making skills. This is a needed resource as changes in the healthcare industry have led to a reduction in the available clinical sites for students to attend clinical. At the time of this report, nursing curricula have moved to an online/hybrid format due to the COVID-19 pandemic to provide for safety of our faculty, staff, and students. Program success rates will be reevaluated according to data following completion of the curriculum by our current students to determine the feasibility of continuing the online/hybrid formats. The continuation of online/hybrid formats will require the continuation of additional simulation equipment/resources and virtual simulation platforms to provide for laboratory and clinical instruction.

Program Review and Outcome Assessments, 2019-20

Provide narrative for analysis of student success in program courses standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)*

New program success rate standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19. We've set our standard at 90% and target at 92% for program success.

Identify Student Success in Program Courses Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action 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	Submit planning objectives for additional simulation equipment (including high-fidelity simulators)	July, 2020 and annually as needed	Assessment of program success data annually Standard: 90% Target: 92%
2			

Section 5: Other Assessments

In addition to SACSCOC, is there an accrediting body specifically related to the program? If so, please name the professional organization, describe the program's current status, and most recent date of accreditation.

In addition to SACSCOC, the Nursing Department is accredited by the Accreditation Commission for Education in Nursing (ACEN). The last off-site and on-site visit was Spring 2013. The next review will be Spring 2021Documentatio of the program accreditation is maintained by the department and provided to the Office of Institutional Effectiveness for SACSCOC files.

Analysis of other assessments. *(Have you performed other assessments to evaluate the effectiveness of your program, to include surveys, self-assessments, or other assessment used to evaluate the program. If so, please explain how information collected from the(se) assessments will be used to improve the program.)*

In addition to SACSCOC, the Nursing Department is accredited by the Accreditation Commission for Education in Nursing (ACEN). The initial accreditation was received in 2008, and the Nursing Department has maintained the accreditation since 2008. In addition, full approval by the North Carolina Board of Nursing (NCBON) has been maintained. This level of approval from the NCBON and ACEN speaks to the rigor and currency of the standards of this program which are maintained and updated as needed related to mission, faculty, students, curriculum, resources, and outcomes. There is a systematic evaluation plan (SEP) incorporating all of these standards which are in place and reviewed at each nursing faculty meeting and at the annual program review meeting. All faculty participate in the SEP. Program outcomes are evidence of the success of our students and the rigor of the curriculum.

Included in the SEP are additional assessments that are utilized in the analysis of the program. The Post-graduate Survey is administered annually to graduating students and indicates 100% of graduates that respond are very satisfied or satisfied with the overall quality of the college, academic program, advising, computer technology, admissions, counseling services, book store services, academic skills center, and learning resources.

The Program Learning Outcome (PLO) survey administered to students in the final semester of the ADN program indicates 100% of graduating students are satisfied with their ability to attain PLO's during the course of the academic program.

Additionally, the Student Resource Assessment Survey (SRAS) is administered annually to graduating students. Survey results consistently reflect student satisfaction in the adequacy of resources available to them including faculty, student representation, physical resources, lab resources, as well as learning and clinical resources.

Identify Other Assessment(s) Action Items *(if applicable)*
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action 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	Reapply for reaccreditation with ACEN	October, 2020	Reaccreditation with ACEN site-visit is scheduled for Spring 2021
2	Continue to administer survey assessments (Post-Graduate, Student Resource Assessment, and Program Learning Outcomes Assessment)	Annually in the spring semester	Each assessment summary will be evaluated, and reviewed with faculty and the Nursing Advisory Committee annually in the Fall semester for trends and program improvements.

Provide narrative for your program facility needs. If facilities are adequate, please confirm.

Current facilities are adequate for the number of students enrolled in the ADN program. In 2019, the NCBON approved an increase in enrollment in the ADN program at WCC from 96 students to 120 students. This increase was based on requests made by employers to increase the number of graduates from the ADN program due to the large number of vacancies of RN jobs in the Wayne County area. To facilitate this increase, Wayne UNC Health Care partnered with WCC to provide an additional faculty. Subsequently, the number of students admitted into the ADN program increased in 2019 from 48 to 58 annually. In addition, the Nursing Department has increased the number of Advanced Standing admissions into the ADN program to further increase the number of graduates in the ADN program. Based on employment data, projections related to employment trends, and requests from the community, an increase in additional graduates is still needed, but classroom size and laboratory simulation resources will need to be expanded to accommodate additional students.

Provide narrative for academic / student support services. *(Are services adequate for your program?)*

Academic and student support services at the college are adequate. With the increase in enrollment in the ADN program these services are functioning at maximum capacity for our current population. In addition, in 2020 the Nursing Department received the support of an Achievement Coach (shared with other Allied Health programs) to further enhance the success of our students. If additional students are admitted, additional resources will be needed to meet the demands of testing accommodations, counseling services, and information technology. The Nursing Department has one administrative secretary to support the program (shared with other Allied Health programs). Additional administrative support is needed for continued success and growth in the department.

Program Review and Outcome Assessments, 2019-20

Planning Objectives (2016-17; 2017-18; 2018-19 – Fiscal Year, July 1-June 30)

Provide a summary of planning objectives submitted for the last three years, including the use of results, of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2016-17	1) Bladder scanner (approved) 2) Headwall (36" Functional Wall Mounted Horizontal Sapphire Headwall w/complete accessories package and compressor (approved)	1) Use of results and assessment provided in the 2017-18 plan as follows: SRAS survey 70 % or better responded to simulation and lab equipment. PLO surveys, students responded as strongly agree or agree 90 % or better in the response. Continue to assess results from graduating classes of the PLOs and the SRAS surveys. 2) Cancelled due to headwall being installed during construction of the simulation lab in summer 2017.
2017-18	Loaded 6 Drawer Emergency Crash Cart with Emergency Cart package	SRAS survey response from graduates of A D N 2018 class responded at 70 % as satisfied or very satisfied related to "lab has adequate equipment". Program learning outcome surveys for A D N Program learning outcome # 4 "Utilize resources, informatics and technologies in the delivery of nursing care" responded as Strongly Agree. Practical Nursing SRAS and PLO survey results will be available at the end of Summer 2018.
2018-19	1) 3 Laerdal Leap Touchscreen Patient Monitors (approved) 2) 3 All-in-One panel PC Instructor Patient Monitors (approved)	1) The Nursing Department has implemented an increase in utilization of simulation for clinical/lab courses. This equipment is being utilized by students in the ADN and PN curriculums (100% of students). Usage of simulation equipment in the Summer, 2018 was 34.8 hours. Planned usage for Summer, 2019 is 86 hours. This is a 40% increase in utilization. Simulation equipment usage in Spring 2018 was 141 hours. Spring, 2019 usage was 226.7 hours. This is a 62% increase in usage of the equipment. Equipment utilization in Fall, 2018 was 195.5 hours. 2) The Nursing Department has implemented an increase in utilization of simulation for clinical/lab courses. This equipment is being utilized by students in the ADN and PN

Program Review and Outcome Assessments, 2019-20

		curriculums (100% of students). Usage of simulation equipment in the Summer, 2018 was 34.8 hours. Planned usage for Summer, 2019 is 86 hours. This is a 40% increase in utilization. Simulation equipment usage in Spring 2018 was 141 hours. Spring, 2019 usage was 226.7 hours. This is a 62% increase in usage of the equipment. Equipment utilization in Fall, 2018 was 195.5 hours.

Provide narrative for analysis of the program's / discipline's strengths, weaknesses, and opportunities.

Strengths

The Nursing Department has highly-qualified and dedicated faculty to support the program. The additions of a simulation coordinator and clinical/lab instructor have made a great improvement in the Department's ability to support the success of our students. The Nursing faculty are dynamic and diverse, and present excellent role modeling for the students. The Department is within the requirements of the NCBON regarding faculty credentialing for 80% to hold a Master's Degree in Nursing. The Nursing faculty are committed to student centered learning, and are committed to providing high-quality instruction to the students.

ADN graduates are highly sought out by employers. Most of our students receive offers for employment before completing the academic program. This speaks to the high-quality graduates that complete the program. The Nursing program has maintained full approval and continued accreditation by the NCBON and ACEN. This is evidence of the quality of the Nursing program and commitment the College and faculty have for the program to maintain excellence.

The Wayne Community College Association of Nursing Students has won College awards for its involvement in community service activities as well as bringing well-known speakers into the College to speak to students about relevant topics. The organization also provides opportunities for students to participate in educational trips to places that enhance their learning and achievement of PLOs.

The WCC Nursing Department collaborates with many community agencies to provide learning opportunities and clinical experiences for the students in the program. The College has received recognition and awards for the excellent collaboration between Wayne UNC Health Care and WCC for their outstanding relationship.

 Weaknesses

It is necessary for the Department to maintain a pool of part-time/adjunct faculty to supplement the clinical instruction of our students. This allows for a lower ratio of faculty per student in the clinical setting which is important for supervision of safety and clinical teaching in the clinical environment. Recruitment of part-time faculty with graduate level nursing degrees is a challenge. The Department must maintain a ratio of at least 50% of part-time faculty holding a graduate degree in nursing based on rules provided by the NCBON.

Although the Nursing Department has been able to maintain required ratios for full-time nursing faculty (80% of full-time faculty must hold a graduate degree in Nursing as per NCBON rules) it is increasingly difficult to recruit faculty with graduate level degrees. Salaries of nursing faculty are well below that of the private sector, and impacts the ability to recruit qualified new faculty.

With changes in the healthcare industry, the department is recognizing a decreased availability of clinical sites to take students for clinical components of the curriculum. Clinical instruction may be supplemented by the use of

23

Program Review and Outcome Assessments, 2019-20

simulation in a laboratory setting. Additional space, equipment, and physical and human resources are needed to supplement simulation. This impacts clinical needs in all specialty areas within nursing, but especially, medical-surgical, maternity, psychiatric/mental-health, and pediatrics. This is especially true for the Department to meet additional requests of the community to increase the number of graduates.

Opportunities

Retention and recruitment of high-quality applicants than can be successful in a rigorous nursing program is a continuing need. Nursing faculty participate and a variety of recruitment events, and need to continue to be involved in those. Particular attention is needed in the recruitment of minority applicants (including Hispanic, African-American, and males).

Retention and recruitment of qualified nursing faculty is an area of opportunity. It is important for nursing faculty to have a voice in departmental and institutional decision making. As private sector salaries increase for nurses, it is also important for nursing faculty salaries to remain competitive.

Maintaining and establishing new clinical resources for students to participate in clinical experiences is essential. While improving simulation equipment and resources to foster success, it is equally important for our students to have live experiences in clinical areas. This is important to success in licensure examination, preparedness for practice, and provides opportunities for prospective employment for graduates.

Curriculum currency is an ongoing need. Although the nursing faculty review student evaluation surveys for continuous improvement, nursing faculty need to continue to update the curriculum crosswalk with the NCLEX-RN test plan that is published every three years. This ensures currency in relation to what students will be tested on for licensure. It is also important to maintain and improve good participation and membership on the Nursing Advisory Committee to facilitate a connection from practice to curriculum. Nursing faculty need to be involved in professional development activities remain current in the content they teach.

Section 6: Outcomes Follow-Up and Approvals

Outcomes follow-up to be addressed spring semester following review year (2020-21 and 2021-22).

Review prepared and submitted by: *(Please list name(s) and titles)*

Billy Tart, MSN, RN, Nursing Department Chair

Approvals

- Using DocuSign (electronic signature), appropriate Division Dean is asked to review and approve the Review and Outcome Assessment.
- Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review the Program/Service Review and Outcome Assessments when completed by the responsible program/service personnel. The Office of Institutional Effectiveness will forward the review documents to the appropriate administrator (VP/AVP) upon completion.
- Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to review and approve the Review and Outcome Assessments.

Dean Acceptance / Date: _Janeil Marak_____ 9/18/2020

IE Acceptance / Date: _Dorothy Moore_____ 9/18/2020

Administrator Approval / Date: _Patty Pfeiffer_____ 9/18/2020

24

Program Review and Outcome Assessments, 2019-20