**SLO Cycle Assessment Form**

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| **1. Course Number &**  **Date form was completed** | Course:  VN116 | Date:  5/9/12 |
| **2. People involved in summarizing & evaluating data (minimum of two)** | Donna Davis, Craig Luoma, Sue Higgins | |
| **3. Semester data were collected (e.g., Spring 2011)** | S12 | |
| **4. Please list the SLO(s) that was (were) assessed. Write it out.** | 1. Effectively communicate with all appropriate parties regarding patient care and interventions for a given scenario (applied in clinical setting)  2. Demonstrate critical thinking and judgment in clinical decision making related to interactions with patients  3. Identify leadership techniques useful to LVN practice | |
| **5. List all forms of assessment that were used for this cycle assessment (e.g., research paper rubric, skills scenario, multiple choice exam)** | 1. Clin Eval Tool 110/112  2. Group Presentation #1  3. Group Presentation #2 | |
| **6. Data results**  Briefly summarize the data. | All students still enrolled at the end of the semester received 100% on the clinical evaluation tool. One student received 0 because she did not complete the class.  The critical thinking and judgment presentation was a small group activity and required online research and interpretation of a nursing issue. Students demonstrated excellent understanding of outside issues that will affect practice. Scores were in the range of 47-49 out of 50 points.  The leadership and management presentation was a small group activity and required each group to identify a problem seen during clinical rotations, do research on ways to improve the situation, and present a poster on the management issues required to institute a change. Scores were in the range of 42.5-48.5 out of 50 points. This was a final course requirement. | |
| **7a. Course/Program Improvements**  **Please describe what change(s) you plan to implement based on the above results**  **7b**. **Will this include a change to the curriculum (i.e., course outline)?**  Yes  No | 7a. The clinical evaluation tool has changed and does not truly measure the communication section of clinical. It has become a more general evaluation. This SLO will not be measured when this class meets again.  The two group presentations will continue. These assignments require students to complete their assigned reading, research a topic using nursing journals and health-related websites, and develop a creative poster for presentation to the class. Both presentations meet several of the college objectives along with those for the class.  7b. The first SLO will be removed from the SLOs for this class. The assignments will not change. | |
| **8.** 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** | #1: The first SLO is directly related to ILO1 because it was to measure communication skills in the clinical setting. In the clinical setting, the student must use critical thinking skills to identify nursing dx and to learn how to communicate a treatment plan to a patient. Personal responsibility is mandatory in the clinical setting and appropriate communication becomes a part of how one presents oneself. This SLO also addresses information literacy because of the need for students to utilize electronic record systems when documenting on patients' charts.  #2: The second SLO improves communication skills by requiring students to take a topic, develop a clear poster, and verbally present the material. Critical thinking is displayed by their ability to choose a subject, amass data from several research areas, and put this together into a coherent, valuable presentation. It requires information literacy because of the use of the internet to find journal articles, review the material, and present.  #3: The third SLO also improves communication skills by requiring students to present a problem and solution to the class. It also requires students to work in small groups to develop the material. This project requires students to identify a clinical problem they have seen at the hospital, research possible solutions and why it is a problem, and then look at ways they, as nurse managers, could address the problem. This requires them to research national standards, management styles, LVN legal issues, and patient-focused care and compile this into a coherent presentation. | |
| **9. 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?** | As noted above, the first SLO will be taken out of use. We will continue with the other 2 SLOs. The above was discussed with the primary instructors for the LVN courses and agreed upon. | |
| **10. After Thoughts**  **Feel free to celebrate, vent, or otherwise discuss the process** |  | |