



**Cycle: 2018-2021**

**ASSOCIATE DEGREE IN APPLIED SCIENCE WITH A MAJOR IN NURSING**

**Program Mission Statement:**

The mission of the FDTC Department of Nursing is to prepare nursing students to be competent, essential caregivers through a dynamic curriculum and clinical experiences, which provide the requisite skills and knowledge for state licensure so that the community nursing needs are met. The vision of the Department of Nursing is to become a Nursing Education “Center of Excellence” that is continuously aligned with innovative practices and technology

**Division:** Health and Human Services

**AVP:** Dr Dan Averette

**Dean:** Dr. Annie Ruth Grant

**Director:** Dr Annie Ruth Grant

**SACSCOC Standard:** 8.2A

**Accrediting Agency:**  Yes  No

**Name:** Accreditation Commission for Education in Nursing, Inc.,

SC State Board of Nursing

**Certification Exam(s):**  Yes  No

**Agency Name:** N/A

**Licensure:** RN NCLEX EXAM

| Program Student Learning Outcome  | Monitoring Year |
|---|-----------------|
| 1. Human Flourishing (HF): Advocate for patients, families, and groups in ways that promote self-determination, integrity and growth through the provision of patient-centered care.<br>1.1. 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.   | 2018-2019       |
| 2. Nursing Judgment (NJ): Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups.<br>2.1. Minimize risk of harm to patients and providers through excellent communication, individual performance and optimal system effectiveness.   | 2019-2020       |
| 3. Professional Identity (PI): Demonstrate the professional role of a nurse in a manner that reflects integrity, responsibility and ethical practice within an evidenced based practice utilizing open communication and collaboration and an evolving professional identity.<br>3.1. Function effectively within nursing and inter-professional teams using open communication and collaboration to achieve quality patient care.<br>3.2. Demonstrate professional role behaviors and an evolving professional identity. | 2019-2020       |
| 4. Spirit of Inquiry (SI): Examine the evidence that underlies clinical nursing practice to improve the quality of care for patients, families, and groups.<br>4.1. Use data to monitor the outcomes of care processes and improve the quality and safety of health care systems.<br>4.2. Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal healthcare.   | 2020-2021       |

STUDENT LEARNING OUTCOMES FOR ASS.NUR – 2018 - 2019

| A. Program Student Learning Outcomes   | B. What courses are PSLOs Assessed                              | C. Methods for Outcomes Assessment                                   | D. Expected Level of Program Performance  | E. Data Collection  | F. Results  | G. Plan For Improvement   |
|--|---|--|---|---|---|---|
| What should the graduates of your program be able to do?   | Where do you see evidence that the student can do these things? | How does your program evaluate student/graduate skills/abilities?    | What is the expected level of student performance <u>for the program</u> ?  | When will you collect the data needed to evaluate the performance of the program? | What are the results of the evaluation?<br><b>NOTE: include student ratio with all results.</b>   | How will you use this information to improve the program  |
| <p><b>I: 3.2.</b> Demonstrate professional role behaviors and an evolving professional identity.</p> | NUR 266 Nursing Concepts & Clinical Practice III                | HESI Critical Care standardized exam was used to evaluate the PSLOs. | 85% students will score 850 or above HESI Critical care exam  | FA 2018   | Of the 24 students who took the HESI critical care exam, 16 students made scored 850 or higher on the HESI Critical care exam. 66% of the students made 850 | Goal not met. Students required to remediate on content missed and to meet with the student success coach.                                |
|  | PHM 115 Drug Classification                                     | Exam 1   | 80% of the students will achieve an average score at or above 85% on the 7 questions related to the legal and ethical consideration of medication administration. | Fall 2018   | 52 out of 64 (81.2 %) students got the 7 questions on legal and ethical considerations of drug therapy  | The expected level of learning was met. Will continue to monitor student achievement and refer students with low scores for remediation.  |
|  | 267 Nursing Concepts/Clinical Practice IV                       | Exam 2   | 75% or greater of the students will answer correctly on Exam #2, the 4 questions related to ethical and social policy.  | Summer 2018   | 23 out of 36 students (63.44 %), answered the 4 questions on exam 2 pertaining to ethical and social policy.  | Goal not met. Plan: Revise the examination for the next class; ensure all questions are NCLEX-style and reflect the NCLEX-RN examination. |

**STUDENT LEARNING OUTCOMES FOR AAS.NUR – 2019-2020**

| A. Program Student Learning Outcomes   | B. What courses are PSLOs Assessed   | C. Methods for Outcomes Assessment  | D. Expected Level of Program Performance   | E. Data Collection  | F. Results   | G. Plan For Improvement  |
|--|--|---|--|---|--|--|
| What should the graduates of your program be able to do?   | Where do you see evidence that the student can do these things?  | How does your program evaluate student/graduate skills/abilities?   | What is the expected level of student performance <u>for the program</u> ?   | When will you collect the data needed to evaluate the performance of the program? | What are the results of the evaluation?<br><b>NOTE: include student ratio with all results.</b>  | How will you use this information to improve the program   |
| <p><b>1. Human Flourishing (HF):</b><br/>Advocate for patients, families, and groups in ways that promote self-determination, integrity and growth through the provision of patient-centered care.</p> | <p>NUR 165<br/>Nursing Concepts/Clinical Practice I</p> <p>NUR 265<br/>Nursing Concepts/Clinical Practice II</p> | <p>Students will analyze and demonstrate competency in caring for the adult patient with alterations in health chronic and surgical care. This PSLO is assessed by the 4 course exams and the final.</p> <p>The course 4 exams were used to evaluate the PSLO</p> | <p>80% of the students will make 80 or higher on the med-surg exams</p> <p>80% of the students will make a score of 78 or higher on all 4 exams.</p> | <p>SU 2019</p> <p>SU 2019</p>   | <p>22 of 32 (68.75%) students made 80 or higher on exam 1.<br/>21 of 32 (65.22%) students made 80 or higher on exam 2.<br/>15 of 32 (46.87%) students made 80 or higher on exam 3.<br/>22 of 32 (68.75%) students made 80 or higher on exam 4.<br/>21 of 32 students made 80 or higher on the final exam.<br/>26 of 32 (81.25%) students were successful in this course.</p> <p>39 of 46 (84.78%) students made 80 or higher on exam 1.<br/>37 of 46 (80.43%) students made 80 or higher on exam 2.<br/>38 of 46 (82.6%) made 80 or higher on exam 4.<br/>29 of 46 (67%) made 80 or higher on exam 4.<br/>39 of 46 (84.78%) of the students were successful in NUR 265</p> | <p>Goal not met. 26 of 32 (81.25%) students were successful in the course. Students did not perform well in the course exams. Students who did not meet the bench mark for each exam (80), were required to meet with the student success coach. Plan: Include 1-2 simulations with this course. Review and rewrite NCLEX style test question and incorporate Sherpath into the course to assist with learning needs.</p> <p>Goal met for test 1, 2, &amp; 3. Goal not met for test 4. Reviewed test and content for clarity. Will add EAQ's and case studies to reinforce content taught. Refer students to the Student Success Coach for tutoring when exam scores are below 80.</p> |

**STUDENT LEARNING OUTCOMES FOR AAS.NUR – 2020-2021**

| A. Program Student Learning Outcomes  | B. What courses are PSLOs Assessed   | C. Methods for Outcomes Assessment   | D. Expected Level of Program Performance  | E. Data Collection  | F. Results   | G. Plan For Improvement  |
|---|--|--|---|---|--|--|
| What should the graduates of your program be able to do?  | Where do you see evidence that the student can do these things?  | How does your program evaluate student/graduate skills/abilities?  | What is the expected level of student performance <u>for the program</u> ?  | When will you collect the data needed to evaluate the performance of the program? | What are the results of the evaluation?<br><b>NOTE: include student ratio with all results.</b>  | How will you use this information to improve the program   |
| <p><b>Nursing Judgement</b><br/>Make evidence-based nursing judgements in the provision of safe, quality care for patients, families, and groups.</p> <p><b>NJ:</b> Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups.</p> | <p>NUR 241<br/>Health Promotion and Risk Reduction Maternal-Child</p> <p>NUR 243<br/>Health Promotion &amp; Risk Reduction in Children</p> | <p>The HESI maternal child standardized test was used to evaluate the PSLOs.</p> <p>The Peds clinical paperwork for plan of care was used to evaluate the PSLOs.</p> | <p>80% of the class will make a score of 850 or higher on HESI exam</p> <p>85% of students will make satisfactory on Peds clinical paperwork.</p> | <p>FA 2020</p> <p>FA 2020</p>   | <p>26 out of 32 students (81.3%) made 850 or higher on the HESI exam.</p> <p>99% of students (26 out of 27 students) made satisfactory on Peds clinical paperwork. 1 student made an incomplete for absence.</p> | <p>Goal met. Several students had a second attempt to score the benchmark of 850. To address this, students assigned additional HESI EAQ assignments and more HESI practice questions was incorporated in lecture PowerPoints. Students will also take the HESI Practice Exam before the scheduled HESI Exam to allow them explore and focus on their weak areas.</p> <p>Goal met. Students had difficulty assessing focus areas and asking appropriate assessment questions on assignments. To address this, more emphasis during lecture will be placed on assessing body systems.</p> |

STUDENT LEARNING OUTCOMES FOR AAS.NUR – 2020-2021

| Program Student Learning Outcomes   | B. What courses are PSLOs Assessed                              | C. Methods for Outcomes Assessment                                | D. Expected Level of Program Performance   | E. Data Collection  | F. Results   | G. Plan For Improvement   |
|---|---|---|--|---|--|---|
| What should the graduates of your program be able to do?  | Where do you see evidence that the student can do these things? | How does your program evaluate student/graduate skills/abilities? | What is the expected level of student performance <u>for the program</u> ?                                 | When will you collect the data needed to evaluate the performance of the program? | What are the results of the evaluation?<br><b>NOTE: include student ratio with all results.</b>              | How will you use this information to improve the program  |
| <b>Spirit of Inquiry (SI):</b> Examine the evidence that underlies clinical nursing practice to improve the quality of care for patients, families, and groups. | NUR 105 Pharmacology for Nurses                                 | Drug Dose Calculation (DDC) Quiz will be used to evaluate PSLO    | 80% or higher of the students will make the required grade of 85 on DDC for safe medication administration | Fall 2020   | 84.21% (32 of 38) students of the students made a score of 85 or higher on DDC for medication administration | Students met the bench mark demonstrating critical thinking and safe medication administration. Will continue to monitor. |
|   | NUR 134 Beginning Nursing Skills                                | The Physical assessment will be used to evaluate this PSLO        | 80% of the students will make a grade of 80% or higher on physical assessment.                             | Fall 2020   | 42 of 42 (100%) of the students made a grade 80 or higher on the head-to-toe physical assessment             | Students met the bench mark for the physical assessment.  |

**STUDENT LEARNING OUTCOMES FOR AAS.NUR – 2020-2021**

| A. Program Student Learning Outcomes  | B. What courses are PSLOs Assessed   | C. Methods for Outcomes Assessment   | D. Expected Level of Program Performance  | E. Data Collection  | F. Results   | G. Plan For Improvement  |
|---|--|--|---|---|--|--|
| What should the graduates of your program be able to do?  | Where do you see evidence that the student can do these things?                          | How does your program evaluate student/graduate skills/abilities?  | What is the expected level of student performance <u>for the program</u> ?  | When will you collect the data needed to evaluate the performance of the program? | What are the results of the evaluation?<br><b>NOTE: include student ratio with all results.</b>  | How will you use this information to improve the program   |
| <p><b>Spirit of Inquiry (SI):</b> Examine the evidence that underlies clinical nursing practice to improve the quality of care for patients, families, and groups.</p> <p><b>1.1 Human Flourishing (HF):</b> 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.</p> | <p>NUR 201<br/>Transition for LPNs</p> <p>NUR 239<br/>Mental Health Nursing Concepts</p> | <p>Exam 1<br/>Transitioning for LPNs was used to evaluate this course</p> <p>The mental health Interpersonal Process Recording (IPR) will be used to evaluate the PSLOs.</p> | <p>80% of the students will score an 80 or higher on exam 1</p> <p>85% of the student will complete and submit a satisfactory IPR packet.</p> | <p>Fall 2020</p> <p>Spring 2021</p>   | <p>30% of the students (3 of 10) made 80 or higher on exam 1.</p> <p>29 of 29 students (100%) made satisfactory on the IPR packet.</p> | <p>Goal not met. 11 students started the transition program. One student dropped. Only 3 students passed and 7 failed exam 1. All questions were in reference to the LPN transitioning. Content for this test was taught completely on line due to COVID pandemic. It is difficult to determine if students are comprehending if they do not ask questions. Students remediated on content missed. This content will be face-to-face fall of 2021. This will assist in determining if f-2-f is a better option for this course.</p> <p>Students met the benchmark for the IPR packet demonstrating effective learning of mental health patients.</p> |

## CONTINUOUS STUDENT IMPROVEMENT

### **This Cycle's Results and Comparison to Last Cycle's and Recommended Actions The Associate Degree Nursing program**

**Action plan for pre-nursing students and continuing nursing students is explained in the details that follows.** The Nursing program developed a pilot remedial course (NUR 216) in FA of 2018 to assist students in preparing to take the HESI exams. This course was piloted fall of 2018 with 23 students enrolled in the class. The student composition of this class were students who had not been successful in a previous HESI exam(s). However, there were three former graduates who took this course. Within this group one of the graduates did score above the 850 thresholds to be endorsed. Eight of the remaining students (20) enrolled in this pilot class scored at or above the required 850 and were allowed to move forward in the program. The other nine students were allowed to retake NUR 267 this semester. The remaining three students were not successful in another course and were removed from the program. We intend to offer this pilot course again Spring 2019.

**2019 Modifications to the Program Admission Requirements:** Admission requirements into the Nursing program has changed from 2.5 to 2.75 began for entering Spring 2019 cohort. The program had 64 applicants and of those 36 met the new GPA standard for the following courses used to formulate this GPA: BIO 210, BIO 211, BIO 225, ENG 101, PSY 201 and MAT 110. Also, the program has a maximum enrollment limit at 64 for entering freshman. The maximum number of attempts to successfully pass a required course was extended to include any program course that the student received a grade of W (withdrawn) is now considered as a valid attempt. Previously, if the student who failed a course and on the next attempt at the course decided to withdraw from the course, this attempt was not counted until the student posted an academic grade representative of the achievement level in the course. The faculty noticed that students who were not going to post a passing grade for the course would opt to withdraw from the course prior to completing the course and posting an unsatisfactory grade. We feel this policy will make being successful on the next attempt more meaningful.

**Alignment of Curriculum to NCLEX Preparation:** The Nursing program has had difficulty for several years with meeting the NCLEX first time takers pass ratio as required by the State Board of Nursing. In the continued effort to improve the pass rate for first time test takers the following changes were made to the Nursing curriculum.

- NUR 170 (0-3-1) Nursing Applications and NUR 160 (2-6-4) Introduction to Nursing will be replaced with NUR 134 (3-6-5) Beginning Nursing Skills to allow for additional time for teaching and learning of basic skills required for patient care. These course substitutions will allow an additional lecture hour for three hours of lab.
- Students in the NUR 267 (3-9-6) course need additional time in lecture and remediation prior to taking NCLEX. Therefore, NUR 267 is being modified by converting 3 hours of clinical to 1 hour of lecture.
- The program will be replacing NUR 162 (2-6-3) and NUR 163 (2-6-2) with NUR 239 (2-6-4). NUR 263 (2-6-4) and NUR264 (2-6-4) will be replaced with the following courses NUR 241 (2-6-4), and NUR 243(2-6-4).
- Students taking Pharmacology 115 (2-0-2) demonstrated a need for a prerequisite course in basic pharmacology. The NUR 105 (0-3-1) Pharmacology for Nurses was added to the curriculum to fill this identified void.

## **Modifications to the LPN to ADN Program Curriculum:**

The LPN to ADN Transition is an academically challenging program that was originally four semesters after the student had complete a semester of prerequisite courses. The plan is to condense the program courses from four to three semesters in length and move the starting semester from the Spring to the Fall. This modification will make the program comparable to other schools. Students inquire frequently about the program but do not want to go for four semesters when other schools have a three-semester program. Upon being told that the LPN-Transition program is four semesters and starts in the spring, the students do not apply. The last class in the LPN Transition program was in spring of 2017. In addition, the following curriculum modifications were made:

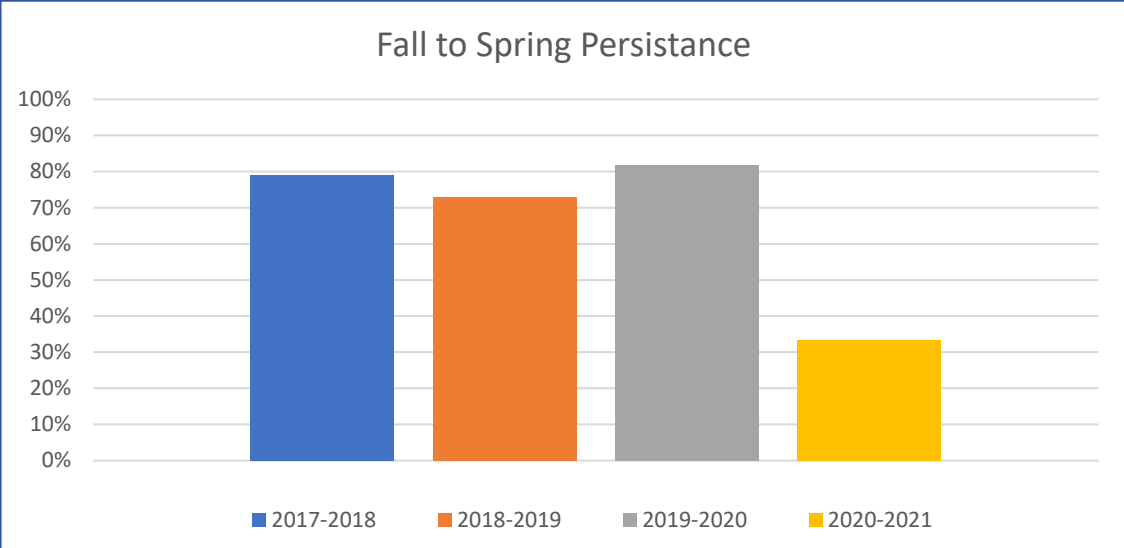
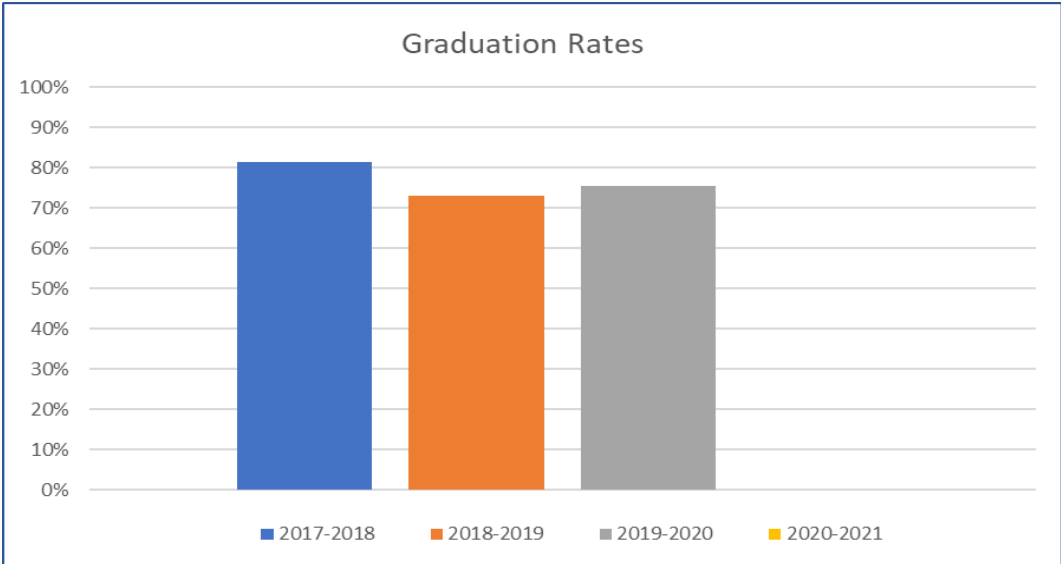
- NUR 203 (0-3-1) and NUR 206 (2-6-2) will be replaced with NUR 201 (1-6-3).
- The program will be replacing NUR 162 (2-6-3) and NUR 163 (2-6-2) with NUR 239 (2-6-4). NUR 263 (2-6-4) and NUR264 (2-6-4) will be replaced with the following courses NUR 241 (2-6-4), and NUR 243(2-6-4).

Due to the COVID pandemic adjustments were made to the nursing program to follow DHEC/CDC guidelines. Face-to-face classes were converted to courses online via Webex and D2L (YouseeU). The acute care facilities were closed to the students for clinicals. To complete missed clinical, the Board of Nursing approved for utilization of simulation (Vsim), case studies, and EAQ.



PROGRAM VITAL STATISTICS

| Indicator   | Trend Analysis | Action Plans  |           |     |           |     |           |     |           |     |  |  |
|---|----------------|---------------|-----------|-----|-----------|-----|-----------|-----|-----------|-----|--|--|
| <p style="text-align: center;"><b>Program Enrollment</b></p>  <table border="1" data-bbox="174 164 1157 776"> <caption>Program Enrollment Data</caption> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>138</td> </tr> <tr> <td>2018-2019</td> <td>118</td> </tr> <tr> <td>2019-2020</td> <td>125</td> </tr> <tr> <td>2020-2021</td> <td>95</td> </tr> </tbody> </table>               | Year           | Enrollment    | 2017-2018 | 138 | 2018-2019 | 118 | 2019-2020 | 125 | 2020-2021 | 95  | <p>The nursing program has since 2018 experienced a decrease in enrollment. The maximum acceptance is 64. The average acceptance is 51.67%. Various reason was noted including the opening of a new 2-year nursing program, students preferring to attend a 4- year university in this area, and the COVID pandemic.</p> | <p>Will continue to monitor enrollment. Wait time for students who fall out of the nursing program has changed from 2 years to 1 year for the student to able to reapply for the nursing program. Anticipate enrollment to increase related to re instituting the LPN-RN Transition program.</p> |
| Year  | Enrollment     |               |           |     |           |     |           |     |           |     |  |  |
| 2017-2018   | 138            |               |           |     |           |     |           |     |           |     |  |  |
| 2018-2019   | 118            |               |           |     |           |     |           |     |           |     |  |  |
| 2019-2020   | 125            |               |           |     |           |     |           |     |           |     |  |  |
| 2020-2021   | 95             |               |           |     |           |     |           |     |           |     |  |  |
| <p style="text-align: center;"><b>Fall to Fall Retention</b></p>  <table border="1" data-bbox="107 813 1192 1425"> <caption>Fall to Fall Retention Data</caption> <thead> <tr> <th>Year</th> <th>Retention (%)</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>93%</td> </tr> <tr> <td>2018-2019</td> <td>38%</td> </tr> <tr> <td>2019-2020</td> <td>63%</td> </tr> <tr> <td>2020-2021</td> <td>76%</td> </tr> </tbody> </table> | Year           | Retention (%) | 2017-2018 | 93% | 2018-2019 | 38% | 2019-2020 | 63% | 2020-2021 | 76% | <p>The retention from fall to fall has improved from 2018-2019 retention decrease. The trend in the upward increase in retention is related to the revisions in the curriculum. Also, the addition of the Student Success Coordinator. <i>See page 9-10 for explanation of all change to the curriculums.</i></p>        | <p>The faculty will monitor and remediate students who are having difficulty passing exams and GPA. Will continue to have the SSC reach out to these students to work towards improving the GPA. We anticipate an improvement in student retention related to the curriculum changes.</p>        |
| Year  | Retention (%)  |               |           |     |           |     |           |     |           |     |  |  |
| 2017-2018   | 93%            |               |           |     |           |     |           |     |           |     |  |  |
| 2018-2019   | 38%            |               |           |     |           |     |           |     |           |     |  |  |
| 2019-2020   | 63%            |               |           |     |           |     |           |     |           |     |  |  |
| 2020-2021   | 76%            |               |           |     |           |     |           |     |           |     |  |  |

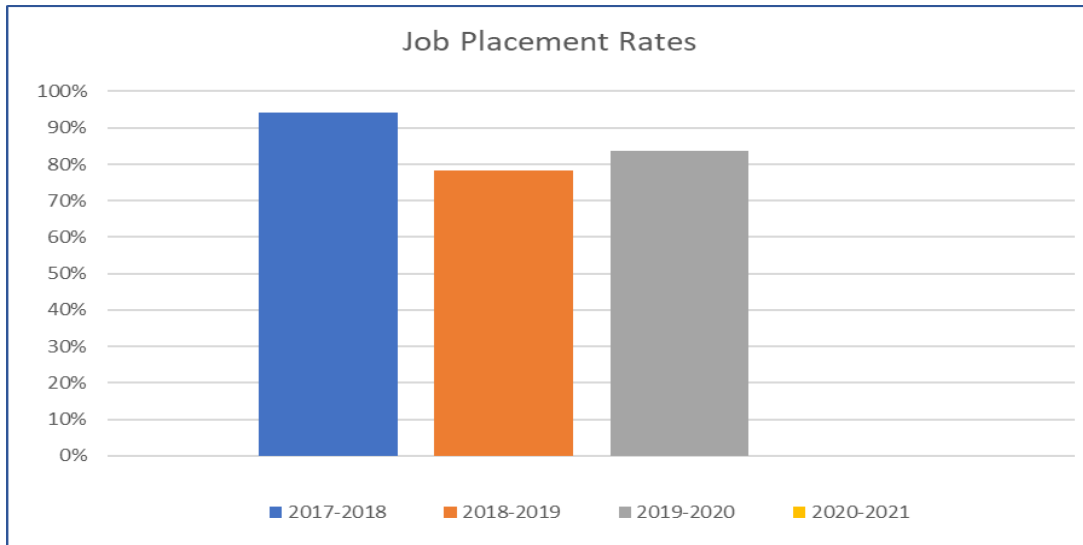
| Indicator  | Trend Analysis | Action Plans |           |     |           |     |           |     |   |  |   |  |
|--|----------------|--------------|-----------|-----|-----------|-----|-----------|-----|---|--|---|--|
| <p style="text-align: center;"><b>Fall to Spring Persistence</b></p>  <table border="1" data-bbox="107 102 1224 646"> <caption>Fall to Spring Persistence Data</caption> <thead> <tr> <th>Year</th> <th>Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>78%</td> </tr> <tr> <td>2018-2019</td> <td>72%</td> </tr> <tr> <td>2019-2020</td> <td>81%</td> </tr> <tr> <td>2020-2021</td> <td>33%</td> </tr> </tbody> </table> | Year           | Rate (%)     | 2017-2018 | 78% | 2018-2019 | 72% | 2019-2020 | 81% | 2020-2021   | 33%  | <p>Rates have shown a slight increase since fall to fall 2018-2019. Changes in the curriculum is having an effect on persistence.</p> | <p>Will continue to monitor the persistence rate to determine further immerging trends. We anticipate improving our Fall to Spring persistence in Fall 2021 by accepting students who meet all criteria and returning to face to face classroom instruction.</p> |
| Year   | Rate (%)       |              |           |     |           |     |           |     |   |  |   |  |
| 2017-2018  | 78%            |              |           |     |           |     |           |     |   |  |   |  |
| 2018-2019  | 72%            |              |           |     |           |     |           |     |   |  |   |  |
| 2019-2020  | 81%            |              |           |     |           |     |           |     |   |  |   |  |
| 2020-2021  | 33%            |              |           |     |           |     |           |     |   |  |   |  |
| <p style="text-align: center;"><b>Graduation Rates</b></p>  <table border="1" data-bbox="159 735 1213 1295"> <caption>Graduation Rates Data</caption> <thead> <tr> <th>Year</th> <th>Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>81%</td> </tr> <tr> <td>2018-2019</td> <td>72%</td> </tr> <tr> <td>2019-2020</td> <td>75%</td> </tr> </tbody> </table>  | Year           | Rate (%)     | 2017-2018 | 81% | 2018-2019 | 72% | 2019-2020 | 75% | <p>The graduation rate has shown a slight improvement over the review period this is due to the retention rates from semester to semester. The program will continue to monitor this rate with emphasis on the need for remediation during later semesters.</p> | <p>The graduation rate increase over the review period is due to the retention rates from semester to semester. The program will continue to monitor this rate with emphasis on the need for remediation during later semesters.</p> |   |  |
| Year   | Rate (%)       |              |           |     |           |     |           |     |   |  |   |  |
| 2017-2018  | 81%            |              |           |     |           |     |           |     |   |  |   |  |
| 2018-2019  | 72%            |              |           |     |           |     |           |     |   |  |   |  |
| 2019-2020  | 75%            |              |           |     |           |     |           |     |   |  |   |  |
|  |                |              |           |     |           |     |           |     |   |  |   |  |

**Indicator**

**Trend Analysis**

**Action Plans**

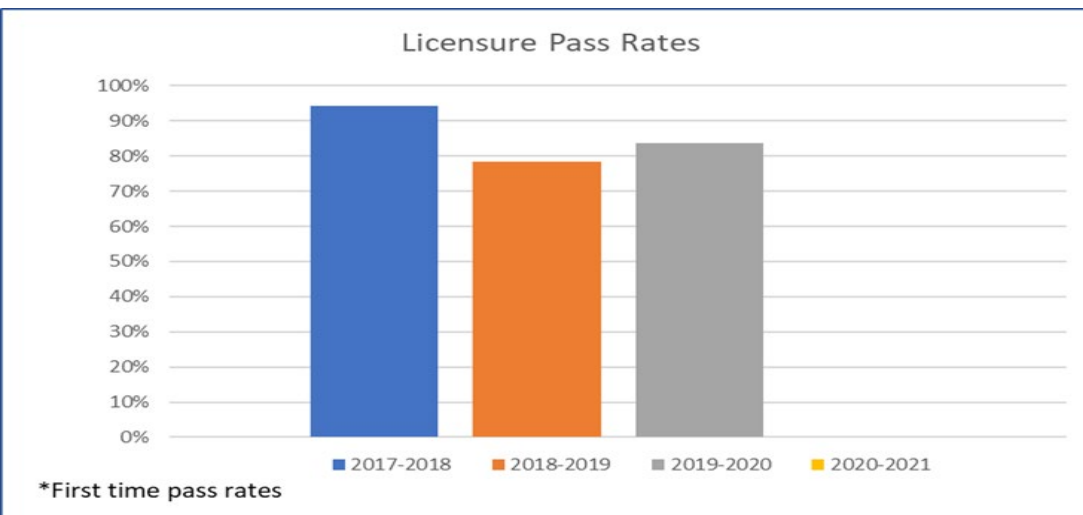
**Job Placement Rates**



The nursing Program historically has a 100% job placement rate of the students who pass NCLEX.

Faculty will continue to foster strong relationships with our clinical affiliates.

**Licensure Pass Rates**



The nursing program has had problems meeting the required pass rate. Not all students who graduate take the exam in a timely manner. Changes were made to the curriculum to improve the students' probabilities of passing the NCLEX. See page 9-10 for discussion on changes.

Faculty will continue to monitor the current changes to the nursing program and monitor PSLOs for issues.

The last 3 years, the NCLEX results have maintain within the 5% pass rate required by the Board of Nursing has shown.