Community and Adult Education　　　　Special School District
2016-2017 Program Evaluation Report

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Evaluation Summary

Through its Practical Nursing ("PN") program for adult learners, SSD's Community and Adult Education Program prepares participants across the St. Louis region for meaningful employment as Licensed Practical Nurses (LPNs) in the high-demand healthcare field.

This report reviews program performance data related to accreditation standards as well as to student and employer satisfaction.

Key Conclusions

The Practical Nursing program's mission statement reflects a focus on knowledge, competencies, self-confidence, and self-esteem that results in meaningful employment. Working together, department faculty and leadership identified core educational standards, as categorized by the National Council of State Boards of Nursing (NCSBN), and re-focused the curriculum for each course on those NCSBN standards. Resulting data indicates graduates are experiencing great success in achieving employment as Licensed Practical Nurses and employer survey data confirms that workforce needs are being met.

Compared to the previous reporting cycle,

1. Students continue to perform well:
   - Student completion rates at both campuses have improved and have met or exceeded completion rate goals.
   - State Board first-time pass rates of certification exams have been maintained and/or improved at both campuses; however, performance is inconsistent by year and campus.
   - State Board first-time pass rates of certification exams have inconsistently exceeded Missouri and National benchmarks at some campuses in some years, while lagging in others.
   - The job placement rate for graduates has met or exceeded previous-cycle performance.

2. Student support services continue to enable good results for our students:
   - The default rate on student financial aid has improved significantly, falling more than half over the past five years.

3. Employers remain satisfied with the quality of our graduates:
   - Employer opinions of graduates' nursing skills has improved, exceeding our goal.
   - Employer opinions of graduates' caring behavior continues to exceed our goal.

Program Description

Purpose or Mandate

The purpose of the Community and Adult Education program is to provide post-secondary education for licensure preparation of selected occupations. Program content is based on national licensure standards and the needs of the community and local businesses. Financially, every effort is made to cover teacher and staff salaries, supplies, and advertising, and then retain a percentage of funds for new program development, further course development, and equipment purchases.

The program is authorized by Board Policy IGC, Extended Instructional Programs, which anticipates a variety of programs beyond those offered during the regular school day (including Early Childhood, Extended School Year, *etc.*). The Community and Adult Education program is intended for "maintaining and expanding programs and services for persons interested in adult education. Such programs shall be commensurate with the needs of the

community." This program supports the following CSIP goals and Process Classification Framework (PCF) elements:

> CSIP 1.0 Student Performance
> CSIP 1.7 Sustain and improve collaborative relationships with industries, agencies and partner districts.
> PCF 2.0 Develop, Deliver, and Assess Curriculum, Assessment, and Instruction

A biennial evaluation of this program is required under Board Policy IM. This evaluation supports fulfillment of the MSIP5 resource and process provisions related to continuous improvement and program effectiveness monitoring. A previous evaluation of the Community and Adult Education program was approved by the Board on 2/6/15.

What this program does
SSD's Adult Education Department operates one Community Education program, Practical Nursing ("PN").

PN is a comprehensive program which prepares students to take the National Council on Licensure Examination–Practical Nursing (NCLEX-PN) which is the final step in attaining licensure as a Licensed Practical Nurse (LPN). PN is a one-year program (1,440 hours) conducted at the Metropolitan Education and Training Center (METC) in Wellston and at South Technical High School in Sunset Hills. Enrollment capacity is 68 students[1] (two cohorts of 34) each year at each campus. The PN program is fully approved by the Missouri State Board of Nursing, and accredited by the Council on Occupational Education (COE).

How this program works
Students are recruited, qualified, and admitted into one of four one-year cohorts: March and August cohorts are formed at METC, and April and September cohorts are formed at South Tech. A financial aid counselor assists students with obtaining financial aid, and provides counseling to assure repayment completion after graduation. Students are provided instruction and practical experience using an accredited curriculum. Job placement assistance is provided through a network of community employment opportunities.

The PN program provides a high-quality diverse education, consisting of instruction in theory as well as practical application of skills and concepts, utilizing classrooms and simulation labs equipped with up-to-date technological resources. These are augmented by off-campus clinical experiences which present students with ever-changing needs of the patient population. The program conducts ongoing self-evaluations to assure that needs of the adult learners are met while accreditation standards are maintained.

What customers/stakeholders expect
Stakeholders expect that students will learn practical skills, complete the program, pass their licensure examinations, and obtain related employment.

What were the major accomplishments or benefits of this program?
This program educates and places into the local healthcare community upwards of 90 certified Licensed Practical Nurses (LPNs) per year. We offer a desirable program length at multiple locations, with low overhead and program costs. Student satisfaction is indicated by our high completion rate, high first-time exam pass rate, and high job placement rate. Student survey data indicates that students feel prepared to work as an entry-level LPN.

We operate a strong and effective Advisory Council which, together with NCLEX-PN standards, has helped us create a competency-based curriculum focused on employer needs (*e.g.*, intra-venous certification, Behavioral Health, and Leadership courses). Employer follow-up data indicates that the expectations of those who employ our graduates are being met.

How well did this program fulfill its purpose or mandate?
☐ Inadequate ☐ Approaching Satisfactory ☒ Satisfactory ☐ Excellent

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[1] Capacity was expanded in 2017 to 68 students per year at each campus, increased from 60 in previous years. Additional expansion is anticipated, because we turn away qualified applicants each year (see Action Plans, below).

What factors made essential contributions (+/-) to this rating?
Follow-up employment data indicates that graduates are securing employment as LPNs at a very good rate in our community (90% or more within six months). But that measure is offset by an overall completion rate of only 84% and an overall first-time state board pass rate of only 89%. These data combine to suggest that as few as 67% of those who start the PN program ultimately obtain employment, thereby limiting overall program effectiveness. In addition, the program suffers from inconsistent performance at the two campuses.

What is the general level of customer or stakeholder satisfaction with this program?
☐ Not at all Satisfied   ☐ Somewhat Satisfied   ☒ Satisfied   ☐ Completely Satisfied

What factors made essential contributions (+/-) to this rating?
Challenging clinical experiences, coupled with rigorous coursework connected to the NCLEX-PN competencies, ensure that all course objectives are focused on what the students need to know and be able to apply in order to operate as safe and effective nurses in our community.

Evaluation Results

What is the status of the program's progress toward achieving its goals?

Goal 1: Cultivate a learning environment that improves student success.

> **Measurable Objective 1.1:** Provide high quality academic instruction.
>
> The three measures in Objective 1.1 constitute the COE accreditation standards for this program. Meeting these standards is always a challenge for our program, because of the type of students we serve and the daily life challenges which many of them struggle to overcome.
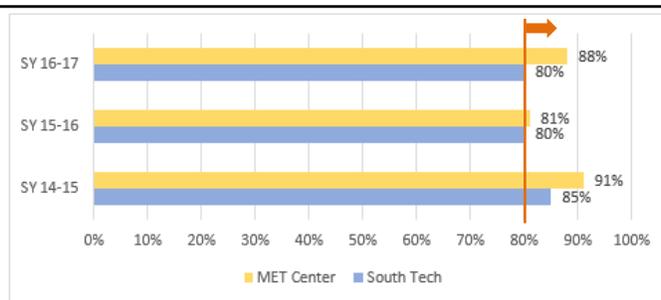>
> **1.1.1 Measure:** Student completion rate
> **1.1.1 Target:** Rate ≥ 80%
> **1.1.1 Result:** MET at both campuses.

1.1.1 Student Completion Rate

	SY 14-15	SY 15-16	SY 16-17
MET Center	91%	81%	88%
n^1	55/60	49/60	53/60
South Tech	85%	80%	80%
n^1	51/60	48/60	48/60

Chart: Student Completion Rate by year and campus (MET Center, South Tech):
- SY 16-17: MET Center 88%, South Tech 80%
- SY 15-16: MET Center 81%, South Tech 80%
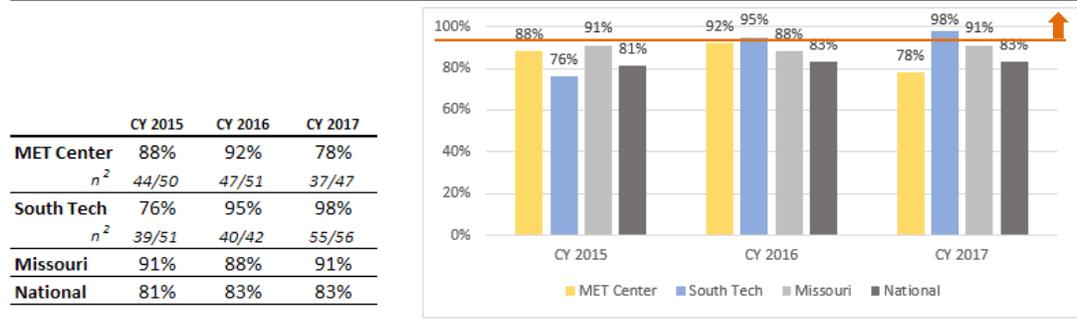- SY 14-15: MET Center 91%, South Tech 85%

> **1.1.1 Discussion:** Our student completion rate goal has been 80% and we have achieved that rate at both campuses over the last three years.

1.1.2 Measure: State Board first-time pass rate of certification exam.
1.1.2 Target: Rate $\geq 95\%$[2]
1.1.2 Result: NOT MET at METC; met at South Tech in 2016 and 2017.

1.1.2 State Board First-Time Pass Rate

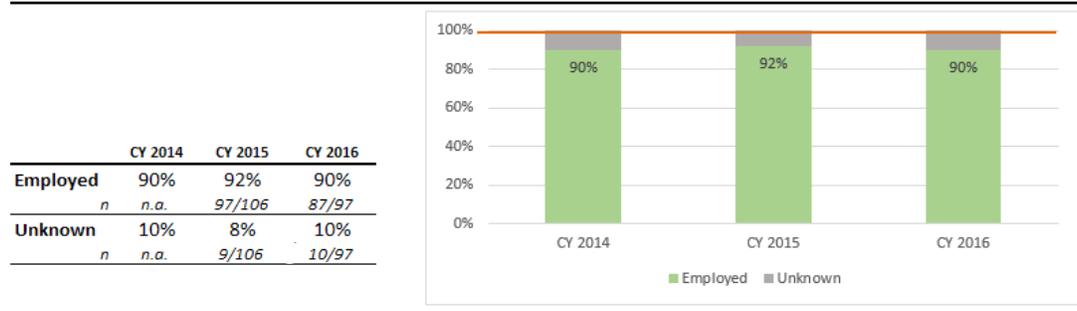|	CY 2015	CY 2016	CY 2017
MET Center	88%	92%	78%
n[2]	44/50	47/51	37/47
South Tech	76%	95%	98%
n[2]	39/51	40/42	55/56
Missouri	91%	88%	91%
National	81%	83%	83%

1.1.2 Discussion: First-time state board pass rates have been inconsistent between campuses even though admission requirements are identical and faculty teach the same courses and curriculum at each campus. It is our belief increasing focus on those areas of the NCLEX where we have identified weaknesses in student performance will improve this rate.

1.1.3 Measure: Job placement rate
1.1.3 Target: Rate = 100%
1.1.3 Result: NOT MET at either campus.

1.1.3 Job Placement Rate

	CY 2014	CY 2015	CY 2016
Employed	90%	92%	90%
n	n.a.	97/106	87/97
Unknown	10%	8%	10%
n	n.a.	9/106	10/97

1.1.3 Discussion: Measurement is taken one year after graduation, so reporting periods lag actual completion dates by one year. Of those students we have been able to contact, 100% have been employed in the nursing field within six months of graduation. However, using DESE methods, we count as "not met" any student we cannot contact. We have been unable to reach approximately 10% of our graduates after program completion and have started a LinkedIn private group for our graduates to help connect them to employers and provide a mechanism for follow-up.

Measurable Objective 1.2: Strengthen student support services.
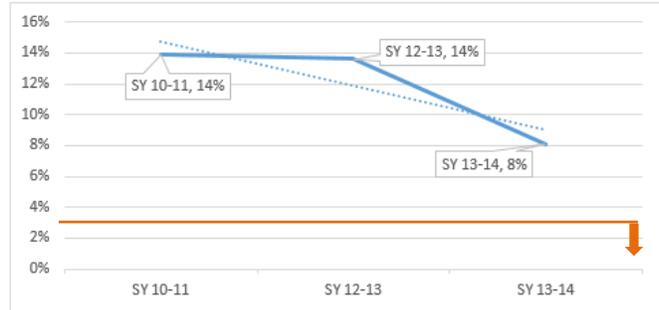**1.2.1 Measure:** Three-year cohort default rate on student financial aid
1.2.1 Target: Rate $\leq 5\%$
1.2.1 Result: Not met, but showing significant improvement (see graph on next page)

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[2] Counts and percentages represent Missouri State Board of Nursing Data, which is reported on a calendar-year basis, without regard to graduation date. The denominator, therefore, counts students who took the exam over parts of two school years, and is somewhat obscured by a number of students who never took their Boards.

1.2.1 Financial Aid Default Rate

	SY 10-11	SY 12-13	SY 13-14
Rate	14%	14%	8%
n	n.a.	15/110	11/135

1.2.1 Discussion: Measurement is taken three years after graduation, so reporting periods lag actual completion dates by three years. The cohort default rate continues to decline, but further improvement is needed.

Goal 2: Engage in partnerships that improve our organization and community.

**Measurable Objective 2.1:** Confirm academic programming meets workforce needs.
2.1.1 Measure: Agreement with "Perform competent nursing skills on the job" on employer survey
2.1.1 Target: "Adequate" or better rate ≥ 80%
2.1.1 Result: MET. 94.2% of employer responses[3] rated our graduates at Adequate or better.

2.1.1 "Perform Competent Nursing Skills"

	Exceptional	Well Prepared	Adequate	Minimal	Not Prepared	TARGET TOTAL
SY 16-17	5.9%	76.5%	11.8%	5.9%	0.0%	94.2%
n[3]	1	13	2	1	0	17
SY 14-15	21.1%	31.6%	36.8%	5.3%	5.3%	89.5%
n[3]	4	6	7	1	1	19
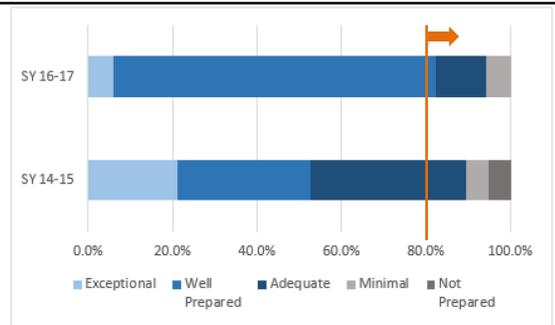
2.1.1 Discussion: Employers are indicating that our graduates are prepared to operate as entry-level nurses. Beginning in 2017, this survey was changed from a two-year cycle to an annual cycle.

2.1.2 Measure: Agreement with "Demonstrate caring behavior on the job" on employer survey
2.1.2 Target: "Adequate" or better rate ≥ 80%
2.1.2 Result: MET. 94.1% of employer responses rated our graduates at Adequate or better.

2.1.2 "Demonstrate Caring Behavior"

	Exceptional	Well Prepared	Adequate	Minimal	Not Prepared	TARGET TOTAL
SY 16-17	41.2%	35.3%	17.6%	5.9%	0.0%	94.1%
n[3]	7	6	3	1	0	17
SY 14-15	40.0%	45.0%	15.0%	0.0%	0.0%	100.0%
n[3]	8	9	3	0	0	20

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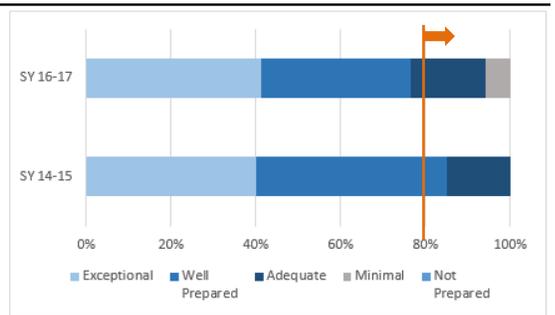
[3] This measure reports the number of employers responding to a survey, not the number of students. Each employer rates an aggregate number of students, not individual students.

2.1.2 Discussion: Clinical experiences account for 480 out of the total 1,440 hours of instruction. This provides ample opportunity for students to practice the process of giving care to patients in a caring and compassionate manner which is reflected in these data.

2.1 Comments: Following are three voluntary and representative comments made by employers who took the survey.

1.   (Student 1) is doing very well and I am very happy to have her on our team! She is one of the best LPNs that I have currently!
2.   (Student 2) was a CNA with (employer) for 2 years while going to nursing school. [She] is a shining example of quality nursing care, and we are so blessed to have her with us. She is always at work on time, she is professional, and provides compassionate nursing care.
3.   (Student 3) is a good nurse works well with staff and very caring to the residents.

Evaluation Results Summary

Strengths and Opportunities for Improvement

Strengths:
1. Qualified and committed faculty and staff
2. Competitive program location, length, and curriculum
3. Competitive admissions process to select the highest qualified applicants
4. Satisfied graduates, 89% *(n = 329)* of whom say they would refer others to program
5. Successful placement of graduates into healthcare employment
6. Satisfied employers (customers)
7. Strong and effective Advisory Council

Opportunities/Weaknesses:
1. Student completion rates barely meet target at South Tech.
2. State Board first-time pass rates are consistently below target at METC.
3. Ability to contact graduates for one-year placement follow-up is a challenge.
4. Student loan default rate is improving, but still below target.
5. The program's brand is perceived to be limited in the Saint Louis market, limiting both the quantity and quality of students who enroll.
6. Our ability to develop and apply a systematic approach to addressing students' social needs is a challenge, thereby limiting enrollment, completion, and placement goals.

How well aligned are the program's processes with the goals of the program?

This program's processes are well-documented and well-aligned with the goals of the program.

Deployment Level of Program Services

☐ Little or no deployment of program services.

☐ The program services are in the early stages of deployment in most areas or schools.

☐ Services are deployed, although some areas or schools are in early stages of deployment.

☒ Services are well deployed, although deployment may vary in some areas or schools.

☐ Services are well deployed, with no significant gaps.

☐ Services are fully deployed without significant weaknesses or gaps in any areas or schools.

Should resources be changed to improve this program?   ☐ *Yes*   ☒ *No*

If Yes, describe changes.
> None

Should goals be changed, added or removed?   ☒ *Yes*   ☐ *No*

If Yes, describe changes.
Goals should be changed to better reflect the needs of the student in relation to the knowledge and competency needs of the employers in our community. While many of the measures are similar, the Objectives on page 10 (Forward Planning) are more closely focused on student success, to better align with core competencies.

Evaluation Implications

What are the costs of this program?

Fiscal Year 2017 Actual Expenditures:

Salary and Benefits:	$ 1,676,766.10
Other Professional Services:	$ 148,611.60
Supplies	$ 296,393.73
Technology	$ 20,101.60
Total Costs:	$ 2,141,873.03

Community and Adult Education staff include 27 professionals:

1. One (1) Director
2. One (1) PN Program Coordinator
3. Two (2) school sites staffed by 9 fulltime and 9 adjunct LPN teachers.
4. One (1) Business Development Manager
5. One (1) Financial Aid Specialist
6. One (1) Admissions Representative
7. One (1) Student Services Counselor
8. Three (3) Administrative Assistants

What are the major sources and amounts of Funds?
> Student Tuition

How many customers (students) are served by this program?
> The Community and Adult Education program served 128 students in 2016-17.[1]

What is this program's annual cost per customer?
> $ 16,733.38

Estimated Cost Effectiveness

☐   Mandated program; costs cannot be significantly reduced.

☐   Mandated program; costs could be reduced (include in Action Plan, below).

☒   Benefits greatly outweigh costs.

☐   Benefits outweigh cost, but improvement appears possible (include in Action Plan, below).

☐   Costs outweigh benefits (include in Action Plan, below).

General Recommendation Resulting from this Evaluation

☐ Continue the program as is. It is meeting or exceeding all expected outcomes.

☒ Continue the program with specific action plans for improvement.

☐ Expand the program, replicating effective components.

☐ Streamline, refine, or consolidate elements of the program.

☐ Redesign the program. *(See Forward Planning, below.)*

☐ Reevaluate the purpose and/or goals of the program.

☐ Discontinue ineffective or nonessential program components.

☐ Discontinue the program.

Review of Previous Action Plans

Action Plan 1 (short-term)	Identify faculty and staff needs and appropriate professional development opportunities. Implement faculty mentorship and training program.
Status of Action Plan 1	Faculty have regularly attended nursing and nurse educator professional development opportunities. Additionally, many faculty are continuing their formal academic studies.

Action Plan 2 (short-term)	Enhance curriculum to incorporate soft-skills, job interviewing, and resume-building skills.
Status of Action Plan 2	Three courses have been added to the existing program: Communicating for Leadership Success, Conflict Resolution, and Service Skills for Healthcare.

Action Plan 3 (short-term)	Implement a social media program to enhance student identification and enrollment.
Status of Action Plan 3	A closed group (invite only) for our students and community partners has been created on LinkedIn. Additionally, our website has been upgraded and SEO optimization is in place.

Action Plan 4 (medium-term)	Identify best practices by evaluating the NCLEX test plan and through feedback from Advisory Council members. Incorporate best practices into curriculum.
Status of Action Plan 4	Course objectives are connected to the NCLEX competencies and assessments are connected to the course objectives. Additionally, lab simulation using the Sim Man Manikins have furthered increased the program level of rigor.

Action Plan 5 (medium-term)	Maintain accreditation.
Status of Action Plan 5	6 year accreditation was achieved in 2015.

Forward Planning

What specific actions are needed in the next evaluation cycle?

Short-term (within the next school year)

1. Ensure PD opportunity availability (nurse educator seminars and conferences) and participation of staff.
      Anticipated Date of Completion: June 2018

Medium-term (1-2 years)

2. Improve simulation equipment and student experiences using new and changing technology.
      Anticipated Date of Completion: June 2019

3. Develop program changes and/or supports to improve student completion rate at South Tech.
      Anticipated Date of Completion: June 2020

4. Develop program changes and/or supports to improve State Board first-time pass rate at METC.
      Anticipated Date of Completion: June 2020

5. Deploy social media and/or other communication process(es) to improve brand recognition, recruiting, and job placement.
      Anticipated Date of Completion: June 2020

6. Develop program changes and/or supports to improve student loan default rate.
      Anticipated Date of Completion: June 2020

7. Explore expanding student capacity to match an increasing number of eligible applicants and increase market share.
      Anticipated Date of Completion: June 2020

Long-term (3 years and more)

8. Secure reaccreditation.
      Anticipated Date of Completion: June 2021

9. Develop program changes and/or supports to address students' social needs.
      Anticipated Date of Completion: June 2021

What are future goals, objectives, measures, and targets that will be used to monitor and evaluate this program?

Goal 1: Cultivate a learning environment that improves student success.

    Measurable Objective 1.1: Deliver exceptional, rigorous instruction that meets the needs of all students.

        1.1(a) Measure: State Board first-time pass rate of certification exam.
        1.1(a) Target: Rate ≥ 95%. Stretch goal set from 2017 actuals (Missouri, 91% and So. Tech, 98%)
        1.1(a) Monitoring Schedule: Annual

        1.1(b) Measure: Job placement rate
        1.1(b) Target: Rate = 100%. Stretch goal set to drive performance improvement.
        1.1(b) Monitoring Schedule: Annual

1.1(c) Measure: Three-year cohort default rate on student financial aid
1.1(c) Target: Rate ≤ 5%
1.1(c) Monitoring Schedule: Annual

Measurable Objective 1.2: Deliver accurate, trusted feedback and coach students to excellence.

1.2 Measure: Student completion rate
1.2 Target: Rate ≥ 80%
1.2 Monitoring Schedule: Annual

Goal 2: Engage in partnerships that improve our organization and community.

Measurable Objective 2.1: Confirm academic programming meets workforce needs.

2.1(a) Measure: Agreement with "Perform competent nursing skills on the job" on employer survey
2.1(a) Target: "Adequate" or better rate ≥ 80%
2.1(a) Monitoring Schedule: Biennial (2019)

2.1(b) Measure: Agreement with "Demonstrate caring behavior on the job" on employer survey
2.1(b) Target: "Adequate" or better rate ≥ 80%
2.1(b) Monitoring Schedule: Biennial (2019)

Goal 3: Ensure alignment of resources to support instructional priorities.

Measurable Objective 3.1: Confirm allocation of resources meets academic needs in accordance with accreditation standards.

3.1(a) Measure: Percentage of resource-allocation decisions that evidence use of Learning Resources Plan, indicated by review of PN Leadership Team meeting minutes.
3.1(a) Target: 100%. Target represents accreditation standard.
3.1(a) Monitoring Schedule: Quarterly

3.1(b) Measure: Agreement on student end-of-course survey indicating that technology and equipment were safe and met the needs of students.
3.1(b) Target: "Adequate" or better rate ≥ 90%
3.1(b) Monitoring Schedule: Semi-annual (end of cohort)