

Assessment: Course Four Column

Spring/Summer 2018



El Camino: Course SLOs (HSA) - Nursing

ECC: NURS 150A: Beg Nursing Process/Fund Skill

Course SLOs	Assessment Method Description	Results	Actions
SLO #3 EHR Program - The student will develop skills to safely and effectively utilize an Electronic Health Record (EHR) Program. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2018-19 (Spring 2019) Input Date: 11/08/2013	Exam/Test/Quiz - Students must log on to the current EHR practice module and perform all modules with a test at the end to assess for accuracy. Standard and Target for Success: Based on the percentage: It is expected that 75% of students will score 75% or above on this SLO. Additional Information: The EHR used needs to be more in depth. Consider looking at a different program for the fall semester.	Semester and Year Assessment Conducted: 2018-19 (Spring 2019) Standard Met? : Standard Met 100% of students were able to participate in a mock electronic health record (EHR) via DocuCare. 100% of students also completed the Chart Master module learning about the importance of proper documentation. (09/13/2019) % of Success for this SLO: 100 Faculty Assessment Leader: Robbie Lee Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Not Met Only 74% of students scored above 75% on the post test for the EHR modules. The passing percentage is represented by 28 out of 38 students. (03/10/2016) Faculty Assessment Leader: Robbie Lee	Action: This SLO will convert over to the new curriculum in Fall 2019 course N220. We will continue to utilize the DocuCare system to provide the students with access to a mock electronic health record. (09/13/2019) Action Category: Teaching Strategies Action: This course will be replaced by N220 in the new curriculum that starts in Fall 2019. Students will have access to the new EHR site DocuCare as part of their bundle of books. DocuCare will be used to assess students in the future N220 course to cover this SLO. (09/13/2019) Action Category: Curriculum Changes Action: Plan is to change EHR as current one is not user friendly and has access issues. Two new EHR's were reviewed in the Fall of 2015. Possible plan is to have a

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	<p>Performance - Students will watch about how to properly document in Chart Master. After passing the test, students will then go to the electronic health record (EHR) on DocuCare and perform EHR documentation on a mock case study patient. The mock case study patient will provide all the info to perform a full head-to-toe assessment as well as a plan of care for the patient.</p> <p>Standard and Target for Success: 80% of students will receive greater than 75% on the EHR documentation assignment.</p>		<p>new one in place in Fall 2016 in order to meet program requirement. The new ones reviewed appeared more in depth and user friendly than current EHR. (08/29/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Currently, still looking for an adequate EHR program that will suit our needs. N150A will continue to use the EHR program currently in use until we find an EHR that fits the program and BRN requirements. (09/15/2016)</p>

ECC: NURS 150B:Beginning Nursing Process and Fundamental Skills II

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #3 Pain Assessment - The student will identify subjective and objective data to collect and analyze when assessing a patient experiencing pain.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2018-19 (Spring 2019)</p> <p>Input Date: 11/08/2013</p>	<p>Case Study - 1. Students interview patient and assess the pain</p> <p>2. Students answer worksheet question.</p> <p>3. Students write the pain assessment paper</p> <p>Standard and Target for Success:</p> <p>I. Location: Patient or nurse marks drawing =5 points</p> <p>II. Intensity = 15 points</p> <p>III. Quality = 10 points</p> <p>IV. Onset, duration, variations, rhythms: = 10 points</p> <p>V. Manner of expressing pain: = 10 points</p> <p>VI. What relieves the pain? = 10 points</p> <p>VII. What causes or increases the pain? = 10 points</p> <p>VIII. Effects of pain: (Note decreased function, decreased quality of life.) = 20 points</p> <p>IX. Other comments: = 5 points</p> <p>X. Plan: = 5 points</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>100% of students were able to score greater than 75% on this assignment. The lowest score was 90% on the pain assessment homework. (09/13/2019)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: John Flynn</p> <p>Faculty Contributing to Assessment: Robbie Lee</p>	<p>Action: This course will no longer be in effect in the Fall of 2019. We will continue to utilize this SLO in the new curriculum via course N220, as it continues to effectively teach students how to assess pain. (09/13/2019)</p> <p>Action Category: Curriculum Changes</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Students consistently met the criteria and able to perform pain assessment in the geriatric setting. Only 1 student in the the class did not meet the objectives and did not meet 75% due to incomplete assignment. (03/30/2016)</p> <p>Faculty Assessment Leader: Poy Sakjirapapong</p> <p>Faculty Contributing to Assessment: Robbie Lee</p>	<p>Action: Students will continue to use this pain assessment assignment in the new curriculum next fall. N222 will be replacing N150B. We will continue to utilize this assessment as it is a proven to be of great benefit to the students in learning about pain assessment. (09/13/2019)</p> <p>Action Category: Curriculum Changes</p>
	<p>Essay/Written Assignment -</p> <p>Students will conduct a full pain assessment on one of their clinical patients. Students will discuss the pain level, intensity and quality, location, what relieves pain, as well as what causes pain to start. Reassessment of pain levels will be included. The assignment is worth 100 points = 100%.</p>		<p>Action: Will allow a designated 30 minutes for the pain interview of the patient in the clinical setting. (04/15/2017)</p> <p>Action Category: Teaching Strategies</p>

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Standard and Target for Success:
80% of students will receive a 75% or greater on the Pain Assessment assignment in this course.

ECC: NURS 152: Intro to Nursing Pharmacology

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<p>SLO #3 Identify Sources - The student will identify sources of drug information.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2018-19 (Spring 2019)</p> <p>Input Date: 11/08/2013</p>	<p>Essay/Written Assignment -</p> <p>Students will complete a homework assignment which identifies the Pearson Drug Guide as one source of drug information. Students must identify and locate various types of drug information and must answer the following questions:</p> <ol style="list-style-type: none"> 1. Read "About the Authors". What are the names of the three authors? 2. What is meant by the classification of a drug? 3. The classifications used in this book are based on the system used by what organization? 4. According to the Pearson's Drug Handbook, where is the pregnancy category usually listed when looking up a drug? 5. What is meant by nursing implication? 6. Where are the U.S. Schedules of Controlled Substances located in this text? How many schedules are there? 7. The classifications used in this book are based on the system used by what organization? 8. What are the two reasons that certain oral dosage forms of medications should not be crushed? 9. According to the PREFACE section, how often is the index of the book used and what kind of drugs are listed in the index? 10. Where is the index 	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>100% of students received a grade >75%. The average grade was 85%. (09/13/2019)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Robbie Lee</p>	<p>Action: This particular assignment may not be used in the Fall of 2019. We are changing to a new curriculum and there will no longer be a drug guide text assigned to this course. Instead, the drug guide will be embedded into the online program called CoursePoint through Lippincott. We will assess in the new course N224 if we are able to assign this type of assignment or if we will have to revamp it to align more with the concept-based curriculum. (09/13/2019)</p> <p>Action Category: Curriculum Changes</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>100% of students scored 75% and above on this exercise. (05/09/2016)</p> <p>Faculty Assessment Leader: Robbie Lee</p>	<p>Action: This SLO will no longer be applicable in the Fall of 2019. This course is being replaced by N224. Therefore, this assignment will no longer be utilized to assess student knowledge. (09/13/2019)</p> <p>Action Category: Curriculum Changes</p> <p>Action: 100% of students continue to score 75% and above on this exercise. We will continue to utilize this tool to instruct students on identifying sources of drug information (08/24/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Action: Will continue to use this an exercise for the students to learn how to look up medications.</p>

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	located? Standard and Target for Success: Seventy five percent of students will score 75% or better on the Pearson Drug Guide homework assignment.		(05/09/2016) Action Category: Teaching Strategies Follow-Up: This continues to be an excellent tool to teach students about identifying sources of drug information. Therefore, we will continue to use it. (08/24/2017) Follow-Up: Students will be continuing to use this exercise this semester to identify sources of drug information (09/15/2016)
		Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Met Forty students completed the Pearson Drug Guide Homework Assignment. The results for each question are below. A total of 40 students completed the assignment. Question # Students Answering Correctly 1 37, 2 31, 3 39, 4 40, 5 40, 6 40, 7 40, 8 38, 9 39, 10 39, One hundred percent of students scored over 75% on the homework assignment. The majority of students were able to retrieve drug information from the Pearson Drug Guide. However, only 31/40 students were able to clearly explain the concept of drug classification and that the fact that medications may be classified in more than one way. (05/08/2014) Faculty Assessment Leader: Kim Bailly Faculty Contributing to Assessment: None	Action: Informally assess this SLO in December 2014. (12/12/2014) Action Category: Teaching Strategies Action: Identify in-class activities to expand the concept of drug classification. For example: Divide students into groups and provide each group with a list of medications and then have groups classify drugs into as many categories as possible. (11/03/2014) Action Category: Teaching Strategies

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Essay/Written Assignment -

Students will identify sources of drug information utilizing their assigned drug text for the course.

Standard and Target for Success:

80% of students will receive a grade of 75% or greater on the drug information assignment.

ECC: NURS 154: Intrmed Nursng Proc/Mentl Hlth

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #3 Safety Threats - The student will accurately recognize and appropriately intervene in potential safety threats to patients, peers, instructors, and the health care team from system ineffectiveness and individual performance.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2018-19 (Spring 2019)</p> <p>Input Date: 11/08/2013</p>	<p>Exam/Test/Quiz - The N154 students will be assessed for safety knowledge and application using the proctored mental health ATI Online Assessment. This is a national standardized test.</p> <p>Standard and Target for Success: Safety and Infection Control is one of seven major content areas on the RN Mental Health 2016 proctored exam. Although there is no national group mean for this major content area, the national individual mean for the entire proctored exam is 69.6%. Also, the individual score required for proficiency on the entire proctored exam is 66.7% for Level 2. According to ATI, "Scores meeting the Proficiency Level 2 standard can be considered to exceed minimum expectations for performance in this content area." Scores for Safety and Infection Control will average at least 66.7% for 2018 fall and 2019 spring semesters for N154 students.</p> <p>Additional Information: Previous Standard for Success: Safety and Infection Control is one of seven major content areas on the RN Mental Health 2013 proctored exam. Although there is no national group mean for this major content area, the national individual mean for the entire proctored exam is 67.9%. Also, the individual score required for proficiency on the entire proctored exam is 66.7% for Level 2. According to ATI, "Scores meeting</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>The group score for Safety and Infection Control was 81.2% for the 2018 fall semester N154 students. The group score for Safety and Infection Control was 60% for the 2019 spring semester N154 students. These scores are from the ATI Group Performance in Major Content Areas found on the Group Performance Profile from the proctored RN Mental Health 2016 exam. The average score for both semesters is 70.6%. This exceeds the standard of success of 66.7%. (08/20/2019)</p> <p>% of Success for this SLO: 66.7</p> <p>Faculty Assessment Leader: Kathy Morgan</p> <p>Faculty Contributing to Assessment: Kathy Morgan and Elizabeth Ann Sweeney</p>	<p>Action: Although the 2018 fall semester students greatly exceeded the standard of success of 66.7%, the 2019 spring semester students scored 60%. The major content area of Safety and Infection Control included three items on the ATI proctored RN Mental Health 2016 exam administered during the 2019 spring semester. Item number one concerned providing care for a child who has Attention Deficit Hyperactivity Disorder (37.1% answered correctly). Item number two concerned safety considerations for a client who has Alzheimer's Disease (42.9% answered correctly). Remarkably, 100% of students answered item number three correctly. This item concerned the priority response to a child who has a conduct disorder.</p> <p>The faculty will spend additional time during theory addressing these safety concerns. A safety handout was created for the client with cognitive impairment and theory time will be expanded to include active learning projects such as role-playing, case studies, and/or games. In addition, the clinical instructors will be encouraged to reinforce theory objectives and corresponding clinical objectives in clinical.</p>

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	the Proficiency Level 2 standard can be considered to exceed minimum expectations for performance in this content area." Scores for Safety and Infection Control will average at least 66.7% for 2016 fall and 2017 spring semesters for N154 students.		<p>Previous Action: The major content area of Safety and Infection Control includes three items on the ATI proctored RN Mental Health 2013 exam. Item number one concerns accident/error/injury prevention and is specifically about home safety for a client who has Alzheimer's Disease. Items two and three concern use of restraints/safety devices and is specifically about the priority response to a child who has a conduct disorder. The third item is specifically about indications for removing restraints.</p> <p>The faculty will spend additional time during theory addressing these safety concern. This will include active learning projects such as role-playing, case studies, and/or games. In addition, the clinical instructors will be encouraged to reinforce theory objectives and corresponding clinical objectives in clinical.</p> <p>(12/13/2019)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: The ATI RN Mental Health 2013 proctored exam was updated to the RN Mental Health 2016 proctored exam during the second 8-week session of the fall 2016 semester. However, the major content area of Safety and Infection Control continues to include three items and there are</p>

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			<p>no national means or percentile ranks.</p> <p>Safety considerations for a client who has Alzheimer's Disease is on all exams. The RN Mental Health 2016 proctored exam administered the second 8-week session of the fall 2016 semester also included providing care for a child who has attention deficit hyperactivity disorder and the priority response to a child who has conduct disorder. The RN Mental Health 2016 proctored exam administered both sessions of spring 2017 semester included providing care to a client who is experiencing a manic episode and the priority intervention for an agitated client.</p> <p>The group scores for Safety and Infection Control averaged 55.2% for 2016 fall and 2017 spring semesters for N154 students. (The group score for fall 2016 first 8-week session was 70.6%, fall 2016 second 8-week session was 54.8% and spring 2017, both sessions, was 40.2%.) Therefore, the standard of 66.7% (exceeds minimum expectations for performance) was not met and the drop in scores is of concern. Although all Safety and Infection Control topics will be given more emphasis in theory class, safety considerations for a client who has Alzheimer's Disease will be addressed in greater detail. An active learning project will be</p>

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developed for this topic.
(09/07/2017)

ECC: NURS 210:Implications of Pathophysiology Concepts for Nurses

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Pathophysiologic Concepts for Health Ed. - The student will utilize pathophysiologic concepts to promote health education.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2018-19 (Summer 2019)</p> <p>Input Date: 11/08/2013</p>	<p>Essay/Written Assignment -</p> <p>Students will create a Nursing Care Plan that assesses how underlying pathophysiological concepts determine patient symptoms and nursing care.</p> <p>Standard and Target for Success: It is expected that 85% of students will score 75% or above on this SLO in defining and explaining how underlying pathophysiological concepts determine patient symptoms and nursing care. The standard was met. 96% of students (n=26 out of 27) achieved 80% or above on the nursing care plan. Based on student feedback, this proved to an enjoyable and positive method of learning for the students.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Summer 2019)</p> <p>Standard Met? : Standard Met</p> <p>96% of students (n=26 out of 27) achieved 80% or above on the nursing care plan. Based on student feedback, this proved to an enjoyable and positive method of learning for the students. Continue with this same teaching strategy as it has proven to be successful in teaching students how to meet this SLO. (09/13/2019)</p> <p>% of Success for this SLO: 96</p> <p>Faculty Assessment Leader: Clara Sic-Alonzo</p> <p>Faculty Contributing to Assessment: Clara Sic-Alonzo</p>	<p>Action: Continue to provide students with patient information templates that correlate to pathophysiology templates to encourage critical thinking in the application of pathophysiologic concepts for the interdisciplinary management of patient care using evidence-based practice. (09/13/2019)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Continue with this same teaching strategy as it has proven to be successful in teaching students how to meet this SLO (09/13/2019)</p>

ECC: NURS 250:Intermediate Nursing Process and the Family

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Anecdotal Assessments - The student will use evidence based practice to complete anecdotal assessments for the pediatric population.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2018-19 (Spring 2019)</p> <p>Input Date: 11/08/2013</p>	<p>Case Study - Students will be assigned or choose a disease process or current pediatric journal case study that utilizes evidence based practice. Students will critique the journal article and present their analysis based on research of the condition. Students may choose a patient and compare and contrast the care provided based on current evidence based practice.</p> <p>Standard and Target for Success: 85% of the students will be able to assess, analyze, and critique the journal article or patient disease process using current evidence based practice.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>Students completed a high risk pediatric patient case study using a journal article published no earlier than 5 years ago to support evidence based practice as applied to the specific disease process assigned. All 30 students successfully completed this assignment. (05/30/2019)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Shiny Johnson</p> <p>Faculty Contributing to Assessment: Shiny Johnson</p>	<p>Action: In future classes, students will be asked to identify and pick a disease process that is specific to pediatrics instead of being assigned by the faculty. (05/30/2019)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>100% of the students assessed, analyzed, and critiqued pediatric peer-reviewed articles using current evidence based practice and presented their findings to their peers. (09/05/2017)</p> <p>Faculty Assessment Leader: S. Johnson</p>	
		<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>85% of the student were able to satisfactorily analyze, assess, and critique their journal articles using current evidence based practice. (05/09/2016)</p> <p>Faculty Assessment Leader: S. Johnson, RN</p> <p>Faculty Contributing to Assessment: Y. Kawasaki, RN</p>	<p>Action: Students will pick disease process based on clinical findings of assigned pediatric patient and compare/contrast patient care based on current evidence based practices. (05/09/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: Reassess teaching/learning strategies in 2017 Spring. (05/12/2017)</p>

ECC: NURS 254:Advanced Nursing Process I

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Leadership Theory - The student will apply leadership theory and skills in the clinical setting.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2018-19 (Spring 2019)</p> <p>Input Date: 11/08/2013</p>	<p>Multiple Assessments - Students in this course apply leadership theory and skills in the clinical setting. The students are evaluated by various method; the methods utilized to evaluate the students include the following; a written paper, an exam, joint skills mentoring day, and a clinical leadership day.</p> <p>Standard and Target for Success: The leadership paper will be utilized for the standard of success. The standard for success will be 75% of the students will score a 75% or greater.</p> <p>Additional Information: Currently there is no rubric for evaluating the students applying leadership skills in the clinical setting. Therefore in the future a rubric will be developed to evaluate the students applying leadership skills in the clinical setting.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>There were 32 students that started the semester and 24 students achieved greater than 75% on the Leadership exam for their score. Therefore the 75% success for this SLO was met. (05/29/2019)</p> <p>% of Success for this SLO: 75</p> <p>Faculty Assessment Leader: Maria White</p> <p>Faculty Contributing to Assessment: Maria White</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>The Spring semester of 2016 had 30 students in the group for N254. There was 96% of the students that scored 75% or greater on the written leadership paper. (05/05/2016)</p> <p>Faculty Assessment Leader: M. D. White</p> <p>Faculty Contributing to Assessment: M. D. White</p>	<p>Action: Students will continue to be tested on Leadership this is their first course exam. Leadership and the components of this topic are necessary for nurses to be successful in the profession. Students from two clinical sections will continue to mentor second semester nursing students in the following skills; physical assessment, charting and documentation, IV push and subcutaneous medication administration, G-tube medication administration, PPE heart and lung sounds, blood administration and IV pumps. This promotes leadership and team work in the hospital setting. (08/29/2019)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Develop a rubric for assessing other leadership methods utilized in the course. 3/3/2017 after meeting with faculty for this course the decision was not to develop a rubric to assess leadership. Currently and in the past the faculty have utilized the students Clinical Evaluation Tool and therefore there was no need to develop a rubric. (05/05/2016)</p> <p>Action Category: Curriculum Changes</p> <p>Follow-Up: Evaluate the SLO utilizing another teaching method</p>

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for the course. (05/05/2016)

ECC: NURS 48:Dosage Calculations

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
SLO #3 Intravenous Rates/Times - The student will calculate and demonstrate intravenous flow rates, infusion times and volumes across the life span. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2018-19 (Spring 2019) Input Date: 11/08/2013	Exam/Test/Quiz - Exam 4 and Lab practicum will be used to assess the SLO. Standard and Target for Success: 75% or greater will receive a passing grade on exam 4 and lab practicum.	Semester and Year Assessment Conducted: 2018-19 (Spring 2019) Standard Met? : Standard Met From a total of 67 students, 60 received a passing grade on exam 4 and 65 on the final lab practicum. This represents 89.6% and 97% from the total number of students were successful with these assignments. (08/27/2019) % of Success for this SLO: 93.3 Faculty Assessment Leader: Michelle Guta Faculty Contributing to Assessment: Dee Dee White	Action: Faculty will continue to use current teaching techniques. (08/27/2019) Action Category: Teaching Strategies
		Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met Exam 3 results show that 81.7% of the students passed pediatric dosage calculations. Exam 5 results show that 76.2% of students passed adults dosage calculation. The standard and target for success was met. However, exam 5 will be reviewed by the faculty members to determine opportunities for improvement. (06/29/2017) Faculty Assessment Leader: Michelle Guta Faculty Contributing to Assessment: Maria D. White	Action: The faculty will continue to work with N48 students on Intravenous Rates/Times to achieve a higher success rate of passing. Faculty will offer students tutoring through Nettutor.com, as well as one on one tutoring as needed. (04/14/2017) Action Category: Teaching Strategies
			Action: The faculty will continue to work with N48 students on Intravenous Rates/Times to achieve a higher success rate of passing. Faculty will offer students tutoring through Nettutor.com, as well as one on one tutoring as needed. (04/14/2016) Action Category: Teaching Strategies Follow-Up: Faculty reassessed the strategies used to improve student learning. In section 8859, 18 out of 25 students passed exam 4 and 25 out of 25 students

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passed the practicum. The faculty will continue with the proposed strategies to assist with student learning. (04/14/2017)