**SLO Cycle Assessment Form**

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| **1. Course Number &** **Date form was completed** | Course: VN 120 | Date: 04/06/2011 |
| **2. People involved in summarizing & evaluating data (minimum of two)** | SUE HIGGINS, CRAIG LUOMA, TINA AGUIRRE, DONNA DAVIS |
| **3. Semester data was collected (e.g., Spring 2011)** | SPRING 2011 |
| **4. Please list the SLO(s) that was (were) assessed. Write it out.** | Outcome 1: Upon completion of this course, the student will be able to demonstrate a physical assessment on a postpartum patient and record the information appropriately.Outcome 2: Demonstrate safe medication, (except IV) administration in a clinical setting.Outcome 3: Student will develop and present a major maternal/child health teaching project.Outcome 4: Applying the nursing process, the student will successfully apply the nursing process in caring for the antenatal, intrapartal, & postpartal patient.Outcome 5: Student will achieve at least a level one, on the ATI computerized Pharmacology exam. |
| **5. Data results**Briefly summarize the results of the data..  |  100% of 18 students were able to meet outcomes # 1 and # 2.Outcome # 3. Students were divided into small groups and presented to their peers a teaching project related to maternal/child health. They were evaluated by their classmates and faculty using a point system. Of the 18 students 12 received 90% and 6 received 86%.Outcome # 4. 100% of 18 students were successful in applying the nursing process using computerized charting.Outcome # 5 was delayed until VN122, because the Pharmacology course was still in progress. |
| **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  | Outcomes 1, 2, 3, & 4 will continue with the next cohort. Outcome 5: After collaboration with the Pharmacology instructor, it was determined that the ATI Pharmacology exam be moved closer to the end of VN 122 for the best interest of the students. |
| **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** | Outcome 1: To perform a physical examination on a hospital patient, students must use communication skills. These skills must include cultural considerations. They use critical thinking and information literacy as it relates to patient diagnoses In caring for more than one patient, students must use personal responsibility to enhance patient safety.Outcome 2 is encompassed in Outcome # 1.Outcome 3: Working in small groups, students develop a sense of group dynamics in a safe classroom environment utilizing ILO’s one through five. This helps prepare them for a productive working life in the real world.Outcome 4: Through electronic charting students were able to apply the nursing process. Communication is a large part of providing safe patient care. It is a vital part of complying with regulations from agencies that oversee healthcare. Electronic charting is a legal document that is used among healthcare providers and encompasses ILO’s one through five. We evaluate this outcome using the Clinical evaluation tool.Outcome 5: This outcome has been delayed until the end of VN 122. |
| **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?** | The process was effective and the only changes will be in the Pharmacology ATI. |
| **9. After Thoughts****Feel free to celebrate, vent, or otherwise discuss the process** |  |