CENTRAL OREGON COMMUNITY COLLEGE
Outcome Assessment Analysis
Executive Summary: 2013 2nd Year Student Curriculum Survey

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

Outcome(s)
Theme-Level Outcome: 1. *Perform as a team member exemplifying professional practices and behavior.* 2. *Apply critical thinking and problem-solving skills that reflect best practice.* 3. *Communicate effectively and appropriately within a professional setting in both written and oral form.* 4. *Demonstrate knowledge and apply skills essential to the discipline.* 5. *Practice safety within the professional setting.* 6. *Research, interpret, and apply data/information in the professional setting.* **Program-Level Outcome:** 1. *Apply the nursing process to provide and direct holistic, individualized patient care in acute, critical, community-based and long term care settings.* 2. *Coordinate and manage the delivery of care to meet the health care needs for a group of patients.* 3. *Utilizes therapeutic and professional communication skills to achieve patient outcomes in collaboration with healthcare providers from across the continuum of practice settings.* 4. *Develop and implement individualized teaching plans for patients, families, and caregivers.* 5. *Internalize and model professional behaviors, and values of the registered nurse.*

Assessment		
Classification: Would you classify your assessment as direct or indirect? *(See reverse.)*	☐ Direct	☑ Indirect

Description: 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)

In-depth second year curriculum survey carried out finals week of Spring term. This is a computer-based survey that is done in a COCC computer lab during a scheduled time following the HESI-RN final exam. The survey measures student perception of student learning outcome achievement, curriculum content and leveling across the six terms, grading tools and criteria, study resources, clinical sites, alternative clinical experiences, rigor, course satisfaction, and feedback on specific assignments.

Benchmark: Desired rate of satisfaction for Partially met = 75-84%, Fully met 85-100% by the cohort of students.

Assessment Cohort Demographics
Number of course sections assessed: **1** / Number offered: **1** = **100%** of courses assessed Number of students assessed: **27** / Number of students in all sections: **46** = **59%** of students assessed *Faculty forgot to inform students of survey at the beginning of the HESI exam.*

Results	**Fully Met**

Reporting: What did you find? How many students or what percentage of students met, or did not meet the outcome(s)?

Benchmark was Fully met. 27/27 = 100% regarding student achievement of the program-level student learning outcomes. For the overall survey, level of satisfaction was Partially met = 83.81%

Analysis

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?

Overall, we partially met our outcome.

Specific areas for further inquiry include:
- *Textbooks –Nursing Diagnosis, Pathophysiology, Maternal Child, Lab and Diagnostics, Leadership and Management were rated below the 75% benchmark for student satisfaction.*
- *Students were concerned about the number of essays in NUR 208.*
- *Students prefer a more interactive style during class.*
- *Students rated Case Study presentations below the benchmark.*
- *Cardio-respiratory and neuro clinical presentations were rated below the benchmark.*

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?

- *We no longer have the neuro assessment clinical presentation. We revised the NPCC format for clinical in NUR 207 and needed to delete this assignment to balance student workload.*
- *Textbooks have been changed.*
- *Essay exam assignment have been reduced from eight to three and content assessment has been reassigned to the CAT.*
- *Modify survey questions to target information we need.*

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

Revise and repeat the curriculum survey each Spring.

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?

- *Consider adding specific questions regarding on-line skills. Clarify outcomes and learning objectives related to theory on question #5.*
- *Case study question #33 should state the case study assignment helped me think critically about patient care.*
- *Question #35 should state cardio-respiratory assessment assignment was a valuable learning tool.*

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