Assessment: Course Four Column

Fall 2018

El Camino: Course SLOs (HSA) - Nursing

ECC: NURS 101:Explor Hlth Occptn Career

Course SLOs	Assessment Method Description	Results	Actions
SLO #2 Body Systems - The student will describe structures and functions of body systems. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2015-16 (Fall 2015), 2018-19 (Fall 2018) **Input Date:** 11/08/2013	**Presentation/Skill Demonstration -** Working as an individual or in a small group of two to three students, the students present a body system (for example, respiratory, endocrine, circulatory, nervous system) to the class. The student(s) must create a poster or Power Point slide show to present the body system. **Standard and Target for Success:** BASED ON PERCENTAGE: It is expected that 75% of students will score 70% or above on this SLO. **Related Documents:** N101 Body System Grade Sheet for SLO.docx	**Semester and Year Assessment Conducted:** 2015-16 (Fall 2015) **Standard Met? :** Standard Met Seventeen students completed the Body Systems Presentation. The average score was 95.35% on the attached Grade Sheet. The highest score was 97% and the lowest score was 93%. Therefore, 100% of students scored 70% or above on this SLO. (01/30/2016) **Faculty Assessment Leader:** Kathy Morgan	**Action:** The Nursing 101 faculty plans to continue to track student success for the Body Systems Presentation. The Nursing 101 faculty plans to track student success on this SLO before and after changes in the Nursing 101 course prerequisites. Currently, the recommended preparation is English 84; however, the prerequisite starting the fall 2016 semester will be Eligibility for English 1A. (01/30/2016) **Action Category:** Curriculum Changes **Follow-Up:** English 1a involves a higher level of reading/writing and comprehension skills. The Slo #2 for Fall 2016 showed 90% for 8 students. The reading and writing skills level with English 1a helps prepare the students to be better prepared for N101. The requirement of English 1a as a prerequisite remains recommended.

Course SLOs	Assessment Method Description	Results	Actions
			The present Spring N101 class has 50% of the students in high school or just starting junior college and English 1a is very helpful for them. (02/27/2017)

ECC: NURS 153:Intermediate Nursing Process I

Course SLOs	Assessment Method Description	Results	Actions
SLO #2 End of Shift Report - Student will effectively develop an end of shift report. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2015-16 (Fall 2015), 2018-19 (Fall 2018) **Input Date:** 11/08/2013	**Presentation/Skill Demonstration -** Students provided a detailed and thorough End of Shift Report on a patient. This is a verbal report that must cover key components. Students were provided with multiple opportunities to meet this requirement. A satisfactory rating must be obtained on an End of Shift Report by the end of the course. **Standard and Target for Success:** Seventy five percent, or greater, number of students will receive a satisfactory rating on an End of Shift Report by the end of the course.	**Semester and Year Assessment Conducted:** 2015-16 (Fall 2015) **Standard Met? :** Standard Met Approximately 75% of all students in the course achieved a satisfactory rating on an End of Shift Report by the end of the course. While all faculty members were involved with the implementation of this assessment method it was discovered that each faculty member utilized a slightly different End of Shift Report Checklist. Each faculty member also had varying techniques for tracking and documenting the completion of this goal. One faculty member had no documentation of their students results. This meant that 25% of the students could not be rated as satisfactory for this goal, which lead to an overall result of only 75% of all students meeting the goal. The faculty have since met and developed one universal End of Shift Report Checklist which will be utilized by all faculty members. In addition, an End of Shift Report Data Collection form was developed to document and tract student results in a uniform and simple manner so that future data analysis will be streamlined. These tools will be utilized this spring with the second eight week class session. (03/28/2016) **Faculty Assessment Leader:** Victoria Orton **Faculty Contributing to Assessment:** Octavia Hyacinth, Bernice Odudu, Maria White, Clara Sic Alonzo, Zenaida Mitu, Safari Sekiyoba and Victoria Orton	**Action:** The faculty have since met and developed one universal End of Shift Report Checklist which will be utilized by all faculty members. In addition, an End of Shift Report Data Collection form was developed to document and tract student results in a uniform and simple manner so that future data analysis will be streamlined. These tools will be utilized this spring with the second eight week class session. [less] (11/29/2016) **Action Category:** Teaching Strategies **Follow-Up:** After the implementation of a consistent End-of-Shift Checklist, 100% of students in the four fall 2016 cohorts were able to effectively provide an end-of-shift report by the end of the clinical rotation. (03/21/2017)

ECC: NURS 155:Health Assessment

Course SLOs	Assessment Method Description	Results	Actions
SLO #2 Normal vs Abnormal - The student will demonstrate the assessment skills to identify normal versus abnormal findings. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2015-16 (Fall 2015), 2018-19 (Fall 2018) **Input Date:** 11/08/2013	**Multiple Assessments -** On a weekly basis, students will demonstrate their assessment skills on a classmate and verbally describe normal versus abnormal findings found in that body system. **Standard and Target for Success:** It is expected that 85% of students will be able to complete this task every week.	**Semester and Year Assessment Conducted:** 2015-16 (Fall 2015) **Standard Met? :** Standard Met >85% of the students are able to demonstrate the assessment "skill of the week" and can describe normal and abnormal findings that are either real or set up by the lab instructor. (12/18/2015) **Faculty Assessment Leader:** Robbie Lee **Faculty Contributing to Assessment:** Yuko Kawasaki	**Action:** To improve student learning, faculty will encourage students to actively engage with their peers to practice assessments on each other to reinforce learning of that week's assessment. (03/30/2016) **Action Category:** Teaching Strategies **Follow-Up:** This method of teaching continues to be the best method for students to learn a head-to-toe physical assessment. They continue to be able to verbalize normal vs. abnormal findings during instruction. They are also able to apply knowledge in the clinical setting, which is an excellent environment to see abnormal findings as compared to normal findings usually found while practicing with fellow students in the skills lab. This provides real-world application of knowledge. (12/08/2016)

ECC: NURS 251:Legal/Ethical Consdrtns Nursng

Course SLOs	Assessment Method Description	Results	Actions
SLO #2 Calif. Nursing Practice Act - The student will compare and contrast how the California Nursing Practice Act provides for consumer protection as compared to promoting nursing advancement. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2015-16 (Fall 2015), 2018-19 (Fall 2018) **Input Date:** 11/08/2013	**Exam/Test/Quiz -** In small groups of four to six students, the N251 students complete the BRN Practice Quiz in class. The BRN Practice Quiz covers nursing legislation in the California Nursing Practice Act. **Standard and Target for Success:** BASED ON PERCENTAGE: It is expected that 75% of student groups will score 75% or above on this SLO. **Additional Information:** The BRN Practice Quiz is a 20 question quiz with multiple choice and alternate format questions. The BRN Practice Quiz is not counted toward the student's grade; however, a reward is given to the highest scoring groups. For example, the highest scoring groups are given priority when selecting a topic for the group presentations.	**Semester and Year Assessment Conducted:** 2018-19 (Fall 2018) **Standard Met? :** Standard Met Five groups of students completed the BRN Practice Quiz the second week of class on 10/27/15. There were four to six students per group. Three out of five groups attained a score of 75% or above. Therefore, 60% of student groups scored 75% or above on this SLO. Five groups of students completed the BRN Practice Quiz the second week of class on 10/30/18. There were six to seven students per group. Four out of five groups attained a score of 85% and one group attained a score of 100%. Therefore, 100% of student groups scored 75% or above on this SLO. (01/30/2016) **% of Success for this SLO:** 75 **Faculty Assessment Leader:** Kathy Morgan **Faculty Contributing to Assessment:** Kathy Morgan	**Action:** In order to accurately measure the SLO and improve scores on the BRN Practice Quiz the class will compare and contrast how the California Nursing Practice Act provides for consumer protection as compared to promoting nursing advancement in a class discussion. This class discussion will take place prior to administering the BRN Practice Quiz. (03/29/2016) **Action Category:** Teaching Strategies **Follow-Up:** On 11/1/16 the N251 students compared and contrasted how the California Nursing Practice Act provides for consumer protection as compared to promoting nursing advancement in a class discussion. This class discussion took place prior to administering the BRN Practice Quiz. Six groups of students completed the BRN Practice Quiz the second week of class on 11/1/16. There were four to six students per group. Five out of six groups attained a score of 75% or above. Therefore, 83% of student groups scored 75% or above on this SLO. The standard for SLO #2 was met during the fall 2016 semester. (02/02/2017)

ECC: NURS 253:Intermediate Nursng Process II

Course SLOs	Assessment Method Description	Results	Actions
SLO #2 Identify Threats - The student will identify potential threats to patient safety from both system ineffectiveness and individual performance. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2015-16 (Fall 2015), 2018-19 (Fall 2018) **Input Date:** 11/08/2013	**Performance -** Students will learn how to identify potential threats to patient safety from both system ineffectiveness and individual performance. An example of a potential threat to patient safety from system ineffectiveness would be use of improper contact isolation techniques by multiple healthcare workers on the same medical-surgical unit. An example of a potential threat to patient safety from individual performance would be a medication error resulting from a student missing one or more of the eight rights of medication administration. **Standard and Target for Success:** While in the clinical setting, it is expected that 100% of the students in NURS-253 will identify at least three potential threats to patient safety from system ineffectiveness and at least three potential threats to patient safety from individual performance. **Additional Information:** While in the clinical setting, 100% of the students in NURS-253 were able to identify at least three potential threats to patient safety from system ineffectiveness and at least three potential threats to patient safety from individual performance. Students were able to identify errors in system ineffectiveness more readily based on observing the clinical practices of other healthcare	**Semester and Year Assessment Conducted:** 2018-19 (Fall 2018) **Standard Met? :** Standard Met Most students were able to identify threats to patient safety related to system ineffectiveness, such as occasional lack of healthcare staff hand hygiene and potential for medication errors due to EPIC computer system issues. The students needed guidance in developing clinical reasoning skills and recognizing their own errors in practice. They had trouble recognizing in the beginning individual issues such as failure to assess patients' fall risk or the risk for pressure ulcer development. The potential to break the sterile technique when drawing medications from vials or while inserting a Foley catheter was also present. However, the students failed to recognize it in the beginning. During the course, all students performed nursing skills in Skills Lab to develop best practice. Daily discussions with the instructor about nursing interventions required to maintain patient safety provided the students with better clinical reasoning. At the end of the course all students were able to identify both type of risks to patient safety. (12/14/2018) **% of Success for this SLO:** 100 **Faculty Assessment Leader:** Michelle Guta **Faculty Contributing to Assessment:** Rashida Wilson	**Action:** Instructors will continue to use current teaching strategies to develop students' critical thinking and clinical reasoning. (02/27/2019) **Action Category:** Teaching Strategies
		Semester and Year Assessment Conducted: 2015-16 (Fall 2015) **Standard Met? :** Standard Met All students were able to identify errors in system ineffectiveness more readily based on observing the clinical practices of other healthcare professionals (e.g., physicians not washing their hands when going from one patient to the next, especially when the last patient was in contact isolation; a respiratory therapist that intranasally suctioned a patient at 300 mmHg, over twice the recommended safe suction pressure). Students had greater difficulty in identifying aspects of their own clinical practice as a potential threat to patient safety. For example, students	**Action:** In future classes, students will be taught how to develop clinical practice and patient advocacy interventions to decrease potential threats to patient safety from both system ineffectiveness and individual performance. (09/02/2016) **Action Category:** Teaching Strategies **Follow-Up:** The students discussed patient cases to help develop clinical practice and

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	professionals (e.g., physicians not washing their hands when going from one patient to the next, especially when the last patient was in contact isolation; a respiratory therapist that intranasally suctioned a patient at 300 mmHg, over twice the recommended safe suction pressure).	were not aware of breaking sterile technique while inserting a Foley catheter; or how a lack of patient teaching on medication side effects from antihypertensives could increase the potential for a patient's risk for falling. (11/17/2015) **Faculty Assessment Leader:** Kathleen Rosales **Faculty Contributing to Assessment:** Michelle Guta, Genevive Agsalud	advocacy. 80% of them were able to recognize potential treats to patient safety and acted accordingly to maintain it. (03/01/2017)

ECC: NURS 255:Advanced Nursing Process - Clinical Preceptorship

Course SLOs	Assessment Method Description	Results	Actions
SLO #2 Professional Portfolio - The student will prepare a professional portfolio to be used for employment upon completion of Associate Nursing Program. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2018-19 (Fall 2018) **Input Date:** 05/21/2018	**Portfolio -** The purpose is to have a working professional portfolio to share with future employers for obtaining your first nursing position with all necessary documentation of your accomplishments upon completion of the El Camino College Nursing program and passing NCLEX-RN Exam. PROFESSIONAL PORTFOLIO GRADING RUBRIC 1. Cover with Name, RN, Degree & Professional Portfolio (5) 2. Letter of Intent(7) 3. Resume (7) 4. Letter(s) of Recommendation(7) 5.Certificates/BLS/ACLS(5) 6. APA/Spelling/Punctuation/Grammar (6) Total Points: 35 **Standard and Target for Success:** It is expected that 85% of students will score 90 or above on this SLO.	**Semester and Year Assessment Conducted:** 2018-19 (Fall 2018) **Standard Met? :** Standard Met 90 % of students scored at least 85%. (03/06/2019) **% of Success for this SLO:** 100 **Faculty Assessment Leader:** Mary Moon **Faculty Contributing to Assessment:** Maria White	**Action:** Continue to help them to write a working professional portfolio based on the rubric. (03/07/2019) **Action Category:** SLO/PLO Assessment Process