DIGGING DEEPER TO FOCUS ON IMPROVEMENTS: USING DATA TO GET THERE

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### Bladen Community College – Licensure and Certification Aggregate Passing Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Passing Rate</th>
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<tbody>
<tr>
<td>12-13</td>
<td>69.5%</td>
</tr>
<tr>
<td>11-12</td>
<td>72%</td>
</tr>
<tr>
<td>10-11</td>
<td>76%</td>
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</tbody>
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### 2012-2013 Passing Rates by Division

<table>
<thead>
<tr>
<th>Division</th>
<th>Passing Rate</th>
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<tbody>
<tr>
<td>BLET</td>
<td>67%</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>75%</td>
</tr>
<tr>
<td>EMT Basic</td>
<td>71%</td>
</tr>
<tr>
<td>EMT Intermediate</td>
<td>13%</td>
</tr>
<tr>
<td>EMT Paramedic</td>
<td>85%</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>96%</td>
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<tr>
<td>Registered Nursing</td>
<td>67%</td>
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Allied Health

Bladen Community College

- Challenged by low numbers in the program
- Prepared an ADN low pass rate report for the Board of Nursing
- Looking at changes in admissions
- Considering a decrease in clinical ratio (faculty to student)

Halifax Community College

- Look for nursing tutors
- Teach helpful test-taking skills
- Generate FTE for tutoring (outside of class time)
- Admissions criteria may not require enough critical thinking – current prerequisites and TEASE are science-oriented = concrete thinkers
- Moved away from TEASE to HESI
### Allied Health con’t

<table>
<thead>
<tr>
<th>Bladen Community College</th>
<th>Halifax Community College</th>
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<tbody>
<tr>
<td>- Increasing simulation experiences</td>
<td>- Transition program from LPN to RN</td>
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<tr>
<td>- Faced problems with instructor continuity</td>
<td>- Challenged with concept learning for RN</td>
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<tr>
<td>- Implemented new CIP curriculum</td>
<td>- Beginning to use simulation lab — one person assigned to manage the lab</td>
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<tr>
<td>- Utilizing test blue prints</td>
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<tr>
<td>- Providing remediation</td>
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Joint Discussion

- Halifax and Bladen have BSN articulation agreements with universities
- Working on CNA diploma and offering both continuing and curriculum education options
- Looking for ways to generate student interest in the high schools through Career and College Promise opportunities
- Halifax working closely with all school districts to expand allied health interest
Dental Hygiene (HCC) Lessons Learned

- **Strong camaraderie among instructors and students** – attend class and study together; act as a family
- **Build relationships with students to keep them in school through regular meetings with instructors, directors, etc., each week. Follow-up.**
- **Create improvement plans** – identify areas of student needs. Let each instructor focus on an individual area of need as evident in the data
## BLET- Digging Deeper

### Bladen Community College
- Classes offered in the evening and on Saturdays to accommodate working students; most students work full-time
- Students take a reading test (TABE) –
- Students meet three weeks before the academy for preparation
- Instructors are held accountable – i.e., 20 instructors teach two or three blocks each; leaders trace the success on each block – address concerns with the instructors
- Tests are updated each year

### Halifax Community College
- Changes made based on data:
  - Mandatory study sessions
  - Lesson plans better aligned with testing
  - Different instructors
  - Changes made in methodology
- Provide supplemental instruction (through a lab) for specific blocks to review concepts
- Develop practice tests to use throughout the semester
- Add critical thinking
- Utilize class time more effectively
BCC and HCC BLET Challenges

**Bladen Community College**

- Significant challenge:
  - Students and instructors work all day then attend class
  - Study time not taken seriously enough

**Halifax Community College**

- Significant Challenge:
  - Attracting enough students to attend
  - Students completing full packet of application in time
BLET Strategies for HCC and BCC

**Bladen Community College**

- **Strategies: Night Program**
  - Address each learning outcome before each test
  - Finish coursework on Saturday
  - Test on Monday night
  - Week of review provided; optional
  - After test – create practice tests for use in future academies
  - Take the state exam the next week
  - All students ride together to the testing site
  - Provide more scenario-type questions

**Halifax Community College**

- **Strategies: Day Program**
  - Build relationships with local law enforcement and nurture them
  - Utilize advisory committee members to improve programming and recruitment
  - After test- create practice tests for future use
  - Students ride together to test
  - Mandatory review time
Joint Discussion

- Use practice tests as self-evaluation for students to determine their own weaknesses (Bladen)
- Simulate the test on campus ahead of time (Halifax)
- Statistic – students will gain one point on the exam for every hour of study prior to taking the exam (Bladen)
- Use the advisory committee more for planning (Halifax)
- BCC is able to pull from other counties because the class is offered at night and is offered off-cycle.
- BCC and HCC to continue to network and share materials
Emergency Medical Services

Bladen Community College

- Great challenge – Small numbers of students for class and testing
- Instruction not on the same page as the test
- Intermediate test does not match curriculum
- Able to see weak areas in the students
- Deal with test anxiety and critical thinking early in the class

Halifax Community College

- Only offers EMT Basic
- Not enough students to offer class at other levels
- Changes:
  - Prerequisite – 12th grade reading level
  - Pre-EMT basic: 24 hour class-- medical terminology and anatomy
Joint Discussion (Challenges/Strategies)

- Students test in an online module before the module is taught; then test again after f2f class; stand-alone online course available with EMT. BCC has completed two hybrid courses with good success.
- BCC utilizes local ambulance services for the students’ ride time and has increased to 24 hours being required.
- Change textbook (AAOS) – has a workbook
- Students are encouraged to give a 100% effort when taking the state exam due to the impact the results have for instructors, directors, and colleges.
- BCC increased the required class average for completion to 85%
- Halifax requires 80% average on modules
- Halifax is a designated testing site
- BCC and HCC considering EMS for curriculum and CCP
Cosmetology

- All passed with 90% or higher
- Implemented an exit program – requires students to pay to take the exam
- Best to take the exam as soon as class finishes
- Asked students who take the exam how to improve the coursework for better preparation
- All classes are web-assisted, using Moodle for supplemental instruction.
- Focus on students weaknesses and match with instructors’ strengths
- Adding videos for review to prepare for state boards

Bladen Community College

- Two-year degree program to begin in 2014
- Give the rules of engagement at the very beginning
- Remain consistent with students observing rules and practices
- Be willing to help your student--Timed State Board Drills
- Build the students self – confidence-hold them to the task- quitting is not an option
- Challenge to break their own records

Halifax Community College
What We Learned

- **Instructor must be knowledgeable of subject matter and motivate to share with others.**
- **Classroom rules and etiquette, Spell out in syllabus at the very beginning.**
- **Learning must be fun and reward with words, etc.**
- **Analyze learning environment; create a good learning atmosphere; deal with threats.**
- **Instructors must know what motivates them to be a great instructors.**
- **Give the rules of engagement at the very beginning: students will perform better if they understand what is expected.**
- **Remain consistent in requiring students to observe rules and practices that will be evaluated when students take state exams.**
What We Learned con’t

<table>
<thead>
<tr>
<th>Theory</th>
<th>Practical</th>
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<tbody>
<tr>
<td>□ Apply written information to practical situations</td>
<td>□ Be willing to help your student (repetitive demonstration) Timed State Board Drills</td>
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<tr>
<td>□ Require student to learn, no social passing: necessary for their development and retention</td>
<td>□ Build the students self-confidence / praise when improving, display their work if possible, recommend them to patrons, hold them to the task- quitting is not an option</td>
</tr>
<tr>
<td>□ All students do not learn at the same pace, encourage students to never give up</td>
<td>□ Stimulate students to want to learn (Challenge students to improve their skill levels and break their own records)</td>
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<td>□ Prepare the student for exams: material must be taught and evaluated; use various methods</td>
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Questions

Bladen Community College

Halifax Community College