

2016-2020
Systematic Program Evaluation Plan Standard 6
Snead State Community College
Nursing Programs

STANDARD 6: OUTCOMES

Program evaluation demonstrates that students have achieved each end-of-program student learning outcomes, program outcome, and each program outcome.

The nursing program has a current systematic plan of evaluation. The systematic plan of evaluation contains:

- a. Specific measurable expected levels of achievement for each end-of-program student learning outcome and each program outcome.
- b. Appropriate assessment method(s) for each end-of-program student learning outcome and each program outcome.
- c. Regular intervals for the assessment of each end-of-program student learning outcome and each program outcome.
- d. Sufficient data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.
- e. Analysis of assessment data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.
- f. Documentation demonstrating the use of assessment data in program decision-making for the maintenance and improvement of each end-of-program student learning outcome and program outcome.

6.1 The program demonstrates evidence of student achievement of each of the end-of-program student learning outcomes. There is ongoing assessment of the extent to which students attain end-of-program student learning outcomes. There is an analysis of assessment data and documentation that the analysis of assessment data is used for decision-making for the maintenance and improvement of students' attainment of end-of-program student learning outcomes.

ELA:

- A. The Systematic Plan for Evaluation will include at least 3 years of program data with discussion of results and action for maintenance and improvement of student's attainment of end-of-program student learning outcomes.
- B. The end-of-program student learning outcome data and program outcome data will demonstrate achievement of the ACEN program outcomes, the Alabama Department of Postsecondary Education/Alabama Community College System Nursing program outcomes, and the Alabama Board of Nursing Outcomes.
 - a. The licensure exam pass rate will be at or above the national mean and will meet the 3 year mean of at least 80% required by the ABON.
 - b. At least 65% of the students admitted will graduate within 150% of the time of the stated program length beginning with the first required nursing course
 - c. At least 80% of graduates responding to the graduate survey distributed within one year after graduation will indicate satisfaction with the program
 - d. At least 90% of the graduates seeking employment will be employed one year after graduation in a position for which the program prepared them for.
 - e. At least 80% of the employers responding to the employer survey distributed within one year after the graduation will indicate satisfaction with the program.

2016-2020
Systematic Program Evaluation Plan Standard 6
Snead State Community College
Nursing Programs

Process					Implementation	
Component	Where Documentation is found	Person(s) Responsible	Frequency	Assessment Method	Results of Data Collection and Analysis	Actions for Program Development
Program Outcomes	Alabama Board of Nursing Annual Reporting Alabama Board of Nursing Website Director of Health Sciences Office	Director of Health Sciences Nursing Faculty Departmental Administrative Assistant Vice President for Academic Affairs	Annually Exit Survey	Review, Collect, Aggregate, and Trend the following	Example of Student Learning Outcomes from Each Class	
			Annually Job Placement	NCLEX-RN Pass rate	NUR 102 (2015/2016)	
			Annually (fall) Graduate Survey, Employer Survey, Calculation of program completion, and NCLEX-RN reporting for the year	Graduate Exit Surveys Graduate Surveys Employer Surveys Job Placement Program Completion	<p style="text-align: center;">Results</p> Group project and class presentation of Cultural Project on a chosen day at the end of the semester to measure outcomes of PCC; TWC; EBP; and Safety: 50/55 students scored 95% or higher on Cultural presentation (5 total points possible) 5/55 did not participate and chose to receive 0 points.	<p style="text-align: center;">Action</p> Incorporate cultural group projects during class time to increase and enhance participation.
			NUR 103 (2015/2016)			
			<p style="text-align: center;">Results</p> Final exam consisted of 100 questions with content based on student learning outcomes and QSEN competencies: 50/58 students achieved 75% or higher.		<p style="text-align: center;">Action</p> Review exam statistics to determine areas that were missed by greater than 50% of the tested students to determine if there is deficiency in a content area to allow for revision of instructional inclusion or method of teaching.	
			NUR 104 (2015/2016)			
			<p style="text-align: center;">Results</p> Final Exam included 100 questions based on content covering the student learning outcomes and QSEN competencies: 44/60 students scored 75% or higher.		<p style="text-align: center;">Action</p> Exam reviewed with recognition that most highly missed questions were from content at the beginning of the semester; Give review sheets for Modules A, C, and F will be provided with need for review emphasis	

2016-2020
Systematic Program Evaluation Plan Standard 6
Snead State Community College
Nursing Programs

					NUR 105 (2015/2016)																									
					Results Simulation with GI bleed and blood transfusion. 38 out of 38 students scored at 75% or greater in PCC; Safety; and TWC.	Action Continue to use Simulation. Offer more opportunities with curriculum changing to Concept-Based Curricula with Active Learning.																								
					NUR 106 (2015/2016)																									
					Results Final Exam 31 out of 33 students scored 75% or higher.	Action Exam made via Blueprint using QSEN and NCLEX outcomes. Curriculum change next year: incorporate OB and peds throughout the curriculum.																								
					NUR 201 (2015/2016)																									
					Results HESI Mid-Curricular Assessment results per Cohort: 31 Traditional (T) and 19 Mobility (M) students were tested to measure SLO QSEN outcomes of PCC; TWC; EBP; Informatics; Safety with (850 demonstrates acceptable competency)	Action Improvement continues to occur. Discussed with faculty that all but two categories averaged higher than 850 and, in those areas, the other cohort did score greater than 850. HESI results were studied by faculty. Instruction content was adjusted in areas of lowest scoring.																								
					<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Category</th> <th style="text-align: center;">Traditional</th> <th style="text-align: center;">Mobility</th> </tr> </thead> <tbody> <tr> <td>PCC</td> <td style="text-align: center;">(T)837-1106</td> <td style="text-align: center;">858-1026</td> </tr> <tr> <td>TWC</td> <td style="text-align: center;">873-957</td> <td style="text-align: center;">840-898</td> </tr> <tr> <td>EBP</td> <td style="text-align: center;">887-947</td> <td style="text-align: center;">889-915</td> </tr> <tr> <td>Safety</td> <td style="text-align: center;">926</td> <td style="text-align: center;">924</td> </tr> <tr> <td>QI</td> <td style="text-align: center;">947</td> <td style="text-align: center;">915</td> </tr> <tr> <td>Informatics</td> <td style="text-align: center;">1009</td> <td style="text-align: center;">883</td> </tr> <tr> <td>Mean Score</td> <td style="text-align: center;">885</td> <td style="text-align: center;">882</td> </tr> </tbody> </table>	Category	Traditional	Mobility	PCC	(T)837-1106	858-1026	TWC	873-957	840-898	EBP	887-947	889-915	Safety	926	924	QI	947	915	Informatics	1009	883	Mean Score	885	882	
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					20/31 (Traditional) and 11/19 Mobility students scored 850 or higher																									

2016-2020
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Snead State Community College
Nursing Programs

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2016-2020
Systematic Program Evaluation Plan Standard 6
Snead State Community College
Nursing Programs

					<p>1st Attempt Traditional students: 9 out of 29 scored 850 or higher (31%) Mobility students: 5 out of 11 scored 850 or higher (45%)</p> <p>2nd Attempt Traditional students: 25 out of 29 scored 850 or higher (86%) Mobility students: 8 out of 11 scored 850 or higher (73%)</p> <p>3rd Attempt Traditional students: 0 out of 3 scored 850 or higher (0%) Mobility students: 2 out of 2 (100%) scored 850 or higher.</p>	<p>same. The 3 students who were not successful in achieving the 850 bench mark had been reinstated to the program following a previous failure to progress or withdrawal in a course during the first 3 semesters of the program.</p>
NUR 112 (2016/2017)						
				<p>Results Dosage Calculation Validation 82% (55/67) scored at least 90% on the first attempt</p>	<p>Action Provide more dosage calculation practice questions. Provide group tutoring in formula and dimensional analysis methods.</p>	
NUR 113 (2016/2017)						
				<p>Results 61% (34/56) students scored at least 75% on the Fluid and Electrolytes and Pharmacology exam.</p>	<p>Action Give a focused study of prioritization; Offer group tutoring for dosage calculations for formula and dimensional analysis.</p>	
NUR 209 (2016/2017)						
				<p>Results 87% (13/15) completed the course with a 75% or higher average</p>	<p>Action Strengthen rigor of lab activities; Review basic nursing skills more rigorously. Use HESI to measure student learning outcomes</p>	

2016-2020
Systematic Program Evaluation Plan Standard 6
Snead State Community College
Nursing Programs

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2016-2020
Systematic Program Evaluation Plan Standard 6
Snead State Community College
Nursing Programs

					<p>QI; and Safety Students not scoring 850 or higher on either or of the first 2 attempts were allowed 1 more attempt.</p> <p style="text-align: center;">1st Attempt</p> <p>Traditional students: 15 out of 25 scored 850 or higher (60%) Mobility students: 10 out of 15 scored 850 or higher (67%)</p> <p style="text-align: center;">2nd Attempt</p> <p>Traditional students: 17 out of 25 scored 850 or higher (68%) Mobility students: 11 out of 15 scored 850 or higher (73%)</p> <p style="text-align: center;">3rd Attempt</p> <p>Traditional students: 2 out of 2 scored 850 or higher (100%) Mobility students: 0 out of 1 (0%) scored 850 or higher.</p>	<p>mobility students scoring at or above the 850 benchmark for competency. The remediation assignments and testing schedule will remain the same. The 1 student who was not successful in achieving the 850 bench mark was given an incomplete and completed remedial work in the summer semester. In the new curriculum, these results will be considered when planning NUR 221.</p>
NUR 211 (2017/2018)						
				<p style="text-align: center;">Results</p> <p>67.5% (27/40) Traditional students and 46.7% (7/15) Mobility students scored 75% or higher on exam containing Triage and Disaster Triage content</p>	<p style="text-align: center;">Action</p> <p>Add 2 additional days for content coverage. Recap HERO training information and experience from Fort McClellan. Omit combining other content.</p>	
NUR 221 (2017/2018)						
				<p style="text-align: center;">Results</p> <p>All students were required to take the HESI Exit Exam 2 times with the best score expected to be at or to exceed 850, the benchmark for competency to measure SLO QSEN PCC; EBP TWC; QI; and Safety Students not scoring 850 or higher on either or of the first 2 attempts were allowed 1 more attempt.</p>	<p style="text-align: center;">Action</p> <p>Restructure NUR 221. Elsevier NCLEX Live Review at the beginning of the semester prior to the first HESI Exit Exam. A second HESI Exam will be given to everyone after remediation assignment of student's weakest areas.</p>	

2016-2020
Systematic Program Evaluation Plan Standard 6
Snead State Community College
Nursing Programs

					<p style="text-align: center;">1st Attempt</p> <p>Traditional students: 9 out of 40 scored 850 or higher (23%)</p> <p>Mobility students: 7 out of 13 scored 850 or higher (54%)</p> <p style="text-align: center;">2nd Attempt</p> <p>Traditional students: 18 out of 40 scored 850 or higher (45%)</p> <p>Mobility students: 5 out of 13 scored 850 or higher (38%)</p> <p style="text-align: center;">3rd Attempt</p> <p>Traditional students: 9 out of 19 scored 850 or higher (47%)</p> <p>Mobility students: 5 out of 5 (100%) scored 850 or higher.</p> <p>Students who did not score 850 or higher on any of the exit exams were assigned remediation of completing 1500 question review using NCSBN resources. When completed, they were given a passing grade for NUR 221.</p>	<p>Everyone will be given the second HESI exam. If any student does not benchmark at least 850 on either HESI Exam, they will be required to complete an NCLEX preparation review to successfully complete the course.</p>
NUR 112 (2017/2018)						
				<p style="text-align: center;">Results</p> <p>96% (76/79) of students scored at least 90% on the first attempt of the dosage calculation validation.</p>	<p style="text-align: center;">Actions</p> <p>Provide dosage calculation work sheets. Provide group tutoring in formula and dimensional analysis methods.</p>	
NUR 113 (2017/2018)						
				<p style="text-align: center;">Results</p> <p>69% (40//58)of students scored at least 75% on the Fluid and Electrolytes and Pharmacology exam</p>	<p style="text-align: center;">Action</p> <p>Include more practice problems for pharmacology and case studies/class activities for fluid and electrolytes</p>	

2016-2020
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Snead State Community College
Nursing Programs

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Snead State Community College
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					NUR 209 (2018/2019)				
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2016-2020
Systematic Program Evaluation Plan Standard 6
Snead State Community College
Nursing Programs

					<ul style="list-style-type: none"> • Traditional Cohort: (12 /36) scored 850 or higher; 33% • LPN to RN Cohort: (4/7) scored 850 or higher; 57% HESI Exit 2nd Attempt • Traditional Cohort: (12/36) scored 850 or higher; 33% • LPN to RN Cohort: (4/7) scored 850 or higher; 57% • Following completion of the 1st and 2nd attempts on the HESI Exit Exam; 19 students in the Traditional Cohort and 1 student in the LPN to RN students had not scored 850 or higher <p>Course Pass Rate: 100% Traditional Cohort: 100% LPN to RN Cohort: 100%</p>	<p>graduation (May 13, 14, and 15) was required for all students that did not reach the benchmark of 850 on at least one HESI Exit Exam. These students were given an incomplete until the three-day course was successfully completed. After completing the Hurst Review these students will receive the 60 course points associated with the HESI Exit exam. Continue offering the 2-day review at the beginning of the semester and the mandatory Hurst Review for students scoring below the 850 benchmark.</p>
NUR 112 (2019-2020)						
Results						
34/75 (45%) of students achieved at least 90% on the first attempt of the dosage calculation validation						
Actions						
Continue to provide dosage calculation work sheets and group tutoring in formula and dimensional analysis methods.						
NUR 113 (2019-2020)						
Results						
38 out of 47 (81%) scored 75% or higher on the Fluid and Electrolytes and Pharmacology exam						
Actions						
Scores improved from last year. Will continue to assign homework for pharmacology/dosage calculations. Will continue to have students to create study “flashcards” for electrolytes in the classroom and/or at home.						

2016-2020
Systematic Program Evaluation Plan Standard 6
Snead State Community College
Nursing Programs

						Continue to encourage all students to participate in PASS
					NUR 114 (2019-2020)	
					Results 24/31 (77%) passed the Psychosocial Wellbeing exam with 75% or higher; 26/30 (79%) passed the Reproductive exam with 75% or higher	Action Continue to allow sufficient time to cover content and recap
					NUR 115 (2019-2020)	
					Results 32/32 (100%) of students completing the Alabama Board of Nursing assignment	Actions Continue to require this assignment and use it toward completion of clinical hours
					NUR 209 (2019-2020)	
					Results 8/17 (73%) students finished the course with a 75% or above	Actions Continue to collaborate with other NUR 209 instructors from other colleges regarding course content and presentation for course improvement
					NUR 211 (2019-2020)	
					Results 19/31 (61%) Traditional students and 5/10 (50%) Mobility students achieved 75% or higher on the exam covering Triage/Disaster Triage/ Bioterrorism/Trauma.	Actions Exam scores decreased. Students were unable to receive additional training at the Center for Domestic Preparedness due to COVID (not tested on additional material). Also unable to utilize the interactive exercise from George Washington University (fee associated due to COVID). Continue to allow enough time to

2016-2020
Systematic Program Evaluation Plan Standard 6
Snead State Community College
Nursing Programs

						cover content. Unsure if CDP will be an option again (pandemic).
					NUR 221 (2019-2020)	
					Results	Actions
					<p>Students must score 850 or higher on the HESI exit to earn 60 course points. Students were given two attempts to achieve 850 or higher.</p> <p>HESI Exit 1st Attempt</p> <ul style="list-style-type: none"> • Traditional Cohort: 14/40 scored 850 or higher (35%) • LPN to RN Cohort: 8/15 scored 850 or higher (57%) <p>HESI Exit 2nd Attempt</p> <ul style="list-style-type: none"> • Traditional Cohort: 11/40 scored 850 or higher (28%) • LPN to RN Cohort: 6/15 scored 850 or higher (40%) <ul style="list-style-type: none"> • Following completion of the 1st and 2nd attempts on the HESI Exit Exam; 23 students in the Traditional Cohort and 5 students in the LPN to RN students had not scored 850 or higher <p>Course Pass Rate: 100% Traditional Cohort: 100% LPN to RN Cohort: 100%</p>	<p>All students attended a mandatory 3 day Evolve NCLEX-RN review on February 5, 6, and 7 of 2020. The Hurst Review was virtual due to COVID on May 11, 12, and 13 and was required for all students that did not reach the benchmark of 850 on at least one HESI Exit Exam. These students were given an incomplete until the three-day course was successfully completed. After completing the Hurst Review these students will receive the 60 course points associated with the HESI Exit exam. Continue offering the 3-day review at the beginning of the semester and the mandatory Hurst Review for students scoring below the 850 benchmark.</p>
					RESULTS OF DATA COLLECTION AND ANALYSIS	
					NCLEX-RN Results	
					2015/2016	

2016-2020
Systematic Program Evaluation Plan Standard 6
Snead State Community College
Nursing Programs

					<p style="text-align: center;">Results</p> <p>Traditional: 96% (22/23) (One student has not attempted) Mobility: 100% (11/11) Aggregated Total: 97% (33/34) National Mean for ADN: 78.11%</p>	<p style="text-align: center;">Action</p> <p>ELAs met: Continue NUR 204 without change. Encourage use of adaptive quizzing to better prepare students for NCLEX exam</p>
2016/2017						
					<p style="text-align: center;">Results</p> <p>Traditional: 96% (25/26) Mobility: 100% (14/14) Aggregated Total: 97.6% (39/40)</p>	<p style="text-align: center;">Action</p> <p>ELAs met: Continue to use HESI Live Review with upcoming change in curriculum. Encourage students to use adaptive quizzing to prepare for NCLEX.</p>
2017/2018						
					<p style="text-align: center;">Results</p> <p>Traditional: 78.4% (29/37) (1 Student took NCLEX in January 2019; 2 graduates have not taken NCLEX) Mobility: 85% (11/13) Aggregated Total: 80% (40/50)</p>	<p style="text-align: center;">Action</p> <p>ELAs met for Mobility students and Aggregated results; ELA not met for Traditional students: Lecture time will be added to courses instead of all active learning. NUR 221 will be restructured: Elsevier Live Review first of the semester; HESI Exam #1 will be given; Remediation assigned; HESI Exam #2 will be given; Remediation if Student scores <850 then Hurst Review before NCLEX exam.</p>
2018/2019						
					<p style="text-align: center;">Results</p> <p>Traditional: 92% (35/38)</p>	<p style="text-align: center;">Action</p>

2016-2020
Systematic Program Evaluation Plan Standard 6
Snead State Community College
Nursing Programs

					Mobility: 100% (5/5) Aggregated Total: 93% (40/43)	ELA's met for Traditional and Mobility students; Continue with current plan.
2019-2020						
					Results Traditional: 83.5% (25/30) Mobility: 80% (4/5) Aggregated Total: 82.9% (29/35)	Action ELA's met for Traditional and Mobility students; Continue with current plan.
Program Completion Rate						
SP 2016						
					Results Traditional: 36% (22/61) Mobility: 73% (11/15) Aggregated Total: 43% (33/17)	Action ELA outcome not met for Traditional students and aggregated results; Mobility students met the outcome ELA. Classroom instruction changed from traditional lecture to a blend of lecture and active learning opportunities to improve outcomes.
SP 2017						
					Result Traditional: 43% (26/61) Mobility: 93% (14/15) Aggregated Total: 52.6% (40/76)	Action ELA outcome not met for Traditional students and aggregated results but trending upward; ELA met for mobility students: Curriculum changed from system based to concept based.
SP 2018						
					Results Traditional: 68% (41/60) Mobility: 86% (12/14) Aggregated Total: 72% (53/74)	Action ELA met: Continue to teach concept-based curriculum

2016-2020
Systematic Program Evaluation Plan Standard 6
Snead State Community College
Nursing Programs

						with blended instruction of lecture and active learning.
					SP 2019	
					<p style="text-align: center;">Results</p> Traditional: 48% (38/79) Mobility: 100% (5/5) Aggregated Total: 51% (43/84)	<p style="text-align: center;">Action</p> ELA outcome not met for Traditional students and Aggregated results; ELA met for Mobility students; Continue to teach concept-based curriculum with inclusion of adaptive quizzing and online resources to improve student success.
					SP 2020	
					<p style="text-align: center;">Results</p> Traditional: 40% (30/75) Mobility: 100% (15/15) Aggregated Total: 50% (45/45)	<p style="text-align: center;">Actions</p> ELA outcome not met for Traditional students and Aggregated results; ELA met for Mobility students; Continuing with concept-based curriculum; Will look at implementing an academic success contract with students in their second semester.
					Graduate Satisfaction Surveys	
					2015	
					<p style="text-align: center;">Results</p> Meets or Exceeds Expectations: 88% (14/16) Total Rate of Return: 41% (16/39)	<p style="text-align: center;">Action</p> ELA met: Rate of return needs improvement. Encourage students prior to graduation of the importance of completing the graduate Satisfaction Survey when received.

2016-2020
Systematic Program Evaluation Plan Standard 6
Snead State Community College
Nursing Programs

					2016							
					<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">Results</td> <td style="width: 50%; text-align: center;">Action</td> </tr> <tr> <td>Meets or Exceeds Expectations: 95% (14/15) Total Rate of Return: 39% (14/36)</td> <td>ELA met: Satisfaction trended upward; Rate of return trended downward. Continue to remind students prior to graduation to complete and return Satisfaction Surveys.</td> </tr> </table>	Results	Action	Meets or Exceeds Expectations: 95% (14/15) Total Rate of Return: 39% (14/36)	ELA met: Satisfaction trended upward; Rate of return trended downward. Continue to remind students prior to graduation to complete and return Satisfaction Surveys.			
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Meets or Exceeds Expectations: 95% (14/15) Total Rate of Return: 39% (14/36)	ELA met: Satisfaction trended upward; Rate of return trended downward. Continue to remind students prior to graduation to complete and return Satisfaction Surveys.											
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Results	Action											
Traditional: 15/15 = 100% ROR: 15/40 = 38%	ELA met. Continue with plan											
Mobility: 6/6 = 100% ROR: 6/13 = 46%												
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TOTAL ROR: 21/53 = 40%												
					2019							
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Results	Action											
Traditional: 17/17 = 100% ROR: 17/38 = 45%	ELA met. Improved total ROR. Continue plan.											
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2016-2020
Systematic Program Evaluation Plan Standard 6
Snead State Community College
Nursing Programs

					TOTAL Meets or Exceeds Expectations: 19/19 = 100%	
					TOTAL Rate of Return: 19/43 = 44%	
					2020	
					Results No results available	Action Surveys not sent due to campus closure due to COVID
					Job Placement	
					2015	
					Results Traditional: 83% (30/36) Mobility: 100% (7/7) Aggregated Total: 86% (37/43)	Action ELA met for Mobility Students; not met for traditional students and aggregated total: Steps to increase the NCLEX pass rate will also increase the job placement rate.
					2016	
					Results Traditional: 100% (26/26) Mobility: 100% (11/11) Aggregated Total: 100% (36/36)	Action ELA met.
					2017	
					Results Traditional: 100% (26/26) Mobility: 100% (14/14) Aggregated Total: 100% (40/40)	Action ELA met.
					2018	
					Results Traditional: 90.6% (36/40) Mobility: 100% (13/13) Aggregated Total: 93% (49/53)	Action ELA met
					2019	

2016-2020
Systematic Program Evaluation Plan Standard 6
Snead State Community College
Nursing Programs

					<p style="text-align: center;">Results</p> <p>Traditional: 93% (40/43) Mobility: 100% (5/5) Aggregated Total: 94% (45/48)</p>	<p style="text-align: center;">Action</p> <p>ELA met</p>
					2020	
					<p style="text-align: center;">Results</p> <p>Traditional: 67% (28/42) Mobility: 100% (10/10) Aggregated Total: 73% (38/52)</p>	<p style="text-align: center;">Action</p> <p>ELA met for Mobility students; not met for Traditional students; Large number of traditional students had to wait to take NCLEX due to COVID which affected NCLEX pass rate and job placement</p>
					Employer Satisfaction Surveys	
					2015	
					<p style="text-align: center;">Results</p> <p>Meets or Exceeds Expectations: 95% (25/26) Rate of Return: 79% (26/33)</p>	<p style="text-align: center;">Action</p> <p>ELA met.</p>
					2016	
					<p style="text-align: center;">Results</p> <p>Meets or Exceeds Expectations: 95% (20/21) Rate of Return: 58% (21/36)</p>	<p style="text-align: center;">Action</p> <p>ELA met. Rate of return trended downward. Plan: Hand deliver surveys to the facilities where students are employed to increase rate of return.</p>
					2017	
					<p style="text-align: center;">Results</p> <p>Meets or Exceeds Expectations: 100% (17/17) Rate of Return: 43% (17/40)</p>	<p style="text-align: center;">Action</p> <p>ELA met. Rate of return trended downward. Plan to hand deliver or email Satisfaction Surveys to directly to supervisors of</p>

2016-2020
Systematic Program Evaluation Plan Standard 6
Snead State Community College
Nursing Programs

					graduates to increase rate of return.
					2018
				<p style="text-align: center;">Results</p> <p>Traditional: 24/24 = 100% ROR: 24/40 = 60%</p> <p>Mobility: 9/9 = 100% ROR: 9/13 = 69%</p> <p>TOTAL Meets or Exceeds Expectations: 33/33 = 100%</p> <p>TOTAL ROR: 33/53 = 62%</p>	<p style="text-align: center;">Action</p> <p>ELA met. Rate of return (ROR) much improved over previous years. Continue to hand deliver or email survey directly to supervisors of graduates.</p>
					2019
				<p style="text-align: center;">Results</p> <p>Traditional: 26/26 = 100% ROR: 26/38 = 68%</p> <p>Mobility: 4/4 = 100% ROR: 80%</p> <p>TOTAL Meets or Exceeds Expectations: 30/30 = 100%</p> <p>TOTAL Rate of Return: 30/43 = 70%</p>	<p style="text-align: center;">Action</p> <p>ELA met. Rate of return (ROR) continues to improve. Continue with plan.</p>
					2020 (through 12/31/2020)
				<p style="text-align: center;">Results</p> <p style="text-align: center;">0</p>	<p style="text-align: center;">Action</p> <p>Surveys not sent due to campus closure due to COVID</p>

2016-2020
Systematic Program Evaluation Plan Standard 6
Snead State Community College
Nursing Programs

STANDARD 6: OUTCOMES

6.2 The program demonstrates evidence of graduates' achievement on the licensure examination. The program's most recent annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period. There is ongoing assessment of the extent to which graduates succeed on the licensure examination. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates' success on the licensure examination. There is a minimum of the three (3) most recent years of available licensure examination pass rate data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.

ELA:

- A.** The annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period.
- B.** A minimum of the (3) most recent years of licensure examination pass rate data will be aggregated and disaggregated by program option and date of completion.
- C.** The most recent three (3) year average of licensure examinations pass rates will be at 80% or higher.
- D.** Ongoing assessment of licensure data results is used in program decisions for the maintenance and improvement of graduates' success on the licensure examination.

Process					Implementation	
Component	Where Documentation is found	Person(s) Responsible	Frequency	Assessment Method	2015/2016	
Use of Aggregated and Trended Data by program option for decision making	Faculty Meeting minutes	Director of Health Sciences	Annually (Fall)	Documentation of decisions made during faculty meetings (minutes)	Results Traditional: 96% (22/23) (One student has not attempted) Mobility: 100% (11/11) Aggregated Total: 97% (33/34) National Mean for ADN: 78.11%	Action ELA Met. Will encourage use of adaptive quizzing and review in preparation for NCLEX. Will encourage graduates to take NCLEX as soon as possible after program completion.
	Alabama Board of Nursing Annual Report	Nursing Faculty		Aggregated Survey Data		
	Graduate and Employer Surveys	Preceptorship Evaluations		Review of Faculty meeting minutes and Summer Advisory Committee Newsletter	2016/2017	
Advisory Board Meeting and Summer Newsletter						

2016-2020
Systematic Program Evaluation Plan Standard 6
Snead State Community College
Nursing Programs

				Data collection from Preceptorship Student Evaluations	2017/2018
				Traditional: 78.4% (29/37) (1 Student took NCLEX in January 2019; 2 graduates have not taken NCLEX) Mobility: 85% (11/13) Aggregated Total: 80% (40/50) National Mean for ADN: 85.11%	ELA partially met. NCLEX pass rate for Traditional was less than 80%; the aggregated pass rate was at 80% but below the National Mean average. NUR 221 will be restructured to provide the Elsevier Live Review earlier in the semester.
					2018/2019
				Traditional: 92% (35/38) Mobility: 100% (5/5) Aggregated Total: 93% (40/43)	ELA met.
					2019/2020
				Traditional: 83.5% (25/30) Mobility: 80% (4/5) Aggregated Total: 82.9% (29/35)	ELA met.
				3 Year NCLEX Average (2017-2019)	
				Traditional: 88.1% (89/101) Mobility: 93.8% (30/32) Aggregated Total: 89.5% (119/133)	ELA met.
				3 Year NCLEX Average (2018-2020)	
				Traditional: 84.8% (89/105) Mobility: 87% (20/23) Aggregated Total: 85.2% (109/128)	ELA met.
				NCLEX COMPREHENSIVE PREDICTOR INDICATOR	
				SP 2016	
				Results HESI RN Exit Exam 2 29 Traditional Mean 927 11 Mobility Mean 936 National 823 Cumulative 928	Action The cumulative Mean score of 928 is higher than the National score of 823. The restructuring of NUR 204 was effective. Remediation assignment for those who

2016-2020
Systematic Program Evaluation Plan Standard 6
Snead State Community College
Nursing Programs

						scored below 850. Remediation given for those who did not score 850 or higher on either of the exit exams. An opportunity to retest after remediation I completed.
SP 2017						
					<p style="text-align: center;">Results</p> <p style="text-align: center;">HESI RN Exit Exam 2 25 Traditional Mean: 889 15 Mobility Mean: 855 National 845 Cumulative 905</p>	<p style="text-align: center;">Action</p> <p>The cumulative Mean score of 905 is higher than the National score of 845. Continue remediation assignment for those who scored below 850. Remediation given for those who did not score 850 or higher on either of the exit exams. An opportunity to retest after remediation I completed</p>
SP 2018						
					<p style="text-align: center;">Results</p> <p style="text-align: center;">HESI RN Exit Exam 2 40 Traditional Mean: 847 13 Mobility Mean: 871 National 860 Cumulative 852</p>	<p style="text-align: center;">Action</p> <p>The cumulative mean score of 852 is higher than the National score of 852. The traditional mean was lower. Restructure NUR 221 by providing Elsevier HESI Live Review at the beginning of the semester prior to the HESI Exam.</p>
SP 2019						
					<p style="text-align: center;">Results</p> <p style="text-align: center;">HESI RN Exit Exam 2 38 Traditional Mean: 803 5 Mobility Mean: 799</p>	<p style="text-align: center;">Action</p> <p>The cumulative mean score of 802 is less than the National score of 864.</p>

2016-2020
Systematic Program Evaluation Plan Standard 6
Snead State Community College
Nursing Programs

	National: 864 Cumulative: 802	Continue with plans to provide Elsevier HESI Live Review at the beginning of the semester prior to the administration of the HESI Exam.
	SP 2020	
	Results HESI RN Exit Exam 2 40 Traditional Mean: 779 15 Mobility Mean: 851 National: 862 Cumulative: 799	Action The cumulative mean score of 799 is below the national score of 862. The students were able to participate in a 3-day HESI live review. The students were virtual from March through the end of the semester. HESI Exit Exam 2 was taken virtually.

STANDARD 6: OUTCOMES

6.3 The program demonstrates evidence of students' achievement in completing the nursing program. The expected level of achievement for program completion is determined by the faculty and reflects student demographics. There is ongoing assessment of the extent to which students complete the nursing program. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' completion of the nursing program. There is a minimum of the three (3) most recent years of annual program completion data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion or entering cohort.

ELA:

- A. At least 65% of the students admitted will graduate within 150% of the time of the stated program length beginning with the first required nursing course
- B. At least three (3 years) of data for annual program completion rate will be aggregated and disaggregated.
- C. The completion rate data will be assessed and analyzed by the faculty for program decision-making for the maintenance and improvement of students' completion of the nursing program.

Process					Implementation	
Component	Where Documentation is found	Person(s) Responsible	Frequency	Assessment Method	Results of Data Collection and Analysis	Actions for Program Development

2016-2020
Systematic Program Evaluation Plan Standard 6
Snead State Community College
Nursing Programs

Program Outcomes	College's Data Management System	Director of Health Sciences	Annually (Spring)	Review of Enrollment Data compared to Graduate Date	2016 Traditional 36% (22/61) Mobility 73% (11/15) Aggregated Total 43% (33/76)	ELA met for Mobility students. ELA not met for Traditional students and Aggregated Total. Implement concept-based curriculum in fall.
	Secretary of Health Science's Office	Nursing Faculty			2017 Traditional 43% (26/61) Mobility 93% (14/15) Aggregated Total 53% (40/76)	ELA met for Mobility students. ELA not met for Traditional students and Aggregated Total. Last cohort to graduate under system-based curriculum. Continue implementing concept-based curriculum.
					2018 Traditional 68% (41/60) Mobility 86% (12/14) Aggregated Total 72% (53/74)	ELA met. First class to graduate under new concept-based curriculum. Combine active learning with recorded lecture.
					2019 Traditional 48% (38/79) Mobility 100% (5/5) Aggregated Total 51% (43/84)	ELA met for Mobility students. ELA not met for Traditional students and Aggregated Total. Continue teaching concept-based curriculum

2016-2020
Systematic Program Evaluation Plan Standard 6
Snead State Community College
Nursing Programs

					<p>with more instruction and decrease the amount of active learning activities.</p> <p>Three (3) Year Total (2017-2019) Traditional 53% (105/200) Mobility 91% (31/344) Aggregated Total 56% (136/234)</p> <p>2020 Traditional: 40% (30/75) Mobility: 100% (15/15) Aggregated Total: 50% (45/45)</p> <p>Three (3) Year Total: (2018-2020) Traditional: 51% (109/214) Mobility: 94% (32/34)</p>	<p>ELA met for mobility students 3-year aggregated data. ELA not met for Traditional students and Aggregated Totals. Data shows a trend upward with implementation of concept-based curriculum.</p> <p>ELA outcome not met for Traditional students and Aggregated results; ELA met for Mobility students; Continuing with concept-based curriculum; Will look at implementing an academic success contract with students in their second semester.</p> <p>ELA met for mobility students 3-year aggregated data. ELA not met for Traditional Students and Aggregated</p>
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2016-2020
Systematic Program Evaluation Plan Standard 6
Snead State Community College
Nursing Programs

					Aggregated Total: 57% (141/248)	Total. Continue with concept-based curriculum. Follow to see if academic success contract has positive impact on completion rate.
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STANDARD 6: OUTCOMES

6.4 The program demonstrates evidence of graduates' achievement in job placement. The expected level of achievement for job placement is determined by the faculty and reflects program demographics. There is ongoing assessment of the extent to which graduates are employed. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed. There is a minimum of the three (3) most recent years of available job placement data and data are aggregated for the nursing program as a whole.

ELA:

- A.** At least 90% of the graduates seeking employment will be employed one year after graduation in a position for which the program prepared them for.
- B.** A minimum of three (3) most recent years of job placement data is aggregated for the nursing program.
- C.** Faculty collect and analyze the assessment data for program decision-making for the maintenance and improvement of graduate employment.

Process					Implementation	
Component	Where Documentation is found	Person(s) Responsible	Frequency	Assessment Method	Results of Data Collection and Analysis	Actions for Program Development
Program Outcomes	Secretary of Health Sciences Office	Director of Health Sciences Nursing Faculty Departmental Administrative Assistant Chief of Academics	Annually one (1) year Job Placement	Review, Collect, Aggregate, and Trend Job Placement	JOB PLACEMENT	
					2015	
					<p style="text-align: center;">Results</p> <p>Traditional: 83% (30/36) employed in field one-year post-graduation. Mobility: 100% (7/7) employed in field 5months post-graduation.</p>	<p style="text-align: center;">Action</p> <p>Traditional student fell below the desired 90% employment rate. Mobility met the desired rate.</p>

2016-2020
Systematic Program Evaluation Plan Standard 6
Snead State Community College
Nursing Programs

					2016	
					Results Employed in field one-year post-graduation: Traditional: 100% (26/26). Mobility: 100% (11/11) Aggregated Total: 100% (36/36)	Action ELA for employment met for Disaggregated and Aggregated Totals
					2017	
					Results Employed in field one-year post-graduation: Traditional: 100% (26/26) Mobility: 14/14 (100%) Aggregated Total: 100% (40/40)	Action ELA for employment met for Disaggregated and Aggregated Totals
					2018	
					Results Employed in field one-year post-graduation: Traditional: 90.6% (36/40) Mobility: 100% (13/13) Aggregated Total: 92.5% (49/53)	Action ELA for employment met for Disaggregated and Aggregated Totals
					2019	
					Results Employed in field one-year post-graduation: Traditional: 93% (40/43) Mobility: 100% (5/5) Aggregated Total: 93.8% (45/48)	Action ELA for employment met for Disaggregated and Aggregated Totals
					3 Year Average (2017-2019)	
					Results Traditional 93.6% (102/109) Mobility 100% (32/32) Aggregated Totals 95% (134/141)	Action ELA met for Tradition and Mobility students and Aggregated Totals
					2020 (through 12/31/2020)	

2016-2020
Systematic Program Evaluation Plan Standard 6
Snead State Community College
Nursing Programs

					<p style="text-align: center;">Results</p> <p style="text-align: center;">Traditional: 67% (28/42) Mobility: 100% (10/10) Aggregated Totals: 73% (38/52)</p>	<p style="text-align: center;">Action</p> <p style="text-align: center;">ELA met for Mobility students; not met for Traditional students; Large number of traditional students had to wait to take NCLEX due to COVID which affected NCLEX pass rate and job placement</p>
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