Institutional Goal 2: Increase Student Access
Institutional Goal 3: Improve Student Success

Name of Program: Associate Degree Nursing

Mission/Purpose Statement: The faculty of the department of nursing is committed to the mission, goals, and learning outcomes of Wayne Community College. We endorse the concept of open door admission to the college. However, we recognize the need for restrictions on the number of students admitted to our nursing program 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 needs 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 role of 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 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 Examination (NCLEX-PN or NCLEX-RN).

Outcome # 1: Program Retention, Fall to Fall

Baseline: 77.7%   Fall-to-Fall (Average program retention - 2012-13; 2013-14; 2014-2015)
Standard: 79.7%   Fall to Fall
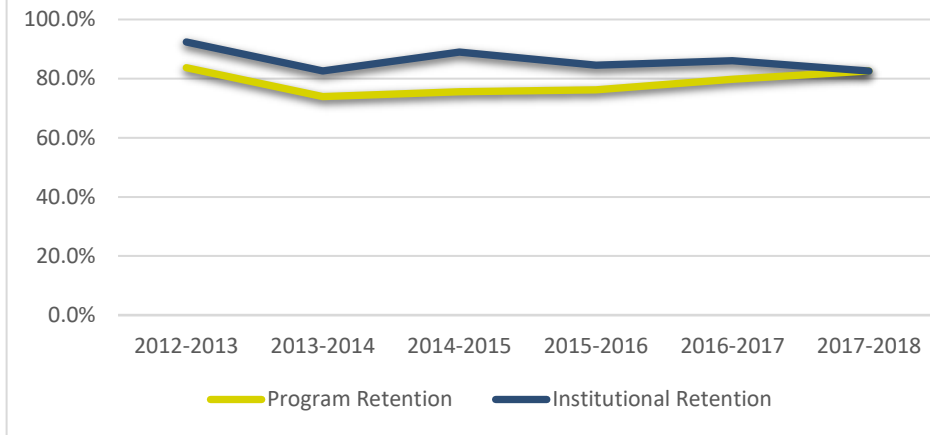**Target:**   81.7%   Fall to Fall

Data / Results:

Fall-to-Fall

Year	Fall Enrollment	Grads	Return	Non-Completers	Program Retention	Program Transfer	Institutional Retention
2012-2013	92	36	41	7	83.7%	8	92.4%
2013-2014	92	36	32	16	73.9%	8	82.6%
2014-2015	82	28	34	9	75.6%	11	89.0%
2015-2016	84	33	31	13	76.2%	7	84.5%
2016-2017	79	27	36	11	79.7%	5	86.1%
2017-2018	86	35	36	15	82.3%	0	82.3%

Source: Curriculum Registration Progress Financial Aid Reports (CRPFA) and Entrinisk Informer Report – IE – Grades – Acad Credentials by Term by Program Code

Retention and Graduation A45110 Fall to Fall

Legend: Program Retention, Institutional Retention

Department Stats

	Original Cohort				
Cohort Years	Admitted	Non-Completers	Graduation	Completion Rate - 100%	Completion Rate - 150%
2012-2014	48	22	26	54.2%	60.4%
2013-2015	48	26	22	45.8%	47.9%
2014-2016	48	23	25	52.1%	54.2%
2015-2017	48	30	18	37.5%	50.0%
2016-2018	41	17	24	58.5%	

Sources: Curriculum Registration Progress Financial Aid Reports (CRPFA), Entrinsik Informer Report IE-Graduates – Acad Credentials by Term by Program Code, and Entrinisk Informer Report IE – FC – Application Statues – Beaman

	Readmitted Students			
Cohort Years	Readmitted	Starting Cohort	Non-Completers	Graduation
2012-2014	5	5 - From 2011 - 2013	0	5
2013-2015	3	3 - From 2012 - 2014	0	3
2014-2016	2	2 - From 2013 - 2016	1	1
2015-2017	3	2 - From 2014 - 2015; 1 - From 2013-2016	0	3
2016-2018	8	8 - From 2015-2016	2	6

Sources: Curriculum Registration Progress Financial Aid Reports (CRPFA), Entrinsik Informer Report IE-Graduates – Acad Credentials by Term by Program Code, and Entrinisk Informer Report IE – FC – Application Statues – Beaman

	Advanced Standing Original Cohort				
Cohort Years	Admitted	Non-Completers	Graduation	Completion Rate - 100%	Completion Rate - 150%
2012-2014	6	1	5	83.3%	100.0%
2013-2015	9	6	3	33.3%	44.4%
2014-2016	6	0	6	100.0%	
2015-2017	7	1	6	85.7%	
2016-2018	7	3	4	57.1%	

Advanced Standing Readmitted Students				
Cohort Years	Redmitted	Starting Cohort	Non-Completers	Graduation
2012-2014	4	4 - From 2011 -2013	3	1
2013-2015	1	1 - From 2012 - 2014	0	1
2014-2016	5	5 - From 2013 - 2015	4	1
2015-2017	0			
2016-2018	2	2 – From 2015 - 2017	0	2

All Students (Original, Readmitted, Advanced Standing, & Readmitted Advanced Standing)				
Cohort Years	Admitted	Non-Completers	Graduation	Graduation Rate
2012-2014	63	26	37	58.7%
2013-2015	61	32	29	47.5%
2014-2016	61	28	33	54.1%
2015-2017	58	31	27	46.6%
2016-2018	56	22	30	53.6%

2018-2019 Strategies / Action Items:

Item #	Strategies / Action Items *(Action items identified in the 2017-18 year-end report)*	Results *(State the progress/results of the action items identified based on your method of assessment. Provide number/percent accomplished.)*
1	Provide use of simulation opportunities for remediation	Simulation opportunities for remediation were provided during all ADN courses during 2018-2019.
2	Provide use of open lab remediation opportunities	Open Lab during 2018-2019 were scheduled and attended as follows: NUR 111 8/22/18 (29 students) NUR 111 9/12/18 (8 students) NUR 111 10/10/18 (3 students) NUR 111 10/24/18 (2 students) NUR 111 10/31/18 (9 students) NUR 117 Two open lab times were scheduled, but were not done due to adverse weather NUR 112 1/17/19 (2 students) NUR 211 4/11/19 (11 students) NUR 113 Open labs were scheduled, but no students attended NUR 212 Open labs were scheduled but no students attended

		NUR 213 remediation opportunities were provided during scheduled lab times weekly on Wednesdays throughout the course

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 / increase your retention.)*

The nursing faculty implemented strategies to improve retention in 2013, and have continued these strategies. The following strategies are being tracked by the SACS COC subcommittee:

1. Administer early alerts
2. Provide workshop on test-taking and study skills
3. Use alternate format questions for 10% of questions on each unit test

All of these strategies have been carried out during this past year. The nursing faculty reviewed the retention and success strategies on 1/2/19 and recommended continuing them. In addition, during the Annual Program Review meeting on 5/6/19, the nursing faculty recommended an additional strategy to address retention rates especially in the first semester. This strategy is related to student reports of test anxiety affecting their ability to be successful. The Nursing Department will explore resources available within the Counseling and Disability Services Departments at WCC, and offer early intervention to students that identify this issue as a reason for lack of success within the courses. Faculty agreed that the increase in simulation opportunities were of help to students that needed remediation in the courses.

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? Please provide an overall analysis of the results of your standard/target. Provide percentage of increase/decrease.)*

The retention standard for ADN was set at 79.7 and the target was 81.7%. The average retention rate in the ADN courses combined is 92.14%.

NUR 111 retention rate = 79% (standard or target not met)
NUR 117 retention rate = 78% (standard or target not met)
NUR 112 retention rate = 88% (standard and target met)
NUR 211 retention rate = 100% (standard and target met)
NUR 113 retention rate = 100% (standard and target met)
NUR 212 retention rate = 100% (standard and target met)
NUR 213 retention rate = 100% (standard and target met)
No change in the standard or target is recommended.

2019-2020 Strategies / Action Items: *(Identify new action items as a result of your review and assessment of previous year data and action item results.)*

Item #	Action Items *(Identify action items as a result of your program outcome assessment.)*	Assessment of Action Items *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)*
1	Continue to offer open labs for students to remediate content covered.	Students will sign in to open labs on the attendance roster. The roster will be used to track number of students that attended open labs.
2	Make referrals to the Counseling Department for students that identify test anxiety as a reason for lack of success.	Faculty will track the number of referrals to Counseling.