

## STANDARD 6: OUTCOMES

Program evaluation demonstrates that students and graduates have achieved the student learning outcomes, program outcomes, and role-specific graduate competencies of the nursing education unit.

**6.1** The systematic plan for evaluation of the nursing education unit emphasizes the ongoing assessment and evaluation of each of the following.

- Student Learning Outcomes
- Program Outcomes
- Role-Specific Graduate competencies
- ACEN Standards

The systematic plan of evaluation contains specific, measureable expected levels of achievement; appropriate assessment methods; and a minimum of three (3) years of data for each component within the plan.

**ELA: The Systematic Plan for Evaluation will include all of the following data with discussion of results and action for development**

- A. 100% of Nursing Courses will require measurement of at least one Student Learning Outcome each semester with documentation that includes use of results
- B. Program will meet the faculty adopted Student Learning Outcomes of QSEN Institute. Expected level of achievement is determined by course instructor and documented in the course syllabus as evidenced by outcomes of learning activities (Exams, simulation, validations, documentation, case studies, HESI exam, and clinical evaluations).
  1. Patient-centered Care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.
  2. Teamwork and Collaboration: Student will function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
  3. Evidence-Based Practice: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.
  4. Quality Improvement: Student will use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
  5. Safety: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.
  6. Informatics: Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.
- C. Program will meet the following Alabama Community College System Nursing Program Outcomes
  1. The licensure exam pass rate will be at or above the national mean for first-time writers.
  2. 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
  3. At least 80% of graduates responding to the graduate survey distributed within one year after graduation will indicate satisfaction with the program
  4. At least 80% of the employers responding to the employer survey distributed with one year after the graduation will indicate satisfaction with the program
  5. 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.
- D. 90% of nursing students completing NUR204 will receive a 3 to 5 ranking on all components of the Final Preceptorship Evaluation Tool
- E. Snead State Community College Registered Nurse Program will maintain compliance with 100% of ACEN Standards

Process					Implementation			
Component	Where Documentation is found	Person(s) Responsible	Frequency	Assessment Method	Results of Data Collection and Analysis	Actions for Program Development		
Systematic Plan for Evaluation Includes ongoing Assessment and Evaluation	Alabama Board of Nursing Annual Report	Director of Health Sciences	Annually (Fall)	Aggregated Data required for annual ACEN and ABON report in the fall each year	<b>Example of Student Learning Outcomes from Each Class</b>			
	Graduate and Employer Surveys	Nursing Faculty		<b>NUR 102 (FA 2013)</b>				
	Preceptorship Evaluations			Evaluation of QSEN Learning Outcomes:	<b>Results</b>	<b>Action</b>		
	Aggregated Student Learning Outcome Data documented in Systematic Evaluation Plan			Patient-Centered Care (PCC); Teamwork and Collaboration (TWC); Evidence-Based Practice (EBP); Safety; Quality Improvement (QI); and Informatics	Group Cultural Projects based on QSEN SLO outcomes of PCC and TWC with an expected score of at least 75% for all students: 63/65 students achieved higher than 75%. 2/65 students did not participate and received 0 points.	Stress the importance of participation; Recommend that students use more concise PowerPoints, less statistical data, and be more familiar with content during presentation		
	SPOL documents and website			Graduate and Employer Surveys completed in December each year	<b>NUR 103 (FA 2013)</b>			
				Preceptor evaluations completed	<b>Results</b>	<b>Action</b>		
					Head-to-Toe Validation to measure SLO QSEN PCC; TWC; EBP; QI; Safety: 58/59 students validated satisfactorily on the 1st attempt. The 1 remaining student validated satisfactorily on the second attempt.	More one-one-one time will be spent with anyone having difficulty during lab practice. Practice time was increased this semester from previous year with a slight improvement of success on the first attempt.		
			<b>NUR 104 (FA 2013)</b>					
			<b>Results</b>	<b>Action</b>				
			Drug Calculation Proficiency Exam to evaluate SLO QSEN's PCC with a benchmark of 90%: 39/64 students passed on the 1 <sup>st</sup> attempt; 20/64 passed on the 2 <sup>nd</sup> attempt 4/64 passed on the 3 <sup>rd</sup> attempt; 1/64 was unsuccessful in passing the third and final attempt.	Looking at the possibility of offering NUR 104 during Mini II Summer semester to decrease student stress and improve exam scores.				

				each semester and aggregated in the fall	<b>NUR 202 (FA 2013)</b>	
					<b>Results</b>	<b>Action</b>
					ATI RN Adult Medical Surgical Nursing Exam measuring SLO QSEN PCC, EBP, TWC with a benchmark or Level 2 proficiency: 15/42 students achieved Level 2; 27 students scored below the benchmark.	Requiring 100% on practice exam prior to taking the HESI exam to be better prepared prior to testing.
					<b>NUR 105 (SP 2014)</b>	
					<b>Results</b>	<b>Action</b>
					IV Therapy Skill Validation to evaluate SLO QSEN PCC; EBP; QI; and Safety: 59/60 students validated satisfactorily on the first attempt. 1/60 students required extra instructions and practice before validating satisfactorily. (It was noted that English was a second language for this student.)	Observe students in lab practice prior to validation and provide extra assistance to any student who needs it to be better prepared for validation.
					<b>NUR 106 (SP 2014)</b>	
					<b>Results</b>	<b>Action</b>
					HESI AL Standard N106 Assessment to measure SLO QSEN PCC; TWC; EBP; and Safety with Benchmark of 850 or higher: Average class score was 726 with 7/50 meeting the Benchmark.	Detail results were analyzed to identify instructional content areas that will be developed to improve student outcomes.
					<b>NUR 203 (SP 2014)</b>	
					<b>Results</b>	<b>Action</b>
					Clinical evaluations measuring critical and professional behaviors with a Benchmark at 75% or greater: Traditional 27/27 achieved 100% satisfactory performance; Mobility 7/7 achieved 100% satisfactory performance.	The clinical evaluation tools will be reviewed and revised to include the QSEN competencies for a more precise measurement of student performance.

					<b>NUR 204 (SP 2014)</b>	
					<p style="text-align: center;"><b>Results</b></p> <p>ATI Nutrition Exam measuring SLO QSEN PCC; EBP; TWC with a Benchmark of Level 3 proficiency:</p> <p>Traditional: 16/32 scored level 2 proficiency; 15/32 scored level 1 proficiency; 1/32 scored below level 1 proficiency; 0/32 scored at Level 3 proficiency.</p> <p>Mobility: 1/8 achieved level 3 proficiency; 3/8 scored level 2 proficiency; 3/8 scored level 1 proficiency.</p>	<p style="text-align: center;"><b>Action</b></p> <p>The exam was given the first class of the semester and were not prepared. Future testing will be given after students are better oriented to the exam preparatory procedures.</p>
					<b>NUR 201 (SU 2014)</b>	
					<p style="text-align: center;"><b>Results</b></p> <p>HESI AL Standard Assessment measuring SLO QSEN PCC; TWC; EBP; Safety with a Benchmark of 850 or higher for competency:</p> <p>Traditional' average score was 835 with 19/46 reaching Benchmark.</p> <p>Mobility average score was 940.6 with 6/7 achieving Benchmark.</p>	<p style="text-align: center;"><b>Action</b></p> <p>Review the detailed breakdown student scores to determine areas of scoring below the Benchmark to improve instructional content areas that need it.</p>
					<b>NUR 102 (FA 2014)</b>	
					<p style="text-align: center;"><b>Results</b></p> <p>HESI Exam Scores (Based on QSEN learning outcomes):</p> <p>13 out of 63 students scored at or above the desired 850 benchmark for competency</p>	<p style="text-align: center;"><b>Action</b></p> <p>In future classes, the exam will count as a small portion of the overall points to motivate better exam preparation; Remediation will be required for students scoring below the benchmark of 850</p>

					<b>NUR 103 (FA 2014)</b>	
					<p><b>Results</b> Head-to-Toe validation attempted at the end of the semester based on QSEN competencies of Patient-centered Care, Safety, and Evidence Based Practice with 63 out of 65 validated successfully on the first attempt. 2 students chose not to attempt the required validation and could not continue in the Nursing Program.</p>	<p><b>Action</b> Provide more videos for examples; encourage more practice time by making the lab available anytime during weekdays when classes are not scheduled.</p>
					<b>NUR 104 (FA 2014)</b>	
					<p><b>Results</b> Mathematical operations and formulas for calculation of dosages to measure Patient-centered care with 70 total students tested with 90% benchmark required to pass with 3 attempts allowed. 53/70 students passed on 1st attempt; 9 students passed on 2<sup>nd</sup> attempt; 3 students passed on 3rd attempt; 1 student failed to make the 90% benchmark after 3 attempts.</p>	<p><b>Action</b> Continue to include homework assignments during the semester with each area covered in lab. Consider assigning points to make the assignments meaningful to all students.</p>
					<b>NUR 202 (FA 2014)</b>	
					<p><b>Results</b> HESI Scores measuring QSEN outcomes: 14/40 scored at 850 Competency Benchmark. Average score was 799.</p>	<p><b>Action</b> Areas of weakness will be determined by breakdown of scoring areas. More class time will be devoted to the areas of deficiency.</p>

					<b>NUR 105 (SP 2015)</b>	
					<p><b>Results</b> Simulation of Heart Failure to measure SLO QSEN PCC; TWC; Safety by 75% of student groups with satisfactory performance on grading rubric: 27 groups were evaluated with 20/27 with satisfactory performance and 7/27 with unsatisfactory performance which yielded 74% of the groups performing satisfactorily</p>	<p><b>Action</b> Increase the number of 2<sup>nd</sup> year students that will participate with the simulation; Increase emphasis on SBAR for communication with provider and client hand-offs.</p>
					<b>NUR 106 (SP 2015)</b>	
					<p><b>Results</b> HESI Assessment of SLO QSEN PCC; TWC; EBP; Safety by benchmark of 850 to evaluate student competency: Class average was 857 with 16/37 students scoring at benchmark or higher. Areas in PCC where students did not achieve benchmark included Pain and suffering and ethical legal</p>	<p><b>Action</b> Areas of noted deficiency will be reviewed with students at the beginning of next semester and instructional content for this course will be revised to cover the areas more thoroughly</p>
					<b>NUR 203 (SP 2015)</b>	
					<p><b>Results</b> HESI RN AL Standard N203 Exam to measure SLO QSEN of PCC; EBP; TWC; Safety; and Informatics to measure student competency: 39 Traditional showed a mean score of 843 just below the 850 Benchmark. 8 Mobility showed a mean score of 871 which achieved the Benchmark.</p>	<p><b>Action</b> The breakdown of testing areas will be reviewed to make adjustments to the curriculum for NUR 203 for the Spring 2016 semester.</p>

					<b>NUR 204 (SP 2015)</b>	
					<p><b>Results</b> HESI Exit Examination given at the first of the semester with repeat testing at the end of the semester for anyone not benchmarking at 850 to measure SLO QSEN PCC; EBP TWC; QI; and Safety: 4/39 students benchmarked on Exam 1; 16/39 benchmarked on the 2<sup>nd</sup> Exam after NCLEX 3500 remediation assignment</p>	<p><b>Action</b> Will wait until the middle of the semester to give the 1<sup>st</sup> HESI Exit Exam so that more content in NUR 203 will be covered; Will use a different method of remediation before the 2<sup>nd</sup> HESI Exit Exam attempt</p>
					<b>NUR 201 (SU 2015)</b>	
					<p><b>Results</b> HESI Mid-Curriculum Assessment to measure SLO QSEN outcomes of PCC; TWC; EVB; Informatics; Safety with Benchmark of 850 to determine acceptable performance: Traditional' average score was 783 with 6/28 scoring at or above the benchmark and 6 students scoring slightly below the benchmark; Mobility' average score was 876 with 7/13 students scoring at or above the benchmark and 1/13 scoring slightly below benchmark.</p>	<p><b>Action</b> The breakdown of each area of testing will be reviewed and instructional content areas of less than benchmark performance will be determined and revised as needed before teaching the next year's NUR 201 class</p>
					<b>NUR 102 (FA 2015)</b>	
					<p><b>Results</b> 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>	<p><b>Action</b> Incorporate cultural group projects during class time to increase and enhance participation.</p>

					<b>NUR 103 (FA 2015)</b>	
					<p style="text-align: center;"><b>Results</b></p> <p>Final exam consisted of 100 questions with content based on student learning outcomes and QSEN competencies:</p> <p>50/58 students achieved 75% or higher</p>	<p style="text-align: center;"><b>Action</b></p> <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</p>
					<b>NUR 104 (FA 2015)</b>	
					<p style="text-align: center;"><b>Results</b></p> <p>Final Exam included 100 questions based on content covering the student learning outcomes and</p> <p>QSEN competencies: 44/60 students scored 75% or higher.</p>	<p style="text-align: center;"><b>Action</b></p> <p>Exam reviewed with recognition that most highly missed questions were from content at the beginning of the semester; Review sheets for Modules A, C, and F will be provided and emphasis on the need to review the information will be given.</p>
					<b>NUR 202 (FA 2015)</b>	
					<p style="text-align: center;"><b>Results</b></p> <p>QSEN competencies average scores on HESI exam for on Traditional (T) and Mobility (M) students based on 850 minimum benchmark for competency:</p> <p>PCC: T 782; M 888  TWC: T 795; M 930  EBP: T 805; M 882  Safety: T 804; M 892  Informatics T 928; M 911</p>	<p style="text-align: center;"><b>Action</b></p> <p>Review areas of &lt; 850 benchmark for revision of contents of instructions</p>

					<b>NUR 105 (SP 2016)</b>	
					<p><b>Results</b> Simulation with GI bleed and blood transfusion. 38 out of 38 students scored at 75% or greater in PCC; Safety; and TWC.</p>	<p><b>Action</b> Continue to use Simulation. More opportunities will be offered with curriculum changing to Concept-Based Curricula with Active Learning.</p>
					<b>NUR 106 (SP 2016)</b>	
					<p><b>Results</b> Final Exam 31 out of 33 students scored 75% or higher.</p>	<p><b>Action</b> Exam made via Blueprint using QSEN outcomes and NCLEX outcomes. Curriculum change next year will incorporate OB and peds throughout the curriculum.</p>
					<b>NUR 203 (SP 2016)</b>	
					<p><b>Results</b> 28 out of 29 Traditional students (97%) and 10 out of 12 Mobility students (83%) scored 75% or higher on Module G (Mental Health Disorders) Assignment.</p>	<p><b>Action</b> Reviewed exam with students. Remediation Assignment given to all students who scored less than 75% which consisted of 5 short answer questions based on most frequently missed information. Curricula will be concept-based beginning in SP 2017 and will be presented in a flipped classroom.</p>
					<b>NUR 204 (SP 2016)</b>	
					<p><b>Results</b> 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><b>Action</b> The learning outcomes were greatly improved from last year with 90% of Traditional students and 100% of mobility students scoring at or above the 850 benchmark for competency. The remediation assignments and testing schedule will remain the same. The 3 students who were not successful in achieving the 850 benchmark had been reinstated to the</p>

					<p>1<sup>st</sup> 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>2<sup>nd</sup> 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>3<sup>rd</sup> 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>program following a previous failure to progress or withdrawal in a course during the first 3 semesters of the program.</p>
<b>RESULTS OF DATA COLLECTION AND ANALYSIS</b>						
<b>NCLEX-RN Results</b>						
<b>2013/2014</b>						
<b>Results by Cohort</b>				<b>Action</b>		
<p>Traditional: 83%  Mobility: 57%  Cumulative pass rate from Alabama Board of Nursing: 81.6%  National Mean for ADN: 77.59%</p>				<p>Traditional and cumulative rates were above the National Mean. Mobility scored below the National Mean.  Change from ATI to HESI Assessment and Prep for NCLEX for 2014/2015</p>		
<b>2014/2015</b>						
<b>Results by Cohort</b>				<b>Action</b>		
<p>Traditional: 72%  Mobility: 100%  Cumulative pass rate from Alabama Board of Nursing: 72.1%  National Mean for ADN: 77.54%</p>				<p>Mobility scores were higher than the National Mean. The Traditional and Cumulative rate was lower. Change NUR 204 to test later in the course to allow more time to prepare, encourage use of adaptive quizzing, encourage students to better prepare prior to taking the NCLEX exam</p>		

					<b>2015/2016</b>		
					<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"> <b>Results by Cohort</b>  Results Pending:  Traditional:  Mobility:  Cumulative pass rate from Alabama  Board of Nursing:  National Mean for ADN: </td> <td style="width: 50%; text-align: center;"> <b>Action</b>  Results Pending: </td> </tr> </table>	<b>Results by Cohort</b> Results Pending: Traditional: Mobility: Cumulative pass rate from Alabama Board of Nursing: National Mean for ADN:	<b>Action</b> Results Pending:
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					<b>Program Completion Rate</b> (Should be at least 65% of the students admitted will graduate within 150% of the time of the state program length beginning with the first required nursing course)		
					<b>SP 2014</b>		
					<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"> <b>Results by Cohort</b>  Traditional: 61%  Mobility: 48% </td> <td style="width: 50%; text-align: center;"> <b>Action</b>  Outcome not met. Additional faculty was added. Course outcomes examined to determine areas of instruction that needed improvement according to HESI scores </td> </tr> </table>	<b>Results by Cohort</b> Traditional: 61% Mobility: 48%	<b>Action</b> Outcome not met. Additional faculty was added. Course outcomes examined to determine areas of instruction that needed improvement according to HESI scores
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					<b>SP 2015</b>		
					<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"> <b>Results by Cohort</b>  Traditional: 50%  Mobility: 70% </td> <td style="width: 50%; text-align: center;"> <b>Action</b>  Outcomes not met. Mobility rate did improve. Additional faculty will be hired in the fall to provide more supportive services to improve completion rate. </td> </tr> </table>	<b>Results by Cohort</b> Traditional: 50% Mobility: 70%	<b>Action</b> Outcomes not met. Mobility rate did improve. Additional faculty will be hired in the fall to provide more supportive services to improve completion rate.
<b>Results by Cohort</b> Traditional: 50% Mobility: 70%	<b>Action</b> Outcomes not met. Mobility rate did improve. Additional faculty will be hired in the fall to provide more supportive services to improve completion rate.						
					<b>SP 2016</b>		
					<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"> <b>Results by Cohort</b>  Traditional: 36%  Mobility: 73% </td> <td style="width: 50%; text-align: center;"> <b>Action</b>  Average completion rate of 55%. Admission criteria change to be implemented in 2016 academic year with new curriculum. We will be better able to measure preparation for nursing. </td> </tr> </table>	<b>Results by Cohort</b> Traditional: 36% Mobility: 73%	<b>Action</b> Average completion rate of 55%. Admission criteria change to be implemented in 2016 academic year with new curriculum. We will be better able to measure preparation for nursing.
<b>Results by Cohort</b> Traditional: 36% Mobility: 73%	<b>Action</b> Average completion rate of 55%. Admission criteria change to be implemented in 2016 academic year with new curriculum. We will be better able to measure preparation for nursing.						

**STANDARD 6: OUTCOMES**

**6.2** Evaluation findings are aggregated and trended by program option, location, and date of completion and are sufficient to inform program decision making for the maintenance and improvement of the student learning outcomes and the program outcomes.

**ELA:**

**A.** 100% Program and Student Learning Outcome evaluation findings are trended by program option and date of completion and used for the maintenance and improvement of student learning outcomes and program outcomes in each program option.

Process					Implementation	
Component	Where Documentation is found	Person(s) Responsible	Frequency	Assessment Method		
Use of Aggregated and Trended Data by program option for decision making	Faculty Meeting minutes  Alabama Board of Nursing Annual Report  Graduate and Employer Surveys  Preceptorship Evaluations  Advisory Board Meeting and Summer Newsletter	Director of Health Sciences  Nursing Faculty	Annually (Fall)	Documentation of decisions made during faculty meetings (minutes)  Aggregated Survey Data  Review of Faculty meeting minutes and Summer Advisory Committee Newsletter  Data collection from Preceptorship Student Evaluations	<b>2013/2014</b>	
					<b>Results</b> NCLEX-RN Success by cohort Traditional: 83% Mobility: 57% Cumulative pass rate from Alabama Board of Nursing: 81.6% ADN National Mean: 77.59%	<b>Actions for Program Development</b> Traditional and cumulative rates were above the National Mean. Mobility scored below the National Mean. Change from ATI to HESI Assessment and Prep for NCLEX for 2014/2015
					<b>2014/2015</b>	
					<b>Results</b> NCLEX-RN Success by cohort Traditional: 71% Mobility: 100% Cumulative pass rate from Alabama Board of Nursing: 72.1% ADN National Mean: 77.54%	<b>Action</b> Mobility scores were higher than the National Mean. The Traditional and Cumulative rates were lower. Change NUR 204 to test later in the course to allow more time to prepare, encourage use of adaptive quizzing, encourage students to better prepare prior to taking the NCLEX exam
<b>2015/2016</b>						
					<b>Results</b> Results Pending: NCLEX-RN 2016 Success by cohort RN Traditional: % Mobility: %	<b>Action</b> Results Pending:

					<b>NCLEX COMPREHENSIVE PREDICTOR INDICATOR</b>
					<b>SP 2014</b>
				<p style="text-align: center;"><b>Results</b></p> <p>ATI RN Comprehensive Predictor          Traditional 68.8%          Mobility 68.5%          National 68.1%          Group above Individual Mean-          National 78.8%</p>	<p style="text-align: center;"><b>Action</b></p> <p>ATI Comprehensive Predictor rates for Traditional and Mobility were slightly higher than the National Mean. Gave a review on the areas that were below the national rate. Change to HESI Exit Assessment in 2015</p>
					<b>SP 2015</b>
				<p style="text-align: center;"><b>Results</b></p> <p>HESI RN Exit Exam 1          29 Traditional Mean 820 with          National Mean 823          6 Mobility Mean 853 with          National Mean 858.          HESI RN Exit Exam 2          36 Traditional 848 with National          Mean 858          1 Mobility 988 with National Mean          858</p>	<p style="text-align: center;"><b>Action</b></p> <p>The class Mean score with the exception of the one mobility student who tested alone was below the National Mean. HESI Recommended Performance rate is 850 or greater with 30/42 students achieving the benchmark. NUR 204 will be restructured. Review highly missed content area and adjust curriculum to improve outcomes.</p>
					<b>SP 2016</b>
				<p style="text-align: center;"><b>Results</b></p> <p>HESI RN Exit Exam 2          29 Traditional Mean 927          11 Mobility Mean 936          National 823</p>	<p style="text-align: center;"><b>Action</b></p> <p>The Mean scores of both Traditional and Mobility students are higher than the National score of 823. The restructuring of NUR 204 was effective. 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 is completed.</p>

**STANDARD 6: OUTCOMES**

**6.3** Evaluation findings are shared with communities of interest.

**ELA:**

- A.** Program evaluation findings will be shared with Advisory Board Members during fall meeting, Christmas appreciation luncheon, email, and summer newsletter
- B.** Program evaluation findings from previous year are shared with nursing students in fall semester

Process					Implementation	
Component	Where Documentation is found	Person(s) Responsible	Frequency	Assessment Method	Results of Data Collection and Analysis	Actions for Program Development
Communities of Interest	Advisory Board Minutes and Newsletters  Alabama Board of Nursing Website	Director of Health Sciences  Nursing Faculty	Annually (Fall)	Review of meeting minutes and Advisory Board Newsletters	<p>Program evaluation findings discussed with communities of interest.</p> <p>Advisory Board and Student communication of NCLEX-RN pass rate is repeatedly discussed.</p> <p>ACEN and Board of Nursing reports each year.</p> <p>Students are notified of NCLEX-RN pass rate of previous year graduates verbally and the information is accessible online</p>	<p>Continue to share and discuss evaluation findings of program outcomes with Advisory Board in fall 2016 meeting.</p> <p align="center">ELA met</p>

## STANDARD 6: OUTCOMES

**6.4** The program demonstrates evidence of achievement in meeting the program outcomes.

**6.4.1** Performance on licensure exam: The program's 3 year mean for the licensure exam pass rate will be at or above the national mean for the same 3-year period.

**6.4.2** Program completion: Expected levels of achievement for program completion are determined by the faculty and reflect student demographics and program options.

**6.4.3** Graduate Program Satisfaction: Qualitative and quantitative measures address graduates six to twelve months post-graduation.

**6.4.4** Employer Program Satisfaction: Qualitative and quantitative measures address employer satisfaction with graduate preparation for entry-level positions six to twelve months post-graduation.

**6.4.5** Job Placement Rates: Expected levels of achievement are determined by the faculty and are addressed through quantified measures six to twelve months post-graduation.

**ELA:** Aggregated 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 have a 3 year mean of at least 80%.
- 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 80% of the employers responding to the employer survey distributed with one year after the graduation will indicate satisfaction with the program
- e. 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.

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  Chief of Academics	Annually (spring) Exit Survey	Review, Collect, Aggregate, and Trend the following	<b>NCLEX PASS RATE</b>	
			Annually (Summer) Job Placement	NCLEX-RN Pass rate	<b>Results</b> The 3 year mean for NCLEX-RN success including all program options from 2013-2015 is 80% and Alabama Community College (ACCS) Benchmark is 80%. 2013: 86.3% 2014: 81.6% 2015: 72.1% NCLEX pass rate by cohort is located in Standard 6.2 ADN National 3 year mean 80%	<b>Action</b> ELA met for ACCS and ACEN outcomes at 80%. Plan to exceed present average: Change structure of NUR 204. Live HESI review was given in SP 2015 and will be given again SP 2016. Encourage more use of Adaptive Quizzing and other available resources for preparation.
			Annually (fall) Six-Month Post Graduation Survey, Employer Survey, Calculation of program completion, and NCLEX-RN reporting for the year	Graduate Exit Surveys  Six-Month Post-Graduation Surveys		
				Six-Month Employer Surveys Job Placement	<b>PROGRAM COMPLETION</b> (ELA: At least 65% of the students admitted will graduate within 150% of the time of the state program length beginning with the first required nursing course)	
				Program Completion	<b>SP 2014</b>	
					<b>Results</b> Traditional: 61% Mobility: 48%	<b>Action</b> Outcome not met. Additional faculty added. Course outcomes examined to determine areas of instruction needing improvement according to HESI scores
					<b>SP 2015</b>	
					<b>Results</b> Traditional: 50% Mobility: 70%	<b>Action</b> Outcomes not met. Mobility improved. Additional faculty will be hired in to provide more supportive services to improve completion rate.

					<b>SP 2016</b>	
					<b>Results</b> Traditional: 36% Mobility: 73%	<b>Action</b> Average completion rate of 55%. Admission criteria change to be implemented in 2016 academic year with new curriculum. We will be better able to measure preparation for nursing.
					<b>GRADUATE PROGRAM SATISFACTION SURVEY</b>	
					<b>Spring 2013 Graduates</b>	
					<b>Results</b> Traditional: 93% (14 Returned) of the graduates responding to the Graduate Survey indicated satisfaction with the program rating themselves as “prepared” or higher Mobility: 67% (6 Returned) of the graduates responding to the Graduate Survey indicated satisfaction with the program rating themselves as “prepared” or higher	<b>Action</b> Return rate is low. Traditional met the goal of indicating satisfaction in the program. Mobility satisfaction percentage was low.
					<b>Spring 2014 Graduates</b>	
					<b>Results</b> Traditional: 95% (14/27 Returned) of the graduates responding to the Graduate Survey indicated satisfaction with the program rating themselves as “prepared” or higher Mobility: 100% (2/12 Returned) of the graduates responding to	<b>Action</b> ELA met on Traditional and Mobility Track showing a great improvement from 1 year ago. Returned percentage is low. Plan to send form electronically next year.

					the Graduate Survey indicated satisfaction with the program rating themselves as “prepared” or higher	
					<b>Spring 2015 Graduates</b>	
					<p><b>Results</b> Traditional: 86% (14/32 Returned) of the graduates responding to the Graduate Survey indicated satisfaction with the program rating themselves as “prepared” or higher</p> <p>Mobility: 50% (2/7 Returned) of the graduates responding to the Graduate Survey indicated satisfaction with the program rating themselves as “prepared” or higher</p>	<p><b>Action</b> Traditional met the 80% rate. Mobility had a low return of surveys and a low percentage. Returned rate is low. Sent survey electronically and through the mail. Only slight improvement shown in Mobility. Plan to get all graduate’s personal email addresses just prior to graduation next year and send survey electronically.</p>
					<b>EMPLOYER SATISFACTION SURVEYS SIX MONTHS POST GRADUATION SURVEY</b>	
					<b>Spring 2013 Graduates</b>	
					<p><b>Results</b> Traditional: 89% (18/36 Returned) of Employers responding to the Employer Survey rating new graduates as “prepared” or higher:</p> <p>Mobility: 50% (4 Returned) of Employers responding to the Employer Survey indicate satisfaction with graduates rating new graduates as “prepared” or higher</p>	<p><b>Action</b> Traditional met the 80% satisfaction goal. Mobility had a low rate of return with a lower than desired rate.</p>

					<b>Spring 2014 Graduates</b>	
					<p><b>Results</b> Traditional: 95% (20/27 Returned) of Employers responding to the Employer Survey indicate satisfaction with graduates rating new graduates as “prepared” or higher</p> <p>Mobility: 100% (1/3 Returned) of Employers responding to the Employer Survey indicate satisfaction with graduates rating new graduates as “prepared” or higher</p>	<p><b>Action</b> ELA met with both Traditional and Mobility. Returned percentage needs to improve. Plan to improve next year.</p>
					<b>Spring 2015 Graduates</b>	
					<p><b>Results</b> Traditional: 96% (23/28 Returned) of Employers responding to the Employer Survey indicating that the new graduate met or exceeded their expectations: Mobility: 100% (3/5 Returned) of Employers responding to the Employer Survey indicating that the new graduate met or exceeded their expectations</p>	<p><b>Action</b> Rate of return greatly improved by delivery to the student’s direct supervisor. Percentages within the desired range. ELA met</p>
					<b>JOB PLACEMENT</b>	
					<b>Spring 2013</b>	
					<p><b>Results</b> Traditional: 92% employed in field at 6-months post-graduation Mobility: 82% employed in field in 6-months post-graduation</p>	<p><b>Action</b> Traditional student employment met the 90% rate. Mobility did not meet the desired rate.</p>

					<b>Spring 2014</b>	
					<b>Results</b> Traditional: 93% employed in field 5 months post-graduation  Mobility: 100 % employed in field 6 months post-graduation	<b>Action</b> Traditional and Mobility met the desired 90% of employment. ELA met
					<b>Spring 2015</b>	
					<b>Results</b> Traditional: 83% employed in field 6 months post-graduation  Mobility: 100% employed in field 6 months post-graduation	<b>Action</b> Traditional student fell below the desired 90% employment rate. Mobility met the desired employment rate.