**SLO Cycle Assessment Form**

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| **1. Course Number &**  **Date form was completed** | Course: VN 122 | Date:06/09/2011 |
| **2. People involved in summarizing & evaluating data (minimum of two)** | SUE HIGGINS, CRAIG LUOMA, JACK WILLIAMS, 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: Satisfactorily perform a respiratory assessment on an adult or child in a simulated or actual clinical setting.  Outcome 2: Identify the legal and cultural issues involved in caring for patients with common health problems.  Outcome 3: Verbalize teaching plan for patients with problems of the reproductive system.  Outcome 4: Student will successfully demonstrate suctioning techniques required for patients with common respiratory problems in a simulated or actual clinical setting.  Outcome 5: Demonstrate comprehensive knowledge of the maternity cycle by scoring a level one or greater on OB-ATI. | |
| **5. Data results**  Briefly summarize the results of the data. | Outcome1: Of 18 students 100% successfully performed a respiratory assessment. The California Licensed Vocational Nursing Board approved skills check list was used in the collection of this data.  Outcome 2: Utilizing the written nursing care plan 100% of the 18 students were able to identify legal and cultural issues on randomly assigned patients within the acute care setting.  Outcome 3: Post conference was the timeframe used to allow students the opportunity to meet this outcome. During this time 100% of the 18 students were able to verbalize a teaching plan related to patients with reproductive problems. This included teaching testicular self exam and breast self exam. During clinical time the students were able to perform patient teaching in the presence of the nursing instructor.  Outcome 4: Out of 18 students 100% were successfully  able to demonstrate suctioning techniques in a simulated or actual clinical setting. Data was gathered using the “skill check list.” Each student was assigned an eight hour shift with the respiratory therapist.  Outcome 5: Only one student out of 18 was not successful in attaining a level one on the first attempt of OB- ATI. | |
| **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 | Based on the results listed above, no changes are planned at this time. | |
| **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 respiratory assessment on a hospitalized patient, students must use communication skills. Living in a culturally diverse community, students must utilize cultural considerations, information literacy and critical thinking in patient care. In caring for more than one patient, students must use personal responsibility to enhance patient safety.  Outcome 2: Students are made aware of global,  legal and cultural issues as they relate to patient care. This is done through collaboration with hospital staff from several different departments. Competency is demonstrated using the clinical evaluation tool.  Outcome 3: A successful teaching plan must include ILO’s one through five.  Outcome 4: This SLO encompasses the same ILO’s as Outcome #1.  Outcome 5: The ATI computerized exam measures comprehensive knowledge of a specific healthcare area. Students must exhibit at least a minimal level of knowledge in order to score a level one or greater. Couched within these questions are ILO’s one through five. | |
| **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 is effective and we anticipate no changes. | |
| **9. After Thoughts**  **Feel free to celebrate, vent, or otherwise discuss the process** |  | |

**The SLO Cycle Assessment Form Guidelines**

1. Please list the course number and date that cycle assessment form was completed.

2. 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 member of the faculty, administration, staff or student population. Please list the names of all who were involved in summarizing or evaluating the data.

3. Include the semester when the data was included (e.g., Spring 2011).

4. List the SLO(s) that was (were) assessed (e.g., “identify, create, and critique oral argument”).

5. Please summarize the data that you collected. Include how well students scored on the assessment. You might also include: how many instructors submitted data (fulltime, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, as appropriate, if a cross-section of classes (day, evening, online) were assessed. For example, if a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, on the rubric. Your original data results, or your raw data, should be kept within your department for three years.

6a. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that will be implemented based on the data. Changes might be made to class activities, assignment instructions, evaluations, 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 2012).

6b. Answer “Yes” or “No” to the curriculum question – if yes, please briefly explain.

7. This recently added section is very important because it allows us to document different ways that students are acquiring the 5 ILOs. We state that “Upon completion of a degree, program, or certificate, a student will complete coursework at Imperial Valley College demonstrating competency in communicating skills, critical thinking skills, personal responsibility, information literacy, and global awareness.” We need to demonstrate that this is occurring. Please refer to the “Strive for Five” form for more of an in-depth description of ILOs.

8. This provides 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 include them on next year’s syllabus.

9. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.