**SLO Cycle Assessment Form**

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| 1. Course Number &  Date form was completed | Course: VN124 | Date: 6/8/11 |
| 2. People involved in summarizing & evaluating data (minimum of two) | Donna Davis, Craig Luoma, Sue Higgins | |
| 3. Semester data was collected (ex. Spring 2011) | S11 | |
| 4. Please list the SLO(s) that was (were) assessed. Write it out. | 1. Differentiate among the types of drug actions; side effects, adverse reactions, and therapeutic effects in simulated and/or clinical situations. 2. Identify actions and purpose of medications affecting the immune system and nursing actions needed when providing care for clients using these medications. | |
| 5. Data results  Briefly summarize the results of the data. | 1. Based on a clinical evaluation by S. Higgins and C. Luoma, students were all able to safely administer medications at the hospital. Students were evaluated in the areas of implementation, evaluation, professional role, and clinical preparation. All scored above the required passing points in areas related to pharmacology and application of this topic to actual patients.  2. Group projects were done by all students where each group took one classification of medications related to the immune system and developed a poster board or power point presentation on the nursing care involved with the particular group of medications. Students had to develop questions to review the material and evaluate the participants knowledge after the presentation. All groups scored passing grades on this assignment and felt it enhanced their understanding of the medications. | |
| 6a. Course/Program Improvements  Please describe what change(s) you plan to implement based on the above results  6b. Will this include a change to the curriculum (i.e. course outline)?  Yes  No x | This course is offered once every 3 semesters. The class did well with the assignments and were able to safely administer medications in practice. No changes are planned for this course other than an update of material prior to the next session. | |
| 7. When SLOs were previously written, Institutional Learning Outcomes (ILOs) were identified as part of that process.  How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?  For example, if ILO #1 (communication skills) was identified as being related to this SLO, then please write a sentence or two supporting the relationship.  IVC’s 5 ILOs:  ILO1= Communication Skills  ILO2 = Critical Thinking Skills  ILO3 = Personal Responsibility  ILO4 = Information Literacy  ILO5 = Global Awareness | 1. By having to prove competency of theory information in the clinical setting, students showed an ability to think critically prior to medication administration, communicate with a patient re: the medication, access the computer to obtain information about the medication and to chart administration and any effects, and be prepared for patient care prior to each clinical rotation.  2. By having to present to the class, students showed an ability to analyze and communicate difficult information in a way that other students would understand. This was tested by their questions of these students after the presentation. To develop the presentation, students utilized research on the computer and in books and gained knowledge of how to do a powerpoint presentation. Working in a group teaches students to be responsible to a timeline and to the other participants. | |
| 8. Next year  Was the process effective? Will you change the outcome/assessment (e.g. alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)?  If so, how? | We discussed the pharmacology part of the LVN program and how it fits with the rest of the classes. No changes are planned of the actual SLOs. | |
| 9. After Thoughts  Feel free to celebrate, vent, or otherwise discuss the process |  | |