**IMPERIAL VALLEY COLLEGE**

**Student Learning Outcomes (SLO) Assessment Cycle Form**

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| Date: | 12/10/10 |  |  |
| Department Name: | Nursing |  |  |

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| Course Number/Title or Program Title: | NS121: Nursing Skills Lab II (F10) |

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| Contact Person/Others Involved in Process: | Davis, Donna; Terrie Sullivan |

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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): | | | | |  | |  |  |  |  |
| Registered Nurse |  | | | | |  | |  |  |  |  |
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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: Demonstrate physical assessment on a postpartum patient and on a non-obstetric patient in a simulated setting | | | | Skill Check-Off | ISLO1, 2 | | |
|  | Outcome 2: Demonstrate appropriate and safe technique for intravenous insertion in a lab or simulated setting | | | | Skill Check-Off | ISLO1,2,3,4 | | |
|  | Outcome 3: Plan, develop, and demonstrate a patient education session. | | | | Skill Check-Off, Rubric | ISLO1,2,4,5 | | |

**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

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| **1. Course Number & Date of Assessment Cycle Completion** | **Course:** NS121: Nursing Skills Lab II **Date:** 12/10/10 |
| **2. People involved in summarizing and evaluating data** | Donna Davis, Terrie Sullivan |
| **3. Data Results**  Briefly summarize the results of the data you collected. | Data for all 3 outcomes were collected on all students enrolled in the NS121 course for F10.  Outcome 1: Of students completing this course, all but one were able to achieve a total score of >15 out of 20 (10 for obstetric, 10 for adult/peds) with scores ranging from 18-20 points. One student did not complete the semester’s work and missed the day for the second assessment skill checkoff.  Outcome 2: All students were able to demonstrate correct technique at starting an IV on a lab partner. This was determined by observation of students and scored as >/=7.5 of 10 on a skills check-off score sheet. This was required prior to performing this skill in a hospital situation.  Outcome 3: Students worked in groups of 2-4 to present information on a reproductive health or obstetric problems. Students received up to 10 points/presentation. All students met the standard of a minimum of 7.5 of the 10 points based on creativity, evidence of research, knowledge level, and submission of questions related to the topics. A rubric was used when evaluating the presentations. |
| **4. Course / Program Improvement**  Please describe what change(s) you plan to implement based on the above results. | Outcome 1: Students met the basic expectation for an entry level physical assessment on an obstetric and non-obstetric patient through demonstration on a human simulator. No change is planned.  Outcome 2: Students will continue to be evaluated on this skill prior to hospital care as it is a major patient safety issue and demonstrates appropriate skill level for hospital care. No specific change is planned.  Outcome 3: A new rubric was used based on a change in the class assignments. Students were able to complete this project successfully and provided pertinent information to classmates. No specific change is planned.  **\*\*Will this include a change to the curriculum (i.e. course outline)?** |
| **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, h | We plan to keep these 3 outcomes as these have been identified as priority goals for this semester. For S11, SLOs are listed in the syllabus. |
| **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 email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.