**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.

<table>
<thead>
<tr>
<th>Plan</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
<td>Expected Level of Achievement</td>
</tr>
<tr>
<td>6.1 The systematic plan for evaluation emphasizes the ongoing assessment and evaluation of the student learning outcomes, program outcomes role-specific graduate competencies and ACEN standards. The systematic plan of evaluation contains specific, measurable expected levels of achievement; frequency of assessment; appropriate assessment methods; and a minimum of three (3) years of data for each component within the plan.**</td>
<td>The PN Program develops and implements a working SPE containing expected level of achievement, time frames and methods of assessment and data collection, aggregation and trending used for program improvement.</td>
</tr>
<tr>
<td>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.</td>
<td>The PN program collects and trends evaluation findings which are sufficient to inform program decision-making for the maintenance and improvement of the student learning outcomes and program outcomes.</td>
</tr>
<tr>
<td>6.3 Evaluation findings are shared with communities of interest.</td>
<td>A quorum of Communities of interest advisory board committee meets bi-annually and the program discussed.</td>
</tr>
</tbody>
</table>

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| 6.4 The program demonstrates evidence of achievement in meeting the outcomes | The PN program maintains a 3-year mean for the NCLEX PN exam pass rate at or above the national mean. | July | Class tracking report for graduation rates.  
LSBPNE NCLEX-PN report for NCLEX pass rates  
Email, phone, and Facebook for employment rates  
Exit exam | **ELA met:**  
The program meets its outcomes including  
Theoretical Competencies: 62.5% of students passed the exit exam with two attempts  
Clinical Competencies: 100% of employers were satisfied with graduates. 100% of graduates were satisfied with the program  
Completion rate: 53.3% of PN who started the program completed the program which is above Fletcher's standard of 15% for the 2015-2016 year.  
NCLEX pass rate: ¾ students have passed the NCLEX as of June 28. 4 students left to test  
Job Placement rate: 100% of students seeking employment have a job of graduates 2015 | **Interpretation of Results:**  
The program demonstrates evidence of meeting three of five program outcomes with data remaining to be collected.  
**Actions for Improvement:**  
Action plan created for exit exam results to be sent to ACEN. Faculty discussed action in June 2016 meeting. The completion rate for the recent graduated class increased from 36% to 55%. Faculty will continue to assess and make changes as necessary. NCLEX results will continue to be monitored as students complete. |
|---|---|---|---|---|
| 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. | July | NCSBN website at [https://www.ncsbn.org/exam-statistics-and-publications.htm](https://www.ncsbn.org/exam-statistics-and-publications.htm)  
LSBPNE NCLEX-PN report for NCLEX pass rates | **ELA met:**  
2014 National Pass rate = 73.08%  
2015 National Pass rate = 81.39%  
2016 National Pass rate = 82.62% (Jan-March)  
Three year mean = 79.03%  
2014 Program pass rate = 100%  
2015 Program pass rate = 100%  
2016 Program pass rate = 75% (3 of 4 test. 4 to test.  
Three year mean = 91.6%  
Program level above the national group. | **Interpretation of Results:**  
The program demonstrates evidence of licensure exam three year mean pass rates above the three year mean national pass rates.  
**Actions for Maintenance:**  
Assessment process will continue to be monitored and re-evaluated to assure continued student success. NCLEX results will continue to be monitored as students complete. |
| 6.4.2 Program completion: Expected levels of achievement for program completion are determined by the faculty and reflect student demographics and program options. | The PN program has completion rates at or above 50% who complete the program in 100% of the time. | Annually as cohorts complete | Class tracking report for graduation rates.  
IRE departmental numbers  
Program Outcomes | **ELA met:**  
In 2014, 15 students were accepted into the PN program. In 2016 8 students completed the program. Completion rate for 2014-2016 class is 53.3% | **Interpretation of Results:**  
The program demonstrates evidence in achieving this criterion.  
**Actions for Maintenance:**  
Assessment process will continue to be monitored and re-evaluated to assure continued student success. |
| 6.4.3 Graduate Program Satisfaction: Qualitative and quantitative measures address graduates six to twelve months post-graduation. | The PN program meets the needs of students through qualitative and quantitative data. | December | Practical Nursing Graduate Exit Surveys | **ELA met:**  
100% of students were satisfied or higher with the overall program and 100% would recommend Fletcher’s PN program to other students.  
No negative comments were included on the survey. | **Interpretation of Results:**  
The PN program meets the needs of students per the graduate satisfaction survey.  
**Actions for Maintenance:**  
Graduate program evaluations will continue to be taken at 6 month interval after program completion and trended for program changes. |

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# Plan for PN Program Evaluation 2015-2016

## 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.

<table>
<thead>
<tr>
<th>6.4.4 Employer Program Satisfaction</th>
<th>December</th>
<th>Employer survey responses</th>
<th>ELA met:</th>
<th>Interpretation of Results:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The PN program collects data from employer surveys which address satisfaction with graduate preparation for entry-level positions six to twelve months post-graduation. (1) Quantitative Measures: 80% satisfied or greater rating with overall graduate rating. (2) Qualitative Data from the Graduate Exit Survey: no negative comments.</td>
<td></td>
<td></td>
<td>100% of employers were highly satisfied with PN graduates from May 2015. Qualitative: No Negative Comments</td>
<td>The PN program collected data from employer survey which positively rated all graduates. <strong>Actions for Maintenance:</strong> Employer evaluations will continue to be taken at 6 month interval after program completion and trended for program changes.</td>
</tr>
</tbody>
</table>

**Interpretation of Results:**
The PN program maintained a job placement rate of 80% or greater as LPNs after graduation.

**Actions for Maintenance:**
Job placement inquiries will continue to be taken 6 months after graduation for LPNs.

## 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.**

<table>
<thead>
<tr>
<th>6.4.5 Job Placement Rates</th>
<th>December</th>
<th>Email, phone, and Facebook for employment rates</th>
<th>ELA met:</th>
<th>Interpretation of Results:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The PN program maintains a job placement rate of 80% or greater student employment as a licensed practical nurse (LPN) after graduation.</td>
<td></td>
<td>100% of students who completed the PN program who wanted employment as an LPN had jobs working as an LPN six months after graduation from the May 2015 grad class.</td>
<td>The PN program maintained a job placement rate of 80% or greater as LPNs after graduation. <strong>Actions for Maintenance:</strong> Job placement inquiries will continue to be taken 6 months after graduation for LPNs.</td>
<td></td>
</tr>
<tr>
<td>Component</td>
<td>Expected Level of Achievement (or program terminology)</td>
<td>Frequency of Assessment</td>
<td>Assessment Methods</td>
<td>Results of Data Collection and Analysis (including actual levels of achievements)</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------------------</td>
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<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SLO 1 Provide nursing care that contributes to the enhancement of the health care delivery setting and protects clients and health care personnel</td>
<td>Group score expected to be at or above the acceptable performance level of achievement (greater than 850) per the Summary report of the HESI exit exam Version 1.</td>
<td>Annual (or upon program completion/graduation)</td>
<td>Health Educational Systems Inc. (HESI) Safe/Effective Environment</td>
<td><strong>ELA met:</strong> Safe/Effective Environment: 894 Above the accepted performance level</td>
</tr>
<tr>
<td>SLO 2 Collaborate with health care team members to facilitate effective client care</td>
<td>Group score expected to be at or above the acceptable performance level of achievement (greater than 850) per the Summary report of the HESI exit exam Version 1.</td>
<td>Annual (or upon program completion/graduation)</td>
<td>Health Educational Systems Inc. (HESI) Coordination of Care</td>
<td><strong>ELA met:</strong> Coordination of Care: 822</td>
</tr>
<tr>
<td>SLO 3 Contribute to the protection of clients and health care personnel from health and environmental hazards</td>
<td>Group score expected to be at or above the acceptable performance level of achievement (greater than 850) per the Summary report of the HESI exit exam Version 1.</td>
<td>Annual (or upon program completion/graduation)</td>
<td>Health Educational Systems Inc. (HESI) Safety &amp; Infection Control</td>
<td><strong>ELA met:</strong> Safety &amp; Infection Control: 986</td>
</tr>
<tr>
<td>SLO 4 Provide nursing care for clients that incorporate knowledge of expected stages of growth and development and/or early detection of health problems</td>
<td>Group score expected to be at or above the acceptable performance level of achievement (greater than 850) per the Summary report of the HESI exit exam Version 1.</td>
<td>Annual (or upon program completion/graduation)</td>
<td>Health Educational Systems Inc. (HESI) Health Promotion and Maintenance</td>
<td><strong>ELA met:</strong> Health Promotion and Maintenance: 884</td>
</tr>
<tr>
<td>SLO 5 Provide care that assists with promotion and support of health problems</td>
<td>Group score expected to be at or above the acceptable performance level of achievement</td>
<td>Annual (or upon program completion/graduation)</td>
<td>Health Educational Systems Inc. (HESI) Psychosocial Integrity</td>
<td><strong>ELA met:</strong> Psychosocial Integrity: 640</td>
</tr>
</tbody>
</table>

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| SLO 6 | Assist in the promotion of physical health and well-being by providing care and comfort, reducing risk potential for clients and assisting them with the management of health alterations | Group score expected to be at or above the acceptable performance level of achievement (greater than 850) per the Summary report of the HESI exit exam Version 1. | Annual (or upon program completion/graduation) | Health Educational Systems Inc. (HESI) Physiological Integrity | ELA met: Physiological Integrity: 836 | Interpretation of Results: Students scored below the accepted performance level | Actions for Maintenance: Physiological Integrity will be discussed at faculty meeting to ensure it is carried throughout the curriculum. |
| SLO 7 | Provide comfort to clients and assistance in the performance of their activities of daily living as evidenced | Group score expected to be at or above the acceptable performance level of achievement (greater than 850) per the Summary report of the HESI exit exam Version 1. | Annual (or upon program completion/graduation) | Health Educational Systems Inc. (HESI) Basic Care and Comfort | ELA met: Basic Care and Comfort: 907 | Interpretation of Results: Students scored at or above the accepted performance level | Actions for Maintenance: Assessment process to be carried forward to the next year. |
| SLO 8 | Provides care related to the administration of medications and monitors clients who are receiving parenteral therapies | Group score expected to be at or above the acceptable performance level of achievement (greater than 850) per the Summary report of the HESI exit exam Version 1. | Annual (or upon program completion/graduation) | Health Educational Systems Inc. (HESI) Pharm & Parenteral Therapy | ELA met: Pharm & Parenteral Therapy: 749 | Interpretation of Results: Students scored below the accepted performance level | Actions for Improvement: Pharm and Parenteral Therapy will be discussed at faculty meeting to ensure it is carried throughout the curriculum. |
| SLO 9 | Reduces the potential for clients to develop complications or health problems related to treatments, procedures or existing conditions | Group score expected to be at or above the acceptable performance level of achievement (greater than 850) per the Summary report of the HESI exit exam Version 1. | Annual (or upon program completion/graduation) | Health Educational Systems Inc. (HESI) Reduce Risk Potential | ELA met: Reduce Risk Potential: 951 | Interpretation of Results: Students scored at or above the accepted performance level | Actions for Maintenance: Assessment process to be carried forward to the next year. |
| SLO 10 | Participates in providing care for clients with acute, chronic or life-threatening physical health | Group score expected to be at or above the acceptable performance level of achievement (greater than 850) per the Summary report of the HESI exit exam Version 1 | Annual (or upon program completion/graduation) | Health Educational Systems Inc. (HESI) Physio Adaptation | ELA met: Physio Adaptation: 793 | Interpretation of Results: Students scored below the accepted performance level | Actions for Improvement: Physiological Adaptation will be discussed at faculty meeting to ensure it is carried throughout the curriculum. |

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### Systematic Program Evaluation (SPE)

**Practical Nursing Program Clinical Evaluation** *(Page 16-18 of the Practical Nursing Program Clinical Student Handbook)*

<table>
<thead>
<tr>
<th>Plan Component</th>
<th>Expected Level of Achievement (or program terminology)</th>
<th>Frequency of Assessment</th>
<th>Assessment/Methods</th>
<th>Results of data Collection and Analysis (including actual levels of achievement)</th>
<th>Actions for Program Development, Maintenance, or Revision</th>
</tr>
</thead>
</table>
| Clinical performance during clinical and lab experience: (SLO 11) | The PN program students maintain a minimum score of 80% laboratory check offs, math exams taken prior to clinical, and each semester clinical evaluation. | Each laboratory skills check off  
Each semester with the math exam prior to a clinical rotation  
Weekly clinical evaluations. | Laboratory Skills Check off sheet  
Graded math exams  
Completed Clinical Evaluation forms | ELA met:  
100% of PN graduates had a minimum score of 80% on laboratory skills check offs, preclinical math exams, final clinical evaluations. | Interpretation of Results:  
The PN program students demonstrate clinical competence.  
Action for Maintenance:  
Clinical evaluations were change to S or U to increase compliance with meeting SLO. |

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