

CENTRAL OREGON COMMUNITY COLLEGE  
**Outcome Assessment Analysis**  
*Executive Summary: 2014 Graduation Rates*

**Theme:** *Workforce*  
**Program Area:** *Nursing*

Outcome(s)/Performance Indicator		
<p><b>Theme-Level Performance Indicator:</b> <i>Achieve targeted student completion rate as measured by graduation completion rate. Benchmark: 16-20%</i></p> <p><b>Program-Level Performance Indicator:</b> <i>Achieve targeted nursing student graduation rate:</i>  <i>Unmet = &lt;85%, Partially met = 85-89%, Fully met = 90-100%.</i></p>		
Assessment		
<p><b>Classification:</b> Would you classify your assessment as direct or indirect? <i>(See reverse.)</i></p>	<input type="checkbox"/> Direct	<input checked="" type="checkbox"/> Indirect
<p><b>Description:</b> Briefly describe the methodology of your assessment. How did you set up and administer your assessment? How did you collect data? (e.g. Rubric, Exam, Skills Performance Checklist, Survey)</p> <p><i>These graduation rates apply to those students admitted to the Nursing Program, and does not measure performance of pre-nursing students.</i></p> <p><i>Student file audit of Nursing 106 (Fall 2012) and NUR 208 (Spring 2014). Student file audit of all 12-14 students not progressing. Student file audit of readmitted 11-13 students. Students returning and completing within one year are counted as part of the graduation rate for their original cohort.</i></p> <p><i>Calculate cohort graduation rates.</i></p> <p><b>Benchmark (if available):</b> <i>Desired performance of Partially met = 85-89%, Fully met = 90-100% graduation rate by the cohort of nursing students.</i></p>		
Assessment Cohort Demographics		
<p>Number of course sections assessed: <b>6</b> / Number offered: <b>6</b> = <b>100%</b> of courses assessed            Number of students assessed: <b>96</b> / Number of students in all sections: <b>96</b> = <b>100%</b> of students assessed</p>		
Results		
<p><b>Reporting:</b> What did you find? How many students or what percentage of students met, or did not meet the outcome(s)?</p> <p><i>Graduation rate for the 2012-2014 Cohort = <math>44^*/48 = 91.67\%</math> (8.33% attrition rate)</i>  <i>*One student readmitted to NUR 107, 2014</i></p> <p><i>Trended data:</i>  <i>2012-2014 Cohort = 91.67%</i>  <i>2011-2013 Cohort = 95.83%</i>  <i>2010-2012 Cohort = 85.42%</i>  <i>2009-2011 Cohort = 95.55%</i>  <i>2008-2010 Cohort = 88.88%</i></p>		

**Class of 2014\*: 91.67% graduation rate**

*In Fall of 2012, 48 students were admitted. In June of 2014, 44 out of the 48 graduated. Three students failed out of the first year of the program, and one student move away at the end of the first year. \*One student was readmitted to NUR 107 in 2014. Current rate: 44/48 completing for a graduation rate of 91.67% with one student potentially completing in 2015.*

**Class of 2013: 95.83% graduation rate**

*In Fall of 2011, 48 students were admitted. In June of 2013, 45 out of the 48 graduated. One student transferred to LBCC. One student left the program and moved to Italy. One student broke his ankle, but returned and graduated in 2014. Final rate: 46/48 completing for a graduation rate of 95.83%.*

**Class of 2012: 87.5% graduation rate**

*In Fall of 2010, 48 students were admitted. In June of 2012, 41 out of the 48 graduated. One student transferred to a Bachelor's program. Six students out of this class failed, with one student successfully passing this Spring (2013). Final rate: 42/48 completing for a graduation rate of 87.5%*

**Analysis**

**Fully Met**

**Overall summary of observations:** What do the assessment results say about how well all students achieve the intended student learning outcomes? If the outcome(s) was not met, does your analysis of the assessment suggest possible reasons why?

*Our benchmark of a 90-100% graduation rate has been met in 2014 and 2013, and partially met in 2012. Each student that fails/leaves the program has an exit interview with the Program Director. A majority of students report not allowing for adequate study time due to work and family demands. Additionally, acute personal life stressors interfered with study time and ability to focus. On a rare occasion, we have a student that does not possess the academic skills to be successfully in the rigorous nursing curriculum.*

*We have been discussing our concern regarding the number course failures in the class of 2015 at our Faculty/Curriculum and Admission Committee meetings. One of the areas that we are looking into is the admission process, specifically the admission essay. Nursing faculty have recommended that the admission essay questions be refocused for the 2015 admission to decrease the amount of questions relating to coping with life stress. A third of the questions in the most recent admission essay focused on life stressors. The questions did not appear to capture the skills of coping with life stressors, but rather rewards those students making poor life decisions creating life stressors. These students continued to demonstrate a trend of poor decision making skills in the Nursing Program resulting in course failure.*

## Closing the Loop

**Preliminary Recommendations:** What does this project suggest is the next step? Run the assessment again and continue to collect data? Modify the assessment? Make changes to the curriculum?

*This is an ongoing measure required by the Oregon State Board of Nursing, and we will continue to gather this data.*

**Plans for reassessment following curriculum change:** If changes are made to your course, how might you reassess for improvement?

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**Are you satisfied with this assessment project?** If so, why? If not, how might you modify it so that it might produce more meaningful data?

*We are satisfied with the assessment project. We believe that in combination with other assessments it helps us validate admission criteria and program curriculum rigor.*

## Direct vs. Indirect Assessment

Students demonstrate that they have learned specific skills or concepts through *direct assessment measures* like student products or performances. By contrast, *indirect assessment measures* are analyses of reported rates or perceptions that imply that student learning has taken place and that outcomes have been met.

Examples of Direct and Indirect Assessment from Texas A&M University's Office of Institutional Assessment:

### Direct Assessment

- Pre and posttests
- Course-embedded assessment (e.g., homework assignment; essays, locally developed tests)
- Comprehensive exams
- National Major Field Achievement Tests
- Certification exams, licensure exams
- Portfolio evaluation
- Case studies
- Reflective journals
- Capstone projects
- Internal/external juried review of performances and exhibitions
- Internship and clinical evaluation
- External examiners/peer review
- Grading with criteria or rubrics

### Indirect Assessment

- Departmental survey
- Exit interviews
- Alumni survey
- Employer survey
- Student survey
- Graduate survey
- Focus groups
- Job placement statistics
- Graduation and retention rates