

**Assessment of Outcome Achievement
Degree Program**

I, Describe Assessment Results

Capstone Project

The capstone project, which the nursing students complete in their final term, serves as a comprehensive assessment tool for faculty to evaluate the students' understanding, skills, and readiness for the nursing profession. It provides an opportunity for students to demonstrate their proficiency in nursing practice, including patient care, communication, and teamwork. The project encourages students to consider all aspects of patient care—physical, emotional, social, and spiritual—thereby promoting a holistic approach. It also allows them to demonstrate their critical thinking and problem-solving abilities by addressing complex clinical scenarios. Through this project, faculty can assess whether students have met the essential core competencies needed for success as nurses and measure their ability to meet the Institutional Learning Outcomes of the college. The capstone project remains a valuable learning exercise and an evaluation tool to measure the success of our students and program.

Students in the last 5 years participating in the capstone project have successfully achieved scores of 75% or better and met all requirements for successfully completing the program. 2023-24 (27/27), 2022-23 (21/21) 2012-22 (20/20), 2020-21 (22/22) and 2019-20 (22/22).

OCNE Competency Benchmarks and Clinical Performance Evaluation tools

Students' clinical performance and ability to meet clinical course outcomes are evaluated through the use of the evaluation tool and the OCNE benchmark rubrics. The clinical evaluation tools measure student performance on clinical requirements and course objectives. Students are introduced to the OCNE clinical competencies in the first term and are instructed to document learning activities and experiences on the competency report. The students complete a self-evaluation competencies tool that addresses the core competencies and how they are meeting the benchmarks for the end of the first and second year. This form is a rubric by which the student self —reports and then review these during the clinical experiences with the clinical instructor who comments on the written report. These are not part of the assignments or activities used to calculate the course grade, but evidence must be shown that the student has documented experiences to reflect on experiences that support application of the core competencies. . In the last term, NRS224, the preceptor completes a checklist of student performance on selected skills and competencies. The feedback from this tool is used by the clinical faculty as one of several measures of student performance for their final grade.

Program Attrition by course for 2023-24

First year

NRS110	28 / 29	96.55%	(personal reasons)
NRS111	26/28	92.85%	(physical injury and personal) students re-entered
NRS 112	27/27	100%	
NRS 230	27/ 28	96.4%	(personal reasons, personal injury)
NRS231	27/27	100%	
NRS 232	27/27	100%	
NRS233	27/27	100%	

Second year

NRS221	29/29	100%
NRS222	27/29	93.1%
NRS224	27/27	100%

The program did not lose any students in first year due to course failure, but did lose to personal needs and needs and one to physical injury. With the loss of those students we were able to re-admit 2 students who had to step out of the program, due to failure in a class, from the previous year.

The 2 students who were not successful in second year was due low test scores in a very difficult theory content. Both are planning on returning next year to complete the program.

National Council Licensure Examination-

For reporting and tracking purposes, all NCLEX pass rates are rounded up or down to the nearest percentage. A program must maintain the following: A minimum of 75% first-time pass rates or higher for the most recent 12-month period OR a 90% total pass rate or higher of all test-takers that includes first-attempt and repeaters for most of the recent 12 months. Students qualify to sit for the NCLEX after they have completed all the required course work to earn a AAS degree in Nursing, The Nursing program is approved by the Oregon State Board of Nursing and our student are eligible to apply to the take the exam upon graduation. The graduate must pass the national exam to apply for licensure as a Registered Nurse.

1/01 to 12/31					
	2019 / 22 grads	2020 /21grads	2021 /22 grads	2022/ 23 grads	2023 / 21 grads
1 st timers	20	20	21	16	21
% passed the first time.	95.5%	95.23%	95%	100%	100
Repeater 2nd time	1 (passed on the 2 nd take	1 (from this class) passed	1 (from this class) passed	4 (from this class) All passed	
Total % passed from this class by 12/31	100%	100%	100%	100%	100%

All students who completed the program in the last four (4) years has passed the NCLEX and are licensed to practice as a Registered Nurse. The community has been very supportive of the program and many graduates took positions within the local community health care organizations last year. This is a benefit to our community partners as they are struggling to recruit and retain qualified nurses. The nursing program is meeting the needs of the community as well as providing the students with a strong foundation to start their nursing career which will provide them with the opportunity to care for others and make a good wage while working in a very rewarding profession.

2. Identify changes that should, as a result of this assessment, be implemented towards improving students attainment of a degree and meet the program objective.

The faculty has recognized that it is difficult for to apply pathophysiology, pharmacology and nursing theory and interventions when the courses do not align well. The OCNE curriculum is suppose to be s spiraling curriculum that starts with a foundation and continues to build over the 2 years. However, Pathophysiology and Pharmacology was not aligned to allow for such scaffolding. The faculty have envisioned offering the pathophysiology of a disease or health issue while teaching the nursing theory and interventions and the medications that are used to treat the condition in a more integrated format. To do this the program has elected to change the flow of the courses in the first year. Pathophysiology and Pharmacology will be offered

in all three first terms along with the nursing theory and clinicals. The total number of credits won't change, but instead of Patho being offered in first and second term and pharm being offered second and third term they both will have less credits each term and be covered over three terms. This will also lighten the heavy load that the student experienced in second term.

3. Plan and faculty Involvement

This change has been approved by the OCNE and the CGCC curriculum committee and will be implemented for the first time in fall 2024. Faculty members have collaborated to determine the content, timing, and logistics. The schedule has been discussed, and Pathophysiology and Pharmacology courses, which support the nursing care of patients with specific conditions, will be offered the week before the introduction of Nursing theory and interventions.

The faculty have chosen books from a single vendor, which offer excellent tracking tools to monitor student success and built-in mediation and learning tools to assist the students. This tracking will also help faculty evaluate the effectiveness of the change. The publisher provides nursing experts to assist the faculty in integrating all resources for the best learning experience for both students and faculty.

The program will also continue to utilize Kapan as resource for student to practice NCLEX style questions and take standardized test to evaluate retention and application. The data from these tests will be compared with those in previous years to evaluate the effectiveness of the change in curriculum flow and resources. Kaplan has excellent assistance with breaking down and reporting trends.

The nursing program is undergoing significant changes due to the retirement of two long-time faculty members, and we are facing challenges in finding qualified nurses to fill these positions, as well as in appointing a new Director for the program. Faculty have discussed plans to cover classes and clinical sessions for the fall term. By utilizing part-time faculty for clinicals and having an experienced part-time faculty member teach the Pathophysiology class, the fall classes will be well-managed.

The program has hired one new full time faculty but we are still shy a full time faculty position. A faculty member will be assigned to mentor the new instructor and fortunately she has done clinical for the program so is somewhat familiar with the program. Every effort will be made to assist the new faculty and offer her support. A new faculty nursing handbook will be created, by the director, with suggestion from the faculty, covering basic operational guidelines and resources.

Preventing faculty burn out is a concern with all the challenges the program is dealing with.

The Program cannot operate without a qualified Program Director per the Oregon State Board of Nursing, Presently the retiring program director has agreed to stay on a few days a week for a few months but the college will need to be more strategic on how they recruiting for a replacement .

The program will have a new simulation lab completed in the near future and with that more work will be involved with learning new IT equipment and use of new mannikins. A request has been made to administration for a part-time, non-nurse with computer skills and interest in technology to assist in the sim lab.

Reflect on adjustments or changes made:

1) Scheduled classes for first year that was on consistent days and course test were scheduled on the time that the class was to be held, did not allow additional hours to be added on for test or extended class hours. Test had to be offered during the scheduled course time.

Result: Both students and faculty were very positive about having consistency in the schedule. Fall term had been difficult for the students and the faculty with so many extra hours being asked of them. Winter and spring went smoothly, New faculty were introduced to what credit load for a class means, hours for Lec-lab and lab classes. Faculty were very receptive and eager to learn about loading hours for classes.

- 2) Revised the first year course syllabus from 80 plus pages to less than 20 pages. Format and the part to the Class, theory, lab and clinical were broken up into sections.
Result: Feedback from students and faculty was very positive. The big syllabus, had been overwhelming to them and some just got lost in it. Second year is planning on reducing their syllabus from over a 100 pages to far less. This is work in progress.
- 3) 3- day, end of year, work shop, reviewing curriculum, objectives of written assignments, curriculum content and depth of content offered, flipped classrooms, reviewed OCNE ALL-IN-One documents, guest, OCNE curriculum coordinators, offered suggestions and encouraged less written work, spreading the curriculum into all the components of the course, slimming down the clinical evaluation. Faculty were open to suggestions and reviewed student feedback, both verbal and written, and faculty workload fatigue.
Result: Faculty worked on reducing written work, limiting care plans to a reasonable number and will revise some of the expectation of the cardiac content and EKGs. Having a discussion about what required when presenting the information listed in the All-In -One document and to what depth. Very productive 3 days.
- 4) New simulation lab is under construction, new simulated high tech learning equipment will be added to the lab environment. There will need to be time set aside for faculty to be instructed on the equipment and how simulation can be better used to prepare our students for patient care. **Results** Planning head will schedule orientation to the new sim mannikins after fall term is well underway.
- 5) Director met with every 6th term student to discuss their individual plan for studying for the NCLEX, had them submit a plan. **Result:** students were positive about meeting, took suggestions well and completed their application for the OSBN so they could be ready to register to take the NCLEX soon after graduation. Last year this effort paid off and the student passed at 100% hopefully this class will do as well.

Submitted by Janie Griffin, MN, RN, Director of Nursing and Health Occupations.