

CENTRAL OREGON COMMUNITY COLLEGE
Outcome Assessment Analysis
Executive Summary: 2013 1st Year Student Curriculum Survey

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

Outcome(s)		
<p>Theme-Level Outcome:</p> <ol style="list-style-type: none"> 1. <i>Perform as a team member exemplifying professional practices and behavior.</i> 2. <i>Apply critical thinking and problem-solving skills that reflect best practice.</i> 3. <i>Communicate effectively and appropriately within a professional setting in both written and oral form.</i> 4. <i>Demonstrate knowledge and apply skills essential to the discipline.</i> 5. <i>Practice safety within the professional setting.</i> 6. <i>Research, interpret, and apply data/information in the professional setting.</i> <p>Program-Level Outcome:</p> <ol style="list-style-type: none"> 1. <i>Provide patient-centered care based on established standards, and contribute to and participate in nursing care delivery.</i> 2. <i>Set priorities, organize and deliver nursing care to groups of patients.</i> 3. <i>Communicate effectively, therapeutically, and professionally with a diverse group of individuals.</i> 4. <i>Reinforce teaching plans or teach from established standards.</i> 5. <i>Provide holistic nursing care based on ethical/legal principles of healthcare within the scope of practice of the practical nurse.</i> 		
Assessment		
Classification: Would you classify your assessment as direct or indirect? (<i>See reverse.</i>)	<input type="checkbox"/> Direct	<input checked="" type="checkbox"/> Indirect
<p>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)</p> <p><i>In-depth first 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-PN 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.</i></p> <p>Benchmark: Desired rate of satisfaction of Partially met = 75-84% , Fully met = 85-100% by the cohort of students.</p>		
Assessment Cohort Demographics		
<p>Number of course sections assessed: 1 / Number offered: 1 = 100% of courses assessed Number of students assessed: 40 / Number of students in all sections: 46 = 86.96% of students assessed</p>		

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 of 85-100% was **Fully met**. 40/40 = 100% regarding student achievement of the program-level student learning outcomes. For the overall survey, level of satisfaction = **91.56%***

Analysis

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

Of students surveyed:

- *NUR 106: 45% agreed and 50% strongly agreed that they achieved the intended outcomes as listed above*
- *NUR 107: 57.5% agreed and 42.5% strongly agreed that they achieved the intended outcomes as listed above.*
- *NUR 108: 42.5% agreed and 52.5% strongly agreed that they achieved the intended outcomes as listed above.*

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 will continue to assess students with this survey at the end of the first year of the program. The current statistics indicate that the students are happy with the overall first year program.*
- *We review the questions annually to confirm that we are asking questions that inform our curriculum.*
- *No major curriculum changes were identified. Student input on textbooks were identified and incorporated.*

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

No changes made.

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?

- *Student surveys, by nature, are subjective. In order to utilize computer lab access, the student surveys are completed at the conclusion of their final computer-based exam.*
- *One meaningful way to improve the survey results could be to administer it on a non-final exam day. For example, open the survey on Bb a week prior to the final exam date to give the students the option to complete before the final.*

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