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<th>Course SLOs 1 and ctu.unitid = 732</th>
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<th>Results</th>
<th>Action &amp; Follow-Up</th>
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<tbody>
<tr>
<td>ECC: NURS 101 - Explor Hcltn Career - SLO #1 Occupations - The student will compare and contrast various health care occupations.</td>
<td><strong>Assessment Method Description:</strong> Working in a group with at least one other classmate (but no more than four) students write a three- to four-page paper on a health career cluster. In addition, the student groups present a summary of their research findings to the class in a 10 minute oral report.</td>
<td>01/24/2015 - The papers and presentations were submitted and presented on 11/26/14. The groups ranged in size from two students to four students. There were a total of 14 students in the class. Four groups presented on 11/26/14. However, only three groups submitted a paper on that date. The group missing a paper was verbally counseled that they could still submit a late paper with a five point penalty for each day the paper was late. Also, the late assignment penalty was written in the N101 Learning Activities. However, the group never submitted a paper. The average score of the groups that submitted a paper and presented the paper on 11/26/14 was 105.67%. The group that did not submit a paper received a score of 15 points (15%) for their presentation. Therefore, the average score for all four groups was 83%. Consequently, 71.43% of students scored 70% or above on this SLO.</td>
<td>12/18/2015 - Students will be alerted to the tutoring services in the Learning Resource Center and the Writing Center during the first week of the course. The availability of these resources will be reinforced at midterm using the ACADEMIC EARLY ALERT REFERRAL FORM for students with less than a 70% course average.</td>
</tr>
<tr>
<td><strong>Course SLO Assessment Cycle:</strong> 2014-15 (Fall 2014) 2017-18 (Fall 2017)</td>
<td><strong>Assessment Method:</strong> Multiple Assessments</td>
<td><strong>Standard and Target for Success:</strong> BASED ON PERCENTAGE: It is expected that 75% of students will score 70% or above on this SLO.</td>
<td><strong>Action Category:</strong> Program/College Support</td>
</tr>
<tr>
<td><strong>Input Date:</strong> 11/08/2013</td>
<td><strong>Related Documents:</strong> Grade Sheet for Career Cluster Paper and Presentation.docx</td>
<td>04/06/2017 - Seventy-five percent of the students were able to identify and describe roles and functions of the registered nurse.</td>
<td>12/18/2015 - During the spring 2015 semester the student groups will be required to bring a draft of their career cluster paper to class two weeks prior to the due date. Each group will be given individual feedback and assistance by the instructor in writing the career cluster paper.</td>
</tr>
<tr>
<td><strong>Course SLO Status:</strong> Active</td>
<td><strong>Results</strong></td>
<td><strong>Standard Met? :</strong> No</td>
<td><strong>Action Category:</strong> Teaching Strategies</td>
</tr>
<tr>
<td>Course SLOs:</td>
<td><strong>Semester and Year Assessment Conducted:</strong> 2014-15 (Fall 2014)</td>
<td><strong>Semester and Year Assessment Conducted:</strong> 2013-14 (Spring 2014)</td>
<td><strong>Faculty Assessment Leader:</strong> Peggy Kidwell-Udin</td>
</tr>
<tr>
<td>ECC: NURS 145 - Introduction to Nursing - SLO #1 Nursing Roles - The student will differentiate various nursing roles and identify the steps of the Nursing Process.</td>
<td><strong>Assessment Method Description:</strong> Students will be able to identify and describe in an Essay format to describe 2 out of the 3 roles found in the ECC Nursing Philosophy/Unifying Theme that the registered nurse functions.</td>
<td>04/06/2017 - SLO #1 is an important component of the learning in N145, introducing the pre-nursing student to nursing roles and functions found in contemporary nursing.</td>
<td><strong>Action Category:</strong> Teaching Strategies</td>
</tr>
<tr>
<td><strong>Course SLO Assessment Cycle:</strong> 2014-15 (Fall 2014) 2017-18 (Fall 2017)</td>
<td><strong>Standard and Target for Success:</strong> 75% of the students will be able to identify and describe these roles.</td>
<td><strong>Standard Met? :</strong> Yes</td>
<td><strong>Faculty Assessment Leader:</strong> Peggy Kidwell-Udin</td>
</tr>
<tr>
<td><strong>Input Date:</strong> 11/08/2013</td>
<td>04/06/2017 - The students will be able to identify and describe roles and functions of the registered nurse.</td>
<td><strong>Semester and Year Assessment Conducted:</strong> 2013-14 (Spring 2014)</td>
<td>12/19/2014 - One section of N145 was used to analyze this SLO (section 8900). Twenty five students wrote an essay for the Final. The question read: &quot;According to the ECC Nursing Philosophy/Unifying Theme, the nursing graduate is educated to function in three roles. Identify two of the roles and describe at least two functions of 01/16/2017 - The plan is to continue assessing student's understanding of the three nursing roles and their responsibilities. The concepts of nursing roles and responsibilities will be reinforced in the lecture and power</td>
</tr>
<tr>
<td><strong>Course SLO Status:</strong> Active</td>
<td>01/16/2017 - The plan is to continue assessing student's understanding of the three nursing roles and their responsibilities. The concepts of nursing roles and responsibilities will be reinforced in the lecture and power</td>
<td><strong>Faculty Contributing to Assessment:</strong> Peggy Kidwell-Udin</td>
<td>01/16/2017 - The plan is to continue assessing student's understanding of the three nursing roles and their responsibilities. The concepts of nursing roles and responsibilities will be reinforced in the lecture and power</td>
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### Results

The data was as follows:

- **20% (5) students** were able to identify two roles and fully describe two functions of the nurse in that role.
- **60% (15) students** were able to identify two roles of the nurse, but they were only partially able to describe both functions of each role. The majority were able to describe two functions for one role but only one function for the other role.
- **4% (1) student** was able to identify two roles of the nurse, but did not list two functions of the roles. (It may be that she did not fully read the question.)
- **12% (3) students** were unable to identify two nursing roles or to describe two functions of the roles. (However, they did make an attempt to come up with roles and a description of the role. They described the nursing student role, professional or legal role etc. They may have not understood the question.)

The plan is to continue assessing student's understanding of the three nursing roles and their responsibilities. This concept will be reinforced in the lecture and power point content and also be incorporated into case studies and the group project focusing on what role and responsibilities the nurse carries out in the health care condition the student selected to research.

### Action & Follow-Up

02/17/2016 - I suggest the due date of the paper be moved from the 4th week to the 7th week of the term. I will discuss this with my other colleagues in the nursing department.

**Action Category:**

Teaching Strategies
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<tr>
<td>paper.</td>
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</tr>
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</table>

**Course SLO Assessment Cycle:**
- 2014-15 (Fall 2014)
- 2017-18 (Fall 2017)

**Input Date:**
11/08/2013

**Course SLO Status:**
Active

**Assessment Method Description:**
At the end of the course students will be able to compare and contrast the physical, emotional, psychological and cognitive needs of patients from different developmental and chronological age levels.

**Assessment Method:**
Essay/Written Assignment

**Standard and Target for Success:**
75% of the students will be able to address at least 3 out of the 4 developmental functions of the patient and describe how these developmental functions impact the hospitalized patient.

12/19/2014 - Students were asked to write the following essay on their Final Exam. “What is the purpose of developmentally appropriate care? Compare and contrast the physical, emotional, psychological, and cognitive needs of the following patients. What are the stressors found during hospitalization and how could you, the nurse, ease their fears? What about safety issues? Choose two of the following patients to compare and contrast: 1) Justin (20 months) - broken pelvis, immobilized in a hip spica cast; 2) Jessie (16 years) - fractured femur following a motorcycle accident. Underwent surgery three days ago; or 3) Betty (81 years) - fell and fractured her hip three days ago and is recovering from surgery (she has had no visitors and it is questionable whether she will be able to go directly home).

20.5% (8 out of 39) students received a perfect score and were fully able to compare and contrast the developmental needs of two hospitalized patients.

74.3% (29 out of 39) students were adequately able to compare and contrast the developmental needs of two hospitalized patients answering seventy-five percent or better of the question content.

5.1% (2 out of 39) students were only partially able to compare and contrast the developmental differences and needs of two hospitalized patients.

This SLO is addressed in many ways as the students examine differing developmental levels and cognitive, emotional, psychological and physical changes individuals go through during their lifespan. Emphasis is placed on how nurses utilize this knowledge in caring for patients in the hospital and the community. These results demonstrate that the overwhelming majority of the students (95%) understand these concepts and are able to apply it to compare and contrast case studies.

**01/16/2015** - The results demonstrate that the overwhelming majority of the students (95%) understand these concepts and are able to compare and contrast the developmental needs of two different age groups in case studies. The action plan is to continue the assessment and reinforce material already learned. A second SLO will be evaluated during Fall 2015.

**Action Category:**
SLO/PLO Assessment Process

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ECC: NURS 151 - Human Development and Health - SLO #1 Assess and Apply - The student will assess and apply principles of growth and development to various age groups throughout the lifespan.

06/04/2015 7:41 PM Generated by TracDat a product of Nuventive. Page 3 of 6
**ECC: NURS 153 - Intermediate Nursing Process I - SLO #1 Teaching Plan** - Students will plan and implement a teaching plan for a client or client’s family with deficient knowledge related to health and illness.

**Course SLO Assessment Cycle:**  
2014-15 (Fall 2014)  
2017-18 (Fall 2017)

**Input Date:** 11/08/2013

**Course SLO Status:** Active

**Assessment Method Description:** Students will develop a teaching plan related to N153 theory content.

**Assessment Method:** Essay/Written Assignment

**Standard and Target for Success:**  
BASED ON RUBRIC: It is expected that 90% of students will score 75% or above on this SLO.

**Related Documents:** N153 SLO Assessment Teaching Tool.xlsx

02/17/2015 - Scores on the Teaching Plan ranged from 77% to 97% with the majority of the students scoring within the 90th percentile. Students struggled with the assessment portion of the rubric, especially had difficulty defining structural variables. The tended to be vague and had difficulty understanding the concepts. Common errors were in the area of formatting grammatical structure and use of APA.

**Standard Met?** : Yes

**Semester and Year Assessment Conducted:**  
2014-15 (Fall 2014)

**Faculty Assessment Leader:** Robbie Lee

02/17/2016 - More time during lecture can be devoted to describing structural variables and their function. Students can be referred to the library and the writing center for assistance with grammatical structure and APA format.

**Action Category:** Teaching Strategies

12/16/2013 - 100% students completed the Teaching Plan with a grade of 75% or better. Most points were lost in the section related to factors affecting teaching/learning. The ECC Nursing Program is based on the "Basic Needs and Structural Variables". Structural variables provide for the variables that exist between humans and their effect on the basic needs of humans. Structural variables affect the way people respond to various body and mind stress.

**Standard Met?** : Yes

**Semester and Year Assessment Conducted:**  
2013-14 (Fall 2013)

**Faculty Assessment Leader:** Kim Baily

**Faculty Contributing to Assessment:** Kathy Stephens, Zenaida Mitu, Rainat Saleem

**Reviewer's Comments:** Note to KB. Give numbers for various sections of rubric. Enlarge on analysis and consider combining ECC and CEC for nursing SLO

12/08/2014 - Informally assess this SLO in December 2014.

**Action Category:** Teaching Strategies

08/25/2014 - 1. (Students completed assignment following reading a chapter in text but content is not presented in the classroom - belongs analysis). Course team will develop classroom content to discuss how structural variables affect teaching/learning.

**Action Category:** Teaching Strategies

**Follow-Up:**  
12/16/2013 - Meeting was held, plan distributed - example of follow say Aug 2014

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**ECC: NURS 155 - Health Assessment - SLO #1 Health History** - The student will analyze the findings of a complete health history documentation.

**Course SLO Assessment Cycle:**  
2014-15 (Fall 2014)

**Assessment Method Description:** Students will gather head to toe subjective data from an interview of an adult client and based on the findings, identify 3 relationships between the client's structural variables and basic needs including rationales and support from related

12/12/2014 - 100% of the students scored >75% using the rubric for this project.

**Standard Met?** : Yes

**Semester and Year Assessment Conducted:**  
2013-14 (Fall 2013)

**Faculty Assessment Leader:**  
Kim Baily

**Faculty Contributing to Assessment:** Kathy Stephens, Zenaida Mitu, Rainat Saleem

**Reviewer's Comments:** Note to KB. Give numbers for various sections of rubric. Enlarge on analysis and consider combining ECC and CEC for nursing SLO

12/12/2014 - More time during lecture can be devoted to describing structural variables and their function. Students can be referred to the library and the writing center for assistance with grammatical structure and APA format.

**Action Category:** Teaching Strategies

12/08/2014 - Informally assess this SLO in December 2014.

**Action Category:** Teaching Strategies

08/25/2014 - 1. (Students completed assignment following reading a chapter in text but content is not presented in the classroom - belongs analysis). Course team will develop classroom content to discuss how structural variables affect teaching/learning.

**Action Category:** Teaching Strategies

**Follow-Up:**  
12/16/2013 - Meeting was held, plan distributed - example of follow say Aug 2014

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<td>2017-18 (Fall 2017)</td>
<td>researched references. In conclusion, students will compose and &quot;actual&quot; and &quot;risk for&quot; NANDA approved three-part nursing diagnosis statement.</td>
<td>2014-15 (Fall 2014)</td>
<td>addressed on the first day of class. Students will be given clear instructions that will enable them to complete the assignment in a timely manner.</td>
</tr>
<tr>
<td><strong>Assessment Method:</strong> Term/Research Paper</td>
<td><strong>Faculty Contributing to Assessment:</strong> Y. Kawasaki, RN</td>
<td><strong>Action Category:</strong> Teaching Strategies</td>
<td></td>
</tr>
<tr>
<td><strong>Standard and Target for Success:</strong> 80% of the students will score &gt;75% on this SLO.</td>
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</table>

### ECC: NURS 156 - Advanced Nursing Pharmacology - SLO #1 Principles - The student will apply principles of pharmacology to drug therapy.

**Course SLO Assessment Cycle:** 2014-15 (Fall 2014)  
**Input Date:** 09/04/2014  
**Course SLO Status:** Active  

**Assessment Method Description:** Student must demonstrate the application of the nursing process to drug therapy in given specific case studies. The process includes assessing the patient in relation to a knowledge deficit, non-compliance or readiness for enhanced learning. This done as a small group process.

**Assessment Method:** Case Study  
**Standard and Target for Success:** 80% of the students will demonstrate the ability to apply nursing process to pharmacological case studies.

**Results:** 09/04/2014 - 100% of the students were able to demonstrate application of the nursing process to the principles of drug therapy in specific patient case scenarios.  
**Standard Met? :** Yes  
**Semester and Year Assessment Conducted:** 2014-15 (Spring 2014)  
**Faculty Assessment Leader:** Kathleen Stephens  
**Faculty Contributing to Assessment:** Peggy Kidwell-Udin  
**Action Category:** Teaching Strategies

**Reviewer's Comments:** 01/24/2015 - The small group presentations were presented on 11/25/14 and 12/2/14. The groups ranged in size from three students to six students. Four groups presented on 11/25/14 and four groups presented on 12/2/14 for a total of eight groups. The average rubric score of the groups that presented on 11/25/14 was 100%. The average rubric score of the groups that presented on 12/2/14 was 96.75%. The lowest rubric score for both dates was 93%. Therefore, 100% of students scored 75% or above on this SLO.  
**Standard Met? :** Yes  
**Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)  
**Faculty Assessment Leader:** Kathy Morgan  
**Faculty Contributing to Assessment:** Kathy Morgan  
**Action Category:** Teaching Strategies

### ECC: NURS 251 - Legal/Ethical Consdrtns Nursng - SLO #1  Legal and Ethical Issues - Students will analyze and present current legal and ethical issues confronting nursing.

**Course SLO Assessment Cycle:** 2014-15 (Fall 2014)  
**Input Date:** 11/08/2013  
**Course SLO Status:** Active  

**Assessment Method Description:** Students will analyze and present current legal and ethical issues confronting nursing in a small group presentation to be presented during class time.

**Assessment Method:** Presentation/Skill Demonstration  
**Standard and Target for Success:** BASED ON RUBRIC: It is expected that 80% of students will score 75% or above on this SLO  
**Related Documents:** Group Project Grading Rubric, Working Grade Sheet.docx

**Results:** 01/24/2015 - The small group presentations were presented on 11/25/14 and 12/2/14. The groups ranged in size from three students to six students. Four groups presented on 11/25/14 and four groups presented on 12/2/14 for a total of eight groups. The average rubric score of the groups that presented on 11/25/14 was 100%. The average rubric score of the groups that presented on 12/2/14 was 96.75%. The lowest rubric score for both dates was 93%. Therefore, 100% of students scored 75% or above on this SLO.  
**Standard Met? :** Yes  
**Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)  
**Faculty Assessment Leader:** Kathy Morgan  
**Faculty Contributing to Assessment:** Kathy Morgan  
**Action Category:** Teaching Strategies

**Reviewer's Comments:** KM: 1/24/15 - Test B was prior to the student presentation on 12/2/14 and lecture was prior to the presentations on 11/25/14. The fact that a test was given prior to the presentations on 12/2/14 may have impacted the presentations and resulted in the lower scores. During past semesters the presentations were done on one day with no tests or lectures. The calendar was 12/18/2015 - During the spring 2015 semester schedule the presentations on one day with no tests or lectures.  
**Action Category:** Teaching Strategies
# Assessment Methods & Standard and Target for Success / Tasks

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<td>2014-15 (Fall 2014)</td>
<td>Students will perform a 10 minute physical assessment on three separate patients. This includes a full head-to-toe assessment with all organ systems correlating assessment findings to a patient's admitting diagnosis and medical history.</td>
<td>12/10/2014 - 39 students completed the physical assessments. All students were able to complete these assessments with a 100% success rate. Students had difficulty correlating assessment findings to the patient's admitting diagnosis and/or medical history. Students also had difficulty finding anatomic landmarks critical to performing an accurate physical assessment. Students were required to spend time in the skills lab to improve their competency in performing an accurate physical assessment in 10 minutes.</td>
<td>01/20/2015 - In future classes, more emphasis will be placed during post-conference in the clinical setting to help students understand how to assess pathophysiologic signs and symptoms associated with any given disease.</td>
</tr>
<tr>
<td>2017-18 (Fall 2017)</td>
<td></td>
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</table>

**ECC: NURS 253 - Intermediate Nursing Process II - SLO #1 Physical Assessment - The student will accurately perform a focused or comprehensive physical assessment based on a patient's health status.**

**Course SLO Assessment Cycle:**

- 2014-15 (Fall 2014)
- 2017-18 (Fall 2017)

**Input Date:** 11/08/2013

**Course SLO Status:** Active

# Assessment Methods & Standard and Target for Success / Tasks

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<tr>
<td>Performance</td>
<td>All students must accurately complete these assessments with 100% success.</td>
<td>12/10/2014 - 39 students completed the physical assessments. All students were able to complete these assessments with a 100% success rate. Students had difficulty correlating assessment findings to the patient's admitting diagnosis and/or medical history. Students also had difficulty finding anatomic landmarks critical to performing an accurate physical assessment. Students were required to spend time in the skills lab to improve their competency in performing an accurate physical assessment in 10 minutes.</td>
<td>01/20/2015 - In future classes, more emphasis will be placed during post-conference in the clinical setting to help students understand how to assess pathophysiologic signs and symptoms associated with any given disease.</td>
</tr>
</tbody>
</table>

**Standard Met? :**

- Yes

**Semester and Year Assessment Conducted:**

- 2014-15 (Fall 2014)

**Faculty Assessment Leader:**

- Kathleen Rosales

**Faculty Contributing to Assessment:**

- Michelle Guta, Kelsy Feng

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**ECC: NURS 255 - Advanced Nursing Process - Clinical Preceptorship - SLO #1 ATI Exam - The student will pass the ATI Compressive Predictor exam based on National Standards.**

**Course SLO Assessment Cycle:**

- 2014-15 (Fall 2014)

**Input Date:** 11/08/2013

**Course SLO Status:** Active

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<td>ATI RN Comprehensive Predictor Exam consists of 150 scored questions. The group national mean varies every semester. The student would expected to have a 90% chance of passing NCLEX-RN.</td>
<td>01/18/2016 - All students met the passing score (67.9) on this examination after two attempts. 67% of students (25/36) who made a first attempt at taking the exam had a 90% chance of passing NCLEX-RN Examination. 100% of students (11/11) who made a second attempt had average 90% chance of passing NCLEX-RN Examination.</td>
<td>01/28/2015 - We will continue to monitor the student's performance with ATI comprehensive predictor exam.</td>
</tr>
<tr>
<td>Assessment Method:</td>
<td>Standardized/Licensing Exam</td>
<td></td>
</tr>
<tr>
<td>Standard and Target for Success:</td>
<td>Students must score a minimum of national average on the ATI Comprehensive Predictor Exam with the Group Mean-National Score</td>
<td></td>
</tr>
</tbody>
</table>

**Standard Met? :**

- Yes

**Semester and Year Assessment Conducted:**

- 2014-15 (Fall 2014)

**Faculty Assessment Leader:**

- Mary Moon

**Faculty Contributing to Assessment:**

- Maria White