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<p><i>2. Develop insight through reflection, self-analysis, and self-care.</i> (revised 1.20.20)</p>	<ul style="list-style-type: none"> 85% of students will perform satisfactorily on all elements of the NRS 110 - 224 Competency Based Outcomes <p>NCLEX:</p> <ul style="list-style-type: none"> A first attempt pass rate of 60% or higher on the Oregon RN licensing examination over a one year period A first attempt pass rate of 70% or higher over two consecutive one year periods, or A two-year pass rate of 85% or higher over three consecutive years. 	<p>NRS 110 - 224 Competency Based Outcomes Tool</p> <p>National Council Licensure Examination</p>	<p>Competency Based Outcomes Tool to be assessed by Clinical Instructor for NRS 110 - 224 at end of clinical rotations.</p> <p>NCLEX performance will be tracked by Director of Nursing & Health Occupations or designee.</p>	<p>Goal Met: NRS 110: 30/30 100% NRS 111: 26/26 100% NRS 112: 23/23 100%</p> <p>NRS 221: NRS 222 NRS 224:</p> <p>Goal Met: NRS 224 (2023) 20/21 passed who have taken exam 95.2%</p>

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<p><i>3. Engage in intentional learning, developing self-awareness of learning and effects on client care, seeking new, relevant knowledge and skills. (revised 1.20.20)</i></p>	<ul style="list-style-type: none"> 85% of students will perform satisfactorily on all elements of the NRS 110 - 224 Competency Based Outcomes <p>NCLEX:</p> <ul style="list-style-type: none"> A first attempt pass rate of 60% or higher on the Oregon RN licensing examination over a one year period A first attempt pass rate of 70% or higher over two consecutive one year periods, or A two-year pass rate 	<p>NRS 110 - 224 Competency Based Outcomes Tool</p> <p>National Council Licensure Examination</p>	<p>Competency Based Outcomes Tool to be assessed by Clinical Instructor for NRS 110 - 224 at end of clinical rotations.</p> <p>NCLEX performance will be tracked by Director of Nursing & Health Occupations or designee.</p>	<p>Goal Met: NRS 110: 30/30 100% NRS 111: 26/26 100% NRS 112: 23/23 100% NRS 221: NRS 222 NRS 224:</p> <p>Goal Met: NRS 224 (2023) 20/21 passed who have taken exam 95.2%</p>

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<p>4. <i>Demonstrate leadership in nursing and health care to meet client needs, improve the health care system, and facilitate community problem solving.</i> (revised 1.20.20)</p>	<ul style="list-style-type: none"> 85% of students will perform satisfactorily on all elements of the NRS 110 - 224 Competency Based Outcomes <p>NCLEX:</p> <ul style="list-style-type: none"> A first attempt pass rate of 60% or higher on the Oregon RN licensing examination over a one year period 	<p>NRS 110 - 224 Competency Based Outcomes Tool</p> <p>National Council Licensure Examination</p>	<p>Competency Based Outcomes Tool to be assessed by Clinical Instructor for NRS 110 - 224 at end of clinical rotations.</p> <p>NCLEX performance will be tracked by Director of Nursing & Health Occupations or designee.</p>	<p>Goal Met: NRS 110: 30/30 100% NRS 111: 26/26 100% NRS 112: 23/23 100% NRS 221: NRS 222 NRS 224:</p> <p>Goal Met: NRS 224 (2023) 20/21 passed who have taken exam 95.2%</p>

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<p>5. Collaborate as part of a health care team, receiving, using and giving constructive feedback. (revised 1.20.20)</p>	<ul style="list-style-type: none"> • 85% of students will perform satisfactorily on all elements of the NRS 110 - 224 Competency Based Outcomes <p>NCLEX:</p> <ul style="list-style-type: none"> • A first attempt pass rate of 60% or higher on the Oregon RN licensing examination over a one year period 	<p>NRS 110 - 224 Competency Based Outcomes Tool</p> <p>National Council Licensure Examination</p>	<p>Competency Based Outcomes Tool to be assessed by Clinical Instructor for NRS 110 - 224 at end of clinical rotations.</p> <p>NCLEX performance will be tracked by Director of Nursing & Health Occupations or designee.</p>	<p>Goal Met: NRS 110: 30/30 100% NRS 111: 26/26 100% NRS 112: 23/23 100% NRS 221: NRS 222 NRS 224: Goal Met: NRS 224 (2023) 20/21 passed who have taken exam 95.2%</p>

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<p>6. <i>Practice within, utilize, and contribute to the broader health care system (revised 1.20.20)</i></p>	<ul style="list-style-type: none"> • 85% of students will perform satisfactorily on all elements of the NRS 110 - 224 Competency Based Outcomes 	<p>NRS 110 - 224 Competency Based Outcomes Tool</p>	<p>Competency Based Outcomes Tool to be assessed by Clinical Instructor for NRS 110 - 224 at end of clinical rotations.</p>	<p>Goal Met: NRS 110: 30/30 100% NRS 111: 26/26 100% NRS 112: 23/23 100% NRS 221: NRS 222 NRS 224:</p>

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<p>7. Practice relationship-centered care, based on empathy and caring, deep understanding of the care experience, and mutual trust and</p>	<ul style="list-style-type: none"> • 85% of students will perform satisfactorily on all elements of the NRS 110 - 224 Competency Based Outcomes 	<p>NRS 110 - 224 Competency Based Outcomes Tool</p>	<p>Competency Based Outcomes Tool to be assessed by Clinical Instructor for NRS 110 - 224 at end of clinical rotations.</p>	<p>Goal Met: NRS 110: 30/30 100% NRS 111: 26/26 100% NRS 112: 23/23 100% NRS 221: NRS 222 NRS 224:</p>

<p><i>respect for the autonomy of the client (revised 1.20.20)</i></p>	<p>NCLEX:</p> <ul style="list-style-type: none"> • A first attempt pass rate of 60% or higher on the Oregon RN licensing examination over a one year period • A first attempt pass rate of 70% or higher over two consecutive one year periods, or • A two-year pass rate of 85% or higher over three consecutive years. <p>Capstone:</p> <ul style="list-style-type: none"> • 66% of students will score >75% on group case study quality of content <p>Portfolio</p> <p>85% of the students will have completed their portfolio</p>	<p>National Council Licensure Examination</p> <p>Summative case study reflective of the Associate Degree in Nursing intended outcomes</p> <p>Portfolio</p> <ul style="list-style-type: none"> • Evidence through assignments and weekly reflections substantiating their achievement of the OCNE outcome 	<p>NCLEX performance will be tracked by Director of Nursing & Health Occupations or designee.</p> <p>Case Study Capstone project to be evaluated by clinical and primary faculty at end presentation of project, NUR 224</p> <p>Portfolio is evaluated every term by the clinical instructor.</p>	<p>Goal Met: NRS 224 (2023) 20/21 passed who have taken exam 95.2%</p> <p>Capstone: Goal met 21/21 or 100% completed the capstone project with scores > 75%</p> <p>Goal Met: Program Portfolio: 21/21 or 100% competed their portfolio successfully</p>
<p><i>8. Communicate effectively and therapeutically, with attention to elements of cultural influences, and using appropriate modalities and technologies</i></p>	<ul style="list-style-type: none"> • 85% of students will perform satisfactorily on all elements of the NRS 110 - 224 Competency Based Outcomes 	<p>NRS 110 - 224 Competency Based Outcomes Tool</p>	<p>Competency Based Outcomes Tool to be assessed by Clinical Instructor for NRS 110 - 224 at end of clinical rotations.</p>	<p>Goal Met: NRS 110: 30/30 100% NRS 111: 26/26 100% NRS 112: 23/23 100% NRS 221: NRS 222 NRS 224:</p>

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<p>9. Make sound clinical judgments through noticing, interpreting and responding, using best available evidence,</p>	<ul style="list-style-type: none"> • 85% of students will perform satisfactorily on all elements of the NRS 110 - 224 Competency Based Outcomes 	<p>NRS 110 - 224 Competency Based Outcomes Tool</p>	<p>Competency Based Outcomes Tool to be assessed by Clinical Instructor for NRS 110 - 224 at end of clinical rotations.</p>	<p>Goal Met:</p> <p>NRS 110: 30/30 100% NRS 111: 26/26 100% NRS 112: 23/23 100% NRS 221: NRS 222 NRS 224:</p>

<p><i>frameworks and systems to organize data and knowledge; accurately perform skills while maintaining patient and personal safety. (1.20.20)</i></p>	<p>NCLEX:</p> <ul style="list-style-type: none"> • A first attempt pass rate of 60% or higher on the Oregon RN licensing examination over a one year period • A first attempt pass rate of 70% or higher over two consecutive one year periods, or • A two-year pass rate of 85% or higher over three consecutive years. <p>Capstone:</p> <ul style="list-style-type: none"> • 66% of students will score >75% on group case study quality of content <p>Portfolio</p> <p>85% of the students will have completed their portfolio</p>	<p>National Council Licensure Examination</p> <p>Summative case study reflective of the Associate Degree in Nursing intended outcomes</p> <p>Portfolio</p> <ul style="list-style-type: none"> • Evidence through assignments and weekly reflections substantiating their achievement of the OCNE outcome 	<p>NCLEX performance will be tracked by Director of Nursing & Health Occupations or designee.</p> <p>Case Study Capstone project to be evaluated by clinical and primary faculty at end presentation of project, NUR 224</p> <p>Portfolio is evaluated every term by the clinical instructor.</p>	<p>Goal Met: NRS 224 (2023) 20/21 passed who have taken exam 95.2%</p> <p>Capstone: Goal met 21/21 or 100% completed the capstone project with scores > 75%</p> <p>Goal Met: Program Portfolio: 21/21 or 100% completed their portfolio successfully</p>
<p><i>10. Locate, evaluate, and use the best available evidence (revised 1.20.20)</i></p>	<ul style="list-style-type: none"> • 85% of students will perform satisfactorily on all elements of the NRS 110 - 224 Competency Based Outcomes 	<p>NRS 110 - 224 Competency Based Outcomes Tool</p>	<p>Competency Based Outcomes Tool to be assessed by Clinical Instructor for NRS 110 - 224 at end of clinical rotations.</p>	<p>Goal Met: NRS 110: 30/30 100% NRS 111: 26/26 100% NRS 112: 23/23 100% NRS 221: NRS 222 NRS 224:</p>

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Submitted by: Diana Bailey Date: 11/20/2022

Plans to be submitted to Title III Academic Assessment Coordinator (kbooth@cgcc.edu) by Nov 15 of academic year being assessed

Results to be submitted to Academic Assessment Coordinator (kbooth@cgcc.edu) by June 30th the following academic year being assessed

Analysis to be completed as part of the department program review

**Assessment of Outcomes Achievement
Degree, Certificate, Program
2021-2023 Nursing Cohort**

Name of Degree, Certificate or Program: Associate of Applied Science: Nursing

1. Describe assessment results.

Case Study Capstone Project: The case study capstone provides students with the ability to integrate critical thinking with the skills and knowledge they gained throughout the program in order to care holistically for a mock patient. Nursing students are evaluated on their individual and group presentation skills. The quality of content, participation in the group, ability to follow the writing standards, performance on individual article summary, and communication of how the nurse's role as a provider, manager, communicator, and as member of the discipline provides holistic care for the case study patient. The capstone project continues to be a valuable learning exercise and 21/21 (2021-2023 cohort) students completed and passed at a rate of >75% for the case study capstone project.

Clinical Performance Evaluation Tool (CPE): The CPEs utilized throughout the CGCC nursing program are a direct reflection of safety principles, nursing skills, and theory curriculum mandated by the Oregon State Board of Nursing (OSBN) and Oregon's Nurse Practice Act. Students are occasionally dismissed from clinical settings (failure to meet CPE) due to unsafe clinical practice. Clinical instructors have a duty to the public to dismiss unsafe students. Clinical performance (assessed by CPE) is a critical part of a nursing program and needs to continue to be assessed on an ongoing basis. Bolded OCNE Competencies must be passed successfully by the end of the clinical term. The OCNE Competency Rubric is designed to convey measurable performance expectations. This document provides a progressive framework with leveled benchmarks, supplies systematic feedback to students about their performance and ultimately, promotes student learning. The Competency Rubric has three components: (1) competency to be demonstrated; (2) dimensions which align the parts of the competency; (3) description of each benchmark to be assessed. Benchmarks specify the three levels of progression within the OCNE curriculum: the end of third, sixth and ninth terms. A student may fail to progress if they perform unsatisfactorily on any outcome met in a previous term.

Program attrition rates by course:

First year

- NRS 110 30/30 100%
- NRS 111 26/26 100%
- NRS 112 23/23 100%
- NRS 230 24/26 92.3% (Exams, medical, life)
- NRS 231 23/23 100%
- NRS 232 27/30 90% (Exams, medical, life)
- NRS 233 26/26 100%

Second year

- NRS 221 18/19 94.7% (Medical)
- NRS 222 20/20 100% (2 reentry)
- NRS 224 20/20 100%

National Council Licensure Examination- RN (NCLEX-RN): National Council of State Boards of Nursing (NCSBN) is an independent, not-for profit organization through which boards of nursing act and counsel together on matters of common interest and concern affecting public health, safety and welfare, including the development of nursing licensure examinations. The NCSBN develops psychometrically sound and legally defensible nurse licensure and certification examinations consistent with current practice. NCLEX-RN is the national standard required for all nurses to gain RN licensure.

CGCC pass rates:

2020-2021: 20/22 91% passed on first attempt. Two students still have not taken the NCLEX Exam. Students were then required to complete all Kaplan practice exams throughout the term. Students were strongly counseled at the end of the term to take the NCLEX-RN as soon as possible after graduating (provided they felt ready). They were also contacted periodically after graduation to let them know that faculty was there if they needed help and to provide encouragement.

2021-2022 14/20 70% *14/14 of students have passed 100% *6/20 students have not taken NCLEX

Full time second year nursing faculty and the Director of Nursing & Health Occupations review Oregon State's NCLEX-RN results and licensure as well as other states identified where students are testing. Over the evaluated three years, CGCC students have received licensure in Washington, California, Arkansas, and Tennessee in addition to Oregon.

2022-2023 20/21 95.2% passed on first attempt.

CGCC's OSBN three-year pass rate is 85.7% and a two-year of 82.9%.

2. Identify any changes that should, as a result of this assessment, be implemented towards improving students' attainment of degree, certificate, or program outcomes.

Course Assignments from Nursing 110-224, Pathophysiology NRS 232 and NRS 233, and Pharmacology NRS 230 and NRS 231: Compared to cohorts past, this cohort had a higher attrition rate in the first term of the program (NRS 210).

First Year: Attrition rate in the winter term (NRS 111, NRS 233 & NRS 230) was about average with previous terms as this is the heaviest term in the first year and students struggle with the addition of pharmacology. In reviewing, in the middle of NRS 110, it was realized that the question difficulty was at a level higher than where the students should be tested. As students aren't used to taking analysis/application style questions, (and since the NCLEX-RN is all analysis/application), in the first year of the program students are transitioned from knowledge/comprehension style questions to analysis/application as follows for all classes:

- Fall term: 25% knowledge, 50% comprehension, 25% analysis/application
- Winter term: 50% comprehension, 50% analysis/application
- Spring term: 25% comprehension, 75% analysis/application

By doing this, the students are transitioned to utilizing more critical thinking as their foundation is built to be prepared to enter second year where 100% of the questions are analysis/application. When reviewing the questions for the first few exams in NRS 110, it was realized that the faculty had

mistakenly tested the students at 25% knowledge/comprehension and 75% analysis/application. Since this term, the questions are carefully reviewed, prior to the exam, to make sure the above plan is followed.

Another issue that was identified late in the first year (spring term), is that students are no longer coming into the program with critical thinking/problem solving skills. This issue was identified during a conversation with the student services advisor when reviewing how to help students prepare for nursing school. It was identified by that student services individual that these skills are no longer a part of the K-12 curriculum; they would've had these skills introduced during the 4-8th grades. Therefore, faculty from the nursing program have been working with the pre-requisite courses faculty to help build these skills into the prerequisite programs.

Many students had difficulty with a flipped classroom style of learning. This is not what they were used to and had difficulty transitioning. This was also a component that contributed to attrition. To help address this, the first year faculty reverted to a 50% lecture style/50% flipped classroom style in winter term and 25% lecture style/75% flipped classroom for spring term. This leveling up was put in place to have the students ready for a 100% flipped classroom style for second year.

Second year:

In reviewing the program, it was evident that the attrition rates were higher in the first-year courses than second year of the program. In evaluation the attrition, it was noted that student's had difficulty with problem solving, analysis, application, and critical thinking exam style that is used in the NCLEX testing process. Secondly, student illness/medical needs and life situations compounded the attrition rate. To address attrition concerns, faculty implemented or exploring implementing the following:

- Application process change from the entry essay to the college Placement Test
- Evaluate timelines for accepting prerequisites for writing and math
- Consider a health occupations chemistry course
- Exams started with only comprehension knowledge-based questions in fall term year one then increase by adding 25% of application/analysis/NGN type questions each term (Implemented 2021)
- Faculty presented OCNE philosophy, OCNE program, flipped classrooms, holistic teaching in the classroom, and introduced critical thinking/problem solving assignments currently used in program (Completed 2022)
- Meeting with prerequisite instructors to align curriculum to meet OCNE curriculum needs (Completed 2022)
- Communications and brain storm sessions with non-nursing faculty to increase problem solving critical thinking assignments in the prerequisite courses (Completed 2021-22)

Measurement Tool used for 2021-23 Nursing Cohort Nursing, Pathophysiology and Pharmacology Course Assignments:

First Year

- NRS 110 Evidence-Based Practice project
- NRS 110 Cultural interview an essay
- NRS 110 Head Start Project
- NRS 111 Problem Behavior Group project and Self Evaluation
- NRS 111 Dementia Problem Behavior Skit and Factsheet discussion forum
- NRS 112 Nursing Care Plan
- NRS 112 OB Article Summary
- NRS 112 OR Article Summary
- NRS 112 Ethics Paper

- NRS 110- NRS 112 Self Health Assessment and Plan

Second Year

- NRS 232 Pathophysiology PowerPoint Discussion Forum peer review
- NRS 230 Autobiography of a Drug discussion forum peer review and reflective questions
- NRS 233 Pathophysiology patient teaching brochure addressing medical literacy, lay population
- NRS 231 Medication Teaching Plan addressing learning styles, teaching strategies

3. Describe your plan for implementation of any changes.

- Reboot the Nursing Application Committee post COVID-19
- Update Nursing Program Entry Application
- Schedule quarterly communications with prerequisite chairs to talk about OCNE philosophy, OCNE program, flipped classrooms, holistic teachings in the classroom, and critical thinking/problem solving assignments currently used in prerequisite courses and if they were successful.
- Work with Science Department Chair to investigate a health occupations chemistry course
- Continue starting with only comprehension knowledge-based questions in fall term year one then increases by adding 25% of application/analysis/NGN type questions each term

4. Departmental faculty involvement. All faculty (adjunct and full time, clinical and theory faculty) take part in the CPEs assessment, capstone, and portfolio. In addition, all faculty take part in reviewing clinical skills taught and the necessity of needing check-offs for each skill. If there are significant problems in a particular area, concern goes to team meetings and if warranted it goes to a full-time faculty meeting to discuss improvement strategies. Once decisions are made, it is disseminated to all faculty. With retiring faculty, increased mentorship will be needed in 2023-24 as new faculty are hired. To address hiring and introduction to OCNE, a faculty handbook will be implanted.

5. Evaluate the assessment strategy. Evaluations utilized by faculty and staff are founded and follow state and national standards set in place by Oregon State Board of Nursing, the National Council of State Boards of Nursing (NCSBN), and the American Nurses Association and are explained in detail in question #1.

6. Additional comments. Many changes will be coming to the nursing program as 50% of the nursing faculty are retiring or reducing to part time. Full time faculty for next year will meet with the Director to reallocate workload, align curriculum, and leadership structure to address the vacancies and concerns.

Submit to: Academic Assessment Office (kkane@cgcc.edu)

Submitted by: Diana Bailey/Lorie Saito Date: 9/14/2023