

Annual Report for Assessment of Outcomes 2011-2012

Please address the questions below
send to learningassessment@pcc.edu by **June 22, 2011**; with Annual Report in the subject line

Note: Information provided in this report may be inserted into or summarized in Section 2C (LDC/DE) or 6B (CTE) of the Program Review Outline.

1. Describe changes that have been implemented towards improving students' attainment of outcomes (OCNE Competencies) that resulted from outcome assessments carried out in 2010-2011. These may include but are not limited to changes to content, materials, instruction, pedagogy etc.
 - A. *OCNE Competency 3 A component nurse engages in intentional learning. The faculty implemented a letter grading scheme for the second year. It was the first year second year nursing faculty had used a letter instead of a P/NP grading scheme. With both years now using the same grading scheme it was found that the grading scheme needed refinement.*
 - B. *During winter and spring terms first year nursing students have 3 concurrent nursing courses. Each course has two midterm and one comprehensive final exam. That means that there are total of 9 exams in a 10 week term. SAC determined that with changes made in content delivery within the three courses that they did not want to change the testing structure during this academic year. The testing structure continued to problematic despite content delivery changes. The second year nursing students had only one nursing course with two midterm and one comprehensive exam.*
 - C. *OCNE Competency 5 A competent nurse collaborates as part of the health care team. To address the barriers to completion in this academically challenging program the Nursing Program has reinstated its' student mentoring program. In the student mentoring program first year nursing students are paired with a second year nursing student who agrees to mentor them through the first year of the nursing program. Nursing School is unlike most other CTE.*

For each outcome assessed this year:

- Describe the assessment design (tool and processes) used. Include relevant information about: The nature of the assessment (e.g., written work, project, portfolio, exam, survey, performance etc.) and if it is direct (assesses evidence mastery of outcomes) or indirect (student's perception of mastery). Please give rationale for indirect assessments (direct assessments are preferable).
- A. *The grading scheme was printed in the Student Handbook 2011-2012. When the SAC met in September and this issue was brought up the students already had the handbook. The SAC did not feel it could change the Student Handbook until its publication for the incoming students in Fall 2012. The new grading scheme was not finalized until spring 2012. It will be included in the 2012-2013 Student Handbook. In addition to being in the Student Handbook it will be in the course specific syllabi.*
 - B. *Approximately 50% of the first year nursing course student evaluations had one question about exams and exam review. About 75% of students either disagreed or strongly disagreed that the course exams and exam reviews met their exam need to assess evidence of their perceived mastery of module and course specific outcomes. Twenty two percent of second year students disagreed or strongly disagreed with the course evaluation question that asked if the exams were relevant to "course learning outcomes"*
 - C. *The student mentor program could benefit from a set of evaluation questions about what worked and didn't work.*
2. Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)?
 - A. *Exam evaluation information demonstrated that the Outcome Assessment Strategies process needs to be revised to meet student needs.*

- B. *Course outcomes, OCNE competencies, learning objectives and course content need to be in better alignment to facilitate student achieving their respective competency benchmarks and their perceived mastery of module and course specific outcomes.*
 - C. *The only information I have that the mentoring program has been in response to verbal questioning and is not written down.*
3. *Identify any changes that should, as a result of this assessment, be implemented to help improve students' attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc).*
- A. *Next year first year winter and spring the three concurrent nursing courses will each have 1 midterm and 1 final exam for each class. This will allow students the opportunity for remediation and to receive faculty assistance. Each course specific student will have identical course evaluation questions about the exams. There will be two questions, one will address relevancy of content to the module learning objectives and the other will address if the exam questions reflect specific course outcomes. The student evaluation will be constructed on Survey Monkey.*
 - B. *Develop curricular mapping tool to access for alignment between specific course outcomes, OCNE competencies, learning objectives and test questions*
 - C. *Add a student mentoring evaluation Survey Monkey to each term to evaluate its effectiveness.*
4. Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this. *See above for reflection and plan for next year.*