

CENTRAL OREGON COMMUNITY COLLEGE
Theme Outcome Assessment Analysis Summary
Workforce Development
Nursing- 2012-2014

Student Learning Outcomes:

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.*

Results:	Not Met	Partially Met	Fully Met
Student Performance Indicators			
2013 HESI-RN pass rate ≥ 850	<85%	85-89%	90-100%
2013 HESI-PN: pass rate ≥ 850	<80%	80-84%	85-100%
2013 National Council Licensing Exam NCLEX-RN Pass Rate	<90%	90-94%	95-100%
2014 Graduation Rates	<85%	85-89%	90-100%
2012 Graduate Survey	<75%	65-74%	75-100%
2013 First Year Curriculum Survey	<75%	75-84%	85-100%
2013 Second Year Curriculum Survey	<75%	75-84%	85-100%
<i>Tally:</i>	29%		71%

Assessment Cohort Demographics:

100% courses assessed: *All nursing courses were assessed (NUR 106-208)*
100% students assessed: *All 96 students were assessed*

Analysis:

Overall summary of observations: What do the assessment results say about how well all students achieved the intended student learning outcomes? If the Outcome was partially or not met, explain why.

Direct/External Measure of Student Cohort:

HESI-RN Assessment (Summary Data from HESI/Evolve-Elsevier)

Performance: Students are expected to score ≥ 850

Benchmark HESI-RN: Unmet = <85%, **Partially met** = 85-89%, **Fully met** = 90-100%

Measurement, History, and Benchmark Performance

The HESI assessment, an external standardized test, is a computer based test constructed from the National Council Licensure Exam (NCLEX) Practical Nurse (PN) and Registered Nurse (RN) blueprints. The test is utilized to evaluate student performance and to prepare students to sit for the licensing exams. The Nursing Program utilizes the HESI-PN and HESI-RN test in the curriculum for the purposes of student evaluation, curriculum evaluation, and promotion of student success on the licensing test. The HESI assessment test has been administered in the Nursing Program since 2005. For the HESI-RN, desired performance for partially met = 85-89% pass rate (≥ 850), and fully met = 90-100% pass rate. Each year, HESI-RN COCC program summaries are reviewed from the previous Spring exams and recommendations for curriculum revisions are brought to Faculty/Curriculum meetings. **(See Exhibit B: HESI-RN 2013 Summary Data)**

Results, Analysis, and Plan

The minimum benchmark of 85-89% was **not met** for the HESI-RN in Spring 2013 and is cause for concern, only 34/46 scored ≥ 850 = 74%. Many of the students stated they did not study for the exam so overall scores were lower than predicted. The students stated they wanted to get a "baseline" to see where they were at and what they needed to focus on for the NCLEX-RN exam.

Students failed to achieve the benchmark in 2009 and 2013. In 2009, the NCLEX-RN pass rate fell to 93.33%, and in 2013, fell to 89.13%, which is below the acceptable benchmark of 90%.

Each year the faculty analyze the student's individual and summary results. Students are counseled and assisted with developing a study plan for the upcoming NCLEX-RN. Summary results are analyzed for areas of poor performance and plans are made for curriculum review.

Direct/External Measure of Student Cohort:

HESI-PN Assessment (Summary Data from HESI/Elsevier)

Performance: Students are expected to score ≥ 850

Benchmark HESI-RN: Unmet = <80%, **Partially met** = 80-84%, **Fully met** = 85-100%

Measurement, History, and Benchmark Performance

The HESI-PN is administered as the final exam in the third term of the program. COCC Nursing is a ladder program, with a PN exit at the end of the first year. This is the first computer-based test in the program, and benchmarks were adjusted slightly downward to accommodate. As in the second year of the program, the test is utilized to evaluate student performance and to prepare students to sit for the licensing exams. The HESI-PN assessment test has been administered in the Nursing Program since 2007. For the HESI-PN, desired performance for partially met = 80-84% pass rate (≥ 850), and fully met = 85-100% pass rate. Each year, HESI-PN COCC program summaries are reviewed from the previous Spring exams and recommendations for curriculum revisions are brought to Faculty/Curriculum meetings. **(See Exhibit C: HESI-PN 2013 Summary Data)**

Results, Analysis, and Plan

The benchmark was **fully met** for the HESI-PN in Spring 2013 with 40/45 scoring ≥ 850 = 89%. The five students failing to achieve ≥ 850 had also demonstrated poor test performance on the course unit exams. Students failed to achieve the benchmark in 2007 and 2009. Our students have had a 100% pass rate on the NCLEX-PN since 2005.

Each year the faculty analyze the student's individual and summary results. Students are counseled

and assisted with developing a study plan for the upcoming second year of the program, and for the NCLEX-PN if they plan on sitting the exam. Summary results are analyzed for areas of poor performance and plans are made for curriculum review.

Direct/External Measure of Student Cohort:

NCLEX Pass Rate (Summary Data from Oregon State Board of Nursing)

Benchmark: **Unmet** = <90%, **Partially met** = 90-94%, **Fully met** = 95-100%

Measurement, History, and Benchmark Performance

Upon completion of an approved Nursing Program, students are qualified to sit the National Council of State Boards of Nursing Licensing Exam (NCLEX-RN). The content of the examination is based on the knowledge and skills necessary for a newly licensed, entry-level registered nurse. This is a computer adaptive test with a range of 75-265 questions that is completed within a six hour time period. The data analysis of graduate performance on the NCLEX-RN has been a part of the program's systematic assessment plan since 2005. NCLEX-RN desired performance is partially met when = 90-94% and fully met when 95-100%.

Results, Analysis, and Plan

Performance by the cohort of 2013 of an 89.13% pass rate **failed to meet** the program minimum benchmark of 90%. Annual pass rates since 2005 have ranged between 89.13% and 100%. This is the first year since 2005 that the benchmark was not met.

Each year the Nursing Program Director presents the NCLEX-RN and PN pass rates to the College Administration and Nursing Faculty. **(See Appendix 9)** Nursing Faculty evaluate any failures for potential curriculum implications.

Indirect/Internal Measure of Student Cohort:

Graduation Rates

Benchmark: **Unmet** = <85%, **Partially met** = 85-89%, **Fully met** = 90-100%

Measurement, History, and Benchmark Performance

The graduation rate represents all students that complete the RN level of the program, and includes those students that failed/withdrew and returned the next year and were successful. Graduation rate data has been collected since 2010. The desired performance is partially met when = 85-89% and fully met when 90-100%.

Results, Analysis, and Plan

The benchmark has been **fully met** for the 2012-2014 cohort with a graduation rate of 91.67%. Each year the faculty analyze student failures and suggest program revisions.

Indirect/External Measure of Student Cohort:

Nursing Program Graduate Satisfaction Survey (Survey Tool)

Benchmark: **Unmet** = < 65%, **Partially met** = 65-74%, **Fully met** = 75-100%

Measurement, History, and Benchmark Performance

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. Graduate survey data was first collected for the Class of 2011 and is collected annually. Satisfaction survey desired performance for partially met is 65-74% rate of satisfaction, and for fully met 75-100% rate of satisfaction.

Results, Analysis, and Plan

The desired performance benchmark was **fully met**. Ninety-five percent of graduates reported satisfaction with the educational experience at COCC in preparing for working at the RN level. Each year the faculty analyze the graduates survey results.

Indirect/Internal Measure of Curriculum:

Curriculum Survey by First and Second Year Students (BlackBoard Survey Tools)

Benchmarks: **Unmet** = <75%, **Partially met** = 75-84%, **Fully met** = 85-100%

Measurement, History, and Benchmark Performance

First and Second Year students complete an in-depth evaluation of the nursing curriculum. Students respond to questions regarding the following:

- Student achievement of the intended program outcomes
- Student beliefs that courses built and expanded learning across the three terms of the academic year
- Clarity of grading criteria
- Usefulness of textbooks in preparing for patient care and studying nursing concepts
- Organization and level of complexity of lecture content and LRC curriculum
- Clinical preparation and reflection activities guided learning and the application of the nursing process in the clinical setting
- Assignments promoted learning and skill building
- Clinical Assessment Tools provided guidance for scope of practice and expected level of performance
- Benefits of alternative clinical experiences
- Clinical placements provided opportunity for learning and skill building
- Nurses at clinical sites promoted student learning
- And, if courses met student's individual learning needs.

This tool stresses that no individual faculty evaluation is allowed, and that the focus is on PN and RN Program Level curriculum. An 86.96% response rate was achieved for the 2013 first year student survey and a 59% response rate for the second year survey. The annual end-of-year curriculum evaluation survey was implemented three years ago. Desired satisfaction level for partially met is 75-84% and for fully met is 85-100%.

Results, Analysis, and Plan

Each year the faculty analyze the student's summary results. Summary results are analyzed for areas of dissatisfaction and plans are made for curriculum review or revision. Benchmarks for both years were **fully met**.

Closing the Loop:

Preliminary Recommendations: List improvements needed to fully meet the outcome. What changes to the core theme or specific programs are being proposed for the coming year based on the identified needed improvements?

Based on 2013 NCLEX-RN pass rates and recommendations from the 2013 Oregon State Board of Nursing Survey recommendations, the Nursing Faculty are preparing to complete comprehensive curriculum revision to be completed by the Fall of 2016, with a focus on a Concept-Based Learning framework.

In June 2014, the Nursing Advisory Board and Nursing Faculty will be participating in an Affinity Exercise led by the Nursing Program Director to identify any needed revisions to the Program-Level Student Learning Outcomes.

The 2014 Winter term pre-HESI-RN identified 13 students scoring less than 850 and at risk for failing the NCLEX-RN. These students are on progression records and have met with the Nursing Program Director to discuss steps for success. The HESI-RN is given as the Final Exam of the Spring term capstone course NUR 208. Results will be further analyzed for curricular implications and students scoring less than 850 will be counseled.

What may be required in terms of time, money and material resources to carry out recommended changes?

Release time, or funds to hold faculty curriculum workdays off contract will be needed to achieve the level of curriculum revision necessary.

Monies are needed in the Nursing budget to purchase standardized achievement test in concept focus areas, such as mental health, to assess student knowledge and create study plans for students to improve in these areas.

Reassessment Plans:

If changes are made, how might we reassess for improvement?

All of the assessments are a part of the Nursing Program's Systematic Assessment Plan and are completed annually.

The concept focused- standardized achievement tests would provide student cohort performance data that can be utilized to inform curriculum revision.

Are we satisfied with this assessment project?

These are long standing assessment projects in the Nursing Program, and we have much trended data.

We have been able to identify some specific revisions to our survey-style questions to improve the quality of data retrieved.

The Nursing Program is planning on adding cohort assessment data to our systematic assessment plan from term exams, final exams, Learning Resource Center comprehensive skills assessments, and Advisory Board surveys.