Wayne Community College
Program Review – 2021-2022

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 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 healthcare 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).

Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.

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.

> **Goal 1: Increase Student Access**
> The nursing programs at Wayne Community College are limited admission programs. Admission criteria are based on minimum requirements applicants must meet that predict the success of the student. An objective point system is utilized to rank students according to indicators of readiness to perform successfully in the nursing program. The nursing faculty utilizes a variety of strategies and resources to assist students in being successful. The College and nursing faculty utilize a variety of recruitment methods to encourage application to our nursing programs. The Nursing Department's Diversity, Equity, and Inclusion Plan guides faculty to encourage consideration of the uniqueness of individuals to promote 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,

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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 implemented 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.

Goal 4: Ensure Institutional Quality
The Nursing Department continuously works to improve the relevance and quality of the nursing programs through the SEP. The SEP is reviewed annually during the Annual Program Review (APR). Faculty conduct end-of-course evaluation meetings to review data from student evaluations, course assignments and tests, program learning outcomes, signature assignments, ATI scores, and a variety of other measures. Course evaluation meeting recommendations are considered and implemented accordingly. Recommendations with program-wide implications are considered by faculty in faculty meetings, including during the APR. Surveys are routinely conducted at the end of each course and program. Feedback from the Nursing Advisory Committee is also considered to improve the quality of the program.

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
Practical Nursing Diploma	Practical Nursing
Associate in Applied Science	Associate Degree Nursing
Associate in Applied Science	Advanced Standing Alternate for Graduate Practical Nurses
Associate in General Education (AGE)	Associate in General Education - Nursing

Activities to ensure program is current (2019-20; 2020-21; 2021-22 – Academic Year, Fall, Spring, Summer)
List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
Regionally Increasing Baccalaureate Nurses (RIBN/aRIBN) program	Collaboration with East Carolina University (ECU) College of Nursing 2019
Advanced Standing Alternative for Licensed Practical Nurses	Curriculum revision - 2019
ADN statewide curriculum review/update	Concepts and exemplars taught in the ADN statewide curriculum were updated and implemented in Fall 2021 and Fall 2022

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?)*

The RIBN/aRIBN program partnership with ECU allows a student to be dually enrolled at WCC and ECU, and provides a seamless pathway to obtaining a BSN.

The curriculum revision for Advanced Standing Alternative for Licensed Practical Nurses was implemented to improve opportunities for success in the ADN program and licensure examination pass rates.

The Nursing Department Chair participates in the statewide curriculum committee. This committee reviews the curriculum for currency and consistency across the NC Community College system ADN programs. During this period, the ADN curriculum was updated twice and both updates were implemented in the fall semesters of 2021 and 2022.

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Advisory Committee: dates, summary of minutes, activities (2019-20; 2020-21; 2021-22 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2019-2020	11/18/19 and 6/15/20	Collaborated with Wayne UNC Health Care to accommodate the need for additional clinical sites. Expanded clinical experiences at Cherry Hospital to include facilitation of nursing student led group sessions.
2020-2021	11/9/20 and 3/8/21	Discussed opportunities to expand clinical sites for nursing students at clinical agencies.
2021-2022	11/15/21 and 3/21/22	Agencies described opportunities for employment for nursing graduates.

(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?*

Demand for nurses, both RNs and LPNs, is extremely high. Students that desire employment upon graduation can easily find jobs. The Nursing Department hosts several opportunities for pending graduates to be employed prior to completion of the program. Additionally, many RN to BSN programs speak to students prior to graduation about their programs. The WCC Nursing Department has been asked by community healthcare agencies to increase enrollment. As a result, the Nursing Department increased enrollment in the ADN program from a capacity of 96 to 120 students in Fall, 2019. The Nursing Department also increased the use of clinical simulation due to limited clinical agency availability. Continued requests for program expansion have been received. Currently, the physical facilities, available faculty, and clinical site availability are barriers to increasing enrollment for the nursing program.

Section 2: Program Outcomes

Outcome #1: Enrollment *(unduplicated)*

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**
2018-2019	99
2019-2020	102
2020-2021	120

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Female	11	11.1%	19	18.6%	19	15.8%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	1	1.0%	3	2.9%	2	1.7%
Caucasian, Female	75	75.8%	65	63.7%	79	65.8%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	4	4.0%	7	6.9%	11	9.2%
Two or More Races, Female	0	0.0%	1	1.0%	3	2.5%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	91	91.9%	95	93.1%	114	95.0%
African American, Male	1	1.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	1	1.0%	0	0.0%	0	0.0%
Caucasian, Male	6	6.1%	6	5.9%	5	4.2%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	1	1.0%	1	0.8%
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	8	8.1%	7	6.9%	6	5.0%
Total	99	100.0%	102	100.0%	120	100.0%

Ethnicity & Age Range Table	2018-2019		2019-2020		2020-2021	
	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	4.0%	8	7.8%	8	6.7%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	1	1.0%	2	2.0%	1	0.8%
Caucasian, 18-24	44	44.4%	36	35.3%	52	43.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	3	3.0%	5	4.9%	5	4.2%
Two or More Races, 18-24	0	0.0%	0	0.0%	1	0.8%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	52	52.5%	51	50.0%	67	55.8%
African American, 25-44	8	8.1%	11	10.8%	11	9.2%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	1	1.0%	1	1.0%	1	0.8%
Caucasian, 25-44	33	33.3%	30	29.4%	29	24.2%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	1.0%	3	2.9%	7	5.8%
Two or More Races, 25-44	0	0.0%	1	1.0%	2	1.7%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	43	43.4%	46	45.1%	50	41.7%
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	4	4.0%	5	4.9%	3	2.5%
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	4.0%	5	4.9%	3	2.5%
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	99	100.0%	102	100.0%	120	100.0%

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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.)*

Enrollment in the ADN program has been increasing for the past 3 years. The increase is due to program expansion that was approved by the NC Board of Nursing (NCBON) from 96 to 120 students beginning in the Fall of 2019. The expansion was made possible through a partnership with UNC Health Wayne to fund an additional clinical faculty allowing compliance with the NCBON faculty/student clinical ratio requirements. There is a need to expand enrollment. However, the current classroom, lab, and clinical space will not accommodate a larger group of students. Additionally, more faculty would be needed to increase enrollment. Diversity in the nursing program has remained consistent except for a higher number of Hispanic students. The Nursing Department has a diversity plan to encourage a more diverse student population. Caucasian females make up the largest segment of nursing students.

Identify Enrollment 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.	Increased classroom and lab space to accommodate higher enrollment numbers. Increased number of faculty with the goal of having an increased minority presence.
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.	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.

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Outcome #2: Retention

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

Year	Program Retention Rate
2018-2019	77.3%
2019-2020	83.3%
2020-2021	75.7%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender	Fall 2018 to Fall 2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	N	%	N	%	N	%
African American, Female	7	10.3%	9	12.9%	12	14.3%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	1	1.5%	1	1.4%	2	2.4%
Caucasian, Female	53	77.9%	51	72.9%	56	66.7%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	2	2.9%	5	7.1%	8	9.5%
Two or More Races, Female	0	0.0%	0	0.0%	2	2.4%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	63	92.6%	66	94.3%	80	95.2%
African American, Male	1	1.5%	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	4	5.9%	4	5.7%	4	4.8%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	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	5	7.4%	4	5.7%	4	4.8%
Total	68	100.0%	70	100.0%	84	100.0%

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Ethnicity & Age Range	Fall 2018 to Fall 2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	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	2	2.9%	3	4.3%	7	8.3%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	1	1.5%	1	1.4%	1	1.2%
Caucasian, 18-24	32	47.1%	30	42.9%	39	46.4%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	1.5%	4	5.7%	3	3.6%
Two or More Races, 18-24	0	0.0%	0	0.0%	1	1.2%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	36	52.9%	38	54.3%	51	60.7%
African American, 25-44	6	8.8%	6	8.6%	5	6.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	1	1.2%
Caucasian, 25-44	22	32.4%	23	32.9%	20	23.8%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	1.5%	1	1.4%	5	6.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	1	1.2%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	29	42.6%	30	42.9%	32	38.1%
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	3	4.4%	2	2.9%	1	1.2%
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	3	4.4%	2	2.9%	1	1.2%
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%	70	100.0%	84	100.0%

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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.)*

Retention of students improved in 2019-2020 but fell in 2020-2021. The nursing faculty feel that the COVID-19 pandemic and the temporary shift to online learning had a negative effect on the retention of students. The Nursing Department has several strategies to increase the retention of students. During the pandemic, additional strategies were implemented to facilitate the retention of students in online/hybrid formats. In the Fall of 2021, learning returned to a face-to-face format, and retention of students increased. The faculty feel that as the impact of the COVID-19 pandemic lessens, retention will continue to improve.

Identify Retention 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.
2	Focused post conference activities	Evaluate test scores for improvement related to topics included in post conference activities.

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

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**
2019-2020	29
2020-2021	37
2021-2022	37

Completers by Ethnicity, Gender, and Age

	2019-2020		2020-2021		2021-2022	
Ethnicity & Gender	N	%	N	%	N	%
African American, Female	5	17.2%	5	13.5%	5	13.5%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	1	2.7%	1	2.7%
Caucasian, Female	21	72.4%	24	64.9%	24	64.9%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	3.4%	5	13.5%	2	5.4%
Two or More Races, Female	0	0.0%	1	2.7%	2	5.4%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	27	93.1%	36	97.3%	34	91.9%
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	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	2	6.9%	1	2.7%	2	5.4%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	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	2	6.9%	1	2.7%	3	8.1%
Total	29	100.0%	37	100.0%	37	100.0%

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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	1	3.4%	1	2.7%	1	2.7%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	1	2.7%	0	0.0%
Caucasian, 18-24	7	24.1%	16	43.2%	13	35.1%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	3.4%	1	2.7%	1	2.7%
Two or More Races, 18-24	0	0.0%	1	2.7%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	9	31.0%	20	54.1%	15	40.5%
African American, 25-44	4	13.8%	4	10.8%	4	10.8%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	1	2.7%
Caucasian, 25-44	15	51.7%	9	24.3%	13	35.1%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	4	10.8%	2	5.4%
Two or More Races, 25-44	0	0.0%	0	0.0%	2	5.4%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	19	65.5%	17	45.9%	22	59.5%
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	1	3.4%	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	1	3.4%	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	29	100.0%	37	100.0%	37	100.0%

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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 number of students completing the ADN program increased from 29 in 2019-2020 to 37 in the following two years. The increase is due to an increase in capacity allowing for additional students to be admitted in the fall semester in 2019 and accepting more students into the Advanced Standing option. The most dramatic increase in completion was seen in the 18-24 age group. The Hispanic ethnic group saw the largest increases. Although an increase in completion was seen, the faculty feel the COVID-19 pandemic had a significant negative impact on student completion. Retention and success strategies implemented by the faculty helped to mitigate the effects of the pandemic. In Fall 2021, all students began using the ExamSoft testing platform

Identify Completer 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.

Section 3: Other Assessments

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

- Accredited by Accreditation Commission for Education in Nursing (ACEN) refer to self-study
- Program outcome measurements for NCLEX and program completion
- North Carolina Board of Nursing (NCBON) Approval
- Student Resource Assessment Survey (SRAS)
- Program Learning Objectives (PLOs) Student Survey
- Clinical Evaluations
- PLO Assessments

Planning Objectives (2019-20; 2020-21; 2021-22 – 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
2019-20	1) Victoria® Advanced Birthing Simulator Package 2) Advanced Pediatric HAL® five year old simulator	1) Not funded. 2) Not funded.
2020-21	1) Victoria® Advanced Birthing Simulator Package 2) Advanced Pediatric HAL® five year old simulator	1) Approved for funding. Ordered and coordinated by the Purchasing Director. The Victoria® Advanced Birthing Simulator, DVT leg accessory, and non-pregnant abdominal cover were received in December 2020. The equipment is in the process of installation and faculty are receiving training on operation. Setup and training are expected to be completed during Spring 2021. 100% of the students in the ADN and PN programs benefitted from this equipment. Simulation activities using this equipment are planned to begin in Summer, 2021 for PN students and Fall 2021 for ADN students. This equipment will be used to supplement clinical instruction in the delivery of care to antepartum patients, which is difficult to place students in the clinical environment. This equipment will enhance retention and success of our students during the nursing program and on the NCLEX licensure examination. 2) Approved for funding. Ordered and coordinated by the Purchasing Director. The HAL® Advanced Pediatric (5-year-old)

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		Simulator and bedside monitor cover was received in December 2020. The equipment is in the process of installation and faculty are receiving training on operation. Setup and training are expected to be completed during Spring 2021. 100% of the students in the ADN and PN programs will benefit from this equipment. Simulation activities using this equipment are planned to begin in Summer 2021 for PN students and Fall 2021 for ADN students. This equipment will be used to supplement clinical instruction in the delivery of care to pediatric patients, which is a difficult to place students in the clinical environment. This equipment will enhance retention and success of our students during the nursing program and on the NCLEX licensure examination.
2021-22	Susie® S2000 Advanced Nursing Patient Simulator	The simulator was received and installed for use in early spring 2022. 39 ADN students in NUR 213, 42 ADN students in NUR 112 and NUR 211, and 13 PN students in NUR 102 have used the simulator during structured simulation activities during the Spring 2022 semester. Simulation activities were based on content included in the courses. Feedback from the faculty and students is positive. The simulator performed as expected. It will continue to be used by students in both levels of the ADN program as well as PN program each semester. The simulator will continue to be used on an ongoing basis by all nursing students during lab and clinical simulation activities every semester. The use of the simulator will supplement clinical learning during simulation activities. Simulation is an important aspect of clinical and it is often difficult to find clinical sites to practice. Simulation is also well documented in the literature as an evidence-based means for increasing success in a nursing program and on licensure examination.

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What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.

There is a critical nursing shortage in the community that is expected to worsen over the next several years. Based on feedback from the advisory council as well as current legislative directives (HB103), there is a push to increase enrollment of nursing students by 50%. To increase enrollment, a substantial investment in classroom and clinical simulation equipment including computers, high-fidelity patient simulators, and other associated laboratory and simulation equipment will be needed.

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

To increase the capacity of the ADN program by 50%, 5 additional full-time faculty and 3 additional part-time clinical adjunct faculty are needed. The nursing program is required to meet minimum student/clinical faculty ratio requirements per the NCBON.

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

The current classroom and laboratory facilities are inadequate to increase enrollment of nursing students by 50%. Classroom space with the ability to accommodate a minimum of 100 students is needed. Additional facility space for laboratory space, faculty offices, and associated student areas is needed.

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

To accommodate an expansion of students by 50%, additional support will be needed in academic and student support services. This is especially true in the Counseling Department, Academic Skills Testing Center, and Admissions Office.

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

The WCC nursing department is known for its strong program, excellent outcomes, and the quality of graduates produced. Nursing graduates are in high demand for employment. Strengths of the program include a diverse, highly qualified faculty, continuing accreditation by ACEN, and approval by the NCBON. The Nursing Department has a strong collaborative relationship with UNC Health Wayne and supports the program financially and with clinical placement needs. A weakness of the program is a lack of instructional space, which is also an opportunity for improvement to support the community's healthcare personnel needs.

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

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Approvals

1. 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.
2. Using DocuSign (electronic signature), appropriate Division Dean, Director, or AVP is asked to read and approve the Review.
3. Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to read and approve the Review.

IE Acceptance / Date: _____Dorothy Moore_____   11/3/2022

Dean, Director, or AVP / Date: _____Janeil Marak_____   11/7/2022

Administrator Approval / Date: _____Dr. Brandon M. Jenkins_____   11/22/2022

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