**Student Learning Outcomes (SLOs) for Instruction Programs PHASE I** (section I)

**Program Outcomes Assessment Report**

**“Program/Degree/Certificate Description or Mission Statement & Identification of Outcome(s)”**

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| **Date:** | **December 31, 2011** |  |  |
| **Name of Degree, Certificate, Program:** | **Registered Nursing (RN) Degree** |  |  |

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| **Contact Person & Others Involved in Process:** | **Lead: Rick Fitzsimmons, Celeste Armenta, Donna Davis, Rosalba Jepson Others: Tina Aguirre** |

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| The Registered Nursing Program is designed to provide the education necessary for licensure eligibility and practice as a Registered Nurse (RN). Acceptance into the program requires successful completion of all prerequisites, and successful completion of the application and selection processes. |

**Mission Statement or Description of the Program, Degree or Certificate:**

**Institutional Learning Outcomes Supported: Please check the ISLOs that are supported by your program:**

\_\_X\_\_**ISLO1** = communication skills; \_\_X\_\_I**SLO2** = critical thinking skills; \_\_X\_\_**ISLO3** = personal responsibility;

\_\_X\_\_I**SLO4** = information literacy; \_\_X\_\_I**SLO5** = global awareness

**Program-level Outcomes and Ways to Assess:** (Please choose 1-3)

**Degree or Certificate Grid needs to also be submitted on final page –** see SLO Coordinator for assistance

**Has SLO Grid been completed? Yes X No Is it Attached? Yes X No**

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| **Completing the RN Degree/Program Grid demonstrated that courses are designed to focus primarily on communication skills, critical thinking and personal responsibility while covering information literacy, and global awareness. This is the first time the Grid has been completed for the RN Program so we are unable to compare the Grid to prior years.** |

**Please write a couple of sentences describing what information the completed Grid provides. You may want to comment on ISLOs which are being covered well or not covered at all, changes to be made to outcomes or assessments, or, if possible, you may want to compare Grid to previous years.**

**Please include the outcomes that have been designed for your courses.**

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| **Course #** | **Outcomes** |
| ENG 101 | 1. Demonstrate mastery of research strategies, including appropriate use and correct documentation of research materials. (ILO1, ILO4, ILO5) 2. Demonstrate mastery of pre-writing strategies, including brainstorming and outlining. (ILO1, ILO2) 3. Develop an essay of multiple pages that effectively presents and strongly supports a clear thesis statement. (ILO1, ILO2) |
| BIOL 220 | 1. Accurately explain the basic principles of microbiology, which include but are not limited to: structure and functions of prokaryotic and eukaryotic cells, microbial metabolism, bacterial/molecular genetics, pathogenesis, virology, and immunology. (ILO1, ILO2) 2. Devise a dichotomous key to aid in the identification of disease-causing bacteria in the lab, and accurately identify disease-causing bacteria by using the key and experimental techniques. (ILO1, ILO2) 3. Perform experimental techniques in microbiology correctly to test hypotheses, determine characteristics of microbes and perform diagnostics. (ILO2) 4. Apply lecture and laboratory concepts with critical thinking to explain experimental data and scenarios in microbiology not addresses directly in class/laboratory. (ILO1, ILO2) 5. Fully participate in classroom and laboratory activities. (ILO3) |
| BIOL 200 | 1. Display critical thought related to topics in human anatomy and physiology using pre- and post-examination. (ILO 1,2) 2. Identify the anatomy and/or display comprehension of the physiology related to cells, tissues, or organ systems.(ILO 1,2) 3. Display critical thought associated with the functioning of the skeletal muscle system during an exercise in personal responsibility. (ILO 1,2,3) 4. Conduct and interpret and electroencephalogram or electromyography on another individual. (ILO 1,2) |
| BIOL 202 | 1. Display critical thought related to key concepts in human anatomy and physiology using written forms of expression and examination. (ILO2, ILO3, ILO4, ILO5) 2. Display effective communication skills related to topics in human anatomy & physiology. (ILO1, ILO5) 3. Display ability to read, comprehend, summarize and orally present research articles related to human anatomy & physiology. (ILO1, ILO2, ILO3, ILO4, ILO5) 4. Display an understanding of global human health issues. (ILO3, ILO4, ILO5) |
| BIOL 204 | 1. Display critical thought related to topics in human anatomy using written forms of expression and examination. (ILO2, ILO3, ILO4) 2. Display knowledge of anatomy and dissection competency using cat specimens as subjects. (ILO2, ILO3) 3. Display critical thought related to topics in human anatomy as it applies to a global perspective. (ILO2, ILO5) 4. Demonstrate competency in communicating information related to the anatomy of the heart. (ILO1, ILO3, ILO4) |
| BIOL 206 | 1. Demonstrate an ability to conduct and interpret an electromyogram performed on another person. (ILO 1,2) 2. Demonstrate and ability to conduct and interpret an electroencephalogram performed on another person. (ILO 1, 2) 3. Demonstrate an ability to conduct and interpret an electrocardiogram performed on another person. (ILO 1,2) 4. Display critical thought related to evaluating early disease detection by conducting a urinalysis evaluation. (ILO 1,2) |
| SOC 101 | 1. Apply the rules of the scientific method and empirical analysis in understanding social behavior. (ILO2, ILO3, ILO4) 2. Identify the components of culture and their impact on human behavior. (ILO2, ILO5) 3. Analyze the socialization process and identify the different types of socialization through the life cycle. (ILO2, ILO4, ILO5) |
| ANTH 102 | 1. Define the main goals and aims of cultural anthropology. (ILO2, ILO5) 2. Describe the holistic and comparative approach. (ILO2, ILO5) 3. Explain the difference between ethnocentrism and cultural relativism. (ILO2, ILO5) 4. Demonstrate an understanding of global cultural diversity. (ILO2, ILO5) |
| PSY 101 | 1. Conduct a search for appropriate psychological research articles using a number of data sources. (ILO4) 2. Write a paper on a psychological topic using appropriate research articles. (ILO1; ILO2; ILO3) 3. Compare and contrast in the written paper a psychological topic from a Western and non-Western perspective. (ILO1; ILO2; ILO5) |
| SPCH 100 | 1. Deliver an organized informative speech to class audience members. The speech must adhere to specific time restrictions and requirements, as assigned by the instructor. (ILO1,ILO2,ILO3,ILO4,ILO5) 2. Use statistics, quotations, definitions and detailed illustrations as supporting materials. (ILO1,ILO2,ILO3,ILO4,ILO5) 3. Prepare and present a visual aid that illustrates a specific point. (ILO1,ILO3,ILO4) |
| NURS 100 | 1. Utilize dimensional analysis and conversion calculations for metric, apothecary, and household measures to correctly calculate dosages or oral or parenteral medication.(ILO 2) |
| NURS 110 | 1. Students will demonstrate an understanding of basic fundamental nursing skills, which will be evaluated through written examination and ATI Fundamental exam. ILO1 ILO2 2. Students will identify the ten 2010 National Patient Safety Goals (NPSGs), which will be evaluated by written exam and clinical observation. Students will be able to apply in the NPGs in the clinical setting. ILO2 ILO3 ILO5 3. Students will develop a nursing careplan applying the appropriate components of the nursing process, which will be evaluated by written exam and class presentation. ILO1 ILO2 IL03 ILO4 |
| NURS 111 | 1. Students will demonstrate correct techniques for administration of medications to clients of all ages in simulated client situations. Medications will include oral, intramuscular and subcutaneous medications, and correct client identification in accordance to the National Patient Safety Goals.ILO1 ILO2 ILO4 |
| NURS 112 | 1. Apply basic fundamental nursing skill learning Nursing 111 and Nursing 110 to clients of various backgrounds in a safe and effective manner. (ILO2, ILO3) 2. Demonstrate knowledge in documenting nursing care. (ILO1, ILO3, ILO4) 3. Compare contrast physical assessment in clients of all ages with emphasis on the physiological basis of vital signs and health conditions. (ILO1, ILO2, ILO3, ILO5) |
| NURS 113 | 1. Differentiate the principles of Pharmacology, Pharmacodynamics, Pharmacokinetics Pharmacogenetics, therapeutics and toxicology. This will be determined by passing the first test with a 75% or better. (ILO2) 2. Identify the mechanism of action, use, side effects and nursing interventions of medications for the pain control, bacterial & viral infection, Cardiovascular, gastrointestinal, skin, otic, ophthalmic, anemia and diabetes by passing the final with a 75 percent or better. (ILO2) |
| NURS 121 | 1. Demonstrate physical assessment on a postpartum patient and on a non-obstetric patient in a simulated setting ILO 1,2 2. Demonstrate appropriate and safe technique for intravenous insertion in a lab or simulated setting ILO 1,2,3,4 3. Plan, develop, and demonstrate a patient education session. ILO 1,2,4,5 |
| NURS 123 | 1. Identify the mechanism of action, use, side effects, and nursing interventions of medications for the CNS, cardiovascular, pulmonary, immune, reproductive and endocrine systems and for anti-infective, oncological, and allergic response medications by passing the final with a 75% or better score. (ILO 2) |
| NURS 125 | 1. Determine actual and potential problems of the maternity cycle and appropriate nursing responses to restore and promote health. (ILO2, ILO4, ILO 5) 2. Plan, implement, and evaluate nursing care of adult and/or pediatric patients with common problems of the respiratory, surgical, and/or reproductive systems. (ILO1, ILO2, ILO3, ILO4) 3. Demonstrate safe medicine administration by the intravenous route in a simulated or clinical setting. (ILO1, ILO2, ILO3, ILO4) 4. Demonstrates critical thinking through development of a nursing care plan on one selected patient in the clinical setting (ILO 2, ILO 4) 5. Demonstrate effective verbal and written communication in a clinical setting. (ILO 1, ILO 2, ILO 4) 6. Plan, implement, and evaluate nursing care of the obstetric and newborn client (ILO 1, ILO 2, ILO3, ILO4) 7. Demonstrates theoretic knowledge of nursing care for the patient with a respiratory system problem. (ILO 2, ILO4) 8. Demonstrates professionalism and preparation for effective participation in the clinical setting, (ILO 3, ILO 4) |
| NURS 224 | 1. Identify actual or potential problems, assess data gathered, Formulate a nursing diagnosis, implement a plan of action, evaluate outcome of plan (ILO 1, ILO 2, ILO 3, & ILO 4 |
| NURS 225 | 1. Assess a set of clinical data, formulate a nursing diagnosis, implement a plan, and evaluate outcome of the action plan. ILO 1, 2, 3, 4 |
| NURS 211 | 1. Satisfactorily demonstrate to the lab or clinical instructors clinical skills competencies during check offs and simulations. ILO 1, 2, 3, 4, 5 |
| NURS 231 | 1. Determine actual and potential problems of the pediatric population and appropriate nursing responses to restore and promote health. ILO 2, ISLO4 2. Plan, implement, and evaluate nursing care of adult and/or pediatric patients with common, chronic, acute adaptive disorders of the neurological, cardiac, endocrine, renal, gastrointestinal, and/or musculoskeletal systems. ILO 1,2,3,4 3. The student will apply relevant nursing theory to patient care to individualized patient and families with common, acute, and chronic body systems stressors in the hospital. a. Assessed by clinical evaluation tools b. Assessed by clinical case studies/care plans ILO 1,2,3,4 4. Demonstrate proper use of delegation, team leading, and the use of interdisciplinary model to manage and/or coordinate the health care of selected patients. ILO 1,2,3,4 |
| NURS 221 | 1. Demonstrate nursing interventions and prevention of complications in patients with multisystem stressors. (ILO 1,2) |
| NURS 230 | 1. Develop a professional resume for an ADRN graduate career opportunity that takes into consideration the industry's expectations for entry-level   competencies. (ILO 1, ILO2, ILO3) |
| NURS 241 | 1. Understand nursing theory to plan, implement and evaluate nursing care for adult, geriatric and pediatric patients with acute, complex, or multi-system adaptive disorders of the neurological, cardiac, respiratory, and/or endocrine systems. A) Demonstrate integration of knowledge in all areas of nursing by passing the ATI Comprehensive/Predictor exam with an individual score of 75% or above. B) Demonstrate integration of knowledge in all areas of nursing by passing the ATI Med/Surg exam with a level 1 or above. (ILO 2, ILO3, ILO 4, ILO 5) 2. The student will apply relevant nursing theory to patient care to individualized patient and families with multiple body systems stressors in the hospital. A) Assessed by clinical evaluation tools B) Assessed by clinical case studies. (ILO 1, ILO 2, ILO 3, ILO 4) 3. The student will apply relevant nursing theory to patient care to individualized patient and families with multiple body systems stressors in the home or/and outpatient setting. A) Assessed by journals of learning experience in home health and outpatient settings. B)Assessed by student and mentor evaluations (ILO 1, ILO 2, ILO 3, ILO 4) |

Determine actual and potential problems of the maternity cycle and appropriate nursing responses to restore and promote health.

Plan, implement, and evaluate nursing care of adult and/or pediatric patients with common problems of the respiratory, surgical, and/or reproductive systems.

Demonstrate safe medicine administration in a simulated or clinical setting.

Demonstrates critical thinking through development of a nursing care plan on one selected patient in the clinical setting

Demonstrate effective verbal and written communication in a clinical setting.

Plan, implement, and evaluate nursing care of the obstetric and newborn client

Demonstrates theoretic knowledge of nursing care for the patient with a respiratory system problem.

Demonstrates professionalism and preparation for effective participation in the clinical setting

**Please identify at least one outcome and assessment method, and estimated date for the completion of Section II. Please keep in mind the Comprehensive Program Review Schedule.**

**Instructional Programs (degrees, certificates):** You are asked to complete Course-level Outcomes & Assessments for the two and half years leading up to your Program Review due date, and then Program-level Outcomes can be assessed during your Program Review Fall Semester.Still, even if your Program Review isn’t due this fall, you will want to make a plan to evaluate it with colleagues by your Program Review due date.

**1.Outcome #1**: Students meet or exceed pass rates set for national licensing exam (NCLEX-RN).

Est. Completion Date: Within 4 months of program completion Way(s) to assess: NCLEX and BRN official reporting.

**2.Outcome #2:** Student cohort complete “on-time” rate. It measures the number of students that stay in their original cohort and graduate within 3 semesters.

Est. Completion Date: By the completion of RN 241 Way(s) to assess: # graduating on schedule/# in cohort in 1st semester

**3.Outcome #3**: Students meet the minimal 70% on ATI Comprehensive Predictor prior to exiting RN 241.

Est. Completion Date: By completion of 4th semester. Way(s) to assess: ATI standardized test scoring

**Once Section I is completed, please send e-copy & mail hard copy to SLO Coordinator. Then at the end of the data collection/assessment period, please analyze data with co-workers and other members of the IVC community, and complete Section II.**

**Student Learning Outcomes for Instruction – PHASE II** (section II)

**Program Outcomes Assessment Report**

**“Assessment of Program-level Learning Outcomes”**

In this section, please re-state each outcome and indicate the method(s) of assessment, provide a summary of the results, and tell how your program will use this information to improve student learning. Each Goal should have at least one Method of Assessment. To encourage collaboration and the sharing of ideas, you are encouraged to share your outcomes, assessment data, and findings with all available members of your department or program. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. The names may differ from those on Section I.

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| **Date:** |  |  |  |

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| **Contact Person/Others Involved in Process:** | **Lead: Rick Fitzsimmons Others: Celeste Armenta, Donna Davis, Rosalba Jepson, and Tina Aguirre** |

**Outcome #1 (please repeat here:** Students meet or exceed pass rates set for national licensing exam (NCLEX-RN).

Est. Completion Date: Within 4 months of program completion Way(s) to assess: NCLEX and BRN official reporting.

1. **First Method of Assessment:**
   1. How did you assess Outcome #1?
   2. Provide a summary of results:
   3. How will your program use this information to improve student learning? If curriculum changes will be made (i.e. course outline, course description, course activities), please explain.
   4. What is your Timeline for Program Modifications or Response to Data?

**Outcome # 2 (please repeat here):** Student cohort complete “on-time” rate. It measures the number of students that stay in their original cohort and graduate within 3 semesters.

Est. Completion Date: By the completion of RN 241 Way(s) to assess: # graduating on schedule/# in cohort in 1st semester

1. **First Method of Assessment**:
   1. How did you assess Outcome # 2?
   2. Provide a summary of results:
   3. How will your program use this information to improve student learning? If curriculum changes will be made (i.e. course outline, course description, course activities), please explain.
   4. What is your Timeline for Program Modifications or Response to Data?

**Outcome # 3 (please repeat here):** Students meet the minimal 70% on ATI Comprehensive Predictor prior to exiting RN 241.

Est. Completion Date: By completion of RN 241. Way(s) to assess: ATI standardized test scoring

1. **First Method of Assessment**:
   1. How did you assess Outcome # 3?
   2. Provide a summary of results:
   3. How will your program use this information to improve student learning? If curriculum changes will be made (i.e. course outline, course description, course activities), please explain.
   4. What is your Timeline for Program Modifications or Response to Data?

**Program Outcomes and Course Alignment Grid for Imperial Valley College**

Program: **Registered Nursing, Degree & Program**  Completed on: Dec 31, 2011

Prepared by: Rick Fitzsimmons, Celeste Armenta, Donna Davis, Rosalba Jepson, and Tina Aguirre

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| **Course** | **Communication** | **Critical Thinking** | **Personal Responsibility** | **Information Literacy** | **Global Awareness** | **# Outcomes identified** |
| Eng 101 | 3 | 3 | 1 | 3 | 3 | 3 |
| BIOL 220 | 3 | 3 | 3 | 1 | 1 | 5 |
| BIOL 200 | 3 | 3 | 3 | 1 | 0 | 4 |
| BIOL 202 | 3 | 3 | 3 | 3 | 3 | 4 |
| BIOL 204 | 3 | 3 | 3 | 3 | 3 | 4 |
| BIOL 206 | 3 | 3 | 1 | 1 | 1 | 4 |
| SOC 101 | 1 | 3 | 3 | 3 | 3 | 3 |
| ANTH 102 | 0 | 3 | 1 | 1 | 3 | 4 |
| PSY 101 | 3 | 3 | 3 | 3 | 3 | 3 |
| SPCH 100 | 3 | 3 | 3 | 3 | 3 | 3 |
| NURS 100 | 0 | 3 | 1 | 1 | 0 | 1 |
| NURS 110 | 3 | 3 | 3 | 3 | 3 | 3 |
| NURS 111 | 3 | 3 | 1 | 3 | 0 | 1 |
| NURS 112 | 3 | 3 | 3 | 3 | 3 | 3 |
| NURS 113 | 0 | 3 | 1 | 0 | 0 | 2 |
| NURS 121 | 3 | 3 | 3 | 3 | 3 | 3 |
| NURS 123 | 0 | 3 | 1 | 1 | 0 | 1 |
| NURS 125 | 3 | 3 | 3 | 3 | 2 | 3 |
| NURS 224 | 3 | 3 | 3 | 3 | 1 | 1 |
| NURS 225 | 3 | 3 | 3 | 3 | 1 | 1 |
| NURS 211 | 3 | 3 | 3 | 3 | 3 | 1 |
| NURS 231 | 3 | 3 | 3 | 3 | 1 | 4 |
| NURS 221 | 3 | 3 | 2 | 1 | 0 | 1 |
| NURS 230 | 3 | 3 | 3 | 2 | 2 | 1 |
| NURS 241 | 3 | 3 | 3 | 3 | 3 | 3 |

**\*\*FIVE POINT KEY: Using this key, to receive a 3 or 4 the ISLO needs to be measured through the outcome and assessment.**

**4=** This is a STRONG focus of the course. Students are tested on it or must otherwise demonstrate their competence in this area.

**3=** This is a focus of the course that will be assessed.

**2=** This is a focus of the course, but is NOT assessed.

**1=** Thisis briefly introduced in the course, but not assessed.

**0=** This is not an area touched on in the course.