**IMPERIAL VALLEY COLLEGE**

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

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

|  |  |
| --- | --- |
| Course Number/Title or Program Title: | NUR 110- Nursing Process Application I |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Does course satisfy a community college GE requirement(s)?  |  | Yes  |  | No  |  | N/A |

If yes, check which requirement(s) below:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |   |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|   | 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 |
|  |  |  |  |
|  | **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 demonstrate an understanding of basic fundamental nursing skills which will be evaluated | Written tests passed at 75% or above.ATI Fundamental exam score passed at Level 1 or higher | ISLO1ISLO2 |
|  | Outcome 2: Students will verbalize differences in caring for clients with varied backgrounds (age, culture and ethinicity) | Written test and application of learned skills in the clinical setting | ISLO1ISLO5 |
|  | Outcome 3: Students will apply at least ten of the 2010 Patient Safety Goals  | Written test, clinical observation | ISLO2, ISLO3 ISLO5 |

**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**

|  |  |
| --- | --- |
| **1. Course Number & Date of Assessment Cycle Completion**  | **Course:** NUR 110- Nursing Process Application I **Date:** 6/9/11 |
| **2. People involved in summarizing and evaluating data** | Jean Stroud and Rosalba Jepson |
| **3. Data Results**Briefly summarize the results of the data you collected. | **Outcome 1:** 24 students enrolled in the class; 2 dropped during the course. 22 students demonstrated knowledge of basic nursing fundamental skills as evidence by passing final exam and passing ATI Fundamental Test. The scores are as followed:

|  |  |  |
| --- | --- | --- |
| ATI Level | Grade Equivalent | # Students |
| 3 | 92% - A | 1 |
| 2 | 83% - B | 14 |
| 1 | 75% - C | 4 |
| Below | Not passing if below level 1  | 2 |

One student showed up late to the timed ATI test and was not able to take it. All students were given the opportunity to retake ATI for a better letter grade. All students passed the Fundamentals ATI exam, including the student who missed the first opportunity, and scored > 75% or better. All 22 students passed the written final exam with scores > 75% or better. **Outcome 2:**  Students verbalized differences in cultural backgrounds/ethnicity that affect health-wellness and disparities in given class scenario situations and questions. Students were able to identify cultural and religious factors in the clinical setting in NUR 112. Students assigned to clients were responsible for identifying cultural, religious and developmental stage which were reflected in the nursing care plans.**Outcome 3:** 6 out of 22 students did not pass the exam with questions on the 2010 Patient Safety Goals. The subject was revisited in sections related to specific topics pertaining to patient safety.The Patient Safety Goals were reviewed (repeated) and reinforced in NUR 112 post conference in the clinical setting where students were then asked to identify clinical situations related to the Patient Safety Goals and how would they make the necessary changes if the safety goals or measures were compromised. Students verbalized and identified in the care plans Patient Safety Goals and measures that applied to their patients or in the clinical setting. |
| **4. Course / Program Improvement**Please describe what change(s) you plan to implement based on the above results. | **\*\*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? | Will continue to utilize lecture exams, ATI-testing and Final exam to evaluate student learning. |
| **6. After-Thoughts** Feel free to celebrate, vent, or otherwise discuss the process. |  |

|  |  |
| --- | --- |
|  |  |

**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.