

Assessment, Improvement, Measurement (AIM) Report: 03/13/2015**Reporting Years:** 2011-2016**Program:** Registered Nursing**Coordinator(s):** Lise Roemmele, Dixie Webb, Karman Wheeler, Susan Hayes**Program Quality and Student Success****External awards or other recognitions of students, faculty, and/or program.**

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Students					
Faculty					
Program (include accreditation if applicable)			Accredited by KBN and ACEN		

Average actual time and credits to degree completion.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
General Education Credit Hours			33		
Technical Credit Hours			38		
Total Credit Hours			71		
Number of Graduates	107 (2010-11)	89 AD (2011-12)	104 (2012-13)		
Average Actual Time to Degree	4.46 yrs.	4.47 yrs.	4.05 yrs. (2012-13 grads)		
Average Actual Credits to Degree	99	103.8	121.9 (2012-13 grads)		

Employer and student satisfaction.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Employer Satisfaction Survey Results		96% (26/27)	100% (7/7)*	100% (31/31)	
Graduate/student satisfaction		97% (89/92) 2010-11 grad surveys	92% (46/50) 2011-12 grad survey	96.5% (82/85) 2012-13 grads	
Advisory Board/Employer Recommendations for Improvement					

Job placement data for program graduates.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016

Number of graduates		63 surveyed (2010-11 grads)	51 surveyed (2011-12 grads)	89 surveyed (2012-13 grads)	
Number of graduates gaining employment		61	48 employed; 48 in field	84 employed	
Percentage of graduates gaining employment		97%	94%; 94% in field.	98%	
KY Unemployment Insurance job data		UI = 72%	UI= 86%	85.9% (n=78)	

Pass rates on licensure/certification exams (if applicable).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Total # graduates attempting			102 (2013 test dates thru 10/9)	61 (2014 test dates thru Nov. 17)	
Total # passing on first attempt			89	59	
Total # passing after multiple attempts			9		
Pass rate of all attempting	94% (Class of 2010)	100% (Class of 2011)	98/102 = 96.1%	96.7%	

Productivity and Funding**Student measures.**

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Enrollment (Academic Year)	277 (2010-11)	284	274		
Fall Enrollment		244 + 1145 pending (Fall 2011)	256 + 563 pndg (Fall 2012)	260 (Fall 2013)	
Credentials Conferred	107	89 AD (2011-12)	104 AD (2012-13)	89 AAS (2013-14)	
Credit hour production	12,633	10,466 (2011-12)	14,658 (2012-13)		

Student credit hour per instructional faculty FTE.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Student credit hour per instructional faculty FTE.	351.2 (2010-11)	286.5	356.9 (CPE)		

Extramural funding.

Source of Funding	2011-2012
No funding sources	

Source of Funding	2012-2013
2012 Perkins - multiple items	\$30,000.00

Source of Funding	2013-2014
2013 Perkins - multiple items	\$40,000.00

Source of Funding	2014-2015
No funding sources	

Source of Funding	2015-2016
No funding sources	

Comments (2012-2013)

Roles	Comments
Coordinator	
1. Strengths of the Program	<ul style="list-style-type: none"> ◆ Final Board of Commission report of continuing re-accreditation with warning from NLNAC. ◆ Improvement in NCLEX Board Pass rates (100%) from previous year (87%) ◆ Experienced adjunct faculty, slight increase in MSN prepared adjunct faculty ◆ Excellent clinical practices that provide opportunities for students to meet their learning outcomes. ◆ Increase utilization of nursing simulation on the Cooper Campus. ◆ New nursing curriculum being implemented starting Fall 2012 ◆ Developed new survey tools: Hospital staff evaluation of BCTC students and Graduate Exit Survey to analyze and trend student learning outcomes. Student learning outcomes met as per students and staff. ◆ HESI exit exam demonstrated that student learning outcomes were met. ◆ New Clinical evaluation tool developed reflecting professional and practice competencies, leveling of competencies, and achievement of student learning outcomes. ◆ Program Outcomes: Expected levels of achievement as defined by faculty (Employer satisfaction, NCLEX pass rates, Student completion rate, student satisfaction rate, job placement rate) were all met. ◆ 90% of 2012 graduates either have enrolled or plan to enroll into a BSN program. ◆ New medication calculation exam being implemented in all nursing courses.
2. Items Requiring Continued Attention	<ul style="list-style-type: none"> ◆ Final Board of Commission report of continuing re-accreditation with warning from NLNAC. A revisit planned for Spring 2014 ◆ Faculty turnover: one faculty resigned in October, plans for hiring a replacement for spring 2013. Three faculty members have been with the program for > 5 years; another five have nursing education experience; remaining 5 have never taught before in a nursing program. ◆ Limited aggregated and trended data for student learning outcomes, HESI results, and achievement of competencies. ◆ Implementation and monitoring of new nursing curriculum ◆ Obtaining useful data from Advisory Board Committee members ◆ Inadequate physical resources for students. Two more classrooms needed for students to practice skills.
3. Document and provide evidence indicating how last year's program review resulted in improvements in the program.	<ul style="list-style-type: none"> ◆ Student learning outcomes as defined by the faculty were met. ◆ Program outcomes as defined by NLNAC were met. ◆ NCLEX pass rate currently at 100% on both campuses. Four students have not taken the exam as of this date.
Assistant Dean	
Dean	Completely agree with comments below made by Assistant Dean.

Vice President	
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Comments (2013-2014)

Roles	Comments
Coordinator	
1. Strengths of the Program	<p>Faculty members are the strength of this program. With all full-time faculty prepared at the Master's degree level, two at the doctoral level, five certified as nurse educators, and several holding advanced practice standing or pursuing doctoral degrees, the faculty are a dynamic group and bring strong academic and experiential credentials to their nurse educator roles. The adjunct faculty adds currency, diversity of practice, and new ideas to the program. The practice environments in which students are scheduled for clinical application provide the foundation for excellent learning opportunities. All clinical sites used in the program are accredited, two with magnet status. The Program's reputation in the community is excellent. Our clinical facilities hire our graduates. Students become well-rounded nurses of good quality who are prepared for the workforce. Many students further their education to receive advanced degrees. The physical resources for the program and students on both campuses are adequate. Both skills practice labs are well equipped with supplies, medium and high fidelity manikins, and computer software programs. Licensed practical nurses are afforded advanced standing through credit for external experience. This provides opportunities to seamlessly build on previous education. Likewise, our program graduates have opportunities to seamlessly move on to baccalaureate programs. The newly implemented curriculum has clearly articulated student learning outcomes and program outcomes consistent with contemporary practice. Students are engaged in clinical reasoning throughout the program, using the nursing process, and are exposed to a curriculum that embeds current best practices. The integrated practicum at the end of the program has added considerable positive dimension to the program. The Program Advisory Committee meets biannually and includes members from the clinical affiliates, past graduates, a current student, as well as the nursing faculty from all the programs. These meetings provide for direct input from the agencies regarding the curriculum, give program faculty an opportunity to update the agencies, and invites input regarding any upcoming or new changes in the practice setting that may improve our curriculum to prepare graduates for the workforce. The program has strong relationships with baccalaureate programs. Partnerships exist between BCTC and several surrounding colleges such as University of Kentucky (UK), Eastern Kentucky University (EKU), Morehead State University (MSU), and Capella University in the form of tuition scholarships. Support from the college administration has allowed the program to move towards compliance on the ACEN standards and achieve the established program outcomes. Faculty positions needing to be filled in the past few years were given approval in a very timely manner. The college responded with a pay increase for all MSN prepared adjunct faculty to increase our percentages. After our last visit from ACEN, when the program was given a warning status, the college approved the hiring of a consultant to assist faculty in understanding and implementing the details of each criterion. The college administrators are very committed to the Associate Degree Nursing Program. The nursing program has exceeded the achievement level for ACEN's program outcomes of NCLEX pass rate, Alumni satisfaction, and employer satisfaction. NCLEX three year mean pass rates are 91% at the Cooper campus, and 95% at the Lawrenceburg campus. 86% of 2012 class, and 98% of 2011 alumni class reported that the nursing program has prepared them for the role of RN. This is an increase from 83% for the class of 2010.</p>
2. Items Requiring Continued Attention	<p>Establishing a clinical simulation lab for our students in the nursing program to increase active learning experiences would enhance competency and confidence in nursing students and is also a priority for faculty. The use of simulation in the curriculum has steadily increased, but space has been a factor in carrying out full simulation experiences. Completion rates for students at the Cooper campus for the past three years, and for the Lawrenceburg campus this past year, have not met the estimated level of achievement of 70% set by the nursing program. Faculty have revised the admission criteria and created faculty mentor support groups in an effort to increase these percentages. This outcome will need to be closely monitored with exploration of different strategies.</p>

3. Document and provide evidence indicating how last year's program review resulted in improvements in the program.	Employer satisfaction, Alumni Survey, Graduate Exit survey at both campus locations have demonstrated satisfaction with the program and achievement of nursing program outcomes. NCLEX pass rates were 88% at both campus locations which was above the criteria set at the state level and the national average.
Assistant Dean	I have reviewed and agree with the above comments.
Dean	Agree with the comments made by the Nurse coordinator. Knowledgeable faculty and excellent support from advisory members. NCLEX pass rate needs to be higher.
Vice President	I agree with Assistant Dean and Dean comments. This is one of the strongest programs at the college! Even so, the college's fiscal realities will necessitate another close look at this program to determine how we can effectively and efficiently meet student and industry needs. The faculty generally and the faculty leadership specifically are to be congratulated for an excellent self study!!

Comments (2014-2015)

Roles	Comments
Coordinator	
1. Strengths of the Program	<ul style="list-style-type: none"> ◆ Awarded continuing accreditation in August 2014 by our accrediting nursing body, ACEN. ◆ All but one full-time faculty at a MSN level; one faculty has her doctorate; one new hire will have MSN in May 2015. ◆ 70% MSN adjunct faculty that provides currency, diversity of practice, and new ideas to the program. ◆ Excellent clinical practice environments that are accredited, two with magnet status. ◆ Skills practice labs at both campus locations are well equipped with supplies, medium and high fidelity manikins, and computer software programs. ◆ Cooper NCLEX pass rate for May 2014 graduates was 97%; Lawrenceburg campus graduates were 88%; exceeding the national mean ◆ Job placement rates at 97% for May 2013 graduates
2. Items Requiring Continued Attention	<ul style="list-style-type: none"> ◆ Faculty turnover with 4 faculty at the Cooper campus and 2 faculty at the Lawrenceburg campus left their positions this year. ◆ Limited lab space to provide students with quality simulation exercises.
3. Document and provide evidence indicating how last year's program review resulted in improvements in the program.	Employer satisfaction, Alumni Survey, Graduate Exit survey at both campus locations have demonstrated satisfaction with the program and achievement of nursing program outcomes.
Assistant Dean	I have reviewed the above comments and agree with them.
Dean	Both excellent programs with strong faculty. Turnover of faculty at Cooper being addressed and plan to work on retention of faculty and students. Agree with their comments.
Vice President	I concur with Assistant Dean and Dean comments. Leadership needs to continue to focus on faculty retention. Like with all other technical programs, I encourage the program to consider additional apprenticeship and other industry sponsorship opportunities.