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Program Outcomes Assessment Follow-Up
2022-2023 Program Outcome (PO) Year End Reporting Form

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In response to SACSCOC 8.2, *"The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results …"*

Name of Program: Associate Degree Nursing

Outcome #1: Enrollment *(unduplicated)*

Action Items from Program Review:

Item #	Action Items: *(Action item identified in the 2021-22 program review.)*	Results / Use of Results: *(Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2023-2025 action items table below.)*
1	Seek funding for additional classroom and lab space as well as faculty. Seek to increase diversity in faculty as per diversity plan. (Assessed by: Increased classroom and lab space to accommodate higher enrollment numbers. Increased number of faculty with the goal of having an increased minority presence.)	Partially met; continue with seeking funding for additional classroom and increase in faculty. Plans are made to expand the nursing program to include more classroom and lab space which will support increasing higher enrollment, planned for approximately two years. Seek to increase diversity in faculty as per diversity plan. A total of nine faculty; 3/9 Hispanic; 1/9 Male. This is a decrease from 3/9 male faculty ratio. As we increase the number of faculty, the goal to increase diversity will be considered.
2	Request additional high-fidelity simulation equipment through the planning objective process to allow for more simulated clinical experiences. Incorporate diversity plan in planning for additional high-fidelity simulators. (Assessed by: Increase the number of high-fidelity simulators from 5 to 7. At least one of the additional simulators will have a minority population skin tone.)	Partially met; received one high-fidelity birthing mannequin and one minority pediatric high-fidelity simulator. Continue with increasing the number of high-fidelity simulators to equal 7 total (request diverse adolescent mannequin).

Baseline: 107 # (*Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21*)
Standard: 116 #
Target: 118 #

Standard and Target is counting first and second year students.

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2019-2020	102
2020-2021	120
2021-2022	117

All Levels

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	19	18.6%	19	15.8%	19	16.2%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	3	2.9%	2	1.7%	1	0.9%
Caucasian, Female	65	63.7%	79	65.8%	76	65.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	7	6.9%	11	9.2%	8	6.8%
Two or More Races, Female	1	1.0%	3	2.5%	2	1.7%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	95	93.1%	114	95.0%	106	90.6%
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%	1	0.9%
Caucasian, Male	0	0.0%	5	4.2%	7	6.0%
Hawaiian/Other Pacific Islander, Male	6	5.9%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	1.0%	1	0.8%	3	2.6%
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	7	6.9%	6	5.0%	11	9.4%
Total	102	100.0%	120	100.0%	117	100.0%

Ethnicity & Age Range	2019-2020		2020-2021		2021-2022	
	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	8	7.8%	8	6.7%	5	4.3%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	2	2.0%	1	0.8%	0	0.0%
Caucasian, 18-24	36	35.3%	52	43.3%	44	37.6%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	5	4.9%	5	4.2%	9	7.7%
Two or More Races, 18-24	0	0.0%	1	0.8%	1	0.9%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	51	50.0%	67	55.8%	59	50.4%
African American, 25-44	11	10.8%	11	9.2%	14	12.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	1	1.0%	1	0.8%	2	1.7%
Caucasian, 25-44	30	29.4%	29	24.2%	35	29.9%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	3	2.9%	7	5.8%	2	1.7%
Two or More Races, 25-44	1	1.0%	2	1.7%	1	0.9%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	46	45.1%	50	41.7%	54	46.2%
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	5	4.9%	3	2.5%	4	3.4%
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	5	4.9%	3	2.5%	4	3.4%
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	102	100.0%	120	100.0%	117	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.)*

We had 117 students enrolled for 2021-22, which included both first and second year cohort students. We met our standard but did not meet the target.

2023-2025 Action Items:

Item	Action Items *(What actions can be taken to increase enrollment in your program?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Seek funding for additional classroom and lab space as well as faculty. Seek to increase diversity in faculty as per diversity plan.	We will assess this action item by measuring the number of students enrolled yearly in both ADN cohorts. By filling vacant faculty positions, more support to students will be provided to increase retention. Increased number of faculty with the goal of having an increased minority presence to support minority students.
2	Request additional high-fidelity simulation equipment through the planning objective process to allow for more simulated clinical experiences. Incorporate diversity plan in planning for additional high-fidelity simulators.	Increasing simulation equipment (virtual reality) will assist faculty in providing critical thinking activities in a safe, controlled environment. Faculty will assess student success in the clinical setting and retention of students from increasing clinical judgement with high-fidelity simulation as well as increased NCLEX-RN success rates.

Outcome #2: Retention

Action Items from Program Review:

Item #	Action Items: *(Action item identified in the 2021-22 program review.)*	Results / Use of Results: *(Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2023-2025 action items table below.)*
1	Medication calculation focused remediation. (Assessed by: Evaluate student competency for medication calculations by tracking percentage of calculation test questions and on clinical evaluation tool.)	Ongoing. Continuing to implement medication calculation focused remediation. Students must have an average of 78 on all mediation calculation activities to continue to progress. Faculty are available and offer tutoring and mentoring. Remediation is provided to ensure student success. The faculty would like to
2	Focused post conference activities. (Assessed by: Evaluate test scores for improvement related to topics included in post conference activities.)	Ongoing. Adding NextGen style post conference activities and case studies to align with new NCLEX testing standards. The faculty want to continue to assess this strategy and review NCLEX results for three consecutive years.

Baseline: 78.8 % (*Average of last three years – 2018-19; 2019-20; 2020-21; program retention*)
Standard: 81 %
Target: 83 %

Fall to Fall	Retention Rate
Fall 2019 to Fall 2020	83.3%
Fall 2020 to Fall 2021	75.7%
Fall 2021 to Fall 2022	72.0%

All Levels

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender	Fall 2019 to Fall 2020		Fall 2020 to Fall 2021		Fall 2021 to Fall 2022	
	N	%	N	%	N	%
African American, Female	9	12.9%	12	14.3%	10	14.7%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	1	1.4%	2	2.4%	1	1.5%
Caucasian, Female	51	72.9%	56	66.7%	43	63.2%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	5	7.1%	8	9.5%	6	8.8%
Two or More Races, Female	0	0.0%	2	2.4%	2	2.9%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	66	94.3%	80	95.2%	62	91.2%
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%	1	1.5%
Caucasian, Male	4	5.7%	4	4.8%	2	2.9%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	3	4.4%
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	4	5.7%	4	4.8%	6	8.8%
Total	70	100.0%	84	100.0%	68	100.0%

Ethnicity & Age Range	Fall 2019 to Fall 2020		Fall 2020 to Fall 2021		Fall 2021 to Fall 2022	
	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	3	4.3%	7	8.3%	4	5.9%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	1	1.4%	1	1.2%	0	0.0%
Caucasian, 18-24	30	42.9%	39	46.4%	26	38.2%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	4	5.7%	3	3.6%	7	10.3%
Two or More Races, 18-24	0	0.0%	1	1.2%	1	1.5%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	38	54.3%	51	60.7%	38	55.9%
African American, 25-44	6	8.6%	5	6.0%	6	8.8%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	2	2.9%
Asian, 25-44	0	0.0%	1	1.2%	0	0.0%
Caucasian, 25-44	23	32.9%	20	23.8%	19	27.9%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	1.4%	5	6.0%	2	2.9%
Two or More Races, 25-44	0	0.0%	1	1.2%	1	1.5%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	30	42.9%	32	38.1%	30	44.1%
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	2	2.9%	1	1.2%	0	0.0%
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	2	2.9%	1	1.2%	0	0.0%
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	70	100.0%	84	100.0%	68	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.)*

Student retention decreased by 3.7% in the last year. Departmental tracking is completed each year for each cohort. The majority of students withdraw because of personal reasons.

2023-2025 Action Items:

Item	Action Items *(What actions can be taken to increase program retention?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Medication calculation focused remediation.	Evaluate student competency for medication calculations by tracking percentage of calculation test questions and on clinical evaluation tool. This supported student retention.
2	Focused post conference activities.	Evaluate test scores for improvement related to topics included in post conference activities. Assessment of student scores on NCLEX NextGen style questions will be monitored.

Outcome #3: Completers *(unduplicated by highest level of attainment)*

Action Items from Program Review:

Item #	Action Items: *(Action item identified in the 2021-22 program review.)*	Results / Use of Results: *(Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2023-2025 action items table below.)*
1	Use ExamSoft testing platform for all tests and exams (Assessed by: Evaluate NCLEX scores for successful first-time passing rates.)	Ongoing. Continuing to utilize ExamSoft testing platform. Faculty are able to add NextGen style questions to help prepare students for clinical judgement style test questions.
2	Utilize ATI assignments and assessments according to the ATI plan (Assessed by: Evaluate students' perception of ATI program on SRAS.)	Ongoing. Students are provided this resource (Advanced Training Institute) that helps them evaluate their knowledge of the course content.

Baseline: 34 # (*Average of total completers for the last three years – 2019-20; 2020-21; 2021-22*)
Standard: 37 #
Target: 38 #

Number of Completers (*unduplicated*) – *Graduation Year – Summer, Fall, Spring*	
Graduation Year	**Total Completers**
2020-2021	37
2021-2022	37
2022-2023	37

All Levels

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
African American, Female	5	13.5%	5	13.5%	8	21.6%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	1	2.7%	1	2.7%	0	0.0%
Caucasian, Female	24	64.9%	24	64.9%	23	62.2%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	5	13.5%	2	5.4%	3	8.1%
Two or More Races, Female	1	2.7%	2	5.4%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	1	2.7%
Female Total	36	97.3%	34	91.9%	35	94.6%
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	0	0.0%	2	5.4%	1	2.7%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	1	2.7%	1	2.7%
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	0	0.0%	3	8.1%	2	5.4%
Total	36	97.3%	37	100.0%	37	100.0%

Ethnicity & Age Range Table	2020-2021		2021-2022		2022-2023	
	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%	1	2.7%	1	2.7%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	1	2.7%	0	0.0%	0	0.0%
Caucasian, 18-24	16	43.2%	13	35.1%	12	32.4%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	2.7%	1	2.7%	2	5.4%
Two or More Races, 18-24	1	2.7%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	20	54.1%	15	40.5%	15	40.5%
African American, 25-44	4	10.8%	4	10.8%	7	18.9%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	1	2.7%	0	0.0%
Caucasian, 25-44	9	24.3%	13	35.1%	11	29.7%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	4	10.8%	2	5.4%	2	5.4%
Two or More Races, 25-44	0	0.0%	2	5.4%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	1	2.7%
25-44 Total	17	45.9%	22	59.5%	21	56.8%
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%	0	0.0%	0	0.0%
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%	0	0.0%	0	0.0%
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%	37	100.0%	36	97.3%

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 Associate Degree Nursing program graduated 37 students in 2022-23. The program continues to recruit through College supported recruiting events (local high schools, campus tours, Senior Night, ECU Let's Connect, Trunk or Treat).

We contract with F&S NCLEX Prep that provides a three-day course with graduates to prepare them for the NCLEX exam.

2023-2025 Action Items:

Item	Action Items *(What actions can be taken to increase student completion in your program?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Use ExamSoft testing platform for all tests and exams.	Evaluate NCLEX scores for successful first-time passing rates.
2	Utilize ATI assignments and assessments according to the ATI plan.	Evaluate students' perception of ATI program on SRAS.

Approvals

1. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Outcome Assessment when completed by the responsible program/service personnel.
2. Using DocuSign (electronic signature), appropriate Department Chair, Division Dean, Director, and/or AVP is asked to read and approve the Program/Service Outcome Assessment.

IE Acceptance / Date: _Dorothy Moore_____ 11/20/2023

Department Chair, Dean, Director, and/or AVP / Date: _Janeil Marak_____ 11/20/2023