

**Wayne Community College
Program Review – 2021-2022**

Name of Program: Practical 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, 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
Practical Nursing Statewide Curriculum Review	Concepts and exemplars taught in the PN statewide curriculum were updated and implemented in Fall 2020

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 statewide PN Curriculum Evaluation Committee reviewed and updated the statewide PN curriculum in 2019. The statewide committee reviews the curriculum for currency and consistency across the NC Community College system PN programs. The WCC PN program including the revisions made by the statewide committee was implemented in the fall semester of 2020.

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.

(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. The department was able to increase enrollment in the ADN program but has not been able to increase PN student enrollment. Continued requests for program expansion have been received from area employers and the Nursing Advisory Committee. Currently, the physical facilities, available faculty, and clinical site availability are barriers to increasing enrollment for the nursing program. The Nursing Department increased the use of clinical simulation due to limited clinical agency availability.

Section 2: Program Outcomes**Outcome #1: Enrollment (*unduplicated*)**

Baseline: 21 # (*Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21*)
Standard: 22 #
Target: 23 #

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2018-2019	20
2019-2020	21
2020-2021	22

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Female	5	25.0%	8	38.1%	6	27.3%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	2	9.1%
Caucasian, Female	9	45.0%	12	57.1%	11	50.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	3	15.0%	0	0.0%	1	4.5%
Two or More Races, Female	1	5.0%	1	4.8%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	18	90.0%	21	100.0%	20	90.9%
African American, Male	1	5.0%	0	0.0%	1	4.5%
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%	1	4.5%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	5.0%	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	2	10.0%	0	0.0%	2	9.1%
Total	20	100.0%	21	100.0%	22	100.0%

Ethnicity & Age Range	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	2	10.0%	1	4.8%	2	9.1%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	1	4.5%
Caucasian, 18-24	4	20.0%	6	28.6%	4	18.2%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	5.0%	0	0.0%	0	0.0%
Two or More Races, 18-24	1	5.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	8	40.0%	7	33.3%	7	31.8%
African American, 25-44	3	15.0%	6	28.6%	5	22.7%
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	4.5%
Caucasian, 25-44	3	15.0%	6	28.6%	7	31.8%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	3	15.0%	0	0.0%	1	4.5%
Two or More Races, 25-44	0	0.0%	1	4.8%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	9	45.0%	13	61.9%	14	63.6%
African American, 45-64	1	5.0%	1	4.8%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	2	10.0%	0	0.0%	1	4.5%
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	3	15.0%	1	4.8%	1	4.5%
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	20	100.0%	21	100.0%	22	100.0%

Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any action plans to improve or increase program enrollment.)*

The capacity of the Practical Nursing Program allowed by the NCBON is 20 students. The enrollment numbers provided in this review is institutional data which may include students who audit the program. Enrollment in 2019-2020 and 2020-2021 exceeded the official capacity due to students auditing the first course in the PN program. These students were not officially admitted into the PN program at that time. Students auditing the program are returning students applying for readmission into subsequent courses based on space availability (which is a capacity of 20). The Standard and target for the enrollment outcome are being kept at 20 due to it being the capacity authorized by the NCBON. An increase in future enrollment will require approval by the NCBON, additional faculty, and additional classroom and laboratory space. Diversity in the nursing program has remained consistent except for a slight increase in the number of African American 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 <i>(What actions can be taken to increase enrollment in your program?)</i>	Assessment of Action Items <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.	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.

Outcome #2: Retention**Baseline:** 71.7 % (Average of last three years – 2018-19; 2019-20; 2020-21; program retention)**Standard:** 73 %**Target:** 75 %

Year	Program Retention Rate
2018-2019	75.0%
2019-2020	70.0%
2020-2021	70.0%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender	Fall 2018 to Summer 2019		Fall 2019 to Summer 2020		Fall 2020 to Summer 2021	
	N	%	N	%	N	%
African American, Female	4	26.7%	3	21.4%	3	23.1%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	1	7.7%
Caucasian, Female	6	40.0%	10	71.4%	8	61.5%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	2	13.3%	0	0.0%	1	7.7%
Two or More Races, Female	1	6.7%	1	7.1%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	13	86.7%	14	100.0%	13	100.0%
African American, Male	1	6.7%	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	1	6.7%	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	2	13.3%	0	0.0%	0	0.0%
Total	15	100.0%	14	100.0%	13	100.0%

Ethnicity & Age Range	Fall 2018 to Summer 2019		Fall 2019 to Summer 2020		Fall 2020 to Summer 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	13.3%	1	7.1%	1	7.1%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	1	7.1%
Caucasian, 18-24	3	20.0%	5	35.7%	2	14.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	6.7%	0	0.0%	0	0.0%
Two or More Races, 18-24	1	6.7%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	7	46.7%	6	42.9%	4	28.6%
African American, 25-44	2	13.3%	2	14.3%	2	14.3%
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	2	13.3%	5	35.7%	6	42.9%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	2	13.3%	0	0.0%	1	7.1%
Two or More Races, 25-44	0	0.0%	1	7.1%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	6	40.0%	8	57.1%	9	64.3%
African American, 45-64	1	6.7%	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	6.7%	0	0.0%	1	7.1%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	2	13.3%	0	0.0%	1	7.1%
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%	14	100.0%	14	100.0%

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

Retention of students improved in 2018-2019 but fell in 2019-2020 and 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. 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 <i>(What actions can be taken to increase program retention?)</i>	Assessment of Action Items <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.
2	ATI was expanded in the fall semester of 2022 to include assignments and assessments in every course of the PN program.	ATI assessment scores and retention rates of students enrolled in the PN program

Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)**Baseline:** 16 # (Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)**Standard:** 17 #**Target:** 18 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2019-2020	16
2020-2021	15
2021-2022	16

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	5	31.3%	3	20.0%	5	31.3%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	1	6.3%
Caucasian, Female	5	31.3%	11	73.3%	8	50.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	2	12.5%	0	0.0%	1	6.3%
Two or More Races, Female	2	12.5%	1	6.7%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	14	87.5%	15	100.0%	15	93.8%
African American, Male	1	6.3%	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%	1	6.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	6.3%	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	2	12.5%	0	0.0%	1	6.3%
Total	16	100.0%	15	100.0%	16	100.0%

Ethnicity & Age Range Table	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	2	12.5%	1	6.7%	1	6.3%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	1	6.3%
Caucasian, 18-24	2	12.5%	4	26.7%	2	12.5%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	6.3%	0	0.0%	0	0.0%
Two or More Races, 18-24	2	12.5%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	7	43.8%	5	33.3%	4	25.0%
African American, 25-44	3	18.8%	2	13.3%	4	25.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	2	12.5%	7	46.7%	6	37.5%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	2	12.5%	0	0.0%	1	6.3%
Two or More Races, 25-44	0	0.0%	1	6.7%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	7	43.8%	10	66.7%	11	68.8%
African American, 45-64	1	6.3%	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	6.3%	0	0.0%	1	6.3%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	2	12.5%	0	0.0%	1	6.3%
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	16	100.0%	15	100.0%	16	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 completion. How might you increase the number of completers in your program?)*

The number of students completing the PN program in 2020-2021 decreased by one and returned to the baseline in 2021-2022. 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. The nursing faculty expanded the ATI resources for PN students in the fall semester of 2022 to improve the retention and success of students in the PN program.

Identify Completer Action Items

Item	Action Items <i>(What actions can be taken to increase student completion in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Continue implementation of the retention and success strategies approved by the nursing faculty.	Evaluation of program completion/retention rates.
2	Continue implementation of the expanded ATI resources according to the ATI plan.	Evaluation of program completion/retention rates.

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	<ol style="list-style-type: none"> 1) Victoria® Advanced Birthing Simulator Package 2) Advanced Pediatric HAL® five-year-old simulator 	<ol style="list-style-type: none"> 1) Not funded. 2) Not funded.
2020-21	<ol style="list-style-type: none"> 1) Victoria® Advanced Birthing Simulator Package 2) Advanced Pediatric HAL® five-year-old simulator 	<ol style="list-style-type: none"> 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 is 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 antepartum patients, which is difficult to place students in the clinical environment. This equipment will enhance the 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

		<p>HAL® Advanced Pediatric (5-year-old) 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 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.</p>
2021-22	<ol style="list-style-type: none"> 1) Susie® S2000 Advanced Nursing Patient Simulator 2) Auscultation Trainer by Realityworks (3 units) 	<ol style="list-style-type: none"> 1) 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 licensure examination. 2) The three auscultation trainers were received in February 2022. This equipment will be used primarily during the initial courses of the ADN and PN curriculum (NUR 111 and NUR 101) to teach auscultation sounds of the heart, lungs, and abdomen. The equipment will also be used for recruitment purposes to help prospective nursing students gain an

		<p>understanding of the important skill of auscultation. The auscultation trainers have not been used at this time but planned events in April for recruitment. Full use of the equipment will begin in Fall, 2022 when approximately 58 ADN students and 20 PN students will utilize it to learn auscultatory skills. Planned use of the auscultation trainers is primarily and most recently during the fall semester, with sporadic use during other semesters. The trainers will aid students in identifying normal and abnormal auscultation sounds. Practicing on this equipment will help prepare students for performing auscultation assessments on live people in the clinical environment during and after completing the nursing program.</p>
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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 PN program by 50%, 1 additional full-time faculty and 1 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 30 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.

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

Billy Tart, MSN, RN, Nursing Department Chair
 Melissa Smiley, MSN, RN, CNE, Nursing Instructor
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 Sherry Smith, MSN, RN, Nursing Instructor
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 Bryan Johnson, MSN, RN, Nursing Instructor
 Elizabeth Miranda, BSN, RN, Clinical Nursing Instructor

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 11/15/2022

Dean, Director, or AVP / Date: Janeil Marak 11/15/2022

Administrator Approval / Date: Dr. Brandon M. Jenkins 11/22/2022