

CENTRAL OREGON COMMUNITY COLLEGE
Outcome Assessment Analysis
Executive Summary: Graduate 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>Apply the nursing process to provide and direct holistic, individualized patient care in acute, critical, community-based and long term care settings.</i> 2. <i>Coordinate and manage the delivery of care to meet the health care needs for a group of patients.</i> 3. <i>Utilizes therapeutic and professional communication skills to achieve patient outcomes in collaboration with healthcare providers from across the continuum of practice settings.</i> 4. <i>Develop and implement individualized teaching plans for patients, families, and caregivers.</i> 5. <i>Internalize and model professional behaviors, and values of the registered 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>A six month post-graduate survey was carried out Winter Term 2013, surveying the Class of 2012. This is a ten questions survey set up on Survey Monkey that is sent to students via email, postcards and the class Facebook page. Students respond to questions regarding job placement, types of healthcare facilities employed at, wages, satisfaction with educational experience at COCC, satisfaction with composition of clinical practicum in the curriculum, satisfaction in the curriculum preparing them to meet the program-level student learning outcomes and those pursuing or planning to pursue a BS degree in Nursing.</i></p> <p>Benchmark: Desired satisfaction of <i>Partially met = 65-74%</i>, <i>Fully met = 75-100%</i> 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: 23 / Number of students in all sections: 47 = 49% of students assessed</p>		

Results	Fully Met
<p>Reporting: What did you find? How many students or what percentage of students met, or did not meet the outcome(s)?</p> <p><i>Benchmark of 75-100% was fully met.</i></p> <ul style="list-style-type: none"> • <i>When asked 'how satisfactory was the nursing curriculum in preparing you for the program outcomes of Provider of Care, Manager of Care, Communication, Teacher and Member within the Discipline of Nursing', 95% of students reported satisfaction with the educational experience at COCC in preparing for working at the RN level.</i> • <i>When asked how satisfactory was the educational experience at COCC in preparing you for your current RN job, 95.45% reported satisfaction. The one student reporting dissatisfaction stated: "the school could have done a much better job preparing us to find work after college. That's a huge piece of being successful after college and there was NO help in these areas!"</i> • <i>When asked do you think that the amount and type of clinical practice provided in the Nursing Program was adequate in preparing you for your first nursing job, 77% of students reported just enough clinical days, with 23% of students reporting 'too few clinical days'. Generally, students identified that the number of clinical days was adequate, but that they would have desired more.</i> 	
<p>Analysis</p> <p>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?</p> <ul style="list-style-type: none"> • <i>Students report that the program prepared them well for the workplace.</i> • <i>Starting salaries ranged from \$25 to \$37 per hour.</i> • <i>In order to achieve improved response rate we have added a \$50 VISA gift card as a raffle prize for participation.</i> 	
<p>Closing the Loop</p> <p>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?</p> <ul style="list-style-type: none"> • <i>Split question eight of the survey into two questions to better discern data.</i> • <i>Explore increasing clinical hours.</i> 	
<p>Plans for reassessment following curriculum change: If changes are made to your course, how might you reassess for improvement?</p> <ul style="list-style-type: none"> • <i>No changes planned at this time.</i> 	
<p>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?</p> <ul style="list-style-type: none"> • <i>As we have discussed above, we have implemented a change to improve response rate.</i> 	

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