

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

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:** Practical Nursing

**Outcome #1: Enrollment (unduplicated)**

**Action Items from Program Review:**

Item #	Action Items: <i>(Action item identified in the 2021-22 program review).</i>	Results / Use of Results: <i>(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).</i>
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:** 21 # *(Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21)*  
**Standard:** 22 #  
**Target:** 23 #

**Program Enrollment**

<b>Program Enrollment (unduplicated)</b>	
<b>Academic Year (Fall, Spring, Summer)</b>	<b>Enrollment</b>
2019-2020	21
2020-2021	22
2021-2022	21

**All Levels****Enrollment by Ethnicity, Gender, and Age**

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	8	38.1%	6	27.3%	8	38.1%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	2	9.1%	0	0.0%
Caucasian, Female	12	57.1%	11	50.0%	9	42.9%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	1	4.5%	4	19.0%
Two or More Races, Female	1	4.8%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
<b>Female Total</b>	<b>21</b>	<b>100.0%</b>	<b>20</b>	<b>90.9%</b>	<b>21</b>	<b>100.0%</b>
African American, Male	0	0.0%	1	4.5%	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%	1	4.5%	0	0.0%
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%
<b>Male Total</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>	<b>9.1%</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>21</b>	<b>100.0%</b>	<b>22</b>	<b>100.0%</b>	<b>21</b>	<b>100.0%</b>

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%
<b>Under the age of 18 Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
African American, 18-24	0	0.0%	0	0.0%	1	4.8%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	0	0.0%	0	0.0%	4	19.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	2	9.5%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
<b>18-24 Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>7</b>	<b>33.3%</b>
African American, 25-44	0	0.0%	0	0.0%	7	33.3%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	0	0.0%	0	0.0%	4	19.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	2	9.5%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
<b>25-44 Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>13</b>	<b>61.9%</b>
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%	1	4.8%
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%
<b>45-64 Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>4.8%</b>
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%
<b>65+ Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>21</b>	<b>100.0%</b>

**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 21 students enrolled for 2021-22, for the PN cohort. We did not meet our standard. We are working to create an apprenticeship program in collaboration with our community partner, UNC Health Wayne to increase our Practical Nursing cohort by eight students.

**2023-2025 Action Items:**

<b>Item</b>	<b>Action Items</b> <i>(What actions can be taken to increase enrollment in your program?)</i>	<b>Assessment of Action Items</b> <i>(How will you assess the results of action items?)</i>
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 the PN cohort. 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-PN success rates.

**Outcome #2: Retention****Action Items from Program Review:**

<b>Item #</b>	<b>Action Items:</b> <i>(Action item identified in the 2021-22 program review.)</i>	<b>Results / Use of Results:</b> <i>(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.)</i>
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	ATI was expanded in the fall semester of 2022 to include assignments and assessments in every course of the PN program. (Assessed by: ATI assessment scores and retention rates of students enrolled in the PN program)	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:** 71.7 % *(Average of last three years – 2018-19; 2019-20; 2020-21; program retention)*

**Standard:** 73 %

**Target:** 75 %

<b>Fall to Fall</b>	<b>Retention Rate</b>
Fall 2019 to Fall 2020	70.0%
Fall 2020 to Fall 2021	70.0%
Fall 2021 to Fall 2022	58.0%

**All Levels**

**Retention by Ethnicity, Gender, and Age**

Ethnicity & Gender	Fall 2019 to Summer 2020		Fall 2020 to Summer 2021		Fall 2021 to Summer 2022	
	N	%	N	%	N	%
African American, Female	3	21.4%	3	23.1%	4	36.4%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	1	7.7%	0	0.0%
Caucasian, Female	10	71.4%	8	61.5%	4	36.4%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	1	7.7%	3	27.3%
Two or More Races, Female	1	7.1%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
<b>Female Total</b>	<b>14</b>	<b>100.0%</b>	<b>13</b>	<b>100.0%</b>	<b>11</b>	<b>100.0%</b>
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%	0	0.0%	0	0.0%
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%
<b>Male Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>14</b>	<b>100.0%</b>	<b>13</b>	<b>100.0%</b>	<b>11</b>	<b>100.0%</b>

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%
<b>Under the age of 18 Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
African American, 18-24	1	7.1%	1	7.1%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	1	7.1%	0	0.0%
Caucasian, 18-24	5	35.7%	2	14.3%	2	18.2%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	2	18.2%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
<b>18-24 Total</b>	<b>6</b>	<b>42.9%</b>	<b>4</b>	<b>28.6%</b>	<b>4</b>	<b>36.4%</b>
African American, 25-44	2	14.3%	2	14.3%	4	36.4%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	5	35.7%	6	42.9%	2	18.2%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	1	7.1%	1	9.1%
Two or More Races, 25-44	1	7.1%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
<b>25-44 Total</b>	<b>8</b>	<b>57.1%</b>	<b>9</b>	<b>64.3%</b>	<b>7</b>	<b>63.6%</b>
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	1	7.1%	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%
<b>45-64 Total</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>7.1%</b>	<b>0</b>	<b>0.0%</b>
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%
<b>65+ Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>14</b>	<b>100.0%</b>	<b>14</b>	<b>100.0%</b>	<b>11</b>	<b>100.0%</b>

**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 12% in the last year. Departmental tracking is completed each year for each cohort. The majority of students withdraw because of personal reasons, not academic reasons.

**2023-2025 Action Items:**

<b>Item</b>	<b>Action Items</b> <i>(What actions can be taken to increase program retention?)</i>	<b>Assessment of Action Items</b> <i>(How will you assess the results of action items?)</i>
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:**

<b>Item #</b>	<b>Action Items:</b> (Action item identified in the 2021-22 program review.)	<b>Results / Use of Results:</b> (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	Continue implementation of the retention and success strategies approved by the nursing faculty. (Assessed by: Evaluation of program completion/retention rates.)	Ongoing: Faculty want to assess effectiveness of retention and success strategies for at least three cohorts. No change noted as of now.
2	Continue implementation of the expanded ATI resources according to the ATI plan. (Assessed by: Evaluation of program completion/retention rates.)	Ongoing. Students are provided this resource (Advanced Training Institute) that helps them evaluate their knowledge of the course content.

**Baseline:** 16 # (Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)

**Standard:** 17 #

**Target:** 18 #

<b>Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring</b>	
<b>Graduation Year</b>	<b>Total Completers</b>
2020-2021	15
2021-2022	16
2022-2023	13

**All Levels**

**Completers by Ethnicity, Gender, and Age**

Ethnicity & Gender	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
African American, Female	3	20.0%	5	31.3%	5	38.5%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	1	6.3%	0	0.0%
Caucasian, Female	11	73.3%	8	50.0%	5	38.5%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	1	6.3%	3	23.1%
Two or More Races, Female	1	6.7%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
<b>Female Total</b>	<b>15</b>	<b>100.0%</b>	<b>15</b>	<b>93.8%</b>	<b>13</b>	<b>100.0%</b>
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%	1	6.3%	0	0.0%
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%
<b>Male Total</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>6.3%</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>15</b>	<b>100.0%</b>	<b>16</b>	<b>100.0%</b>	<b>13</b>	<b>100.0%</b>

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	6.7%	1	6.3%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	1	6.3%	0	0.0%
Caucasian, 18-24	4	26.7%	2	12.5%	2	15.4%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	2	15.4%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	5	33.3%	4	25.0%	4	30.8%
African American, 25-44	2	13.3%	4	25.0%	5	38.5%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	7	46.7%	6	37.5%	3	23.1%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	1	6.3%	1	7.7%
Two or More Races, 25-44	1	6.7%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	10	66.7%	11	68.8%	9	69.2%
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	0	0.0%	1	6.3%	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%	1	6.3%	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	15	100.0%	16	100.0%	13	100.0%

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

We had 13 graduates in 2022-23, down by 3 from the previous year. What we are seeing is that students are staying in the program a semester longer in order to complete the requirements for graduation. We are also seeing that the students are withdrawing for personal reasons.

**2023-2025 Action Items:**

<b>Item</b>	<b>Action Items</b> <i>(What actions can be taken to increase student completion in your program?)</i>	<b>Assessment of Action Items</b> <i>(How will you assess the results of action items?)</i>
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**

- 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.
- 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