**IMPERIAL VALLEY COLLEGE**

**Student Learning Outcomes (SLO) Assessment Cycle Form – Phase I**

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| Date: | November 12, 2010 / cycle assessment completed Spring 2011 |  |  |
| Department Name: | Division of Health and Public Safety |  |  |

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| Course Number/Title or Program Title: | NUR 112- Nursing Process Application I |

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| Contact Person/Others Involved in Process: | Lead: Jean Stroud Others: Rosalba Jepson |

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| If course is part of a major(s), and/or certificate program(s), please list all below: | |  |  |  |  | |
| Major(s): | Certificate(s): | | | | |  | |  |  |  |  |
| Associate Degree Registered Nurse |  | | | | |  | |  |  |  |  |
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| Does course satisfy a community college GE requirement(s)? | X | Yes |  | No |  | N/A |

If yes, check which requirement(s) below:

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|  | | American Institutions |  | Language and Rationality – English Composition | | | |
| X | | Health Education |  | Language and Rationality – Communication and Analytical Thinking | | | |
|  | | Physical Education / Activity |  | Natural Science | | | |
|  | | Math Competency |  | Humanities | | | |
|  | | Reading Competency |  | Social and Behavioral Sciences | | | |
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|  | **Student Learning Outcome** | | | | **Assessment Tool**  (e.g., exam, rubric, portfolio) | **Institutional Outcome\***  (e.g., ISLO1, ISLO2) | | |
|  | **Example:** Identify, create, critique, and refute oral and written arguments. | | | | Debate + Debate rubric | ISLO1, ISLO2 | | |
|  | **Outcome 1:** Students will apply basic fundamental nursing skills learned in NURS 111 and NURS 110 to clients of various backgrounds in a safe and effective manner | | | | Care Plan scores and clinical evaluation | ISLO2  ISLO3 | | |
|  | **Outcome 2:** Students will demonstrate knowledge in documenting nursing care | | | | Student charting assessment in the clinical setting | ISLO1  ISLO3  ISLO4 | | |
|  | Outcome 3: | | | |  |  | | |
|  | Outcome 4: | | | |  |  | | |

**Each SLO should describe the knowledge, skills, and/or abilities students will have after successful**

**completion of course or as a result of participation in activity/program.** A minimum of one SLO is required

per course/program. You may identify more than one SLO, but please note that you will need to collect and

evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister* [*toni.pfister@imperial.edu*](mailto:toni.pfister@imperial.edu) *or X6546*

**\*Institutional Student Learning Outcomes: ISLO1** = communication skills; I**SLO2** = critical thinking skills;

**ISLO3** = personal responsibility; I**SLO4** = information literacy; I**SLO5** = global awareness

**Student Learning Outcomes (SLO) Assessment Cycle Form – Phase II**

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| **1. Course Number & Date of Assessment Cycle Completion** | **Course:** NUR 112 - Nursing Process Application I **Date:** 6/7/11 |
| **2. People involved in summarizing and evaluating data** | Lead: Jean Stroud Others: Rosalba Jepson |
| **3. Data Results**  Briefly summarize the results of the data you collected. | **Outcome 1:** 22 out of 24 students demonstrated application of Nursing Fundamental skills both in the clinical (hospital) setting and in a lab simulation. All students obtained scores > 75% in their written care plans and in clinical evaluations. Two students were referred to the tutors in the Nursing Learning Center for review on developing proper nursing care plans. Two students dropped early in the course  **Outcome 2:** Students demonstrated knowledge related to documentation of nursing care. Initially, documentation was weak as students are learning to use the Afinity computerized systems used in the hospital. Students are also learning assessments skills, which eventually reflect on their documentation. Students also struggle to use correct terminology. Documentation improved greatly by mid-course. Students have developed assessment skills and have become familiar with Afinity. Instructor reviews documentation with students and provides necessary feeds back and corrections |
| **4. Course / Program Improvement**  Please describe what change(s) you plan to implement based on the above results. | Students are assigned weekly patient care plans during clinical. They will be encouraged to turn in 3 care plans with scores > 90%, then they do not need to turn in any more care plan assignments. Students, will however, continue to submitted mini-care plans on all patient care assignments without fail. These are not scored for grades but do reflect on the clinical evaluations.  Instructors continue to review documentation with students since this becomes an integral part of the patient’s medical record.  **\*\*Will this include a change to the curriculum (i.e. course outline)? NO** |
| **5. Next Year** Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how? | Clinical evaluations and care plan assignments are an integral part of this course. It measures the students’ ability think critically and apply the nursing process in patient care. |
| **6. After-Thoughts** Feel free to celebrate, vent, or otherwise discuss the process. |  |

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**The ASSESSMENT CYCLE: Closing the Assessment Loop**

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with

organization. Please include the date that assessment cycle was fully completed.

1. To encourage collaboration and the sharing of ideas, each form must be completed by at least

two people. If you are the only one teaching the course, you are encourage to share your data

results and improvement methods with at least one other staff or faculty member. Please list

the names of all faculty, staff, and students who were involved in summarizing or evaluating

the data. These names may be the same or different than those on the original SLO ID form.

1. Your original data results, or your raw data, should be kept within your department for three

years. At this time you do not need to submit the raw data, but please keep it for future quality

control measures. Please summarize the data that you collected. You should include how well

students scored on the assessment. You might also include: how many instructors submitted

data(full-time, part-time); the type of data that was submitted (rubric scores, practical test

results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were

assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3,

or 4, for example, on the rubric.

1. This is an opportunity to have a rich discussion with others involved in education. Please

describe any changes that can be made based on the data. Changes might be made to class

activities, assignment instructions, topics taught in class, or the course outline of record, etc.

You might include when the changes will be implemented and, if a comparison is to be made,

when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please

answer the question.

1. This may provide an opportunity to discuss what went well and what could be improved.

If the SLO needs to be tweaked or more outcomes/assessments need to be included you might

want to do that now while the information is fresh. This may allow faculty to modify SLO(s)

for next year and be prepared to include them on next year’s syllabus.

1. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please forward to SLO Coordinator and the designee in your department. Thanks.