

UCC Assessment Report and Action Plan

Introduction: UCC’s Assessment Self Study and Action Plan process, together, allow faculty to take stock of assessment processes and prioritize next steps. This form is completed by department chairs, program coordinators, and program directors for their programs, areas of study, or by groups of courses, in collaboration with department faculty. It is completed at the program, area of study, or within a department – whichever is the most meaningful. If this report references multiple programs or groups of courses, it should refer to them specifically where appropriate.

To complete the report and Action Plan: Refer to your completed Self-Study. This form will help you reflect on the Self-Study and current status, prioritize program needs, and create a timeline in which these needs should be addressed. Feedback and assistance will be provided for implementation of all program and assessment goals.

Assessment Report and Action Plan

The Report and Action Plan provides a space to reflect on the work you’ve done over the previous year, and looks out three years (until the 7-year accreditation visit). It is used to document and plan for each department/area of study/program’s assessment progress. It is not used as a performance review. Instead, it is to help determine each area’s assessment “status” to move forward productively in ongoing assessment work, and breakdown assessment work into specific tasks to move to the upper levels of the NWCCU assessment rubric.

Note: Separate forms are provided for programs that lead to a specific degree or certificate, versus the departments that support General Education and Arts and Sciences courses. As applicable, see sections 2 and 3 of this document for these forms.

I. Information

Date	06/17/2019
Focus of this report and action plan.	Circle: Individual Program / Area of Study / Group of Courses
	Which one? Individual Program
Department	Registered Nursing (AAS)
Programs Courses that make up the Area of Study (If Applicable)	Courses: NRS110, NRS111, NRS112, NRS221, NRS222, NRS224, NRS230, NRS231, NRS232, NRS233
AAOT outcomes assessed in courses within your department (If Applicable)	n/a
Faculty who participated in creating this report and action plan	Jan Dawson, Lesa Beth Titus, Cindy Steele, Ruth Verkuyl (classified), April Myler

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Discuss the assessment work currently happening, and identify any gaps. Refer to the Self-Study rubric row (SS R1, etc) for associated criteria Answer: Do the programs in your department or area of study have the following foundational elements in place? What is their status of development? List major changes made in the past year and work, if any, that is planned or ongoing. Provide final copies of anything changed this year.	
Course Learning Outcomes: <i>Are the CLOs in applicable courses clear, well written, and identical across sections of the same course?</i> SS R1	Yes: "Essential Content" (EC) is created in an All-in-One document via OCNE committee members that meet regularly. The course objectives, synonymous with CLOs, are provided in the EC. These course objectives are provided in each didactic syllabus and are available in Canvas to students and staff.
Program Learning Outcomes: <i>Are the PLOs appropriate and well-written? Have you created/do you use rubrics to assess them?</i> SS R2	Yes: "Essential Content" (EC) is created in an All-in-One document via OCNE committee members that meet regularly. The course objectives, synonymous with CLOs, are provided in the EC. These course objectives are aligned with the OCNE Competencies/Benchmarks, (synonymous with PLOs) and are provided in each didactic syllabus and are available in Canvas to students and staff. A Benchmark Rubric is also provided to assess student achievement of PLOs at the first and second-year level.
Curriculum and Assessment Mapping: <i>Is this map complete? Does your curriculum align with your PLOs?</i> SS R3	Yes, the curriculum map is complete and aligns with PLOs. All CLOs and PLOs are aligned and documented in table format, and housed in syllabi for each of the listed nursing courses.
Assessment Implementation: <i>Is assessment evidence collected? Is it discussed? Is it reviewed using set criteria?</i> SS R4	Yes, each didactic instructor completes Evaluation of Course Data forms to obtain information for course improvement. A Master-Plan has been created which covered the Oregon Administrative Rules (OAR) 851-021-0040 through 851-021-0070 and includes assessment for: <ul style="list-style-type: none"> • Organization and Administration • Faculty • Students • Curriculum • Resources • Evaluation • Integrity All areas are assessed over the course of 1-3 academic years (see Master Plan, housed in HNSC114, for specifics).
Assessment results are valid: <i>How do you know that your assessment work is meaningful, and produces results that allow you to determine whether students are achieving program learning outcomes?</i> SS R5	Yes, Evaluation of Course data forms are completed by every didactic instructor after each course. End-of-term surveys are reviewed. All students participate in writing to methods used to personally meet course and program objectives. All courses assess student PLOs at first or second year levels. Other assessment levels take place using HESI testing results and National testing results (NCLEX).

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<p>Assessment results are reliable: <i>Are assessments standardized across course sections and PLOs? Are rubrics created and used consistently?</i> SS R6</p>	<p>Yes, PLOs are used in every course and a rigorous rubric is available to students and a faculty benchmark rubric is also available.</p>
<p>Assessment results lead to changes in teaching and learning strategies and inform planning and budgets: <i>What are ways this currently takes place, and/or plans for it to take place?</i> SS R7/8</p>	<p>Yes, HESI exams revealed (over multiple academic years) that Labor and Delivery, and Pediatrics, were “low scoring” categories. Staff worked to create a dedicated L & D and Pediatric bedside simulation and skills area. This included the need to purchase a new OB Manikin (birthing mother). The FT simulation instructor uses simulations “across the lifespan” to ensure that students are being exposed to these important topics. There is also a PT Instructor with a L & D expertise that has been pivotal in working with the didactic and simulation instructor to educate students. HESI Exit 1 (mimics the NCLEX) shows strong improvement in L & D and improvement in pediatrics.</p>

II. Assessment Work Reflection – Refer to Assessment Self-Study

III. Data Reflection (2pgs) (For now, use what data you may have available. If it is not available, simply note that it is not, and specify what data you need and where you think it would come from. Beginning next year, data packets will be provided to assist with this report.)

Data Reflection	
<p><i>Provide a response to the following data topics – note any trends or notable data that are affecting each of these topics. Discuss any decisions/plans department is considering related to the following topics. Note operational successes and where current decisions will be continued. If applicable, note specifics by program.</i></p>	
<p>FTE Data: <i>Consider factors impacting external and institutional student/industry demand for the program and any reactions</i></p>	<p>Nursing has the desire to grow the program back to the original number of 64 students (currently accepts 48). There are multiple barriers, and along with this, Oregon State Board of Nursing recommendations, that need to be remedies to promote program growth.</p> <p>Barriers include (not all inclusive):</p> <ul style="list-style-type: none"> • Need additional PT faculty • Need an additional FT faculty to help with clinical coordination (job requisition/job description/justification provided to administration in FA18). This is also an OSBN recommendation – consider hiring the FT faculty to offset the workload of the Nurse Administrator • Clinical facilities and end-of-program match for 1 RN to 1 Student • Classroom size (limited space on campus for this sized cohort) • Computerized testing space (limited testing space for this sized cohort) <p>Risks:</p> <ul style="list-style-type: none"> • New Rural Medical Health College still undetermined regarding implementation of additional nursing programs – this is a risk to UCC Nursing due to clinical spaces, faculty shortages, and more.

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<p>FTE Data: Consider factors impacting external and institutional student/industry demand for the program and any reactions CONTINUED</p>	<p>Notes:</p> <ul style="list-style-type: none"> • UCC is an OCNE partner and therefore, students are co-enrolled with direct access after graduation to Oregon Health and Sciences University. UCC AAS Nursing graduates are able to obtain their BSN via OHSU from home (online) while working as a new RN and without moving away from their communities.
<p>Student retention, persistence, progression, achievement: Consider trends and results in overall numbers, program demographics, any achievement gaps, and external mitigating factors, if any.</p>	<p>Retention and attrition data is recorded and analyzed in the following ways:</p> <ul style="list-style-type: none"> • Each fall term when completing the Oregon State Board of Nursing annual survey • Each academic year via inter-department to determine if there are any trends for attrition (not meeting benchmarks in a specific course, or multiple courses, voluntary withdrawal, behavioral issues, etc.). <p>OCNE committees have also worked for 2+ years to make changes to the nursing application system. UCC will roll-out the new point system in WI20 with the goal of admitting a more diverse and well-rounded population of students (less determination of GPA for entry).</p>
<p>Availability of course offerings, scheduling, and mode of instruction: Do these align with what you know of student needs? How do you know?</p>	<p>Yes, student feedback shows that they are appreciative of the didactic and clinical scheduling which limits number of days needed for traveling students and those that work, etc.</p> <p>Students are aware that the nursing program follows a pre-determined pace and is part of OCNE. Students also understand that they must complete the nursing program in the order that the coursework is offered at UCC.</p> <p>All FT instructors participate in one of the four OCNE committees to stay abreast of necessary changes, provide input for program improvement, and to collaborate with other nursing programs for student success.</p> <p>Additional information is provided in the Student Procedures Manual.</p>

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<p>Student Access: <i>Do students receive appropriate support and education services to succeed in this program? What collaborations or other provided services may be helpful to your students?</i></p>	<p>Yes, students are provided an exceptional amount of support via the following methods/actions (not all inclusive):</p> <ul style="list-style-type: none"> • Peer mentors • Student Representatives for each cohort act as a liaison between staff and student • Staff have an open-door policy • Students are provided clearly defined procedures for their success • Student “Plans for Success,” “In-Danger of Failing,” and “Exit Interviews” are provided as needed • Staff actively seek student feedback and interaction and put feedback to use when able/necessary
<p>Recruitment Efforts: <i>Describe any recruitment efforts currently underway, those goals, and any results of previous efforts.</i></p>	<p>Student Recruitment/Goals/Outcomes:</p> <ul style="list-style-type: none"> • Cheer Squad (Task Force) goal is to increase gratitude in community. OUTCOME: Increased program information availability via new Alumni newsletters/emails. Three rounds of “Attitude of Gratitude” have been completed with students/staff distributing thank-you mementos to community and MMC (100% of 1st year clinical departments provided “gratitude” for SP19. GOAL: Continue “Attitude of Gratitude” to reach at least 80% (or greater) of clinical departments each term. • Students have created new traditions to promote program: Student Reps will now name the graduates at the Pinning Ceremonies. Students will now name an exemplary clinical nurse at each Pinning Ceremony. <p>Staff Recruitment:</p> <ul style="list-style-type: none"> • See FTE data r/t hiring additional faculty and increasing student enrollment • OSBN recommendation to increase salary of Nursing Support (Administrative Secretary) to break cycle of three Nursing Secretaries in three years, protect confidential information, and strengthen program via a steady support person to support the Nurse Administrator. <p>Barriers:</p> <ul style="list-style-type: none"> • See FTE barriers section • Fragmentation of communication pathways makes recruitment/retention goals difficult. Example: Students unsure of where to obtain info, wait too long to receive info. However, nursing is working closely with Michael Olson, Nursing Advisor, which has been incredible.

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Any other data used to make decisions for planning, resource allocation, curriculum changes, etc?

Yes:

- NCLEX results
- HESI results after each term
- KR-20's for every midterm and final examination
- CLOs from every student for every course
- PLOS from every student for all courses with an attached clinical component
- Previous NCLEX Improvement Plans (x2) were pivotal in helping to determine program strengths and weaknesses
- Evaluation of Course Data
- Master Plan for Evaluation
- Student Surveys
- Feedback from students and Student Representatives

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IV. Mission Fulfillment Reflection

Mission Fulfillment	
<i>Discuss the mission of the programs within your area of study, if applicable. If you are reviewing a group of courses that are not aligned with a mission statement, skip to question 3: How has your program/department helped advance UCC's mission?</i>	
If applicable, what is your program mission?	<p>A. Mission Statement The mission of the UCC nursing program is to prepare graduates who practice theory-guided, evidence-based nursing in any environment. Graduates are guided by an ethical framework, client-centered care, demonstrate social responsibility, and exemplify value-based caring while meeting the health care needs of a diverse and changing population.</p> <p>To locate the Oregon Nurse Practice Act go to this web site. http://www.oregon.gov/OSBN/adminrules.shtml</p> <p>B. Vision Statement The vision of the UCC nursing program is to develop a compassionate and involved cohort of prudent and competent nursing students, nurse educators, and support personnel who promote and prepare future nurses to: emulate therapeutic communication, create a culture of safety, provide support to patients and their families, and prepare to become leaders within their communities.</p>
Are you fulfilling your mission? How do you know? Indicators, evidence, data, etc.	<p>Yes:</p> <ul style="list-style-type: none"> • MMC hires majority of students (25 in 2018, seeking 30 for 2019) • OCNE is an evidence-based program • NCLEX pass rates continue to improve • Anecdotal feedback from community and facilities • Students feedback
How has your program/department helped to advance UCC's mission? Relate to UCC's Strategic Plan and Goals, which help articulate the ways that UCC accomplishes its mission.	<p>Yes – UCC Transforms Lives and Enriches Communities UCC RN Mission closely relates to the UCC Mission, Strategic Plans, and goals.</p> <p>UCC Nursing is also sharing the new slogan: UCC Nursing – Caring for our Community Starts Here</p>

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V. Action Plan with Timeline

Action Plan with Timeline		
What are your top priorities to address, according to your self-study and analysis? What needs to be developed in order to accomplish the requirements of the assessment model? Try to break these into specific tasks: Review Course Learning Outcomes, Map curriculums and related assessments, Review PLOs with the advisory committee, develop rubrics for learning outcomes, etc. It is expected that all elements referenced on the self-study are addressed, but prioritized in a way that makes sense for your program/area of study/department. These should be all be operationalized, with evidence, by August 2021. Curriculum mapping with assessment plans should be completed first, including rubrics for the assessments, so that program level learning outcomes can be assessed beginning next school year. Program Learning Outcomes should all go through at least one round of assessment by August, 2022. Note who and when as possible.		
2019-2020	2020-2021	2021-2022
Fall: Identify and align assessment tools within our department to accurately document assessment for OSBN/OCNE/NWCCU. Ensure that language matches in assessment tool documentation, policies and procedure handbook, syllabi, competencies, benchmarks, course documents, and assignments for NRS 110 and NRS 221.	Fall: Enhance and activate assessment tools within our department to accurately document assessment for OSBN/OCNE/NWCCU. Include language regarding CLOs, PLOs, and ULOs in assessment tool documentation, policies and procedure handbook, syllabi, course documents, and assignments for NRS 110 and NRS 221.	Fall: Master and review use of assessment tools within our department to accurately document assessment for OSBN/OCNE/NWCCU. Include language regarding CLOs, PLOs, and ULOs in assessment tool documentation, policies and procedure handbook, syllabi, course documents, and assignments for NRS 110 and NRS 221.
Winter: Identify and align assessment tools within our department to accurately document assessment for OSBN/OCNE/NWCCU. Ensure that language matches in assessment tool documentation, policies and procedure handbook, syllabi, course documents, and assignments for NRS 111, NRS 222, NRS 230, and NRS 232.	Winter: Enhance and activate assessment tools within our department to accurately document assessment for OSBN/OCNE/NWCCU. Include language regarding CLOs, PLOs, and ULOs in assessment tool documentation, policies and procedure handbook, syllabi, course documents, and assignments for NRS 111, NRS 222, NRS 230, and NRS 232.	Winter: Master and review use of assessment tools within our department to accurately document assessment for OSBN/OCNE/NWCCU. Include language regarding CLOs, PLOs, and ULOs in assessment tool documentation, policies and procedure handbook, syllabi, course documents, and assignments for NRS 111, NRS 222, NRS 230, and NRS 232.
Spring: Identify and align assessment tools within our department to accurately document assessment for OSBN/OCNE/NWCCU. Ensure that language matches in assessment tool documentation, policies and procedure handbook, syllabi, course documents, and assignments for NRS 112, NRS 224, NRS 231, and NRS 233.	Spring: Enhance and activate assessment tools within our department to accurately document assessment for OSBN/OCNE/NWCCU. Include language regarding CLOs, PLOs, and ULOs in assessment tool documentation, policies and procedure handbook, syllabi, course documents, and assignments for NRS 112, NRS 224, NRS 231, and NRS 233.	Spring: Master and review use of assessment tools within our department to accurately document assessment for OSBN/OCNE/NWCCU. Include language regarding CLOs, PLOs, and ULOs in assessment tool documentation, policies and procedure handbook, syllabi, course documents, and assignments for NRS 112, NRS 224, NRS 231, and NRS 233.

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Resources or Assistance Required to Complete the Action Plan on the Stated Timeline	
The Assessment team will work to provide 1:1 and group assistance in an ongoing manner. What are the resources and assistance you may need to complete your action plan? For example estimated work time, how-to resources, in-service sessions, workshops, and any other considerations and support.	Please see areas with risks and barriers listed. Thank you!

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Action Plan Timeline

EXAMPLE

What are your top priorities to address, according to your self-study and analysis? What needs to be developed in order to accomplish the requirements of the assessment model? Try to break these into specific tasks: Review Course Learning Outcomes, Map curriculums and related assessments, Review PLOs with the advisory committee, develop rubrics for learning outcomes, etc.

The expectation is that assessment work is completed in a way that makes sense for your working groups. It is expected that all elements referenced on the self-study are addressed, but prioritized in a way that makes sense for your department/area of study/program. These should be all be operationalized, with evidence, by August 2021. Curriculum mapping with assessment plans should be completed first, including rubrics for the assessments, so that program level learning outcomes can be assessed beginning next school year. Program Learning Outcomes should all go through at least one round of assessment by August, 2022. Note who and when as possible.

2019-2020	2020-2021	2021-2022
<i>Ex. In Fall 2019, Program coordinator will work with faculty to create curriculum maps for all programs associated with this area of study. These maps will designate where assessment of PLOs are taking place.</i>	<i>In Fall 2020, program coordinator will work with faculty to review the curriculum map and planned assessments and make changes as needed.</i>	<i>In Fall 2021, program coordinator instructors will review the rubrics and assessments used for validity, and will implement changes as needed.</i>
<i>In Winter 2019, program coordinator will work with faculty to create rubrics for the assignments associated with 2 PLOs and one ULO.</i>	<i>In Fall and Winter 2020, program coordinator will work with faculty to create rubrics for the assignments associated with remaining PLOs</i>	<i>Fall 2021-22, instructors will complete course learning outcome assessment, program learning outcome assessment, and/or universal learning outcome assessment</i>
<i>In Spring 2020, program coordinator will work with faculty to determine which instructors will produce a program learning outcome assessment within their course that spring or summer.</i>	<i>In Winter and Spring, program coordinator will work with faculty to determine which instructors will produce a program learning outcome assessment and these will be completed.</i>	<i>Winter 2022, instructors will discuss how the changes they implemented to rubrics and final assessments have changed their assessment results, and whether that's been consistent across sections of different courses</i>
<i>Each term, instructors of sections of the same course will meet to discuss the major assessments they are using in classes to determine whether the assessments are consistent across different sections of the course.</i>	<i>In Fall 2020, instructors will review their course learning outcomes for each course they teach that term and make revisions as necessary, working in conjunction with advisory board members to make sure that learning outcomes support program outcomes and external requirements.</i>	<i>Spring 2021, program coordinator, advisory board, and instructors will conduct a need analysis of the industry and get feedback from the advisory board to begin an evaluation of PLOs.</i>
<i>Each instructor will produce a course learning outcome assessment, program learning outcome assessment, and/or universal learning outcome assessment.</i>	<i>Each instructor will produce a course learning outcome assessment, program learning outcome assessment, and/or universal learning outcome assessment.</i>	