**IMPERIAL VALLEY COLLEGE**

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

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| Date: | 12/1/2010 |  |  |
| Department Name: | Nursing |  |  |

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| Course Number/Title or Program Title: | Nursing 100 Medication Mathematics (1 unit) |

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| Contact Person/Others Involved in Process: | Lead: Williams, Jack Others: Terrie Sullivan, Rick Fitzsimmons.  |

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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): |  |  |  |  |  |
| Pre-Nursing, Healthcare fields |  |  |  |  |  |  |
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| Does course satisfy a community college GE requirement(s)?  |  | Yes  | x | No  |  | N/A |

If yes, check which requirement(s) below:

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|   | American Institutions |  | Language and Rationality – English Composition |
|  | 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: Calculate drug dose problems correctly with 92% accuracy as measured by a post-test on the first attempt in second semester. | Math Post-Test. 92% or better first attempt.  | ISLO2, ISLO4  |
|  | Outcome 2:State the six rights of medication administration.  | MiniQuiz Reading Labels and Rights | ISLO1, ISLO2, ISLO3, ISLO4. |
|  | Outcome 3:Calculate the flow rate of a simple primary intravenous line in ml/hr or drops/min as measured by one question on the final exam with a class average for the measured question at 100%. | Final Exam Question 18 | ISLO2, ISLO 4 |
|  | Outcome 4:Pass a comprehensive final exam on dosage calculations at 75% including critical care and pediatric problems | Final Exam Spring 2010 | ISLO2, ISLO4 |
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**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* *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:** Nursing 100 Medication Mathematics **Date:** 6/2010 |
| **2. People involved in summarizing and evaluating data** | Jack Williams |
| **3. Data Results**Briefly summarize the results of the data you collected. | **Outcome 1:** The second semester students had a 66% pass rate on the post test by scoring at least 92% on a 25 question math post-test during the first attempt in the Spring Semester 2010. **Outcome 2:** The total number of students that completed the Mini/Quiz on labels and rights was 61. Forty-six students obtain 100% on the quiz, which is 77%. **Outcome 3:** Of the students that took the final exam 84% where able to answer question 18 correctly on IV flow rate. **Outcome 4:** Of the students that took the final exam, 93% passed the Final Exam with a score of 75% or better (7% failed). Only 29% of the students obtained a score on the final exam greater than 92%.  |
| **4. Course / Program Improvement**Please describe what change(s) you plan to implement based on the above results. | **Outcome 1:**  I will not measure this outcome in the future. Nursing 100 has been changed to a prerequisite class for the RN program and is taken prior to entering the nursing program. Some students may enter the nursing program as advanced placement students and have taken the class at another college. Some students may have a long lag time after taking Nursing 100 and entering into the Nursing Program. Some students taking the Nursing 100 class are entering into other health professions. No change in course outline. **Outcome 2:** This SLO will be changed. “The student will score 100% on the Labels and Rights Mini-quiz.”**Outcome 3:** This SLO will be removed. It collects data on a very narrow aspect of medication calculations. No change to course outline. **Outcome 4:** The SLO will be changed. “Students will pass a comprehensive final exam on dosage calculations with a score of 92%.” // Students in the RN program must pass a post-test with 92% in 1st, 2nd, 3rd, and 4th semester respectively. They have three attempts to score 92% before being removed from the program. The student outcome should match what they actually must be able to do in the Nursing Program. (See the ADRN Student Handbook). No change in course outline. **\*\*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? | Outcomes will continue to be measure and changed as outlined above. Mastery of this subject area is essential for safe nursing practice. |
| **6. After-Thoughts** Feel free to celebrate, vent, or otherwise discuss the process. | Nursing 100 is now a prerequisite class for the RN nursing program. Students’ mastery of medication calculation must be verified on an ongoing basis in the nursing program, which is currently done. Mastery of this subject is only maintained with continual practice. I would like to compare the Post-test results for students exiting the nursing program in 4th semester. This measurement would have a time lag of over two years.  |

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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.