

Assessment: Course Four Column

FALL 2015



El Camino: Course SLOs (HSA) - Nursing

ECC: NURS 101:Explor Hlth Occptn Career

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>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) Input Date: 11/08/2013</p>	<p>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</p>	<p>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</p>	<p>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</p>

ECC: NURS 145:Introduction to Nursing

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Subjective vs Objective - The student will analyze assessment data to determine subjective or objective. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 11/08/2013</p>	<p>Essay/Written Assignment - Following the group project, each group of students will be able to list up to 6 subjective and 6 objective symptoms of the health condition they researched. Standard and Target for Success: It is expected that the student groups will be able to list at least 75% of the subjective and objective symptoms for the health condition they researched.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Not Met Data was collected from 3 sections of N145. The data reflected 21 student group responses when asked to list 6 subjective and 6 objective symptoms for the health condition they studied.</p> <p>None of the groups were able to meet the 75% criteria for listing subjective data. 10 (out of 21) of the groups were able to list subjective symptoms at least 50% of the time. There seemed to be confusion as to what was subjective and objective symptoms. Clarifying what are subjective symptoms will be important for future analysis.</p> <p>18 (out of 21) groups were able to meet the 75% criteria of being able to recognize and list objective symptoms. As a matter of fact these groups were able to meet the criteria at 83% or above. Entry level pre-nursing students have an easier time recognizing objective, more concrete, symptoms of health conditions. We will continue to teach both subjective and objective symptom recognition. (02/05/2016) Faculty Assessment Leader: Peggy Kidwell-Udin Faculty Contributing to Assessment: Octavia Hyacinth and Victoria Orton</p>	<p>Action: Differentiating and being able to recognize and list subjective and objective symptoms will be reinforced during the group project work and in researching a health condition. (02/05/2016) Action Category: Teaching Strategies</p>

ECC: NURS 151:Human Development and Health

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Developmental Theory - Students will apply developmental theory to child observations and elder adult interviews.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 11/08/2013</p>	<p>Essay/Written Assignment - Students in the Human Development and Health Course (N151) are required to research and write two papers which focus on aspects of development during two distinct stages of like. The Preschool Observation paper requires students to observe, compare and contrast developmental differences in young children in the areas of cognition, gross motor, fine motor, personal/social, and language skills.</p> <p>The second paper is based on interviews of two elderly and considers acute and chronic issues, life experience, culture, family constellation, and life choices.</p> <p>Standard and Target for Success: Students will complete each paper with a grade of 75% or better.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met</p> <p>All students completed both papers with a grade of 75% or above. Comments of students reflected thoughtful and detailed accounting of comparisons such as; "Two children from the same age group I observed were in about the same development according to the Denver Developmental Screening Test. In the gross motor, fine motor, and personal-social categories , they were the same. The only difference I noticed was in the language category, but it was very minimal." and "While I did my observation I was able to identify so many different activities that help children with their cognitive development." and "In regard to physical growth, both child one and two seem to have healthy development to that of a four year old. During class time, child two really struggles to sit still in his seat whereas child one fidgets and repositions herself in her seat much less often.</p> <p>Comments on Elderly paper included a life review one student's great grandmother has no regrets while another male elderly client regretted smoking when he was young and the fact that he did not"take good care of himself". Hence, he is now in poor health and has to take "a lot of medication". (02/08/2016)</p> <p>Faculty Assessment Leader: Poy Sakirapapong Faculty Contributing to Assessment: Peggy Kidwell-Udin and Ozo Nwabuzor</p>	<p>Action: The Preschool Observation Paper or the Elderly Interview paper will continue to be used to assess SLO #2.</p> <p>Focus can be placed on one aspect of comparative development when assessing the results the next time. (02/06/2017)</p> <p>Action Category: Teaching Strategies</p>

ECC: NURS 153:Intermediate Nursing Process I

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 End of Shift Report - Student will effectively develop an end of shift report.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/08/2013</p>	<p>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.</p> <p>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.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>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)</p> <p>Faculty Assessment Leader: Victoria Orton</p> <p>Faculty Contributing to Assessment: Octavia Hyacinth, Bernice Odudu, Maria White, Clara Sic Alonzo, Zenaida Mitu, Safari Sekiyoba and Victoria Orton</p>	<p>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)</p> <p>Action Category: Teaching Strategies</p>

ECC: NURS 155:Health Assessment

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Normal vs Abnormal - The student will demonstrate the assessment skills to identify normal versus abnormal findings.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/08/2013</p>	<p>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.</p> <p>Standard and Target for Success: It is expected that 85% of students will be able to complete this task every week.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>>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)</p> <p>Faculty Assessment Leader: Robbie Lee</p> <p>Faculty Contributing to Assessment: Yuko Kawasaki</p>	<p>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)</p> <p>Action Category: Teaching Strategies</p>

ECC: NURS 251:Legal/Ethical Consdrtns Nursng

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>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.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/08/2013</p>	<p>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.</p> <p>Standard and Target for Success: BASED ON PERCENTAGE: It is expected that 75% of student groups will score 75% or above on this SLO.</p> <p>Reviewer's Comments: 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.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>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. (01/30/2016)</p> <p>Faculty Assessment Leader: Kathy Morgan</p> <p>Faculty Contributing to Assessment: Kathy Morgan</p>	<p>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)</p> <p>Action Category: Teaching Strategies</p>

ECC: NURS 253:Intermediate Nursng Process II

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Identify Threats - The student will identify potential threats to patient safety from both system ineffectiveness and individual performance.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/08/2013</p>	<p>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.</p> <p>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.</p> <p>Reviewer's Comments: 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</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>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 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)</p> <p>Faculty Assessment Leader: Kathleen Rosales</p> <p>Faculty Contributing to Assessment: Michelle Guta, Genevive Agsalud</p> <p>Reviewer's Comments: In future classes, more emphasis will be placed on students developing clinical practice interventions and patient advocacy strategies to decrease potential threats to patient safety from both system ineffectiveness and individual performance.</p>	<p>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)</p> <p>Action Category: Teaching Strategies</p>

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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).

ECC: NURS 255:Advanced Nursing Process - Clinical Preceptorship

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Linking - The student will synthesize concepts related to linking National Patient Safety Guidelines and Core Measures according to the national guidelines and the Joint Commission.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/08/2013</p>	<p>Essay/Written Assignment - Students</p> <p>Standard and Target for Success: 85% of the students met the the score of 75% or above based on the grading rubric for this assignment.</p> <p>Reviewer's Comments: It is important to keep this SLO because students/RN's will be working with National Patient Safety Guidelines and Core Measures per Joint Commission standards. Therefore while the scores were met this SLO needs to not be changed.</p> <p>Essay/Written Assignment - Students are use APA style of writing to complete the written assignment. Students will write a paper linking the National Patient Safety Goals (NPSG), and Core Measures (CM) based on guidelines from the Joint Commission, to provide safe nursing care. Students will follow the Rubric for the written assignment. The student will assess and critique if the measures were met or not according to the National Patient Safety Goals (NPSG) and Core Measures established by the Joint Commission. Three NPSG are to be discussed and how the student include upheld these goals. The content should include three pages of content and a cover and references must be cited. The paper will be worth 100 points and constitutes 25% of your total grade. READING RUBRIC</p>		

Course SLOs	Assessment Method Description	Results	Actions
	<p>Three Core Measures Inpatient 10 points per One (each) Core Measure 30 Goal of National Patient Safety Goals (NPSGs) Evidenced 10 points per One (each) NPSGs 30 Reflection of experience 10 Conclusion 5 APA format 5 Grammar 3 Spelling 2 Organization 3 Punctuation 2 Turnitin.com 5 Total Points: 100</p>		
	<p>Standard and Target for Success: In completing this assignment, 85 % of the students will be able to utilize the National Patient Safety Guidelines and Core Measures to validate the care of the patient according to the standards set forth by the NPSG and Core Measures established by the Joint Commission.</p>		
	<p>Essay/Written Assignment - The paper will be worth 100 points and constitutes 25% of your total grade. READING RUBRIC Three Core Measures Inpatient 10 points per One (each) Core Measure 30 Goal of National Patient Safety Goals (NPSGs) Evidenced 10 points per One (each) NPSGs 30 Reflection of experience 10 Conclusion 5 APA format 5 Grammar 3</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met 85% of the 31 students were able to assess and critique a patient's care while in the hospital using the criteria from the National Patient Safety Goals and Core Measures established by the Joint Commission. In achieving this goal, the student will be able to utilize this information during their preceptorship while in the program and also upon graduation. Understanding the NPSG and Core Measures will provide the student with knowledge to be a safe practitioner upon employment. (05/03/2016) Faculty Assessment Leader: Mary Moon</p>	<p>Action: will continue to assess student learning in these areas to evaluate understanding and if the assignment will need to be reviewed for changes at the end of year. (05/03/2016) Action Category: Teaching Strategies</p>

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Spelling 2
 Organization 3
 Punctuation 2
 Turnitin.com 5
 Total Points: 100

Faculty Contributing to Assessment: Maria White, Victoria Orton, Octavia Hyacinth

Standard and Target for Success: It is expected that 90% of students will score 75% or above on this SLO.
 BASED ON RUBRIC: It is expected that 90 % of students will score 4 or above on this SLO.
Reviewer's Comments: The students have demonstrated 75% or above on this SLO. The paper will be worth 100 points and the percentage will be increased from 25% to 40% of the total grade.