

Assessment: Course Four Column

SPRING / SUMMER 2016



El Camino: Course SLOs (HSA) - Nursing

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

| Course SLOs | Assessment Method Description | Results | Actions |
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| SLO #1 Lab Test and Diagnostic Procedures - The student will identify sources of laboratory test and diagnostic procedures and relate the information to certain disease processes Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017) Input Date: 11/08/2013 | Performance - Students will complete the following homework assignment. N150A Sections 8932, 8934, 8936, 8938, 8940 SLO Pearson Lab Tests and Diagnostic Procedures | 1 Read the Preface as an introduction to your text. What is the main focus of the text? 2 Describe the three main parts of this text. 3 What is meant by Point of Care Testing? 4 Laboratory personnel work in a clinical laboratory. What are the two positions described in the book? Briefly describe their roles in the laboratory. 5 A pregnant female patient has a Erythrocyte Sedimentation Rate (using the Wertergren Method) of 150 mm/hr? Is this normal or abnormal? If it is abnormal what does it indicate? 6 Explain what the Total | |

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| | <p>White Blood Cell Count and Differential means.</p> <p>7 If the WBC count is 30,000 and the neutrophil count is 30% what is the absolute neutrophil count?</p> <p>8 Urine is normally described as light yellow to dark amber. Some drugs can change the color of the urine. If the patient is taking Quinine or it's derivatives what color will the urine be?</p> <p>9 Uric Acid levels are often used to determine if a patient had gout. The lab reports that an adult women's uric acid level is 48.0 mg/dl. What does this result indicate?</p> <p>10 An adult patient has a platelet count of 100,000/mm³. Do you have any specific concerns about this patient?</p> <p>11 Diagram these lab results. WBC – 10,000, HGB – 12, HCT 36 and Platelet Count – 150,000.</p> <p style="padding-left: 40px;">% Students scoring 75% or better on entire test</p> <p>Standard and Target for Success: All students would complete Lab assignment with a score of 75% or better.</p> <p>Essay/Written Assignment - Performance Students will complete the following homework assignment. N150A Sections 8932, 8934, 8936, 8938, 8940 SLO Pearson Lab Tests and Diagnostic Procedures</p> | | |

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| | <p>1 Read the Preface as an introduction to your text. What is the main focus of the text?</p> <p>2 Describe the three main parts of this text.</p> <p>3 What is meant by Point of Care Testing?</p> <p>4 Laboratory personnel work in a clinical laboratory. What are the two positions described in the book? Briefly describe their roles in the laboratory.</p> <p>5 A pregnant female patient has a Erythrocyte Sedimentation Rate (using the Wertergren Method) of 150 mm/hr? Is this normal or abnormal? If it is abnormal what does it indicate?</p> <p>6 Explain what the Total White Blood Cell Count and Differential means.</p> <p>7 If the WBC count is 30,000 and the neutrophil count is 30% what is the absolute neutrophil count?</p> <p>8 Urine is normally described as light yellow to dark amber. Some drugs can change the color of the urine. If the patient is taking Quinine or it's derivatives what color will the urine be?</p> <p>9 Uric Acid levels are often used to determine if a patient had gout. The lab reports that an adult women's uric acid level is 48.0 mg/dl. What does this result indicate?</p> <p>10 An adult patient has a platelet count of 100,000/mm³. Do you have any specific concerns about this patient?</p> <p>11 Diagram these lab results. WBC – 10,000, HGB – 12, HCT 36 and</p> | | |

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| | Platelet Count – 150,000. | | |
| | <p>Standard and Target for Success: It is expected that 85% of students will score 75% or better on the Laboratory Tests and Diagnostic Procedures assignment.</p> | | |
| <p>SLO #2 Oral Drug Administration - The student will utilize the nursing process to apply safe practices during oral drug administration. Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Spring 2015) Input Date: 11/08/2013</p> | <p>Laboratory Project/Report - Using a drug form template, students are expected to be able to look up at least 3 drugs, know their side effects, and nursing interventions regarding each individual drug's administration. Students are also expected to be able to relate each drug to a patient's diagnosis in the patient's history.</p> <p>Standard and Target for Success: It is expected that 80% of the students will be able to look up adequate information regarding the drugs and at least 75% will be able to actually relate each drug to a patient's diagnosis.</p> <p>Reviewer's Comments: Consider providing students a list of drugs that have been discussed in the lecture and skills lab in the first 4 weeks of class. Common diagnoses, such as CHF, COPD, and Diabetes, should be selected since they are discussed often in the first few lectures. This will allow the students to become familiar with drugs and how they relate to specific diseases more readily than if choosing medications they have never heard of. This will, hopefully, reinforce previously learned knowledge</p> | | |

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| | applied to a newly learned skill. | | |
| <p>SLO #3 EHR Program - The student will develop skills to safely and effectively utilize an Electronic Health Record (EHR) Program.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 11/08/2013</p> | <p>Exam/Test/Quiz - Students must log on to the current EHR practice module and perform all modules with a test at the end to assess for accuracy.</p> <p>Standard and Target for Success: Based on the percentage: It is expected that 75% of students will score 75% or above on this SLO.</p> <p>Reviewer's Comments: The EHR used needs to be more in depth. Consider looking at a different program for the fall semester.</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Not Met</p> <p>Only 74% of students scored above 75% on the post test for the EHR modules. The passing percentage is represented by 28 out of 38 students. (03/10/2016)</p> <p>Faculty Assessment Leader: Robbie Lee</p> | <p>Action: Plan is to change EHR as current one is not user friendly and has access issues. Two new EHR's were reviewed in the Fall of 2015. Possible plan is to have a new one in place in Fall 2016 in order to meet program requirement. The new ones reviewed appeared more in depth and user friendly than current EHR. (08/29/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Currently, still looking for an adequate EHR program that will suit our needs. N150A will continue to use the EHR program currently in use until we find an EHR that fits the program and BRN requirements. (09/15/2016)</p> |

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

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| <p>SLO #3 Pain Assessment - The student will identify subjective and objective data to collect and analyze when assessing a patient experiencing pain.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 11/08/2013</p> | <p>Case Study - 1. Students interview patient and assess the pain 2. Students answer worksheet question. 3. Students write the pain assessment paper</p> <p>Standard and Target for Success: I. Location: Patient or nurse marks drawing =5 points II. Intensity = 15 points III. Quality = 10 points IV. Onset, duration, variations, rhythms: = 10 points V. Manner of expressing pain: = 10 points VI. What relieves the pain? = 10 points VII. What causes or increases the pain? = 10 points VIII. Effects of pain: (Note decreased function, decreased quality of life.) = 20 points IX. Other comments: = 5 points X. Plan: = 5 points</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Students consistently met the criteria and able to perform pain assessment in the geriatric setting. Only 1 student in the the class did not meet the objectives and did not meet 75% due to incomplete assignment. (03/30/2016)</p> <p>Faculty Assessment Leader: Poy Sakjirapapong</p> <p>Faculty Contributing to Assessment: Robbie Lee</p> | <p>Action: Will allow a designated 30 minutes for the pain interview of the patient in the clinical setting. (04/15/2017)</p> <p>Action Category: Teaching Strategies</p> |
| <p>SLO #2 Ingestive Needs - The student will utilize the nursing process to meet the basic ingestive need of the older adult patient.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 06/24/2015</p> | <p>Essay/Written Assignment - Students will complete the geriatric nutritional assessment in the clinical setting to assess the basic nutritional need of the older adult client.</p> <p>Standard and Target for Success: 100% of the student in N 150 B will score 75% or better on the geriatric nutritional assessment.</p> | | |
| <p>SLO #1 Adult Basic Needs - The student will apply the nursing process</p> | <p>Performance - Assessment: The student will demonstrate accurate</p> | | |

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| <p>to meet the basic needs of the adult</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017)</p> <p>Input Date: 11/08/2013</p> | <p>administration of oral or parenteral (injections) medication in the clinical setting</p> <p>See document for details of the assessment.</p> <p>Standard and Target for Success: All of the students will score 75% on the assessment test.</p> <p>Related Documents:</p> <p>N150B SLO Medi Admin.docx</p> <p>Exam/Test/Quiz - Students are required to complete a medication pass in the clinical setting. Clinical faculty should submit these forms to the didactic instructor(s) for a more detailed assessment of areas needing improvement during the check off of the administration of medication.</p> <p>Standard and Target for Success: Student medication passes will be assessed for missed steps in the medication administration process. Clinical instructors will submit the completed student medication pass</p> | | |

ECC: NURS 152: Intro to Nursing Pharmacology

| Course SLOs | Assessment Method Description | Results | Actions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| SLO #1 Principles - The student will apply the principles of pharmacology to drug therapy, using a systematic approach and the nursing process for the purpose of administering pharmacological agents based on safe and accurate nursing practice. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017) Input Date: 09/12/2014 | Essay/Written Assignment - Drug Research Paper Grade Sheet Name: _____ <table><tr><td></td><td>Points Possible</td><td>Points</td></tr><tr><td>Obtained</td><td></td><td></td></tr><tr><td>Trade/generic name & Drug classification</td><td>5</td><td></td></tr><tr><td>Mechanism of action (described in own words)</td><td>10</td><td></td></tr><tr><td>Indications for use</td><td>10</td><td></td></tr><tr><td>Contraindications, potential drug-drug interactions, warnings</td><td>10</td><td></td></tr><tr><td>P450 enzyme precautions</td><td>5</td><td></td></tr><tr><td>Methods of administration</td><td>5</td><td></td></tr><tr><td>Usual dosages: pediatric, adult, geriatric; pregnancy category</td><td>10</td><td></td></tr><tr><td>Common and life threatening side effects</td><td>10</td><td></td></tr><tr><td>Social, ethnic & gender considerations</td><td>10</td><td></td></tr><tr><td>Apply National Patient Safety Goals</td><td>10</td><td></td></tr><tr><td>Nursing considerations & assessments</td><td>10</td><td></td></tr><tr><td>Presentation/format (grammar, three page limit, APA format, reference page)</td><td>5</td><td></td></tr><tr><td>Total</td><td>100</td><td></td></tr></table> Standard and Target for Success: Seventy -five percent of students will receive a grade of 75% or higher on the assignment. | | Points Possible | Points | Obtained | | | Trade/generic name & Drug classification | 5 | | Mechanism of action (described in own words) | 10 | | Indications for use | 10 | | Contraindications, potential drug-drug interactions, warnings | 10 | | P450 enzyme precautions | 5 | | Methods of administration | 5 | | Usual dosages: pediatric, adult, geriatric; pregnancy category | 10 | | Common and life threatening side effects | 10 | | Social, ethnic & gender considerations | 10 | | Apply National Patient Safety Goals | 10 | | Nursing considerations & assessments | 10 | | Presentation/format (grammar, three page limit, APA format, reference page) | 5 | | Total | 100 | | | |
| | Points Possible | Points | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Obtained | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Trade/generic name & Drug classification | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mechanism of action (described in own words) | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Indications for use | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Contraindications, potential drug-drug interactions, warnings | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P450 enzyme precautions | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Methods of administration | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Usual dosages: pediatric, adult, geriatric; pregnancy category | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Common and life threatening side effects | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Social, ethnic & gender considerations | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Apply National Patient Safety Goals | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nursing considerations & assessments | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Presentation/format (grammar, three page limit, APA format, reference page) | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>SLO #2 Identify Errors - The student will identify strategies to prevent medication errors.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 11/08/2013</p> | <p>Essay/Written Assignment - The student will be able to identify strategies to prevent medication errors.</p> <p>Standard and Target for Success: Seventy five percent of students will receive a grade of 75% or higher</p> | | |
| <p>SLO #3 Identify Sources - The student will identify sources of drug information.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 11/08/2013</p> | <p>Essay/Written Assignment - Students will complete a homework assignment which identifies the Pearson Drug Guide as one source of drug information. Students must identify and locate various types of drug information and must answer the following questions:</p> <ol style="list-style-type: none"> 1. Read "About the Authors". What are the names of the three authors? 2. What is meant by the classification of a drug? 3. The classifications used in this book are based on the system used by what organization? 4. According to the Pearson's Drug Handbook, where is the pregnancy category usually listed when looking up a drug? 5. What is meant by nursing implication? 6. Where are the U.S. Schedules of Controlled Substances located in this text? How many schedules are there? 7. The classifications used in this book are based on the system used by what organization? 8. What are the two reasons | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met 100% of students scored 75% and above on this exercise. (05/09/2016)</p> <p>Faculty Assessment Leader: Robbie Lee</p> <p>Reviewer's Comments: Currently working well. There is no need to change anything in this exercise.</p> | <p>Action: Will continue to use this an exercise for the students to learn how to look up medications. (05/09/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Students will be continuing to use this exercise this semester to identify sources of drug information (09/15/2016)</p> |

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that certain oral dosage forms of medications should not be crushed?

9. According to the PREFACE section, how often is the index of the book used and what kind of drugs are listed in the index?

10. Where is the index located?

Standard and Target for Success:

Seventy five percent of students will score 75% or better on the Pearson Drug Guide homework assignment.

ECC: NURS 154: Intrmed Nursng Proc/Mentl Hlth

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| <p>SLO #1 Nursing Process - The student will utilize the nursing process to develop and carry out nursing interventions in the care of mental health patients.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017)</p> <p>Input Date: 11/08/2013</p> | <p>Essay/Written Assignment -</p> <p>Students must utilize the nursing process by satisfactorily completing a Nursing Care Plan that includes clinical nursing process worksheets , care plans, drug therapy assignment sheets, and laboratory and diagnostic procedure worksheets for assigned patients.</p> <p>Standard and Target for Success:</p> <p>Eighty percent of the students will complete six Nursing Care Plans during the eight-week clinical session.</p> | | |
| <p>SLO #2 Communication In the Nurse – Client Relationship - Analysis (NCRA), the student will apply techniques of therapeutic communication to establish a therapeutic relationship.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 05/28/2015</p> | <p>Essay/Written Assignment - The individual Nurse Client Relationship Analysis (NCRA II) will be assessed for SLO #2.</p> <p>The purpose of the individual NCRA is to allow each student the opportunity to independently analyze his or her communication as a student with a patient.</p> <p>Standard and Target for Success:</p> <p>BASED ON RUBRIC: It is expected that 75% of students will achieve an average, above average or superior score on the NCRA II rubric (attached below).</p> <p>K. Morgan used turnitin.com to score the NCRA II using the NCRA rubric. The NCRA rubric has four criteria. Each criteria was given points (1 point = not passing, 2 points = minimal, 3 points = average, 4 points = above average, 5 points total points for the rubric were 20</p> | | |

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| | <p>points. The students were expected to achieve at least 15/20 points (> or = 75%). If they received less than 15/20 points they were required to revise their NCRA until they achieved 15/20 points.</p> <p>Related Documents: NCRA Rubric from Spring 2015 Learning Activities.pdf</p> | | |
| <p>SLO #3 Safety Threats - The student will accurately recognize and appropriately intervene in potential safety threats to patients, peers, instructors, and the health care team from system ineffectiveness and individual performance.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 11/08/2013</p> | <p>Exam/Test/Quiz - The N154 students will be assessed for safety knowledge and application using the proctored mental health ATI Online Assessment. This is a national standardized test.</p> <p>Standard and Target for Success: Safety and Infection Control is one of seven major content areas on the RN Mental Health 2013 proctored exam. Although there is no national group mean for this major content area, the national individual mean for the entire proctored exam is 67.9%. Also, the individual score required for proficiency on the entire proctored exam is 66.7% for Level 2. According to ATI, "Scores meeting the Proficiency Level 2 standard can be considered to exceed minimum expectations for performance in this content area." Scores for Safety and Infection Control will average at least 66.7% for 2016 fall and 2017 spring semesters for N154 students.</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Not Met</p> <p>The group score for Safety and Infection Control was 50% for the 2015 fall semester N154 students. The group score for Safety and Infection Control was 53.9% for the 2016 spring semester N154 students. These scores are from the ATI Group Performance Profiles from the proctored RN Mental Health 2013 exam. (08/05/2016)</p> <p>Faculty Assessment Leader: Kathy Morgan</p> <p>Faculty Contributing to Assessment: Kathy Morgan and Peggy Kidwell-Udin</p> <p>Reviewer's Comments: Kathy Morgan will present the 2015 to 2016 ATI testing results from the RN Mental Health exams to the N154 team.</p> | <p>Action: The major content area of Safety and Infection Control includes three items on the ATI proctored RN Mental Health 2013 exam. Item number one concerns accident/error/injury prevention and is specifically about home safety for a client who has Alzheimer's Disease. Items two and three concern use of restraints/safety devices and is specifically about the priority response to a child who has a conduct disorder. The third item is specifically about indications for removing restraints.</p> <p>The faculty will spend additional time during theory addressing these safety concern. This will include active learning projects such as role-playing, case studies, and/or games. In addition, the clinical instructors will be encouraged to reinforce theory objectives and corresponding clinical objectives in clinical. (02/05/2017)</p> <p>Action Category: Teaching Strategies</p> |

ECC: NURS 156:Advanced Nursing Pharmacology

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| <p>SLO #1 Principles - The student will apply principles of pharmacology to drug therapy.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014)</p> <p>Input Date: 09/04/2014</p> | <p>Case Study - Student must demonstrate the application of the nursing process to drug therapy in given specific case studies. The process includes assessing the patient in relation to a knowledge deficit, non-compliance or readiness for enhanced learning. This done as a small group process.</p> <p>Standard and Target for Success: 80% of the students will demonstrate the ability to apply nursing process to pharmacological case studies.</p> <p>Reviewer's Comments: Students within the group are randomly called upon for the case study questions to insure full participation of all students.</p> | | |
| <p>SLO #2 Teaching Plan - The student will develop and implement a teaching plan of a specific drug.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 11/08/2013</p> | <p>Essay/Written Assignment - The student must complete a teaching plan that demonstrates the four components of the nursing process and is related to a patient's learning needs specific to a drug. The student must first assess the patient in relation to a knowledge deficit, noncompliance or readiness for enhanced learning. Such learning needs will appear as the patient adjusts to changes in their lifestyle resulting from their current medication regime. Second, the student must create a teaching plan that focuses on the learning need of the patient in relation to their specific medication. Third, the</p> | | |

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| | <p>student must evaluate the effectiveness of the teaching.</p> <p>Standard and Target for Success: 80% of the students will score 75% or better on the teaching plan.</p> | | |
| <p>SLO #3 Legal Frameworks - The student will describe the legal, ethical and regulatory frameworks utilized in the administration of medications.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 11/08/2013</p> | <p>Exam/Test/Quiz - Exams reflect legal, ethical and regulatory frameworks discussed during lecture in the administration of medications.</p> <p>Standard and Target for Success: Based on Percentage: It is expected that 85% of students will score 75% or above on this SLO.</p> <p>Reviewer's Comments: All exams include nursing process, rights of medication administration, as well as nursing scope of practice.</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>100% of students scored above 75% on this SLO which reflects accurate use of nursing process, rights of medication, as well as nursing scope of practice. (03/10/2016)</p> <p>Faculty Assessment Leader: Robbie Lee</p> | <p>Action: Will continue to use current lectures that encompass all the legal, ethical and regulatory frameworks utilized in the safe administration of medications. (03/10/2016)</p> <p>Action Category: Teaching Strategies</p> |

ECC: NURS 210:Implications of Pathophysiology Concepts for Nurses

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| <p>SLO #1 Common Disorders - The student will define and explain common disorders and diseases related to the body systems.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Summer 2014), 2017-18 (Summer 2018)</p> <p>Input Date: 11/08/2013</p> | <p>Multiple Assessments - The first modular assessment was an interactive group critical thinking exercise requiring students to match multiple signs & symptoms, diagnostic tests, pharmacologic therapies, and laboratory values related to a pulmonary disease process. The second modular assessment involved students identifying cardiac disorders based on EKG interpretation, medical histories, chief medical complaints and initial clinical presentation explaining which concomitant emergency nursing interventions were applicable. The third modular course assessment involved a group quiz competition based on six categories of body systems: endocrine, renal, hepatic, gastrointestinal, shock states, and neurology. Students were broken into small groups and were asked to define and explain disease states related to the six categories of body systems.</p> <p>Standard and Target for Success: All students should demonstrate the ability to achieve 90% or better in defining and explaining common disorders and diseases related to specific body systems.</p> | | |
| <p>SLO #2 Pathophysiologic Concepts for Management - The student will apply pathophysiologic concepts for the interdisciplinary management of</p> | <p>Case Study - Three case studies were assigned to students to facilitate application of pathophysiologic concepts for the interdisciplinary</p> | | |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| <p>patient care utilizing evidenced-based clinical practices.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Summer 2015)</p> <p>Input Date: 11/08/2013</p> | <p>management of patient care. Students were required to implement evidence-based nursing practices appropriate to the case study. The first case study addressed a hypertensive crisis that resulted in a ruptured abdominal aortic aneurysm; the second, severe hypothyroidism; and the third, diabetic ketoacidosis which incorporated fluid and electrolyte imbalances.</p> <p>Standard and Target for Success: It was expected that 80% of students would score 85% or better on each case study to meet this student learning objective. This standard was met and students found the assignment "helpful", "fun", and "challenging".</p> <p>Reviewer's Comments: Case studies were used as a teaching tool to facilitate the application of pathophysiologic concepts to clinical situations. Case studies were presented for the student to develop critical thinking skills between patient care situations that are fact-driven and require deductive thinking, leading to one correct answer, versus patient care situations that are context driven and where multiple solutions are possible. Using a patient information sheet that provided a scenario of current treatments and patient presentation/history really stimulated the critical thinking process. Students were asked to determine if treatments and/or</p> | | |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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practices were safe or unsafe within the context of the patient's presentation, and then add their own suggestions of evidence-based interventions and treatment.

SLO #3 Pathophysiologic Concepts

for Health Ed. - The student will utilize pathophysiologic concepts to promote health education.

Course SLO Status: Active

Course SLO Assessment Cycle: 2015-16 (Summer 2016)

Input Date: 11/08/2013

ECC: NURS 250:Intermediate Nursing Process and the Family

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| <p>SLO #1 Nursing Process - The student will apply the nursing process in the care of childbearing women and childbearing family.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017)</p> <p>Input Date: 11/08/2013</p> | <p>Performance - Student will be able to develop a care plan for the laboring, post partum and newborn.</p> <p>Standard and Target for Success:</p> <p>During the 4 week session of this course, 85% of the students will be able to develop a care plan to incorporate care of the newborn, laboring mother and post partum mother.</p> | | |
| <p>SLO #2 Assessments - The student will perform focused assessments on newborn and postpartum patients in the clinical setting.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 11/08/2013</p> | <p>Performance - Students performed focused assessments on well-baby newborns and postpartum patients in the clinical setting. Standardized rubric utilized.</p> <p>Standard and Target for Success:</p> <p>Students must score 85% to pass assessment, as well as meet 100% of all safety and asepsis needs.</p> | | |
| <p>SLO #3 Anecdotal Assessments - The student will use evidence based practice to complete anecdotal assessments for the pediatric population.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 11/08/2013</p> | <p>Case Study - Students will be assigned or choose a disease process or current pediatric journal case study that utilizes evidence based practice. Students will critique the journal article and present their analysis based on research of the condition. Students may choose a patient and compare and contrast the care provided based on current evidence based practice.</p> <p>Standard and Target for Success:</p> <p>85% of the students will be able to assess, analyze, and critique the journal article or patient disease process using current evidence based practice.</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>85% of the student were able to satisfactorily analyze, assess, and critique their journal articles using current evidence based practice. (05/09/2016)</p> <p>Faculty Assessment Leader: S. Johnson, RN</p> <p>Faculty Contributing to Assessment: Y. Kawasaki, RN</p> | <p>Action: Students will pick disease process based on clinical findings of assigned pediatric patient and compare/contrast patient care based on current evidence based practices. (05/09/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: Reassess teaching/learning strategies in 2017 Spring. (05/12/2017)</p> |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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ECC: NURS 254:Advanced Nursing Process I

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| <p>SLO #1 Core Measures - The student will utilize the nursing process to prioritize patient care, demonstrate critical thinking and work collaboratively to implement the core measures.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017)</p> <p>Input Date: 11/08/2013</p> | <p>Case Study - Select a client with one of the following diagnoses: CHF, MI, and Pneumonia. The patient may have more than one medical diagnosis and your paper should include all of the diagnoses that are relevant. Write a four to five page paper, excluding the cover and reference pages, analyzing all aspects described below. An organized paper to include correct spelling, grammar, and punctuation is expected in a college level paper. The paper must be submitted to your clinical instructor on or prior to, the due date.</p> <p>Measure(s) collaborative interventions and rationale--5, Discuss the most important actual nursing diagnosis and provide a rationale--2.5, Evaluation of treatment--2.5, APA format, Grammar, Spelling, Organization, and Punctuation--5.</p> <p>Standard and Target for Success: The paper will be worth 25 points (2.5%). Include all sections listed below and submit the Grading Sheet with the paper. 80% of students will score 75% or above on the assessment at the end of the week 12.</p> | | |
| <p>SLO #2 National Guidelines - The student will synthesize concepts related to a core measure identified in a patient and evaluate</p> | <p>Essay/Written Assignment - Students are required to identify a specific core measure in the clinical setting and assess if the</p> | | |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| <p>interventions received according to national guidelines.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 11/08/2013</p> | <p>interventions applied are according to national guidelines in a written format.</p> <p>Standard and Target for Success:</p> <p>Eighty percent of the students will submit a written assignment synthesizing concepts related to a core measure identified in a patient and evaluate interventions received according to national guidelines.</p> | | |
| <p>SLO #3 Leadership Theory - The student will apply leadership theory and skills in the clinical setting.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 11/08/2013</p> | <p>Multiple Assessments - Students in this course apply leadership theory and skills in the clinical setting. The students are evaluated by various method; the methods utilized to evaluate the students include the following; a written paper, an exam, joint skills mentoring day, and a clinical leadership day.</p> <p>Standard and Target for Success:</p> <p>The leadership paper will be utilized for the standard of success. The standard for success will be 75% of the students will score a 75% or greater.</p> <p>Reviewer's Comments: Currently there is no rubric for evaluating the students applying leadership skills in the clinical setting. Therefore in the future a rubric will be developed to evaluate the students applying leadership skills in the clinical setting.</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>The Spring semester of 2016 had 30 students in the group for N254. There was 96% of the students that scored 75% or greater on the written leadership paper. (05/05/2016)</p> <p>Faculty Assessment Leader: M. D. White</p> <p>Faculty Contributing to Assessment: M. D. White</p> | <p>Action: Develop a rubric for assessing other leadership methods utilized in the course. 3/3/2017 after meeting with faculty for this course the decision was not to develop a rubric to assess leadership. Currently and in the past the faculty have utilized the students Clinical Evaluation Tool and therefore there was no need to develop a rubric. (05/05/2016)</p> <p>Action Category: Curriculum Changes</p> <p>Follow-Up: Evaluate the SLO utilizing another teaching method for the course. (05/05/2016)</p> |

ECC: NURS 48:Dosage Calculations

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| <p>SLO #1 Safe Dosages - The student will calculate and demonstrate safe medication dosages across the lifespan.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017)</p> <p>Input Date: 11/08/2013</p> | <p>Exam/Test/Quiz - Six unit exams were given to measure student knowledge of dosage calculations. Lab exercises correlated to lecture content and provided application-oriented learning opportunities to demonstrate safe medication dosages. Homework assignments provided further reinforcement for calculating safe medication dosages across the lifespan.</p> <p>Standard and Target for Success: 75% of students will successfully complete this course by calculating and demonstrating safe medication dosages across the lifespan.</p> | | |
| <p>SLO #2 Six Rights - The student will state the six rights of medication administration.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 11/08/2013</p> | <p>Exam/Test/Quiz - Exam test question</p> <p>Standard and Target for Success: 100% of the students will state the six rights</p> | | |
| <p>SLO #3 Intravenous Rates/Times - The student will calculate and demonstrate intravenous flow rates, infusion times and volumes across the life span.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 11/08/2013</p> | <p>Exam/Test/Quiz - Exam 4 and Lab practicum will be used to assess the SLO.</p> <p>Standard and Target for Success: 75% or greater will receive a passing grade on exam 4 and lab practicum.</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>During the Fall of 2015 there were a total of 54 students that took exam #4. 78% of the students scored a 75% or higher.</p> <p>There were a total of 50 students (4 students dropped the course) that took the final lab practicum. 84% of the students passed with a score of 75% or higher.</p> <p>(04/14/2016)</p> <p>Faculty Assessment Leader: Maria D. White</p> <p>Faculty Contributing to Assessment: Michelle Guta</p> | <p>Action: The faculty will continue to work with N48 students on Intravenous Rates/Times to achieve a higher success rate of passing. Faculty will offer students tutoring through Nettutor.com, as well as one on one tutoring as needed.</p> <p>(04/14/2017)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: The faculty will continue to work with N48 students on Intravenous Rates/Times to achieve a</p> |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| | | | <p>higher success rate of passing. Faculty will offer students tutoring through Nettutor.com, as well as one on one tutoring as needed. (04/14/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Faculty reassessed the strategies used to improve student learning. In section 8859, 18 out of 25 students passed exam 4 and 25 out of 25 students passed the practicum. The faculty will continue with the proposed strategies to assist with student learning. (04/14/2017)</p> |