

Wayne Community College Program Review – 2024-2025

Name of Program: Associate Degree Nursing

Section 1: Program Overview

Mission/Purpose: *As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.*

Please provide your current mission/purpose statement.

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 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).

Provide narrative for the analysis of the mission/purpose statement. *(Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.)*

After reviewing the Associate Degree Nursing Program's mission statement, it has been determined that no revisions are expected.

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

- 1) **Increase Student Access:** Develop policies and practices that provide increased opportunities and remove barriers for all students to enter into and successfully proceed through training programs or post-secondary education.
- 2) **Ensure Program Excellence:** Develop and implement effective training and academic opportunities responsive to the needs of our community and industry partners.
- 3) **Improve Student Success:** Prepare students to thrive in today's global economy by increasing the number of students leaving with workforce ready credentials, skills, and/or university transfer pathways.
- 4) **Ensure Institutional Quality:** Engage in organized, strategic, and data-informed planning to continually improve relevance and quality in all college administrative, students, and support services to ensure that the college's vision, mission and goals will be achieved.

The institutional goals that best align with the Associate Degree Program’s mission are Goal 2: Ensure Program Excellence and Goal 3: Improve student success.

Goal 2: Ensure Program Excellence: The Nursing Department at Wayne Community College utilizes a Systematic Evaluation Plan (SEP) to continuously improve the rigor, relevance, and quality of the nursing programs. Consideration is given to program outcomes, including licensure examination first-time pass rates, program completion rates, employment rates, and achievement of end-of-program learning outcomes to guide development of the SEP.

Goal 3: Improve Student Success: The Nursing Department at Wayne Community College continuously strives to increase the readiness of students for employment as an entry level practitioner. The Nursing Department utilizes the Professional Ethics and Responsibilities policy for students to encourage professionalism in nursing practice. Additionally, the Department implements a variety of retention and success strategies to encourage student success along with various clinical opportunities with community health partners.

Associates, Diplomas, Certificates, and Pathways Offered: Please list all associates, diplomas, certificates, and pathways offered in the table below.

Program Type (Associate, Diploma, Certificate, or Pathway)	Program Title
Associate	Associate Degree Nursing

Activities to ensure program is current (2022-23; 2023-24; 2024-25 – Academic Year, Fall, Spring, Summer)
List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
N/A	

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, program degrees, certificates, diplomas, and/or delivery methods?)*

There were no significant changes made.

Advisory Committee: dates, summary of minutes, activities (2022-23; 2023-24; 2024-25 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2022-2023	March 20, 2023	New faculty and staff introduced, resource update to include faculty having Ipads for clinical grading, using ExamSoft testing software, Program Updates for ADN and PN programs, WCC Foundation scholarships awarded to support students, RIBN/aRIBN enrollment increased, Active clinical partner sites include UNCH Wayne, WAGES, WISH, Wayne County Health Dept, NCLEX updates (NEXT-Gen launched, PN test plan updated to include clinical judgement, EPLOs explained, Summary to include high NCLEX pass rates, high job placement rates, increased Sim activities
2023-2024	March 18, 2024	VP Academic and Student Services announced increase PN enrollment to 28 students, Virtual reality equipment obtained for Sim using grant funding, Class club reports, Increased recruitment than previous years, retention and success strategies, NCLEX updates, EPLOs, Looking into CIP grant with AHEC
2024-2025	March 17, 2025	VR headsets are now being utilized in Sim with specialized nursing simulations, Nursing received a new laptop cart (30 laptops), Plans for Pine building reno and expansion to start in Fall 2025, all WCC Faculty positions are filled, updated faculty credentialing to support professional development, Nursing student club and class updates, update on clinical partners (added a few new partners), EPLOs, NCLEX pass rates, awarded CIP grant for CIP partner through AHEC

(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)

Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance. *(Based on advisory committee suggestions, environmental scans, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or community? What resources might your program need?)*

The demand for both Registered Nurses (RNs) and Licensed Practical Nurses (LPNs) remains exceptionally high within the region. Graduates seeking employment consistently secure positions prior to or shortly after program completion. The Nursing Department actively facilitates employment opportunities by hosting recruitment events and partnering with local healthcare agencies, many of which extend job offers to students prior to graduation.

Additionally, multiple RN-to-BSN programs engage with students before program completion to promote seamless academic progression and continued professional development. Along with this, we partner with East Carolina University to accept RIBN and aRIBN students into our programs.

While continued requests for program expansion have been received, current limitations related to physical space, faculty availability, and clinical site capacity remain significant barriers to further

enrollment growth. In addition to an expansion and renovation of the current building, the department continues to explore sustainable strategies to meet community healthcare demands while maintaining high educational quality and regulatory compliance.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 114 # (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)
Standard: 120 #
Target: 125 #

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	117
2022-2023	112
2023-2024	112

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	19	16.2%	16	14.3%	15	13.4%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	1	0.9%
Asian, Female	1	0.9%	2	1.8%	2	1.8%
Caucasian, Female	76	65.0%	67	59.8%	62	55.4%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	8	6.8%	19	17.0%	23	20.5%
Two or More Races, Female	2	1.7%	1	0.9%	1	0.9%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	106	90.6%	105	93.8%	104	92.9%
African American, Male	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	1	0.9%	1	0.9%	1	0.9%
Caucasian, Male	7	6.0%	4	3.6%	5	4.5%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	3	2.6%	2	1.8%	2	1.8%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	11	9.4%	7	6.3%	8	7.1%
Total	117	100.0%	112	100.0%	112	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	5	4.3%	5	4.5%	5	4.5%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	1	0.9%
Caucasian, 18-24	44	37.6%	34	30.4%	37	33.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	9	7.7%	16	14.3%	19	17.0%
Two or More Races, 18-24	1	0.9%	1	0.9%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	1	0.9%
18-24 Total	59	50.4%	56	50.0%	63	56.3%
African American, 25-44	14	12.0%	10	8.9%	10	8.9%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	1	0.9%
Asian, 25-44	2	1.7%	3	2.7%	2	1.8%
Caucasian, 25-44	35	29.9%	33	29.5%	27	24.1%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	2	1.7%	5	4.5%	6	5.4%
Two or More Races, 25-44	1	0.9%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	54	46.2%	51	45.5%	46	41.1%
African American, 45-64	0	0.0%	1	0.9%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	4	3.4%	4	3.6%	3	2.7%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	4	3.4%	5	4.5%	3	2.7%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	117	100.0%	112	100.0%	112	100.0%

Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any action plans to improve or increase program enrollment.)*

Although a slight decrease in enrollment was observed, overall student numbers remain higher than the previous three-year average. One contributing factor to the lack of growth involves students who accept admission but do not attend on the first day of class, which prevents the selection of alternate candidates from filling those vacancies.

To promote continued enrollment growth, nursing faculty have implemented proactive recruitment strategies targeting local public and private high schools. Additionally, greater emphasis is being placed on educating prospective students about the Regionally Increasing Baccalaureate Nurses (RIBN) partnership between East Carolina University (ECU) and Wayne Community College (WCC), which provides a seamless pathway for academic advancement.

WCC is also collaborating with UNC Health Wayne to establish an apprenticeship program that will enhance workforce readiness and provide students with early clinical experience. The nursing program has expanded its admissions criteria to include TEAS scores in addition to ACT, broadening opportunities for qualified applicants, and supporting ongoing program growth.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase enrollment in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Recruitment at local high schools, community events for recruitment, apprenticeship opportunities with UNCH Wayne	Assess the program enrollment every Fall Semester

Outcome #2: Retention

Baseline: 73.5 % (Average of last three years – 2021-22; 2022-23; 2023-24; program retention)

Standard: 74 %

Target: 75 %

Year	Program Retention Rate
Fall 2021 to Fall 2022	72.0%
Fall 2022 to Fall 2023	77.3%
Fall 2023 to Fall 2024	71.3%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Female	10	14.7%	13	17.3%	8	11.1%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	1	1.4%
Asian, Female	1	1.5%	2	2.7%	2	2.8%
Caucasian, Female	43	63.2%	45	60.0%	46	63.9%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	6	8.8%	9	12.0%	12	16.7%
Two or More Races, Female	2	2.9%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	1	1.3%	0	0.0%
Female Total	62	91.2%	70	93.3%	69	95.8%
African American, Male	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	1	1.5%	0	0.0%	0	0.0%
Caucasian, Male	2	2.9%	3	4.0%	3	4.2%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	3	4.4%	2	2.7%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	6	8.8%	5	6.7%	3	4.2%
Total	68	100.0%	75	100.0%	72	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	4	5.9%	4	5.3%	4	5.6%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	26	38.2%	27	36.0%	30	41.7%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	7	10.3%	9	12.0%	10	13.9%
Two or More Races, 18-24	1	1.5%	1	1.3%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	38	55.9%	41	54.7%	44	61.1%
African American, 25-44	6	8.8%	9	12.0%	4	5.6%
American Indian/Alaskan Native, 25-44	2	2.9%	0	0.0%	1	1.4%
Asian, 25-44	0	0.0%	2	2.7%	2	2.8%
Caucasian, 25-44	19	27.9%	20	26.7%	18	25.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	2	2.9%	2	2.7%	2	2.8%
Two or More Races, 25-44	1	1.5%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	30	44.1%	33	44.0%	27	37.5%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	1	1.3%	1	1.4%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	0	0.0%	1	1.3%	1	1.4%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	68	100.0%	75	100.0%	72	100.0%

Provide narrative for analysis of program retention data. *(Based on the data, provide a narrative of your analysis of retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)*

The ADN program’s retention rates have remained relatively stable over three years. Slight fluctuations may reflect post-pandemic challenges and personal student factors. Student withdrawals are related to personal concerns/reasons. The faculty plans to strengthen early intervention, academic advising, and mentoring to improve overall student retention.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase program retention?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Implement focused test taking NCLEX style strategies	Evaluate students' perception of ATI and Board vitals program on SRAS.
2	Incorporate Clinical Judgement activities in class, lab, and Simulation	Utilizing increased critical thinking skills and clinical judgement activities in class

Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)**Baseline:** 35 # (Average of total completers for the last three years – 2022-23; 2023-24; 2024-25)**Standard:** 36 #**Target:** 37 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	37
2023-2024	38
2024-2025	30

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	0	0.0%	5	13.2%	3	10.0%
American Indian/Alaskan Native, Female	8	21.6%	0	0.0%	1	3.3%
Asian, Female	0	0.0%	2	5.3%	0	0.0%
Caucasian, Female	0	0.0%	25	65.8%	16	53.3%
Hawaiian/Other Pacific Islander, Female	23	62.2%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	5	13.2%	8	26.7%
Two or More Races, Female	3	8.1%	0	0.0%	0	0.0%
Unknown, Female	1	2.7%	0	0.0%	0	0.0%
Female Total	35	94.6%	37	97.4%	28	93.3%
African American, Male	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	1	2.7%	0	0.0%	1	3.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	2.7%	0	0.0%	1	3.3%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	1	2.6%	0	0.0%
Male Total	2	5.4%	1	2.6%	2	6.7%
Total	37	100.0%	38	100.0%	30	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range Table	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	1	2.7%	2	5.3%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	12	32.4%	11	28.9%	12	40.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	2	5.4%	4	10.5%	3	10.0%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	15	40.5%	17	44.7%	15	50.0%
African American, 25-44	7	18.9%	3	7.9%	3	10.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	1	3.3%
Asian, 25-44	0	0.0%	2	5.3%	0	0.0%
Caucasian, 25-44	12	32.4%	14	36.8%	2	6.7%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	2	5.4%	1	2.6%	6	20.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	1	2.7%	0	0.0%	0	0.0%
25-44 Total	22	59.5%	20	52.6%	12	40.0%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	1	2.6%	3	10.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	0	0.0%	1	2.6%	3	10.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	37	100.0%	38	100.0%	30	100.0%

Provide narrative for analysis of completers. *(Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

The ADN program completion rates increased from 37 in 2023 to 38 in 2024. There was a drop in the following year to 30. Although these averages have remained consistent for two consecutive years, reflecting steady student persistence despite academic and personal challenges. Factors influencing completion include program rigor, external employment obligations, and family responsibilities that impact students’ ability to progress. Faculty continue to provide academic support, early intervention, and mentoring to promote student success. Efforts to improve completion include expanding tutoring resources, enhancing simulation-based learning to strengthen clinical judgment, and improving communication between faculty and students regarding progression requirements. Additional strategies such as flexible scheduling, proactive academic advising, and increased use of retention data will further support students in achieving program completion and licensure readiness. Faculty continue to use ExamSoft testing but are utilizing the test review feature where students receive immediate feedback once completing their test.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase student completion in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Focused test review immediately following testing.	Review student feedback of test review happening immediately after the test on course evaluations.
2	Refer students to Accessibility services for coping strategies to outside stressors	Evaluate students’ perceptions of how to access Accessibility Services.

Outcome #4: Budget FTE (Official Budget FTE by Academic Program – Across Budget FTE Semesters Dashboard; all levels)

Baseline: 127.427 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 129 #
Target: 130 #

Budget FTE Year	Budget FTE
2022-2023	127.781
2023-2024	133.438
2024-2025	121.063

All Levels

Provide narrative for 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.) (Based on the data, provide a narrative of your analysis of program budget FTE. Indicate factors that may have affected your budget FTE. How might you increase FTE in your program?)*

The ADN program’s Budget FTE reflects minor fluctuations over the three-year period. The recent decline may be attributed to student attrition, and decreased enrollment in select cohorts. To increase FTE, the program plans to enhance recruitment through high school outreach, information sessions, and marketing of advanced standing and transfer options. Additional strategies include expanding the use of simulation to accommodate more students and exploring partnerships to increase faculty and clinical placement capacity.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase budget FTE in your program?)	Assessment of Action Items (How will you assess the results of action items?)
1	Continue with recruitment	Review application during next application cycle

Outcome #5: Career Development (COOP-Final WBL-110 Grade Rosters and WCC’s Final Headcount Datasets)

According to the Office of Institutional Effectiveness, the program did not offer WBL-110 for academic years 2021-2024.

Academic Year	Enrolled	Completed
2021-2022	0	0
2022-2023	0	0
2023-2024	0	0

All Levels

WCC’s Quality Enhancement Plan, addresses career development in Goal 3: “The college will implement integrated career development within their academic programs.”; Action Item #3: “All CTE programs will implement a career development related Program Outcome.”

Provide narrative for analysis of WBL-110 completers and report on how your program can increase or expand the focus on career development. (Based on the data, provide a narrative of your analysis of WBL completions. Indicate factors that may have affected your completions. **If your program does not offer WBL-110, explain why not and how you can increase or expand the focus on career development.**)

WBL-110 is not utilized in the Nursing Programs, but students do receive career development throughout the nursing program. Various modules such as Ethics and Collaboration are taught throughout the program and help students with resume building and interview practice. Also, every course requires clinical hours that students participate in clinical/patient care areas. The real time interaction prepares the students for the workforce after graduation. Students are also encouraged to join WCCANS (Wayne Community College Association of Nursing Students), the professional club for the program. Students are encouraged to attend local meetings while they are students to learn more about their professional organization. The student organization also participates in professional events such as NCNA sponsored events allowing students the opportunity to network with nursing professionals from across the state.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase or expand the focus on career development. i.e. presentations in classes; development of professional development modules; or other ways the program can implement the focus in their programs.)	Assessment of Action Items (How will you assess the results of action items?)
1	Students are encouraged to become WCCANS member	Membership is reviewed annually

Section 3: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your program, to include self-assessments or student licensure/certification? If so, please explain how information collected from the(se) assessments can be used to improve the program.)

The Associate Degree Nursing Program uses a variety of methods to assess the effectiveness of the program. Student Resource Assessment Results (SRAS) gather data from students by evaluating program learning outcomes. ACEN, the accrediting body, requires annual surveys to be completed to assess the program. In addition, our state regulating body requires an annual surveillance of our program as well. Post-graduate surveys are also conducted.

Planning Objectives (2022-23; 2024-25 – Fiscal Year, July 1-June 30)

Provide a summary of planning objectives submitted for the last two planning cycles, 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
2022-23	1. iPads (ADN) 2. SUSIE S2000 Advanced Nursing Patient Simulator (PN) 3. Platronics Blackwire C3220 Headset (ADN) 4. IV Stand (PN)	1. Faculty received the iPads and were able to utilize them in all courses to expedite feedback to students regarding clinical performance in the clinical area. This allows students to learn and apply feedback in clinical and patient care, directly from the instruction of the faculty. In addition, faculty are able to encourage higher level analysis and improve clinical judgement at the bedside. A total of 96% of students surveyed on the SRAS agreed that faculty teach effectively in the clinical area. 2. Not approved. 3. Not approved. 4. IV stands received and are used in all Simulations with all nursing courses. 100% of students surveyed either agree or strongly agree that there is sufficient/adequate lab equipment. The available lab equipment allows students to complete lab activities efficiently and effectively as they prepare for patient care in the clinical setting.
2024-25	1. Three Bretford Element Laptop Carts w/25 Dell Precision laptops (ADN) 2. Three wireless intravenous infusion plum pumps (PN)	1. Nursing received one cart with 30 laptops and one cart with 16 laptops for a total of two carts and 46 laptops. The students will evaluate the use of the laptops at the end of Spring 2025 using the SARS. Carry forward to report assessment in the 2025-26 Plan. 2. Three (3) large volume wireless intravenous infusion plum 360 rechargeable pumps were

		received and used with Simulation activities to prepare students for clinical experiences. The students will evaluate the use of the infusion pumps in the SARS at the end of 2025. Carry forward to report assessment in the 2025-26 Plan.
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What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.

To stay up to date on current trends in healthcare and support the preparedness of our students for the workforce and patient care, the Associate Degree Program will need updated lab equipment as well as computers for student use. Now that clinical agency performs patient documentation in electronic health records, students are now benefiting from this during the program.

What positions (faculty and/or staff) do you anticipate needing over the next three years? Justify the need.

The Associate Degree Nursing program anticipates needing two more full-time faculty to support increased enrollment and expansion of the program. This is in part due to the state board of nursing's rule on faculty-student ratios in clinical.

Provide narrative for your program facility needs over the next three years. If the facilities are adequate, please confirm.

Currently, remodeling is happening to allow for updated and more simulation space as well as more lecture space. Once complete, facilities will be adequate.

Provide narrative for academic / student support services needs over the next three years. (Are services adequate for your program/service?)

Due to the increase in applicants and overall interest in nursing, having a dedicated admission counselor for allied health would be supportive in assuring potential students receive accurate information to support applying. In addition, having a dedicated recruiter at the college will help to attract students for tours of the facility.

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

Strengths:

The Associate Degree Nursing (ADN) program continues to demonstrate strong student learning outcomes and high levels of clinical competence among graduates. Faculty expertise remains one of the program's most significant strengths, with nearly 90 % of faculty being master's prepared in nursing education; instructors bring a wide range of clinical backgrounds and advanced educational preparation, which enhances curriculum delivery and supports student success. Partnerships with community healthcare agencies are well-established and provide diverse clinical placements aligned with program outcomes and workforce needs. Additionally, the program maintains a student-centered culture that emphasizes academic support, early identification of at-risk learners, and integration of evidence-based teaching strategies. These strengths collectively support a strong program reputation, graduate employability, and positive relationships with stakeholders.

Weaknesses:

Despite these strengths, the program continues to experience ongoing challenges related to resource limitations. Variability in student preparation, particularly in foundational courses, continues to impact retention rates and the level of remediation required. Fluctuating enrollment patterns influenced by broader economic and workforce conditions also create inconsistencies in course section planning, advising loads, and budget allocations.

Opportunities:

Several opportunities exist to strengthen the program's capacity and align with workforce and accreditation expectations. Continued expansion of partnerships with our local hospital, long-term care facilities, and community health organizations could increase clinical placement options and support program growth. Investment in simulation infrastructure and faculty development offers an opportunity to enhance clinical preparedness and incorporate innovative teaching strategies. There is also potential to increase outreach and advising initiatives focused on improving student readiness, especially in prerequisite coursework. Finally, ongoing statewide and national demand for registered nurses positions the program to advocate for additional institutional support, grant funding, and strategic initiatives that expand program capacity and improve student outcomes.

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

Michelle Garon, DNP, RN, CNE (Nursing Department Chair)

Approvals

- 1. The program/service faculty/staff conducting the Review must notify their appropriate Division Dean, Director, or AVP to let them know their Review is ready for review and feedback.
- 2. The appropriate Division Dean, Director, or AVP is asked to read the Review from the IE SharePoint directory and provide feedback and/or suggested improvements to the faculty/staff conducting the Review.
- 3. Once the Review has been reviewed by the Division Dean, Director, or AVP, it is their responsibility to contact IE to inform them that the Review is ready for IE’s review.
- 4. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Review when completed by the responsible program/service personnel. IE will upload the Review and will send it to the appropriate Division Dean, Director, or AVP, and Vice President/Associate Vice President for their signatures.

IE Acceptance / Date:	<u>Dorothy Moore</u>	11/20/2025
Dean, Director, or AVP / Date:	<u>Janeil Marak</u>	11/24/2025
Administrator Approval / Date:	<u>Dr. Ernie White</u>	11/20/2025