

**Partners**



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- Cynthia Montgomery, H2P Project Director
- Karen Tyl, Vocational Nursing Coordinator
- Courtney Shoalmire, Dean of Health Science Division
- Donna McDaniel, Vice President of Instruction
- Sandra Shingleur, Workforce Solutions of Northeast Texas

**Problem**



- Lack of thorough student assessment data upon entrance into the program to determine students at risk for poor academic performance.
- Decreasing retention since the change from a quarter system to semester system in 2012. Retention Class 110 = 62%. Retention Class 116 (2014) = 21%.
- Students appear to have less success when OB and Pedi are taught in the third semester of the program or when admitted in the fall.

**Data Highlights**

Data collected included age, race, and sex. There were no significant trends noted throughout the seven cohorts of students.

The average range of Caucasian students was 50-60%.

The average range of African American students was 40-50%.

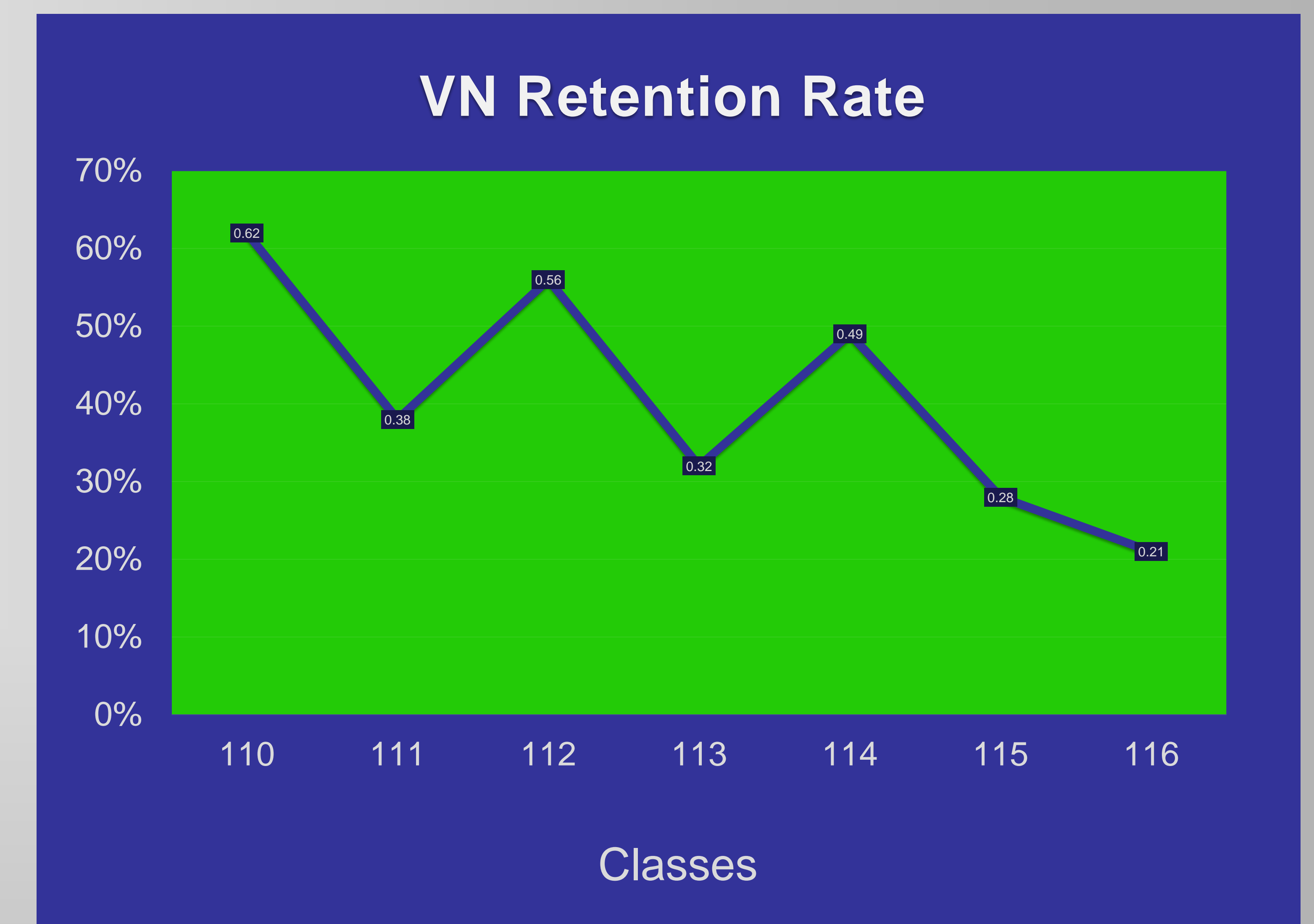
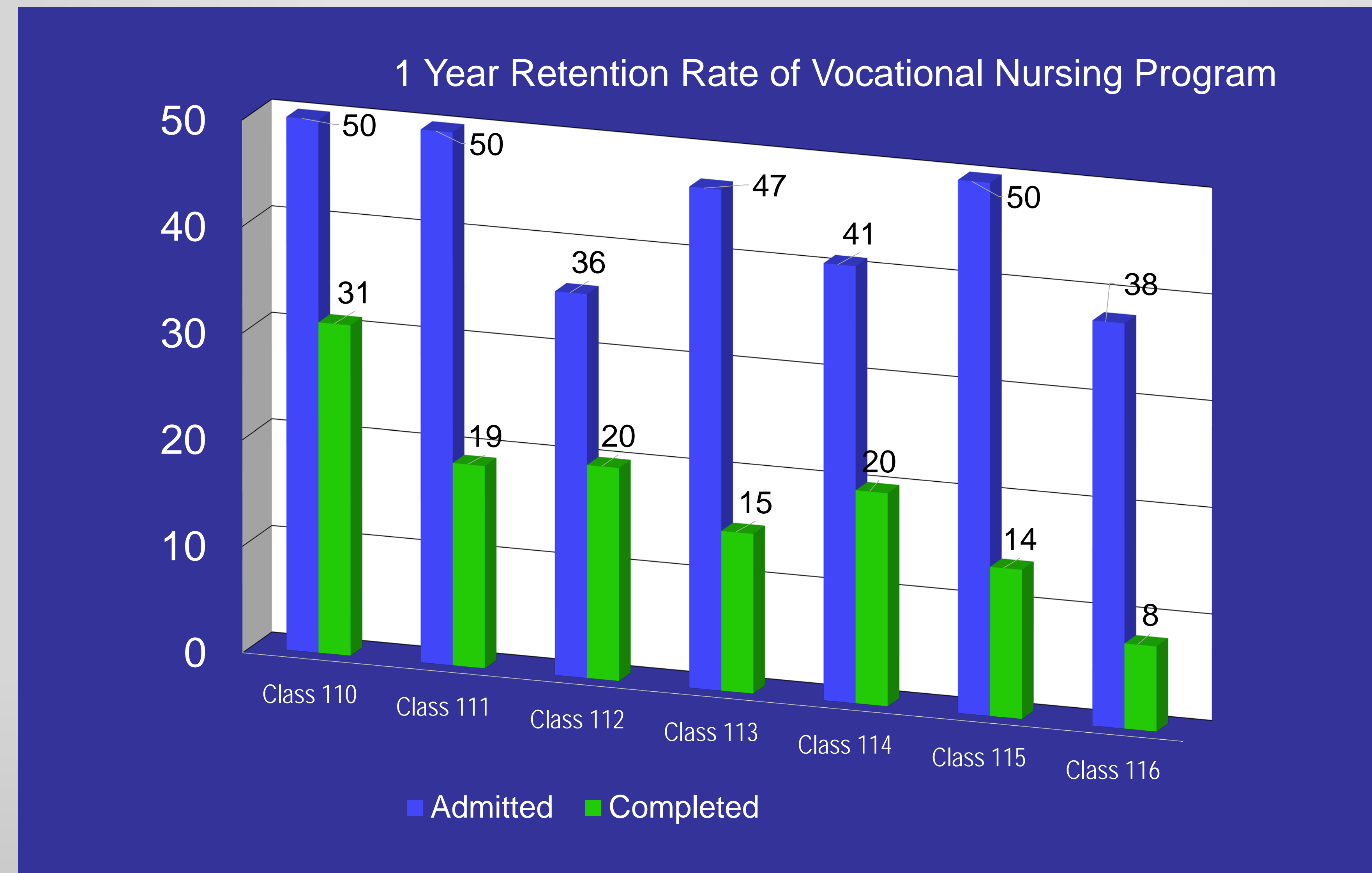
The range of male students out of 40-50 students was 3-9.

There was no formal way to identify psychosocial factors that would place students at risk for poor academic performance.

Students were tracked by faculty for reasons for withdrawal or failure in their courses. The number one reason for withdrawal as noted on the exit interview was poor academic performance. Occasionally students related personal issues as a reason for withdrawal.

**Process Assessment, Improvement, and Evaluation**

- ❖ Develop a tool to assess students during advisement and upon enrollment into the Vocational Nursing Program to identify "At-Risk" students
- ❖ Implement ATI (Assessment Technologies Institute) products into the program. ATI is a comprehensive program offering multiple assessment and remediation activities, online tutorials, and practice and proctored exams.
- ❖ Integrate more simulation activities into curriculum, both lab and clinical.
- ❖ Reduce clinical paperwork and incorporate homework assignments and quiz grades.
- ❖ Utilize faculty advisors to support, assist, and advise throughout the academic year.



**Next Steps to Success**

1. Continue to gather data utilizing the new ATI assessment strategies and new "At-Risk" Identification Tool.
2. Utilize ATI student self assessment and critical thinking assessment to determine student strengths and weaknesses.
3. Develop remediation plans for all students identified through the "At-Risk" tool or identified through the ATI student self assessments and critical thinking assessments.
4. Evaluate success of ATI products – Fall 2017.
5. Discuss outcomes with employer partners to receive feedback on graduate student performance.

