

Assessment: Course Four Column

FALL 2016



El Camino: Course SLOs (HSA) - Nursing

ECC: NURS 101:Explor Hlth Occptn Career

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Occupations - The student will compare and contrast various health care occupations.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2017-18 (Fall 2017)</p> <p>Input Date: 11/08/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Multiple Assessments - 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.</p> <p>Standard and Target for Success: BASED ON PERCENTAGE: It is expected that 75% of students will score 70% or above on this SLO.</p> <p>Additional Information: Most of the students in this course are new to college. The only course prerequisite is recommended preparation English 84. In previous semesters many students declined to present their paper to the class. Therefore, the oral report was added to the grading tool as 15 bonus points in order to encourage students to speak in front of the class.</p> <p>Related Documents:</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Not Met</p> <p>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.</p> <p>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%. There were four students in the group that presented without submitting a paper. Consequently, 71.43% of students scored 70% or above on this SLO.</p> <p>(01/24/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Kathy Morgan</p> <p>Faculty Contributing to Assessment: Kathy Morgan</p>	<p>Action: 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. (12/18/2015)</p> <p>Action Category: Program/College Support</p> <p>Follow-Up: Students were alerted to the tutoring services in the Learning Resource Center and the Writing Center during the first class session on 8/26/15. In addition, the students visited and were oriented to the Learning Resource Center the second week of class. furthermore, the students visited the Writing Center during a campus scavenger hunt. At midterm and prior to the last day to drop with</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	Grade Sheet for Career Cluster Paper and Presentation.docx		<p>a "W", students with less than a 70% course average were individually counseled and encouraged to use campus resources. In addition, all students visited the library and were oriented to NetTutor. (01/30/2016)</p> <hr/> <p>Action: 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. (12/18/2015)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: During the spring 2015 semester the student groups were asked to bring a draft of their career cluster paper to class two weeks prior to the due date. Only one student asked for instructor feedback prior to the due date. However, the average score was 80.55% and nearly 82% of students scored 70% or above on this SLO. The standard was met.</p> <p>During the fall 2015 semester the student groups were oriented to NetTutor in the library and asked to submit their career cluster paper to NetTutor greater than two weeks prior to the due date. In addition, the students were encouraged to bring a draft of their career cluster paper to class</p>

Course SLOs	Assessment Method Description	Results	Actions
			<p>two weeks prior to the due date. No student asked for instructor feedback prior to the due date and one student did not participate in the assignment. However, the average score was nearly 79% and 75% of students scored 70% or above on this SLO. The standard was met. The number of students was larger (11 students) in the spring 2015 semester as compared to the fall 2015 semester (8 students). (01/30/2016)</p>
<p>SLO #2 Body Systems - The student will describe structures and functions of body systems.</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>Inactive Date:</p> <p>Comments::</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.</p> <p>Standard and Target for Success: BASED ON PERCENTAGE: It is expected that 75% of students will score 70% or above on this SLO.</p> <p>Additional Information:</p> <p>Related Documents:</p> <p>N101 Body System Grade Sheet for SLO.docx</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>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)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Kathy Morgan</p> <p>Faculty Contributing to Assessment:</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)</p> <p>Action Category: Curriculum Changes</p> <p>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</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
			prerequisite remains recommended. 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)
SLO #3 Careers - The student will identify pros and cons of specific health careers after interviewing working health professionals. Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Fall 2016) Input Date: 11/08/2013 Inactive Date: Comments::	Essay/Written Assignment - Paper on pros and cons of specific health careers. Standard and Target for Success: Want 90% of students to get 75% of paper score Additional Information:	Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met 8 students were in the class and 7 completed the paper. 6 students achieved the target for success of 85%. 1 student earned 75%. This student was not familiar with APA, high school student. (02/22/2017) % of Success for this SLO: Faculty Assessment Leader: Nina Collins Faculty Contributing to Assessment:	Action: Added one page examples of each page of required paper of APA format. (02/22/2018) Action Category: Teaching Strategies

ECC: NURS 145:Introduction to Nursing

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Nursing Roles - The student will differentiate various nursing roles and identify the steps of the Nursing Process.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2017-18 (Fall 2017)</p> <p>Input Date: 11/08/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>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.</p> <p>Standard and Target for Success: 75% of the students will be able to identify and describe these roles.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>Fall 2017 results yielded 97.33% (n=75) of the students were able to identify nursing roles during the RN Interview. Summer of 2017 (n=57) results yielded 100% of the students were able to identify nursing roles during the RN Interview. (12/11/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Victoria Orton</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Fall 2017 faculty agreed to change the assessment method for this SLO as no faculty teaching the course in the last 2 semesters had given the essay question regarding nursing roles. (12/11/2017)</p> <p>Action Category: SLO/PLO Assessment Process</p>
		<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>Seventy-five percent of the students were able to identify and describe roles and functions of the registered nurse. (04/06/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Peggy Kidwell-Udin</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: 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. (04/06/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: All students are required to complete an APA formatted paper regarding a nursing role or nursing issue. Students include nursing roles in Group Paper under Nursing Role for Specific Health Condition studied. The majority of the role chosen is within the Provider of Care role focusing on nursing care of the patient and patient education. (02/08/2016)</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Not Met</p> <p>One section of N145 was used to analyze this SLO (section 8900). Twenty five students wrote an essay for the Final.</p>	<p>Action: The plan is to continue assessing student's understanding of the three nursing roles and their responsibilities. The concepts of nursing roles and</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>The question read: "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 each role."</p> <p>The data was as follows:</p> <p>20% (5) students were able to identify two roles and fully describe two functions of the nurse in that role.</p> <p>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.</p> <p>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.)</p> <p>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.)</p> <p>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. (12/19/2014)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Peggy Kidwell-Udin Faculty Contributing to Assessment: Peggy Kidwell-Udin</p>	<p>responsibilities 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. (01/16/2017)</p> <p>Action Category: Teaching Strategies</p>
	<p>Essay/Written Assignment - Student will interview a registered nurse and</p>		

Course SLOs	Assessment Method Description	Results	Actions
	<p>identify nursing roles</p> <p>Standard and Target for Success: 75% of students will identify nursing roles during a RN interview.</p> <p>Additional Information:</p>		
<p>SLO #2 Subjective vs Objective - The student will analyze assessment data to determine subjective or objective.</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>Inactive Date:</p> <p>Comments::</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.</p> <p>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>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>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)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Peggy Kidwell-Udin</p> <p>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)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: This Student Learning Objective will remain as an ongoing objective for this course and will be reassessed in 3 years. (03/03/2017) (03/06/2017)</p>
<p>SLO #3 Acute Care Setting - The student will identify the roles of the registered nurse in the acute care setting.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-</p>	<p>Essay/Written Assignment - All students will interview nurses in the hospital or community setting regarding nursing practice and communication skills.</p> <p>Standard and Target for Success:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>Due to continued changes in Faculty who teach N145 on the Torrance campus, only one section of N145 was assessed for this period.</p>	<p>Action: As future nurses it is important that the pre-nursing student is aware of non-verbal cues patients demonstrate. Many patients maybe unable to express how they feel or what is</p>

Course SLOs	Assessment Method Description	Results	Actions
17 (Fall 2016) Input Date: 11/08/2013 Inactive Date: Comments::	85% of the students will interview a nurse regarding nursing practice and communication and receive a passing grade of 75% or better. Additional Information:	<p>The results were assessed on the Fall 2016 Section 8900. Of the 37 students who started the course, 4 (10.82%) students dropped the course. Of the remaining 33 students, one hundred percent completed the Nursing Interview. All of these students received an 85% or higher grade on their interview paper. Of those who did not receive 95% or higher the most common error was in describing or interpreting the meaning of the nonverbal cues the nurse interviewee displayed. (03/03/2017)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Peggy Kidwell-Udin Faculty Contributing to Assessment:</p>	<p>happening to them verbally and the nurse must rely on their observation skills to completely assess the patient needs. The importance of verbal and nonverbal communication will continue to be reinforced in the classroom setting. The N145 Teaching Team can begin to explore possible audiovisual or computer generated materials that can be purchased so that students can visualize and adequately describe the nonverbal communication of their patients. (03/03/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met Assessment data was collected and analyzed for 3 sections of N145 for a total of 85 students. 81/85 (95%) students earned a grade of 75% or above on this assignment. Two of the students who did not earn a passing grade did not do the project at all and the other 2 students did not interview a nurse in the acute care setting. (12/13/2016)</p> <p>% of Success for this SLO: Faculty Assessment Leader: P. Kidwell-Udin Faculty Contributing to Assessment: M. D. White</p>	<p>Action: Interviews will continue to be assessed on a ongoing basis for acute nursing practice. The N145 Team may consider adding a question to the interview regarding daily skills utilized by the nurse interviewee. (12/13/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Faculty from Fall 2017 realized that SLO #1 and #3 are similar in that the assessment learning outcomes are both assessing roles of the registered nurse. We propose that SLO #1 where students will identify steps of the nursing process; and SLO #3 will identify the roles of the registered nurse. (12/11/2017)</p>
	<p>Essay/Written Assignment - Using an Interview developed by the N145</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
--------------------	--------------------------------------	----------------	----------------

Instructor, N145 pre-nursing students interviewed a registered nurses on their role/s as a nurse and the importance of communication in the clinical/ hospital setting. The interview also included recognition and description of nonverbal cues noticed by the interviewee (student) that the nurse was utilizing. Students then attached their interpretations of these nonverbal cues.

Standard and Target for Success:

85% of the students will complete the interview with a grade of 85% or better.

Additional Information:

ECC: NURS 151:Human Development and Health

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Assess and Apply - The student will assess and apply principles of growth and development to various age groups throughout the lifespan.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2018-19 (Fall 2018)</p> <p>Input Date: 11/08/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment - 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.</p> <p>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.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>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? Chooses 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 dad no visitors and it is questionable whether she will be able to go directly home).</p> <p>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.</p> <p>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.</p> <p>5.1% (2 out of 39) students were only partially able to compare and contrast the developmental differences and needs of two hospitalized patients.</p> <p>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</p>	<p>Action: 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. (01/16/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: Exam/Test/Quiz The instructor for this course has changed. There are no longer essays on the final. Students were able to compare and contrast physical, emotional, psychological and cognitive needs of patients from different developmental and chronological age levels through writing a preschool paper and an elderly interview paper. Additionally, the comprehensive final exam tested students on physical, emotional, psychological, and cognitive needs of infants, toddlers, preschoolers, school age children, teens, adults, and later maturity.</p> <p>All students passed the final exam with a 75% and better. The final exam is comprehensive throughout the life span in which</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>Exam/Test/Quiz - The instructor for this course has changed. There are no longer essays on the final. Students were able to compare and contrast physical, emotional, psychological and cognitive needs of patients from different developmental and chronological age levels through writing a preschool paper and an elderly interview paper. Additionally, the comprehensive final exam tested students on physical, emotional, psychological, and cognitive needs of infants, toddlers, preschoolers, school age children, teens, adults, and later maturity.</p> <p>All students passed the final exam with a 75% and better. The final exam is comprehensive throughout the life span in which students need to to be able to compare and contrast the different age groups.</p> <p>Standard and Target for Success: Students will pass comprehensive final with a score of 75% or more.</p> <p>Additional Information:</p>	<p>that the overwhelming majority of the students (95%) understand these concepts and are able to apply it to compare and contrast case studies. %) (12/19/2014)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Peggy Kidwell-Udin Faculty Contributing to Assessment: Peggy Kidwell-Udin</p>	<p>students need to to be able to compare and contrast the different age groups. [more] (03/21/2016)</p>
<p>SLO #2 Developmental Theory - Students will apply developmental theory to child observations and elder adult interviews.</p>	<p>Essay/Written Assignment - Students in the Human Development and Health Course (N151) are required to research and write two</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met All students completed both papers with a grade of 75% or</p>	<p>Action: The Preschool Observation Paper or the Elderly Interview paper will continue to be used to assess SLO #2.</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/08/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>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>Additional Information:</p>	<p>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>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Poy Sakirapapong</p> <p>Faculty Contributing to Assessment: Peggy Kidwell-Udin and Ozo Nwabuzor</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> <p>Follow-Up: These papers continue to be a helpful assessment for students to learn some aspects of human development. Students come back after site visits full of stories and surprising new knowledge that they had not learned before in dealing with small children and elderly adults. This course will continue to utilize these tools as a form of measuring student knowledge. (12/08/2016)</p>
<p>SLO #3 Atypical Development -</p> <p>Students will compare and contrast characteristics of typical and atypical developmental and health patterns throughout the lifespan.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 11/08/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment -</p> <p>Students wrote 2 papers this course. The first dealt with comparing and contrasting 3 different preschoolers ages 2, 3, and 4 to each other during an on-site preschool visitation. They then had to compare the preschoolers using the Denver II Developmental Screening Tool which describes what each child should be able to do physically and cognitively at various age levels. The students had compare such things as eating</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>Standard Met. 100% of class scored greater than 75% on each paper. Average score on each paper was 95%, due to following all aspects of the performance templates and rubrics for each paper. (12/08/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Robbie Lee</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: We will continue to use the Preschool paper and the Geriatric Comparison paper as a tool for measuring student understanding of human development. (12/08/2016)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
--------------------	--------------------------------------	----------------	----------------

and sleeping habits, forms of play, and physical abilities of each child.

The second paper due this course was a called a Geriatric Comparison Paper. For this paper the students had to compare 2 elderly adults over the age of 70 as far as health, physical abilities, mental and economic status. They were to describe how they were raised as children, familial relationships, how they deal with illness, as well as current living situations at this time. They had to visit 2 different adult care sites in order to accomplish this (nursing home, assisted living, adult day care center, etc.)

Standard and Target for Success: It is expected that 80% of students would score 75% or above on each paper by covering all aspects of each paper's performance template and rubric.

Additional Information:

ECC: NURS 153:Intermediate Nursing Process I

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>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.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2017-18 (Fall 2017)</p> <p>Input Date: 11/08/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment - Students will develop a teaching plan related to N153 theory content.</p> <p>Standard and Target for Success: BASED ON RUBRIC: It is expected that 90% of students will score 75% or above on this SLO.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>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.</p> <p>Common errors were in the area of formatting grammatical structure and use of APA. (02/17/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Robbie Lee</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: 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. (02/17/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Action for SLO #1 was implemented. All students completed the teaching plan writing assignment during the fall semester on the ECC campus; 34/35 (97%) received a grade of 75% or greater – higher than the standard for success. (03/28/2016)</p>
		<p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Standard Met? : Standard Met</p> <p>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. (12/16/2013)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Kim Bailly</p> <p>Faculty Contributing to Assessment: Kathy Stephens, Zenaida Mitu, Rainat Saleem</p>	<p>Action: Informally assess this SLO in December 2014. (12/08/2014)</p> <p>Action Category: Teaching Strategies</p> <p>Action: 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. (08/25/2014)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Meeting was held, plan distributed - example of</p>

Course SLOs	Assessment Method Description	Results	Actions
follow say Aug 2014 (12/16/2013)			
<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>Inactive Date:</p> <p>Comments::</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>Additional Information:</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>% of Success for this SLO:</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> <p>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)</p>
<p>SLO #3 IV Pump - Students will utilize an IV pump to effectively and safely deliver intravenous fluids to the patient.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 11/08/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Laboratory Project/Report - The student will demonstrate competent use of the IV pump in the presence of the clinical instructor.</p> <p>Standard and Target for Success: 100% of the students will demonstrate this competency prior to the end of the clinical rotation.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>100% of the students in the fall 2016 (4 cohorts) were able to accurately able to utilize (demonstrate) an IV pump effectively and safely to deliver IV fluids to the patient by the end of the clinical rotation. All students were observed administering IV fluids (effectively and safely) to their patients during their clinical rotation in the presence of their clinical instructors. (03/21/2017)</p>	<p>Action: Faculty will continue to observe students utilizing IV pumps safely and effectively each rotation in the clinical setting (04/19/2017)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
--------------------	--------------------------------------	----------------	----------------

% of Success for this SLO:

Faculty Assessment Leader: Victoria Orton

Faculty Contributing to Assessment: Samantha Ryan

Presentation/Skill Demonstration -

The clinical instructor will observe the student while he/she administers IV medications/fluids to a patient in the clinical setting.

Standard and Target for Success:

75% of students in N 153 will successfully utilize the IV pump to administer IV fluids/medications to a patient in the presence of the clinical instructor.

Additional Information:

ECC: NURS 155:Health Assessment

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Health History - The student will analyze the findings of a complete health history documentation.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2017-18 (Fall 2017)</p> <p>Input Date: 11/08/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Term/Research Paper - 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 researched references. In conclusion, students will compose and "actual" and "risk for" NANDA approved three-part nursing diagnosis statement.</p> <p>Standard and Target for Success: 80% of the students will score >75% on this SLO.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>100% of the students scored >75% using the rubric for this project. (12/12/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader:</p> <p>Faculty Contributing to Assessment: Y. Kawasaki, RN</p>	<p>Action: Students were unclear regarding this assignment up until the week it was due, which caused some students to turn in their paper late. In the future, this assignment will be 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. (12/11/2015)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: There were still numerous questions regarding this paper, but all papers were turned in on time. This demonstrated a better understanding of the assignment prior to the week it was due. (12/18/2015)</p>
	<p>Essay/Written Assignment - 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 researched references. In conclusion, students will compose and "actual" and "risk for" NANDA approved three-part nursing diagnosis statement. (Active)</p> <p>Standard and Target for Success: 80% of students will receive a grade of 75% or more on this assessment.</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
Additional Information:			
<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>Inactive Date:</p> <p>Comments::</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>Additional Information:</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>% of Success for this SLO:</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> <p>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)</p>
<p>SLO #3 Skills and Demeanor - The student will exemplify the skills and professional demeanor needed to perform a head to toe physical examination.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 11/08/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Presentation/Skill Demonstration - The student will complete an instructor observed head to toe examination following the rubric provided.</p> <p>Standard and Target for Success: 85% of the students will complete the instructor-observed head to toe physical examination on their first attempt.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>>85% of the students exemplified the skills and professional demeanor to correctly complete the instructor-observed head to toe physical examination on their first attempt. (09/14/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Robbie Lee</p> <p>Faculty Contributing to Assessment: Yuko Kawasaki</p>	<p>Action: Students will continue to practice both the skills and the demeanor to perform a head-to-toe physical assessment in the allotted time, which is learned both in lecture and the skills lab portion of this course. (12/08/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: This practice model</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>Presentation/Skill Demonstration - Students must perform a complete head-to-toe physical assessment of a patient in the required 15 minutes or less. They are allowed 2 attempts at demonstration to achieve success if more than one is needed. This is after extensive instruction in both theory and skills lab practice performance.</p> <p>Standard and Target for Success: It is expected that 80% of students will successfully perform an entire head-to-toe physical assessment in 15 minutes or less after extensive instruction both in theory and lab.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>100% of students were able to demonstrate both the skill and professional demeanor needed to perform a head-to-toe physical assessment in the allotted 15 minutes or less. (12/08/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Robbie Lee</p> <p>Faculty Contributing to Assessment:</p>	<p>continues to be successful in producing students able to complete a head-to-toe physical assessment. This course will continue to utilize this current practice in preparing students to perform physical assessments in the acute care setting. (12/13/2017)</p> <p>Action: This course will continue to utilize the current practice model in order to teach students a full head-to-toe physical assessment to ensure continued success. (12/13/2017)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: This course will continue to utilize the current practice model for the head-to-toe physical examination currently in use. (12/08/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: This practice model continues to be successful in producing students able to complete a head-to-toe physical assessment. This course will continue to utilize this current practice in preparing students to perform physical assessments in the acute care setting. (12/13/2017)</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 #1 Legal and Ethical Issues - Students will analyze and present current legal and ethical issues confronting nursing.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2017-18 (Fall 2017)</p> <p>Input Date: 11/08/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Presentation/Skill Demonstration - Students will analyze and present current legal and ethical issues confronting nursing in a small group presentation to be presented during class time.</p> <p>Standard and Target for Success: BASED ON RUBRIC: It is expected that 80% of students will score 75% or above on this SLO</p> <p>Additional Information: The rubric was developed for this SLO by the Nursing 251 Team. The team included S. Thomas and K. Morgan.</p> <p>Related Documents: Group Project Grading Rubric. Working Grade Sheet.docx</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>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.</p> <p>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. (01/24/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Kathy Morgan</p> <p>Faculty Contributing to Assessment: Kathy Morgan</p>	<p>Action: The small group presentations were presented on 11/24/15. The groups ranged in size from four students to six students. All five groups presented on the same day. The date was the sixth week of class. The average rubric score of all groups was 96.8%. Therefore, 100% of students scored 75% or above on this SLO. (01/30/2016)</p> <p>Action Category: Curriculum Changes</p> <p>Follow-Up: xxx (02/04/2016)</p> <hr/> <p>Action: During the spring 2015 semester schedule the presentations on one day with no tests or lectures. (12/18/2015)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: During the spring 2015 semester the presentations were presented on one day (5/5/15) with no tests or lectures. The groups ranged in size from four to six students. The average rubric score for all groups was 95.14%. Therefore, 100% of students scored 75% or above on this SLO. (01/30/2016)</p>
<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</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</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</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</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>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>Inactive Date:</p> <p>Comments::</p>	<p>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>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.</p>	<p>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>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Kathy Morgan</p> <p>Faculty Contributing to Assessment: Kathy Morgan</p>	<p>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> <p>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)</p>
<p>SLO #3 Ethical Dilemmas - Students will analyze ethical dilemmas using a systematic model for making ethical decisions.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 11/08/2013</p> <p>Inactive Date:</p>	<p>Exam/Test/Quiz - Students will analyze ethical dilemmas using Leah Curtin's model for ethical analysis. The ethical dilemmas are given to the students in the form of two case studies.</p> <p>Standard and Target for Success: The two case studies are included in the N251 Learning Activities. During</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>There were a total of five multiple choice questions related to analyzing ethical dilemmas using a model for ethical analysis. These questions were divided between the second exam and the comprehensive final exam for N251. The average for the five questions was 94% based on the total</p>	<p>Action: The cognitive level of the five multiple choice questions include analysis (2), synthesis (1), and comprehension (2). The two comprehension questions will be replaced with critical thinking questions at the level of analysis or above on future exams. In</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>Comments::</p>	<p>class time the students are divided into small groups of four to six students and asked to analyze one of the two case studies selected by the instructor. The students are given a worksheet with Leah Curtin's seven steps for ethical decision making. After the students complete the worksheet within their small groups, the instructor encourages each group to share their results for each step with the whole class. In addition, the class discusses how they would resolve the ethical dilemma. The students are assigned to complete the second case study as a homework assignment.</p> <p>BASED ON PERCENTAGE: It is expected that 76% of students will select the correct response to multiple choice questions related to analyzing ethical dilemmas using a model for ethical analysis.</p> <p>Additional Information: The multiple choice questions are on both the second exam and the comprehensive final exam for N251.</p> <p>Related Documents: Case Studies for Curtin's Model.pdf Leah Curtin's Model for Ethical Decision Making.pdf</p>	<p>correct group responses from Par Score item analysis. Therefore, greater than 76% of students selected the correct response to multiple choice questions related to analyzing ethical dilemmas using a model for ethical analysis. (02/01/2017)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Kathy Morgan Faculty Contributing to Assessment: Kathy Morgan</p>	<p>addition, NCLEX alternate format questions will be considered. (02/01/2017)</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 #1 Physical Assessment - The student will accurately perform a focused or comprehensive physical assessment based on a patient's health status.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2017-18 (Fall 2017)</p> <p>Input Date: 11/08/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Performance - 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.</p> <p>Standard and Target for Success: All students must accurately complete these assessments with 100% success.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>33 students completed the required patient physical assessments with a 100% success rate. In the beginning, the students needed guidance with body's anatomical landmarks and correlation of assessment findings with medical diagnosis and patient's history. Practice during clinical days and skills lab improved their effectiveness and allowed them to perform an accurate physical assessment in under ten minutes. (11/28/2017)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Michelle Guta</p> <p>Faculty Contributing to Assessment:</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>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. (12/10/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Kathleen Rosales</p> <p>Faculty Contributing to Assessment: Michelle Guta, Kelsy Feng</p>	<p>Action: Continue with the current teaching methods. (11/28/2017)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: 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. (01/20/2015)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: After implementing our action plan to place more emphasis on helping students understand how to assess pathophysiologic signs and symptoms associated with any given disease, students were able to perform physical assessments with a higher degree of competence and proficiency. (11/20/2015)</p>

SLO #2 Identify Threats - The student **Performance** - Students will learn **Semester and Year Assessment Conducted:** 2015-16 (Fall

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>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>Inactive Date:</p> <p>Comments::</p>	<p>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>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 professionals (e.g., physicians not washing their hands when going from one patient to the next,</p>	<p>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>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Kathleen Rosales</p> <p>Faculty Contributing to Assessment: Michelle Guta, Genevive Agsalud</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> <p>Follow-Up: The students discussed patient cases to help develop clinical practice and advocacy. 80% of them were able to recognize potential treats to patient safety and acted accordingly to maintain it. (03/01/2017)</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	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).		
<p>SLO #3 Communication - The student will demonstrate communication skills effectively, accurately, and in a timely manner, verbally and through documentation.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 11/08/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Multiple Assessments - Students will be observed providing verbal shift report, communicating with staff and patients, peers, and instructor. Students will also be evaluated on nursing written documentation that will include assessment, interventions, and evaluation of patient care.</p> <p>Standard and Target for Success:</p> <p>80% of students will be able to communicate clearly to the incoming shift, staff, peers, patients, and the instructor.</p> <p>80% of students will be able to document all of the components of assessment, interventions, and evaluation of patient care.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>Out of 31 enrolled students, 90% were able to effectively document nursing assessments, interventions, and evaluations.</p> <p>100% of students were able to effectively give clear report to the incoming shift and communicate effectively with instructor, peers, staff, and patients. (02/13/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: M. Guta</p> <p>Faculty Contributing to Assessment: M. Baldi</p>	<p>Action: Maintain teaching strategies. (02/13/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: SLO evaluation follow-up will be done to ensure students continue to meet the standards. (02/13/2018)</p> <p>Follow-Up: Teaching strategies were effective in meeting this SLO. The students demonstrated correct communication skills as required in this course. (11/28/2017)</p>

ECC: NURS 255:Advanced Nursing Process - Clinical Preceptorship

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 ATI Exam - The student will pass the ATI Compressive Predictor exam based on National Standards.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2017-18 (Fall 2017)</p> <p>Input Date: 11/08/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Standardized/Licensing Exam - 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.</p> <p>Standard and Target for Success: Students must score a minimum of national average on the ATI Comprehensive Predictor Exam with the Group Mean-National Score</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>All students met the passing score (68.3) on this examination after four attempts.</p> <p>63% of students (37/59) who made a first attempt at taking the exam had a 90% chance of passing NCLEX-RN Examination. 55% of students (12/22) who made a second attempt had average 90% chance of passing NCLEX-RN Examination. 40% of students (4/10) who made a third attempt had average 90% chance of passing NCLEX-RN Examination. 100% of students(6/6) who made a fourth attempt had average 90% chance of passing NCLEX-RN Examination.</p> <p>Fall 2016; 57%(13/23) -- 90% chance of passing NCLEX-RN Exam on the first attempt.</p> <p>50% (5/10)-----90% chance of passing NCLEX-RN Exam on the second attempt.</p> <p>60% (3/5)----90% chance of passing NCLEX-RN Exam on the third attempt.</p> <p>100% (2/2)----90% chance of passing NCLEX-RN Exam on the fourth attempt.</p> <p>Spring 2017: 67% (24/36) ---90% chance of passing NCLEX-RN Exam on the first attempt.</p> <p>58% (7/12)-----90% chance of passing NCLEX-RN Exam on the second attempt.</p> <p>20% (1/5)-----90% chance of passing NCLEX-RN Exam on the third attempt.</p> <p>100% (4/4)----90% chance of passing NCLEX-RN Exam on the fourth attempt.86 (12/07/2017)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Mary Moon</p> <p>Faculty Contributing to Assessment: Maria White</p>	<p>Action: We will plan to use weekly the Capstone ATI remediation program and monitor the group performance in the major content areas. (12/07/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: 12/07/2018 (12/07/2017)</p> <hr/> <p>Action: All but one student passed the ATI RN Comprehensive Predictor Exam with the national passing score. (02/05/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: We will continue to monitor the student's performance with ATI comprehensive predictor exam. (01/28/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: We will continue to monitor the student's performance with ATI comprehensive predictor exam (02/05/2016)</p>
<p>Exam/Test/Quiz - Grading for this course will be based on the ATI</p>			

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>Comprehensive Predictor Exam, the Clinical Paper, the daily nursing journal, and a passing Clinical Evaluation by the preceptor and course faculty. Completion of the course requires a passing grade of C (75%) or better, a satisfactory Clinical Evaluation, and passing the ATI Comprehensive at the national mean.</p> <p>Distribution of Grades: ATI: 40% Clinical Paper: 35% Nursing Journal: 25% Total Points: 100 %</p> <p>Standard and Target for Success: All students are expected to have 90% chance of passing the ATI RN Comprehensive Predictor Exam with the national passing score on the two attempts.</p>		
Additional Information:			
<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>Inactive Date:</p> <p>Comments::</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>Additional Information: 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</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>needs to not be changed.</p> <p>Essay/Written Assignment -</p> <p>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.</p> <p>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.</p> <p>READING RUBRIC</p> <p>Three Core Measures Inpatient 10 points per One (each) Core Measure 30</p> <p>Goal of National Patient Safety Goals (NPSGs) Evidenced 10 points per One (each) NPSGs 30</p> <p>Reflection of experience 10</p> <p>Conclusion 5</p> <p>APA format 5</p> <p>Grammar 3</p> <p>Spelling 2</p> <p>Organization 3</p> <p>Punctuation 2</p> <p>Turnitin.com 5</p> <p>Total Points: 100</p>		

Course SLOs	Assessment Method Description	Results	Actions
	<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>Additional Information:</p> <p>Essay/Written Assignment - The paper will be worth 100 points and constitutes 25% of your total grade.</p> <p>READING RUBRIC</p> <p>Three Core Measures Inpatient 10 points per One (each) Core Measure 30</p> <p>Goal of National Patient Safety Goals (NPSGs) Evidenced 10 points per One (each) NPSGs 30</p> <p>Reflection of experience 10</p> <p>Conclusion 5</p> <p>APA format 5</p> <p>Grammar 3</p> <p>Spelling 2</p> <p>Organization 3</p> <p>Punctuation 2</p> <p>Turnitin.com 5</p> <p>Total Points: 100</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>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.</p> <p>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)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Mary Moon</p> <p>Faculty Contributing to Assessment: Maria White, Victoria Orton, Octavia Hyacinth</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)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: will continue to assess this SLO on this semester. 3/3/17 This assignment has been modified by adding an additional Core Measure with the same grading criteria. This is one of the most important aspects of patient care that all nursing staff and healthcare staff must practice by in the hospital setting. (03/03/2017)</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>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.</p> <p>Additional Information: 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.</p>		
<p>SLO #3 Self-Evaluate - The student will self-evaluate their clinical performance.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 11/08/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Performance - The student self-evaluates weekly on all criteria and rates their clinical performance as "Satisfactory" (S), "Needs Improvement" (N/I), "No Opportunity" (N/O), or "Unsatisfactory" (U) under the appropriate week. A rating other than "Satisfactory" or "No Opportunity" must be accompanied by a written explanation in the student comments section. When a student completes all the sub-categories of a criterion, a(n) "S", "N/I", "N/O" or "U" should be entered on the criterion line only in the appropriate week' column. When a student completes only one</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>100% of students (24/24) were passed successfully based on the criteria of CET. (03/02/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Mary Moon, Victoria Orton, & Maria White</p> <p>Faculty Contributing to Assessment: Mary Moon, Victoria Orton, & Maria White</p>	<p>Action: We are planning to change the rating scale by numbering to increase objectivity of the evaluation. (03/02/2017)</p> <p>Action Category: SLO/PLO Assessment Process</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>or more of the sub criterion but not all, the “S”, “N/I”, “N/O” or “U” rating should be entered on the appropriate sub criterion(s) line. The Clinical Evaluation Tool (CET) is submitted to the instructor at the end of the last clinical day of the week. If the instructor agrees with the students’ ratings, then no mark needs to be made. If the instructor disagrees with a rating of the student, then the instructor rates the student accordingly (S, N/I, N/O or U). A written explanation must be made in the instructor comments section if the instructor disagrees with the student’s ranking. Additionally, if the student has not rated themselves on a criterion or sub criterion that was attempted, then the instructor rates the student. The student and instructor initial and date any written comments. Initials indicate that the comments were read.</p> <p>Standard and Target for Success: It is expected that 100% of students will be rated as satisfactory with a minimum of needs improvement.</p> <p>Additional Information:</p>		