

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

Department Name:

Practical Nursing (PN)

Section 1: Program Overview

Mission/Purpose:

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

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

Program Type (Associate, Diploma, or Certificate)	Program Title	Program Code
Diploma	Practical Nursing	D45660

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

Goal 1: Increase Student Access

Goal 2: Ensure Program Excellence

Goal 3: Improve Student Success

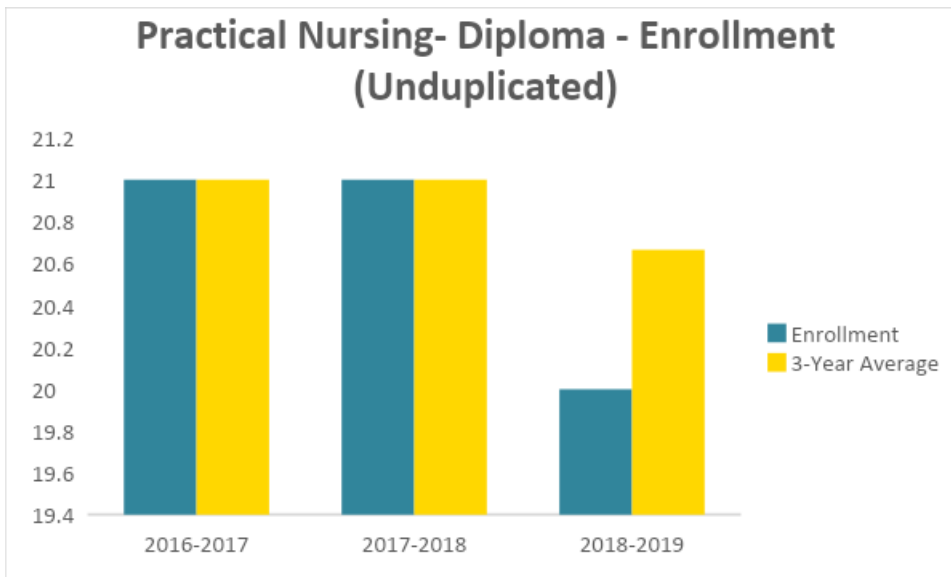
Goal 4: Ensure Institutional Quality

The Practical Nursing program strives to be the preferred choice for educating nurses in the area. The program provides education to students to prepare them to be entry level Licensed Practical Nurses. The nursing faculty engage with students in the classroom, laboratory, and clinical settings to promote critical thinking and clinical judgment. Students are taught based on the faculty's philosophical belief in the importance of the individual, health-care, nursing, environment, and nursing education that are essential in the student's educational development. These common threads are interwoven through the major concepts of clinical judgment/decision making, caring, inter/intra-professional communication, basic needs, teaching and learning, growth and development, pharmacology, management and supervision, and personal development. Students are encouraged to have a strong sense of community involvement. This is modeled through our nursing club's participation in community service activities. The faculty incorporate a variety of learning theories to help ensure the success of the students. These theories include cognitive, constructivist, social, and adult learning. The Nursing Advisory

Committee consists of employers, recent graduates, current students, and community healthcare leaders. This group is instrumental in guiding faculty in ensuring curriculum content is relevant to current practice and needs of the community. Our graduates are highly sought after in the job market, and are encouraged to continue in their education to the associate degree level and beyond. This is evidenced by encouraging our PN graduates to apply for entry into the Advanced Standing Alternative for Licensed Practical Nurses option at WCC.

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

Program Enrollment (Specify Degree Level) (unduplicated)		
Academic Year (Fall, Spring, Summer)	Enrollment	3-Year Average
2016-2017	21	21
2017-2018	21	21
2018-2019	20	21



Provide narrative for analysis of program enrollment. (Is enrollment increasing or decreasing? What possible reasons for increase/decrease? Describe how you plan to address program enrollment.)

Enrollment in the PN program has remained the same over the past three years. The three-year average is 21 students. The program has a capacity of 20 students, and the additional students above 20 are auditing students that are seeking readmission. Admission into the program is 20 students every fall, and the program is filled to capacity every year with a waitlist. This is a limited admission allied health program.

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

The programs overall BFTE average for the past three years is 91.02 which has remained fairly consistent. The PN program courses is 89.08 which is equal to 45,608.96 hours. The PN students are generating 1.94 FTE or 993.28 hours for general education courses. Most PN students have completed most, if not all, of their general education courses prior to entering the PN program. FTEs have remained consistent over the past three years which correlates with the consistent enrollment.

Activities to ensure program changes (2016-17; 2017-18; 2018-19 – Academic Year, Fall, Spring, Summer)

List program curriculum changes, revisions, deletions in table.

Course Title	Date – Updated / Revised / Deleted
NUR 101 Practical Nursing I	Fall, 2016 (Revised)
NUR 102 Practical Nursing II	Spring, 2017 (Revised)
NUR 103 Practical Nursing III	Summer, 2017 (Revised)
NUR 117 Pharmacology	Spring, 2017 (Deleted)

Provide an overview of the significance of the program changes and improvements that occurred over the past three years. (What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, programs, and delivery methods?)

The WCC Nursing department implemented the newly revised state-wide, concept-based Practical Nursing curriculum in the Fall, 2016. All three nursing courses for that academic year included the newly revised curriculum content. A major change in this curriculum was the deletion of NUR 117 (Pharmacology) from the curriculum. In the new curriculum, the content taught in the Pharmacology course was integrated throughout the curriculum in NUR 101, NUR 102, and NUR 103. The switch to a concept-based curriculum was modeled after successful implementation of the concept-based curriculum in the ADN program. The switch to a concept-based curriculum is an evidence-based approach to nursing education. Concepts taught are progressed and adapted throughout the curriculum to build on the increasing complexity of clinical situations. The nursing department chair participates in the state-wide nursing directors meeting and curriculum review committee. There have been no significant changes to the state-wide concept-based Practical Nursing curriculum since it was implemented in 2016. Nursing faculty are continuously involved in updating content within the courses based on evidence-based practice and technology improvements. There has also been an increased usage in simulation during the past three years to facilitate improved critical thinking skills. The nursing faculty compare the PN curriculum to the NCLEX-PN test plan that is published every three years. This review is documented in a crosswalk to ensure topics noted in the test plan are included in the PN curriculum, and supports the currency of the curriculum.

Advisory Committee: dates, summary of minutes, activities (2016-17; 2017-18; 2018-19 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2016-2017	12/2/16 & 4/24/17	12-2-16: Review of program outcomes including NCLEX pass rates, program completion, program satisfaction, post-graduate surveys, employer satisfaction surveys, job placement rates, and PLO outcomes. It was discussed that WCC nursing would be implementing the new Common Core Orientation and standardized immunization/drug screening requirements for clinical placement.

		4-24-27: Review of program outcomes including NCLEX pass rates, program completion, program satisfaction, post-graduate surveys, employer satisfaction surveys, job placement rates, and PLO outcomes. The committee discussed the need for more nurses in their facilities due to the large number of vacancies.
2017-2018	11/27/17 & 3/22/18	11-27-17: Review of program outcomes including NCLEX pass rates, program completion, program satisfaction, post-graduate surveys, employer satisfaction surveys, job placement rates, and PLO outcomes. There was discussion on the need for more nurses in the community due to high rates of vacancies. There was also discussion on the need for more LPN's to enter the ADN program. 3-22-18: WCC hosted a ribbon cutting ceremony for the newly renovated Nursing Simulation Center and classrooms.
2018-2019	11/2/18 & 3/25/19	11-2-18: Review of program outcomes including NCLEX pass rates, program completion, program satisfaction, post-graduate surveys, employer satisfaction surveys, job placement rates, and PLO outcomes. There was discussion on the need for more nurses in the community due to high rates of vacancies for RNs. Discussion was held about the need for additional nurses to fill high vacancy rates in the community. Nursing faculty have received training on the new Epic electronic medical record (EMR) system and will be incorporating EMR into simulation at the college. 3-25-19: Review of program outcomes including NCLEX pass rates, program completion, program satisfaction, post-graduate surveys, employer satisfaction surveys, job placement rates, and PLO outcomes. There was discussion on the Nursing Department strategic plan. In response to requests from the Advisory Committee, enrollment in Advanced Standing ADN was increased. Also, enrollment in the ADN program will be increased in Fall, 2020. There was also discussion on the increased usage of simulation in the PN and ADN programs. The committee supported the use of increased simulation and felt that additional simulation equipment would be beneficial to the program. The Advisory Committee was also informed of the collaboration between WCC and the ECU CON to add the RIBN/aRIBN program options. The committee was very supportive of this endeavor.

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

The Nursing Department has an active Advisory Committee that meets annually in the Fall and Spring semesters. It is composed of employers of graduates, faculty from other schools of nursing in the area, former and current students, and current WCC Nursing faculty. In each meeting, a report is given regarding current enrollment and outcomes data for our department. Feedback is solicited at every meeting as to how the department can perform

better. Employers from the community provide valuable feedback that is utilized to make improvements in the nursing programs, and provide recommendations as to how the programs can better prepare WCC nursing graduates for employment. The Nursing programs at WCC are accredited by the Accreditation Commission for Education in Nursing (ACEN) which provides rigorous standards to achieve accreditation. The standards focus on (1) Mission and Administrative Capacity (2) Faculty and Staff (3) Students (4) Curriculum (5) Resources and (6) Outcomes.

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

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

The demand for an increased number of nurses in our community and in most areas across the country is increasing. The Nursing Advisory Committee has reported that LPN's are being hired in areas that have traditionally been hiring RN's due to the high number of vacancies of positions in those areas. WCC has responded to this trend by increasing the amount of clinical experiences in acute care settings. The PN curriculum has traditionally done the majority of clinical opportunities in long-term-care settings. In addition to enhancing clinical opportunities in acute care settings, the Practical Nursing program is utilizing more simulation experiences. This has been made possible due to a newly remodeled simulation center that opened in 2018. Simulation experiences are based on concepts being taught in the PN curriculum, and allows faculty to provide clinical experiences for students that may be difficult to offer in an actual clinical setting. Clinical simulation is also beneficial due to the decreasing number of clinical sites available for student use. As the Nursing Department looks to the future, it is important to improve technology in the simulation environment. This can be done by acquiring high-fidelity simulators that can offer simulated clinical opportunities in a variety of clinical specialties (i.e. pediatrics, maternity, and medical-surgical). The Nursing Advisory Committee has endorsed the use of clinical simulation and the need for incorporating high-fidelity simulation in the nursing curricula.

Section 2: Faculty Profile

Have all the faculty credentials been verified? *(Verify required documents are in personnel files.)*

Yes No

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

Faculty / Name	Full-Time / Part-Time	Total Years within Department/Program	Total Years at WCC
Sue Beaman (2016-2018)	FT (12-month)	18	18
Adam Combs (2017-2019)	FT (12-month)	3	3
Michelle Garon (2018-2019)	FT (12-Month)	1	1
Joanne McClave (2016-2018)	Ft (12-month)	18	18

Virginia Raper	FT (12-month)	5	5
Sherry Smith	FT (9-month)	9	9
Billy Tart	FT (12-month)	9	9
Jenny Wiggins (2018-2019)	FT (12-month)	2	2

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

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

There is an adequate number of full-time faculty members. The WCC Nursing Department meets the faculty ratio requirements of no more than 10 students per instructor in the clinical setting.

Faculty Contact and Credit Hours

Faculty / Name	Full-Time Part-Time	Fall 2016		Spring 2017		Summer 2017	
		Contact	Credit	Contact	Credit	Contact	Credit
Sue Beaman	FT	9	30	9	34	9	14
Joanne McClave	FT	18.75	12	15	14	9	5
Virginia Raper	FT	17.25	10	10	13.5	12	9
Sherry Smith	FT	18.75	12	13.5	10	0	0
Billy Tart	FT	17.25	10	15	14	12	9

Faculty / Name	Full-Time Part-Time	Fall 2017		Spring 2018		Summer 2018	
		Contact	Credit	Contact	Credit	Contact	Credit
Sue Beaman	FT	9	30	0	0	0	0
Adam Combs	FT	25	30	21.5	34	6	14
Joanne McClave	FT	18.7	12	0	0	0	0
Virginia Raper	FT	17.25	10	13.5	10	12	9
Sherry Smith	FT	18.75	12	13.5	10	0	0
Billy Tart	FT	18	10	9	34	9	14

Faculty / Name	Full-Time Part-Time	Fall 2018		Spring 2019		Summer 2019	
		Contact	Credit	Contact	Credit	Contact	Credit
Adam Combs	FT	25	30	21.5	34	6	14
Virginia Raper	FT	17.25	10	13.5	10	12	9
Sherry Smith	FT	18.75	12	13.5	10	0	0
Jenny Wiggins	FT	18	10	13.5	10	12	9
Billy Tart	FT	9	30	9	34	9	14

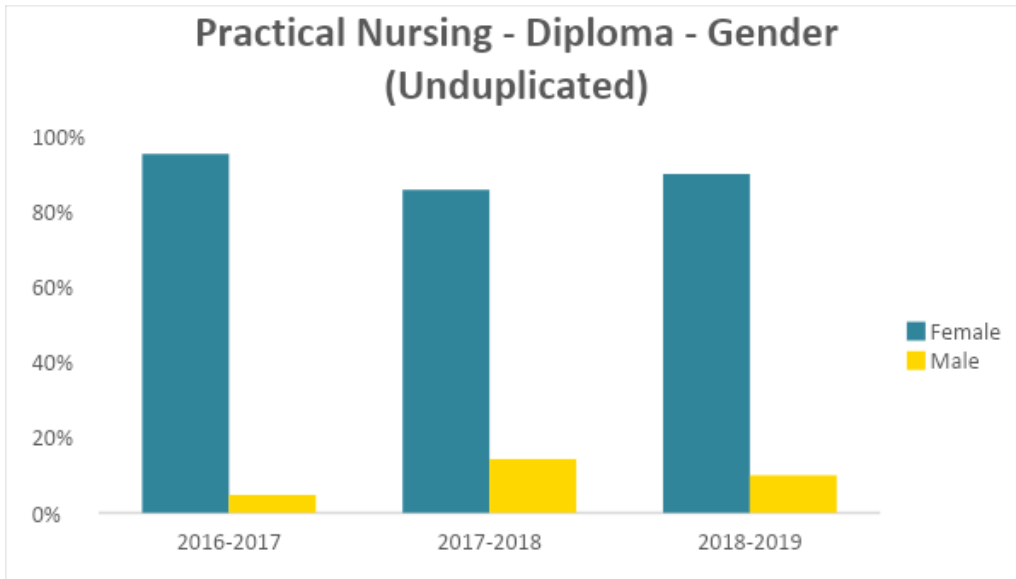
Professional development activities of faculty (2016-17; 2017-18; 2018-19 – Fiscal Year – July 1-June 30)

Verify departmental professional development (PD) tracking logs are completed and filed in Program Review Professional Development folder.

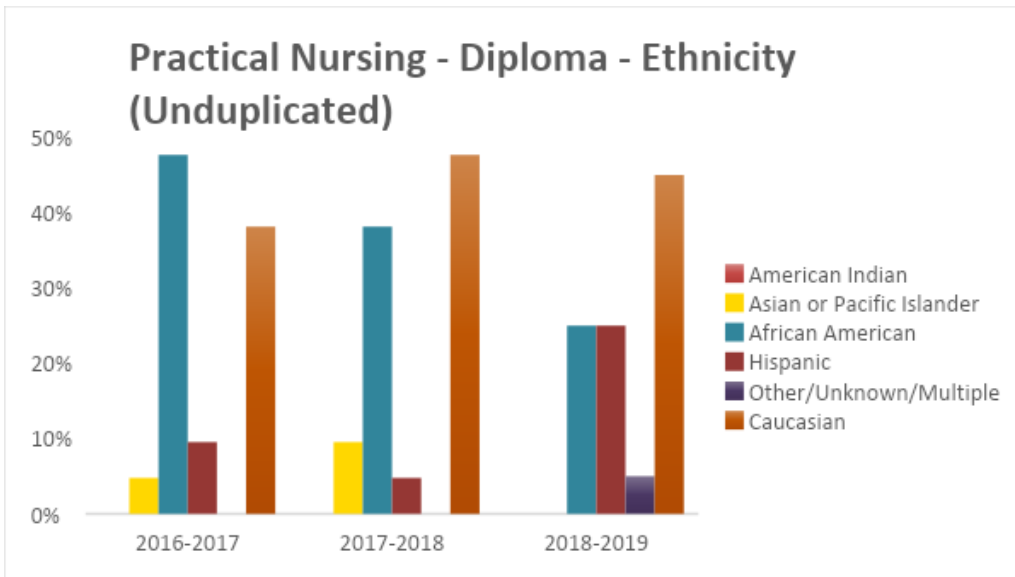
Yes No

Section 3: Student Demographics - Parent program (highest level only) data is provided.

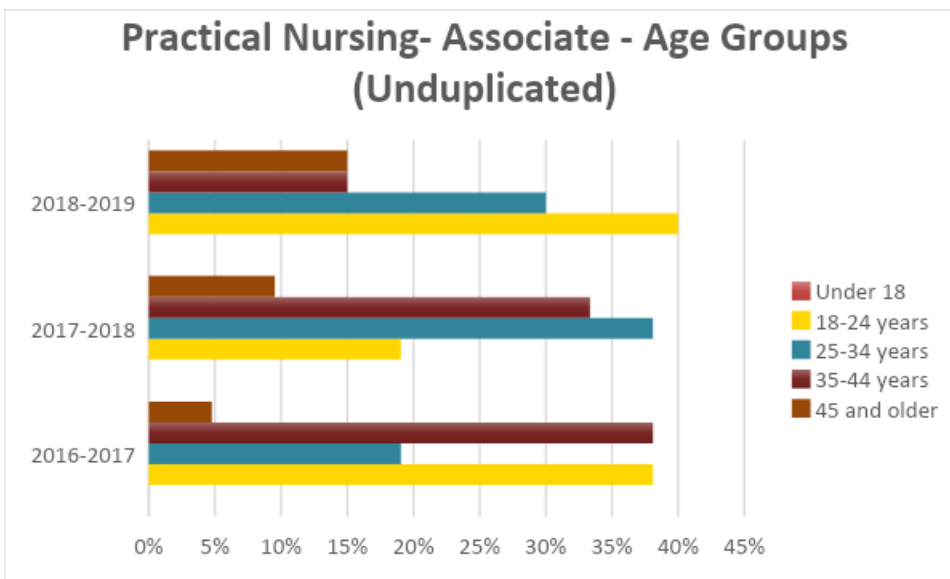
Gender (Specify highest level - unduplicated) Academic Year – Fall, Spring, Summer						
Academic Year	Female		Male		Total	
	N	%	N	%	N	%
2016-2017	20	95%	1	5%	21	100%
2017-2018	18	86%	3	14%	21	100%
2018-2019	18	90%	2	10%	20	100%



Ethnicity (Specify highest level – unduplicated) Academic Year – Fall, Spring, Summer						
Ethnicity	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
American Indian	0	0%	0	0%	0	0%
Asian or Pacific Islander	1	5%	2	10%	0	0%
African American	10	48%	8	38%	5	25%
Hispanic	2	10%	1	5%	5	25%
Caucasian	8	38%	10	48%	9	45%
Other/Unknown/Multiple	0	0%	0	0%	1	5%
Total	21	100%	21	100%	20	100%



Age (Specify highest level – unduplicated) Academic Year – Fall, Spring, Summer						
Age	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
Under 18	0	0%	0	0%	0	0%
18-24 years	8	38%	4	19%	8	40%
25-34 years	4	19%	8	38%	6	30%
35-44 years	8	38%	7	33%	3	15%
45 and older	1	5%	2	10%	3	15%
Total	21	100%	21	100%	20	100%



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

The Nursing Department faculty participate in a variety of recruitment activities. Recruitment activities include participation in career fairs and visiting Health Occupations classes in local high schools. Although recruitment

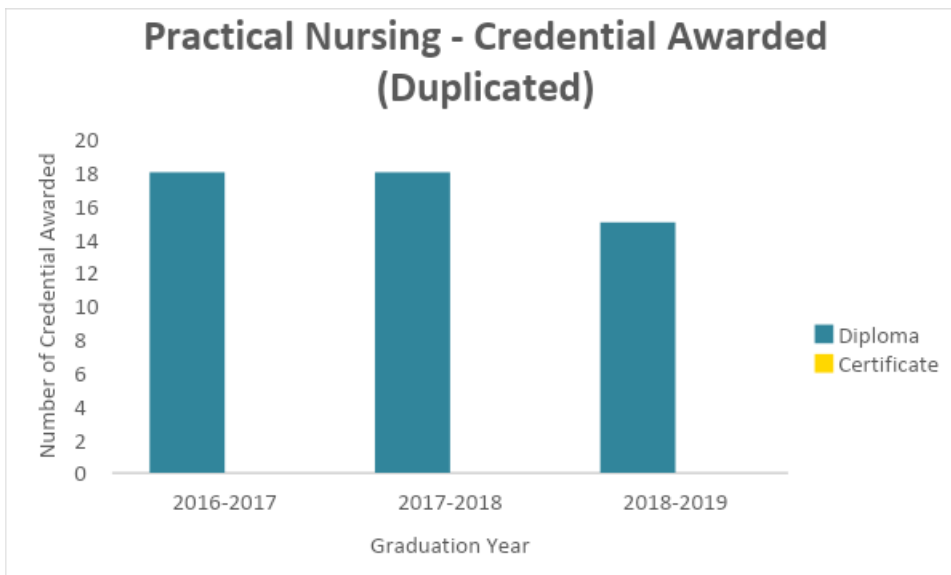
events in public schools and career fairs are open to a variety of ages and ethnicities, the WCC PN program is a limited admissions program, and selection into the program is based on attainment of points earned through test placement scores (i.e. ACT and SAT) and credits earned in college-level courses. The WCC Nursing Department also admits several students that are in the area due to the close proximity of Seymour Johnson A.F.B. Ethnicity in the PN program varies from year to year. The PN program is typically ethnically diverse, varies from year to year depending upon applicants. There has been a decrease in the number of African-American students every year from 48% in 2016-2017, 38% in 2017-2018, to 25% in 2018-2019. The number of Hispanic students varies from 5% in 2017-2018 to 25% in 2018-2019. The majority of students are Caucasian ranging from 38% - 48%. A 10% increase in Caucasian students is noted from 2016-2017 to 2017-2018. Students admitted into the PN program are predominantly female. Male admissions range from 1-3 per year during the reporting period (2016-17=1, 2017-18=3, 2018-19=2). Age ranges of students admitted are diverse with most admissions in the reporting period in the ranges of 25-34 years old and 35-44 years old with a total of 18 admissions each from 2016-2019. Students age 18-24 years were third most common with a total of 12 admissions during the reporting period. The least most common age range was 45 years and older with 6 students admitted between 2016-2019 in that age range.

Section 4: Program Outcomes

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

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

Number of Completers (<i>unduplicated</i>) – Graduation Year – Summer, Fall, Spring				
Graduation Year	Degree	Diploma	Certificate	Total
2016-2017		18		18
2017-2018		18		18
2018-2019		15		15



Provide narrative for analysis of completers. *How might you increase the number of completers in your program?*

Program completion rates remained the same from 2016-2017 to 2017-2018 with 18 students completing the program. In 2018-2019 a decrease in completion is noted by three students. The Nursing Department faculty have implemented a retention plan which has been in place since 2008, and is reviewed/revised annually for currency. The faculty have implemented strategies (identified in the Nursing Faculty Team Meeting minutes) and are documented in the course notebooks as carried out. There has been an increase in the use of high-fidelity simulation and renovation of the simulation lab space which has benefitted students in their success as per student evaluations. Although faculty advise students not to work too many hours while in the PN program, many of our students are employed while in the program, and in combination with a very challenging curriculum are unable to meet the rigor of the program.

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

New completer standard and target was set based on the three-year baseline data from 2016-17, 2017-18 and 2018-19.

Identify Completer Action Items

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

Item	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	Continue to implement use of high-fidelity simulation for clinical	Annually in fall, spring, and summer semesters	Review number of students that complete the PN program. Standard = 18 Target = 19

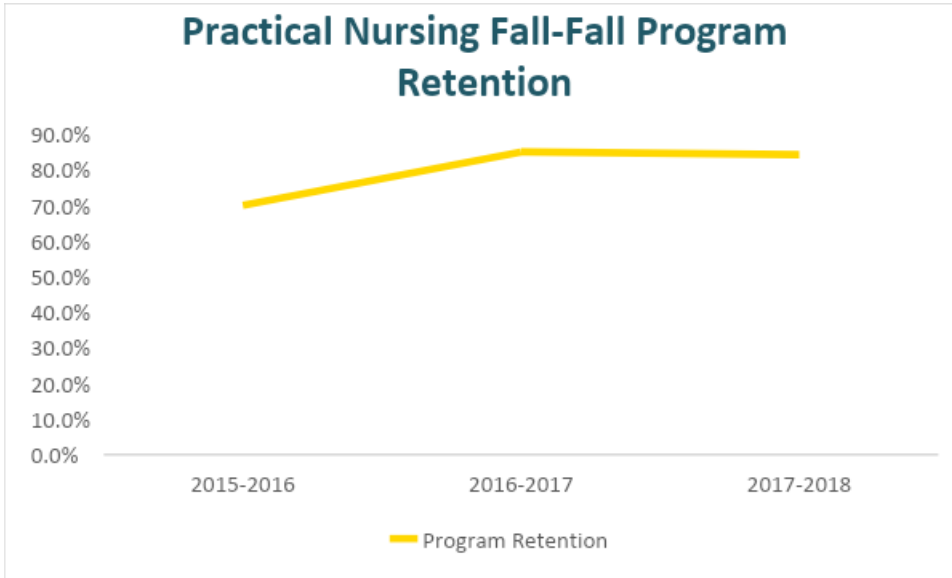
Outcome #2: Retention

Baseline: 81.4 % *(Average of last three years – 2016-17; 2017-18; 2018-19; fall-to-fall program retention)*

Standard: 83 %

Target: 84 %

Year (Fall to Fall)	Program Fall Enrollment Cohort	Program Completers	Program Returners	Program Non-Completers	Program Transfers	Program Retention
Fall 2016-Fall2017	20	17	0	3	0	85.0%
Fall 2017-Fall 2018	19	16	0	1	1	84.2%
Fall 2018-Fall 2019	20	15	0	2	3	75.0%



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

Retention of students during the reporting period (2016-2019) has decreased. In 2016-17 retention was 85%. In 2017-18 84.2% of students were retained. In 2018-19 75% of students were retained. The nursing faculty have implemented retention and success strategies to help improve retention rates. Included in these strategies are post-test counseling for students that were unsuccessful with the tests, early alerts, increased simulation usage, and post-test reviews. A complete list of retention strategies can be found within the Nursing Faculty Committee meeting minutes. One factor that contributes to decreased retention is the number of students that are employed during the program. The nursing faculty advise students to limit the amount of work during the program, but often times students are not able to do that. Faculty make students aware of a variety of financial aid and scholarship options to help students with financial concerns.

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

New program retention standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19 fall to fall retention. We have set our standard at 83% and out target at 84%.

Identify Retention Action Items

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

Item	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	Continue to implement retention and success strategies and review/update annually for effectiveness	Annually in May	Review number of students that are retained in the PN program. Standard = 83%

		Target = 84%
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Outcome #3: Job Placement / Employment *(to be provided by program)*

Baseline: 16 # *(Average number employed for the last three years – 2016-17; 2017-18; 2018-19)*
Standard: 17 #
Target: 18 #

Graduation Year – Summer, Fall, Spring	Completers (unduplicated)	# Employed (within 1 Yr)	Unknown
2016-2017	18	14	4
2017-2018	18	18	0
2018-2019	15	15	0

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

Job placement for graduates of the PN program ranges from 78%-100%. There is a high demand for Licensed Practical Nurses in our area. The Nursing Department invites local employers of our graduates to meet with our students and discuss opportunities for employment during the last semester of the PN program annually. Employer feedback that is noted in our Advisory Committee meeting minutes is very positive regarding the performance of our graduates. The College and Nursing Department have a strong collaborative relationship with our clinical agencies, and many of our graduates are offered employment prior to graduating from the PN program.

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

New job placement/employment standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19. We have set our standard at 17 and our target at 18 graduates will be employed within one year in their field of study.

Identify Job Placement / Employment Action Items

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

Item	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	Continue to invite prospective employers to recruitment sessions with graduating students in the last semester of the PN program	Ongoing annually	Review number of students that are employed as an LPN within one year of graduation from the PN program. Standard = 17 Target = 18

2	Invite leadership from prospective employers to participate in the Nursing Advisory Committee to offer suggestions on how the PN program can be enhanced to meet their needs.	Ongoing annually in the Fall and Spring	Review number of students that are employed as an LPN within one year of graduation from the PN program. Standard = 17 Target = 18
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Outcome #4: Labor Market Data

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

On average, graduates obtaining employment in Wayne County as Licensed Practical Nurses earn \$18.88 per hour, as opposed to the national hourly earnings of \$26.41 per hour. Jobs in the field will increase by 0% of change from current available jobs to projected number of jobs within five years, by 2025.

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

Baseline: 100% *(Average of last three years NCCCS Reports; 2017, 2018, and 2019)*

Standard: 100 %

Target: 100 %

Licensure / Certification Exam – Practical Nursing

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2016	2014-15	15	14	93%	
2017	2015-16	15	15	100%	
2018	2016-17	17	17	100%	
2019	2017-18	20	20	100%	0.15

Provide narrative for analysis of licensure / certification passing rates. *(Are you satisfied with your program licensure rates?)*

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

The Practical Nursing graduates have performed well on the NCLEX-PN licensure exam. Over the past three years, the percentage of graduates that passed the NCLEX-PN examination on the first attempt has remained at 100%. This is well above the national average for first-time test takers, and is above the minimum standard set by the NC Board of Nursing and ACEN for accreditation.

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

New licensure/certification passing rate standard and target was set based on the three-year baseline data from 2017, 2018, and 2019 NCCCS Performance Measures for Student Success Reporting Years.

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

Identify Licensure and Certification Passing Rates Action Items

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

Item	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	The Nursing faculty will continue to utilize the PN curriculum crosswalk to ensure content tested in the NCLEX is kept current	Annually	Analysis of NCLEX-PN data annually. Standard = 100% Target = 100%

Outcome #6: Third-Party Credentials (if applicable)

Baseline: _____ # *(Average number credentials earned for the last three years – 2016-17; 2017-18; 2018-19)*

Standard: _____ #

Target: _____ #

Third-Party Credentials

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

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

Not applicable.

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

Not applicable.

Identify Third-Party Credentials Action Items

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

Item	Action Items (Identify action items as a result of your program outcome assessment.)	Target Date (Identify your projected target date for completion of action items.)	Assessment of Action Items (State the method of assessment; how you plan to evaluate/assess the results of the action items.)
1	N/A		

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

Baseline: 92 % (Average program success students for the last three years – 2016-17; 2017-18; 2018-19)

Standard: 93 %

Target: 94 %

Academic Year Fall, Spring, Summer	Program Enrolled Students	Program Success Students	Program Success Rate
2016-2017	58	55	95%
2017-2018	40	36	90%
2018-2019	53	48	91%

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

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

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

New program success rate standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19. We've set our standard at 93% and our target at 94% for program success.

Identify Student Success in Program Courses Action Items

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

Item	Action Items (Identify action items as a result of your program outcome assessment.)	Target Date (Identify your projected target date for completion of action items.)	Assessment of Action Items (State the method of assessment; how you plan to evaluate/assess the results of the action items.)

1	Submit planning objectives for additional simulation equipment (including high-fidelity simulators)	July, 2020 and annually as needed	Assessment of program success data annually Standard: 93% Target: 94%
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Section 5: Other Assessments

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

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

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

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

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

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

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

Identify Other Assessment(s) Action Items (if applicable)

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

Item	Action Items (<i>Identify action items as a result of your program outcome assessment.</i>)	Target Date (<i>Identify your projected target date for completion of action items.</i>)	Assessment of Action Items (<i>State the method of assessment; how you plan to evaluate/assess the results of the action items.</i>)
1	Reapply for reaccreditation with ACEN	October, 2020	Reaccreditation with ACEN site-visit is scheduled for Spring 2021
2	Continue to administer survey assessments (Post-Graduate, Student Resource Assessment and Program Learning Outcomes Assessment)	Annually in the Summer term	Each assessment summary will be evaluated, and reviewed with faculty and the Nursing Advisory Committee annually in the Fall semester for trends and program improvements.

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

Current facilities are adequate for the number of students enrolled in the PN program. Based on employment data, projections related to employment trends and requests from the community, an increase in additional graduates may be needed. If enrollment is increased, additional classroom size and laboratory simulations space and resources will be needed to accommodate additional students.

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

Academic and student support services at the college are adequate. This includes resources such as the library and Academic Skills Center. In 2020, the Nursing Department received the support of an Achievement Coach (shared with other Allied Health programs) to further enhance the success of our students. If additional students are admitted, additional resources will be needed to meet the demands of testing accommodations, counseling services, and information technology. The Nursing Department has one administrative secretary to support the program (shared with other Allied Health programs). Additional administrative support is needed for continued success and growth in the department.

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

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

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2016-17	1) Bladder scanner (approved) 2) Headwall (36" Functional Wall Mounted Horizontal Sapphire Headwall w/complete accessories package and compressor (approved)	1) Use of results and assessment provided in the 2017-18 plan as follows: SRAS survey 70 % or better responded to simulation and lab equipment. PLO surveys, students responded as strongly agree or agree 90 % or better in the response. Continue to assess results from graduating classes of the PLOs and the SRAS surveys.

		2) Cancelled due to headwall being installed during construction of the simulation lab in summer 2017.
2017-18	Loaded 6 Drawer Emergency Crash Cart with Emergency Cart package	SRAS survey response from graduates of A D N 2018 class responded at 70 % as satisfied or very satisfied related to "lab has adequate equipment". Program learning outcome surveys for A D N Program learning outcome # 4 "Utilize resources, informatics and technologies in the delivery of nursing care" responded as Strongly Agree. Practical Nursing SRAS and PLO survey results will be available at the end of Summer 2018.
2018-19	<ol style="list-style-type: none"> 1) 3 Laerdal Leap Touchscreen Patient Monitors (approved) 2) 3 All-in-One panel PC Instructor Patient Monitors (approved) 	<ol style="list-style-type: none"> 1) The Nursing Department has implemented an increase in utilization of simulation for clinical/lab courses. This equipment is being utilized by students in the ADN and PN curriculums (100% of students). Usage of simulation equipment in the Summer, 2018 was 34.8 hours. Planned usage for Summer, 2019 is 86 hours. This is a 40% increase in utilization. Simulation equipment usage in Spring 2018 was 141 hours. Spring, 2019 usage was 226.7 hours. This is a 62% increase in usage of the equipment. Equipment utilization in Fall, 2018 was 195.5 hours. 2) The Nursing Department has implemented an increase in utilization of simulation for clinical/lab courses. This equipment is being utilized by students in the ADN and PN curriculums (100% of students). Usage of simulation equipment in the Summer, 2018 was 34.8 hours. Planned usage for Summer, 2019 is 86 hours. This is a 40% increase in utilization. Simulation equipment usage in Spring 2018 was 141 hours. Spring, 2019 usage was 226.7 hours. This is a 62% increase in usage of the equipment. Equipment utilization in Fall, 2018 was 195.5 hours.

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

Strengths

The Nursing Department has highly-qualified and dedicated faculty to support the program. The additions of a simulation coordinator and clinical/lab instructor have made a great improvement in the Department's ability to support the success of our students. The Nursing faculty are dynamic and diverse, and present excellent role

modeling for the students. The Department is within the requirements of the NCBON regarding faculty credentialing for 80% to hold a Master's Degree in Nursing. The Nursing faculty are committed to student centered learning, and are committed to providing high-quality instruction to the students.

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

The Wayne Community College Association of Nursing Students has won College awards for its involvement in community service activities as well as bringing well-known speakers into the College to speak to students about relevant topics. The organization also provides opportunities for students to participate in educational trips to places that enhance their learning and achievement of PLOs. The club has recently expanded eligibility for membership to students in the Practical Nursing program. Previously, the club was for ADN students. This change allows PN students to participate in the same activities as the ADN students and promotes unity within the department.

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

Weaknesses

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

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

With changes in the healthcare industry, the department is recognizing a decreased availability of clinical sites to take students for clinical components of the curriculum. Clinical instruction may be supplemented by the use of simulation in a laboratory setting. Additional space, equipment, and physical and human resources are needed to supplement simulation. This impacts clinical needs in all specialty areas within nursing, but especially, medical-surgical, maternity, psychiatric/mental-health, and pediatrics. This is especially true for the Department to meet additional requests of the community to increase the number of graduates.

Opportunities

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

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

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

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

Section 6: Outcomes Follow-Up and Approvals

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

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

Billy Tart, MSN, RN, Nursing Department Chair

Approvals

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

Dean Acceptance / Date: Janeil Marak 9/18/2020

IE Acceptance / Date: Dorothy Moore 9/18/2020

Administrator Approval / Date: Patty Pfeiffer 9/18/2020