## Assessment Methods & Standard and Target for Success / Tasks

### Assessment Method Description:

Students will complete the following homework assignment:

- N150A Sections 8932, 8934, 8936, 8938, 8940
- SLO Pearson Lab Tests and Diagnostic Procedures

1. Read the Preface as an introduction to your text. What is the main focus of the text?
2. Describe the three main parts of this text.
3. What is meant by Point of Care Testing?
4. Laboratory personnel work in a clinical laboratory. What are the two positions described in the book? Briefly describe their roles in the laboratory.
5. A pregnant female patient has an Erythrocyte Sedimentation Rate (using the Werthergren Method) of 130 mm/hr. Is this normal or abnormal? If it is abnormal what does it indicate?
7. If the WBC count is 30,000 and the neutrophil count is 30% what is the absolute neutrophil count?
8. Urine is normally described as light yellow to dark amber. Some drugs can change the color of the urine. If the patient is taking Quinine or its derivatives what color will the urine be?
9. Uric Acid levels are often used to determine if a patient had gout. The lab reports that an adult women’s uric acid level is 48.0 mg/dl. What does this result indicate?
10. An adult patient has a platelet count of 100,000/mm3. Do you have any specific concerns about this patient?
11. Diagram these lab results. WBC – 10,000, HGB – 12, HCT 36 and Platelet Count – 150,000.

% Students scoring 75% or better on entire test

### Standard and Target for Success:

All students would complete Lab assignment with a score of 75% or better.

## Results

05/28/2014 - Forty three students completed the required assessment. One hundred percent of students were able to complete the assignment with a grade of 75% or better which meets the standards for the course (see related document). Nearly every student was able to answer knowledge questions related to specific tests and sources of information. However, students had difficulty with two questions which related to interpretation of two lab results and the significance of the abnormal lab results. One question related to a lab result showing an elevated uric acid level. Students were asked to comment on the what this elevated level might mean. Of the 43 students, only 35 (81%) correctly answered that patients with elevated uric acid levels might have gout. This was somewhat surprising as the question had stated that elevated levels of uric acid were often associated with gout. Some students were not able to extrapolate the data received and relate the information to a disease. In the second question, a patient's platelets were abnormally low putting the patient at risk for bleeding. Only 29 out of 43 students (67%) were able to identify that low platelets was a cause for concern. This was a harder question since the stem of the question did not hint at the relationship between low platelets and the risk for bleeding. All students would have taken physiology and should have known that platelets are involved in blood clot formation but only 67% were able to identify the risk. Both questions involved the application of knowledge but only 67% were able to identify the risk.

### Standard Met:

Yes

### Semester and Year Assessment Conducted:

2013-14 (Spring 2014)

### Faculty Assessment Leader:

Kim Baily

### Related Documents:

N150A SLO Assessment Sp2014.xlsx

## Action & Follow-Up

09/09/2014 - Clearly many students were able to memorize and regurgitate facts however some students had difficulty in applying what they learned. The Lab and Diagnostic text the students use is an excellent book which provides clear information on high and low lab values. The students will be provided with a more in depth review of how to use their text book and were to locate information that will help them analyze abnormal lab values.

### Action Category:

Teaching Strategies

09/15/2014 - More class time will be used to provide students with specific examples of interpreting lab results. Students will be given a list of lab results so they can practice interpreting lab data with the help of faculty. This exercise could be conducted in small groups.

### Action Category:

Teaching Strategies
### El Camino: Course SLOs (HSA) - Nursing

#### Course SLO Assessment Cycle:
- 2013-14 (Spring 2014)
- 2016-17 (Spring 2017)

#### Input Date:
- 11/08/2013

#### Course SLO Status:
- Active

#### Assessment Method Description:
- **Assessment:** The student will demonstrate accurate administration of oral or parenteral (injections) medication in the clinical setting.
- **See document for details of the assessment.**

#### Standard and Target for Success:
- All of the students will score 75% on the assessment test.

#### Results:
- **06/09/2014 -** All students scored at least 75% on their average scores for safe administration of medications. Faculty reported various items that students missed apart from one area there was no distinct area that students failed. Missed steps included: not performing hand hygiene, being late with medication, failing to check expiration date of medication, forgetting to take the Medication Administration to patient's room, forgetting third medication check and failing to document. Again there was no one missed step that stood out above the others except for failing to complete additional required assessments prior to administration to patients. Possibly the students were so engrossed in the steps of the process that they forgot to think about why they were giving the medications and if additional information was needed prior to the medication administration.

#### Standard Met? :
- Yes

#### Semester and Year Assessment Conducted:
- 2013-14 (Spring 2014)

#### Faculty Assessment Leader:
- Kim Baily

#### Faculty Contributing to Assessment:
- Safari Sekiyoba, Yeon Kim, and Heather Riley

#### Related Documents:
- N150B SLO Med Admin.docx
- N150B SLO Med Admin Sp 2014.xlsx

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### Assessment Method Description:
- **Drug Research Paper Grade Sheet**

<table>
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<th>Points Possible</th>
<th>Points Obtained</th>
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<tbody>
<tr>
<td>Name: _____________________________</td>
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</tbody>
</table>

- **Trade/generic name & Drug classification**
- Mechanism of action (described in own words) 10
- Indications for use 10
- Contraindications, potential drug-drug interactions, warnings 10
- P450 enzyme precautions 5
- Methods of administration 5
- Usual dosages: pediatric, adult, geriatric; pregnancy category 10
- Common and life threatening side effects 10
- Social, ethnic & gender considerations 10
- Apply National Patient Safety Goals 10

- **09/12/2014 -** Thirty nine students submitted a Drug Research Paper. Thirty one students completed received 95% or more on the paper, six received 93% or more and two received 90% or more. There were no specific area identified as an area that caused particular difficulties to students. Of the 8 students who lost most, the common area was the application of the National Patient Safety Goals to the principles of medication administration. Every student was able to identify at least two standards, however there were at least five possible standards that were applicable. In addition, a few students had difficulty understanding how socioeconomic factors could affect patient compliance with the medication regimens.

#### Standard Met? :
- Yes

#### Semester and Year Assessment Conducted:
- 2013-14 (Spring 2014)

#### Faculty Assessment Leader:
- Kim Baily

#### Action Category:
- Teaching Strategies

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### Related Documents:
- N152 SLO NURS 150 Spring 2014.docx
- N152 SLO NURS 150 Fall 2014.docx

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### Notes:
- 10/20/2014 - N152 will not be taught until the second 8 weeks of fall 2014. Instructor will review the National Patient Safety Goals with students and then provide a group exercise that will require students to apply the National Patient Safety Goals to the process of Medication Administration. In addition, in order to help students understand that socioeconomic factors affect medication compliance a case study will be presented which will provide an opportunity for students to research and relate these factors to patient compliance.

#### Action Category:
- Teaching Strategies
<table>
<thead>
<tr>
<th>Course SLOs</th>
<th>Assessment Methods &amp; Standard and Target for Success / Tasks</th>
<th>Results</th>
<th>Action &amp; Follow-Up</th>
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<tbody>
<tr>
<td></td>
<td>Nursing considerations &amp; assessments 10</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Presentation/format (grammar, three page limit, APA format, reference page) 5</td>
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<td></td>
<td>Total 100</td>
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<tr>
<td>Assessment Method:</td>
<td>Essay/Written Assignment</td>
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<tr>
<td>Standard and Target for Success:</td>
<td>Seventy-five percent of students will receive a grade of 75% or higher on the assignment.</td>
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**El Camino: Course SLOs (HSA) - Nursing - ECC: NURS 154 - Intmed Nursng Proc/Mentl Hlth - SLO #1 Nursing Process - The student will utilize the nursing process to develop and carry out nursing interventions in the care of mental health patients. (Created By El Camino: Course SLOs (HSA) - Nursing)**

**Course SLO Assessment Cycle:**
- 2013-14 (Spring 2014)
- 2016-17 (Spring 2017)

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

**Course SLO Status:** Active

**Assessment Method Description:** Students must utilize the nursing process by satisfactorily completing a Nursing Care Plan that includes clinical nursing process worksheets, care plans, drug therapy assignment sheets, and laboratory and diagnostic procedure worksheets for assigned patients.

**Assessment Method:** Essay/Written Assignment

**Standard and Target for Success:** Eighty percent of the students will complete six Nursing Care Plans during the eight-week clinical session.

05/08/2014 - Eighty-five percent of spring 2014 students during both the first and second session satisfactorily completed six Nursing Care Plans. Fifteen percent (6/40 students) completed 5 out of 6 Nursing Care Plans; this was due to the fact that the patient records were unavailable for part of the clinical rotation. The hospital instituted a new computerized medical record system (EPIC) during the clinical rotation and so the system was unavailable to students.

**Standard Met? :** Yes

**Semester and Year Assessment Conducted:**
- 2013-14 (Spring 2014)

**Faculty Assessment Leader:** Kathy Morgan and Peggy Kidwell-Udin

**Faculty Contributing to Assessment:** Kathy Morgan

03/02/2015 - Students will be taught the EPIC, computerized medical records system during the clinical rotation.

**Action Category:** Teaching Strategies

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**El Camino: Course SLOs (HSA) - Nursing - ECC: NURS 210 - Implications of Pathophysiology Concepts for Nurses - SLO #1 Common Disorders - The student will define and explain common disorders and diseases related to the body systems. (Created By El Camino: Course SLOs (HSA) - Nursing)**

**Course SLO Assessment Cycle:**
- 2013-14 (Summer 2014)
- 2017-18 (Summer 2018)

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

**Course SLO Status:** Active

**Assessment Method Description:** The first modular assessment was an interactive group critical thinking exercise requiring students to match multiple signs & symptoms, diagnostic tests, pharmacologic therapies, and laboratory values related to a pulmonary disease process. The second modular assessment involved students identifying cardiac disorders based on EKG interpretation, medical histories, chief medical complaints and initial clinical presentation explaining which concomitant emergency nursing interventions were applicable. The third modular course assessment involved a group quiz competition based on six categories of body systems: endocrine, renal, hepatic, gastrointestinal, shock states, and neurology. Students were broken into small groups and were asked to define and explain disease states related to the six categories of body systems.

**Assessment Method:**

08/25/2014 - All students (n=61) achieved 90% or above. All students were able to achieve 90% or better on each modular assessment when given the opportunity to remediate those areas they demonstrated an inability to define and/or explain common disorders and disease related to the body systems. Remediation consisted of writing why their incorrect answer was incorrect and why the correct answer was correct. Based on student feedback, this proved to be an enjoyable and positive method of learning for the students.

**Standard Met? :** Yes

**Semester and Year Assessment Conducted:**
- 2013-14 (Summer 2014)

**Faculty Assessment Leader:** Kathleen Rosales

**Faculty Contributing to Assessment:** Kathy Morgan

06/15/2015 - Assisting students in developing their critical thinking skills can be time-intensive with some students. Having a smaller class size might contribute to greater individualized attention for the students. The current enrollment number is 40, which is a very large class to engage all students with various levels of nursing knowledge. Guiding students in the critical thinking process as relates to nursing care would be better facilitated if class enrollment size was downsized to 25 students.

**Action Category:** Curriculum Changes
<table>
<thead>
<tr>
<th>Course SLOs</th>
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<tbody>
<tr>
<td>Multiple Assessments&lt;br&gt;&lt;br&gt;<strong>Standard and Target for Success:</strong>&lt;br&gt;All students should demonstrate the ability to achieve 90% or better in defining and explaining common disorders and diseases related to specific body systems.</td>
<td>06/22/2015 - Provide students with a blueprint of how each modular assessment is structured to facilitate student preparation in assimilating and integrating course topics for course evaluation.</td>
<td><strong>Action Category:</strong> Teaching Strategies</td>
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<tr>
<td>El Camino: Course SLOs (HSA) - Nursing - ECC: NURS 250 - Intermediate Nursing Process and the Family - SLO #1 Nursing Process - The student will apply the nursing process in the care of childbirth women and childbirth family. (Created By El Camino: Course SLOs (HSA) - Nursing)</td>
<td><strong>Assessment Method Description:</strong>&lt;br&gt;Student will be able to develop a care plan for the laboring, post partum and newborn. <strong>Standard and Target for Success:</strong>&lt;br&gt;During the 4 week session of this course, 85% of the students will be able to develop a care plan to incorporate care of the newborn, laboring mother and post partum mother.</td>
<td>05/31/2014 - Students applied knowledge obtained in theory to the clinical setting for the newborn, laboring mother, and post partum mother. The standard of 85% of the students successfully developing a care plan for this patient population was met. <strong>Standard Met? :</strong> Yes</td>
<td>09/23/2014 - Introduce the careplan as it relates to the maternal/newborn population during the first class meeting. An earlier introduction will allow students to ask appropriate questions prior to the day the careplan is due.</td>
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<td><strong>Course SLO Assessment Cycle:</strong>&lt;br&gt;2013-14 (Spring 2014)&lt;br&gt;2016-17 (Spring 2017)</td>
<td><strong>Semester and Year Assessment Conducted:</strong>&lt;br&gt;2013-14 (Spring 2014)&lt;br&gt;<strong>Faculty Assessment Leader:</strong> Yuko Kawasaki&lt;br&gt;<strong>Faculty Contributing to Assessment:</strong> Yuko Kawasaki</td>
<td><strong>Action Category:</strong> Teaching Strategies</td>
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<td><strong>Input Date:</strong> 11/08/2013</td>
<td><strong>Faculty Assessment Leader:</strong> Maria White&lt;br&gt;<strong>Faculty Contributing to Assessment:</strong> Mary Moon</td>
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<td><strong>Course SLO Status:</strong> Active</td>
<td>09/12/2014 - 100 % of students from the spring 2014 semester ( N=35) were able to identify core measures identified in a patient and evaluate interventions within their hospital setting according to national patient safety guidelines. The students scored 95% above on the assessment at the end of the week 12. <strong>Standard Met? :</strong> Yes</td>
<td>09/12/2014 - We will continue to keep this measurement since it has been recently modified and also help the students to familiarize the current health care delivery system. <strong>Action Category:</strong> SLO/PLO Assessment Process</td>
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<td><strong>Course SLO Assessment Cycle:</strong>&lt;br&gt;2013-14 (Spring 2014)&lt;br&gt;2016-17 (Spring 2017)</td>
<td><strong>Semester and Year Assessment Conducted:</strong>&lt;br&gt;2013-14 (Spring 2014)&lt;br&gt;<strong>Faculty Assessment Leader:</strong> Maria White&lt;br&gt;<strong>Faculty Contributing to Assessment:</strong> Mary Moon</td>
<td>05/08/2014 - 100 % of students scored above 93% on the assessment at the end of the week 12. We will continue to keep this measurement since it has been recently modified. <strong>Standard Met? :</strong> Yes</td>
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<td><strong>Assessment Method:</strong> Case Study</td>
<td><strong>Semester and Year Assessment Conducted:</strong> 2013-14 (Spring 2014)&lt;br&gt;<strong>Faculty Assessment Leader:</strong> Mary Moon</td>
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<td><strong>Assessment Method Description:</strong>&lt;br&gt;Select a client with one of the following diagnoses: CHF, MI, and Pneumonia. The patient may have more than one medical diagnosis and your paper should include all of the diagnoses that are relevant. Write a four to five page paper, excluding the cover and reference pages, analyzing all aspects described below. An organized paper to include correct spelling, grammar, and punctuation is expected in a college level paper. The paper must be submitted to your clinical instructor on or prior to the due date. Measure(s) collaborative interventions and rationale--5, Discuss the most important actual nursing diagnosis and provide a rationale--2.5, Evaluation of treatment--2.5, APA format, Grammar, Spelling, Organization, and Punctuation--5.</td>
<td><strong>Assessment Method:</strong> Case Study</td>
<td><strong>Semester and Year Assessment Conducted:</strong> 2013-14 (Spring 2014)&lt;br&gt;<strong>Faculty Assessment Leader:</strong> Mary Moon</td>
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<td><strong>Standard and Target for Success:</strong>&lt;br&gt;The paper will be worth 25 points (2.5%). Include all sections listed below and submit the</td>
<td><strong>Semester and Year Assessment Conducted:</strong> 2013-14 (Spring 2014)&lt;br&gt;<strong>Faculty Assessment Leader:</strong> Mary Moon</td>
<td><strong>Action Category:</strong> SLO/PLO Assessment Process</td>
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|            | Grading Sheet with the paper. 80% of students will score 75% or above on the assessment at the end of the week 12. | Faculty Contributing to Assessment: Victoria Orton  
Reviewer's Comments: We will continue to utilize this methods for the students in order to familiarize the current health care delivery system. | 09/10/2015 - To achieve the standard and target for success in N48, I recommend that all student enrollment be pre-approved only by ECC nursing counselors. This will ensure that only those students who are ready to apply to the ECC nursing program would get priority enrollment. This population of students would be motivated to pass the class and concomitantly improve student retention rates. Action Category: Program/College Support |

**El Camino: Course SLOs (HSA) - Nursing - ECC: NURS 48 - Dosage Calculations - SLO #1 Safe Dosages - The student will calculate and demonstrate safe medication dosages across the lifespan. (Created By El Camino: Course SLOs (HSA) - Nursing)**

**Course SLO Assessment Cycle:**
- 2013-14 (Spring 2014)
- 2016-17 (Spring 2017)

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

**Course SLO Status:** Active

**Assessment Method Description:**
Six unit exams were given to measure student knowledge of dosage calculations. Lab exercises correlated to lecture content and provided application-oriented learning opportunities to demonstrate safe medication dosages across the lifespan. Homework assignments provided further reinforcement for calculating safe medication dosages across the lifespan.

**Assessment Method:** Exam/Test/Quiz

**Standard and Target for Success:**
75% of students will successfully complete this course by calculating and demonstrating safe medication dosages across the lifespan.

| 09/10/2014 - 73% of students (n=67) successfully completed the course. Greater than 75% of students were successful in the final lab practicum. Greater than 75% of students successfully passed the final written exam. It has been noted that almost 20% of students in N48 drop by the 4th week. Nursing counselors have stated that many students enroll in the class that are not eligible for the nursing program or do not understand the sequence of pre reqs to take in preparation for applying to the nursing program. Standard Met? : No  
Semester and Year Assessment Conducted: 2013-14 (Spring 2014)  
Faculty Assessment Leader: Kathleen Rosales | 09/18/2014 5:18 PM |  
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