**SLO Cycle Assessment Form**

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| **1. Course Number &**  **Date form was completed** | Course:  CRN: 10948  VN 132 | Date:12/07/11 |
| **2. People involved in summarizing & evaluating data (minimum of two)** | SUE HIGGINS, CRAIG LUOMA, TINA AGUIRRE | |
| **3. Semester data was collected (e.g., Spring 2011)** | FALL - 2011 | |
| **4. Please list the SLO(s) that was (were) assessed. Write it out.** | 1. USING APPROPRIATE DATA COLLECTION TECHNIQUES & INSTRUMENTS PERFORM A NEUROLOGICAL ASSESSMENT ON AN ADULT OR PEDIATRIC PATIENT AND CORRECTLY DOCUMENT INFORMATION.  2. PROVIDE NURSING CARE THAT REFLECTS RESEARCH INTO PATIENT/CLIENTS MEDICAL DIAGNOSIS, PROGNOSIS, TREATMENT & CARE.  3. PAYING PARTICULAR ATTENTION TO THE INTEGUMANTARY SYSTEM DEMONSTRATE CRITICAL THINKING AND JUDGEMENT IN CLINICAL DECISION MAKING.  4. STUDENT WILL SHOW (NCLEX) READINESS BY PASSING THE ATI COMPREHENSIVE PREDICTOR WHICH MEASURES ASSESSMENT ACROSS THE LIFESPAN, WITH A 75% OR BETTER.  5. COMPLETE AN ABDOMINAL ASSESSMENT ON A MEDICAL/SURGICAL PATIENT IN THE PROPER SEQUENCE USING UNIVERSAL PRECAUTIONS. | |
| **5. Data results**  Briefly summarize the results of the data. | 1. 100% OF18 STUDENTS WERE SUCCESSFUL IN PERFORMING A NEUROLOGICAL ASSESSMENT ON A LIVE PATIENT IN THE CLINICAL SETTING. ALL WERE ABLE TO CORRECTLY DOCUMENT INFORMATION. 2. ALL 18 STUDENTS WERE SUCCESSFUL PROVIDING NURSING CARE THAT REFLECTS RESEARCH INTO PATIENT/CLIENTS MEDICAL DIAGNOSIS, PROGNOSIS, TREATMENT & CARE. 3. 18 STUDENTS DEMONSTRATED SKILL AND JUDGMENT IN CLINICAL DECISION MAKING. 4. NONE OF THE 18 STUDENTS COULD ACHIEVE A 75% ON THE ATI COMPREHENSIVE PREDICTOR. 5. 100 % OF STUDENTS WERE SUCCESSFUL PERFORMING AN ABDOMINAL ASSESSMENT ON A PATIENT UTILIZING APPROPRIATE SEQUENCING AND UNIVERSAL PRECAUTIONS. | |
| **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 | IN LIGHT OF THE INAUGRAL USE OF THE ATI  (VIRTUAL) COMPREHENSIVE PREDICTOR THE EXAM WAS GIVEN EARLIER IN THE SCHEDULE THAN ANTICIPATED. STUDENTS HAD NOT YET BEEN GIVEN THE OPPORTUNITY TO STUDY MUCH OF THE MATERIAL COVERED IN THAT EXAM. WILL ENCOURAGE THE NEXT COHORT TO BEGIN REVIEW OF MATERIAL CONCURRENTLY WITH ASSIGNED READING. | |
| **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** | 1. (ILO # 1-5) PERFORMING A NEUROLOGICAL ASSESSMENT ENCOMPASSES EACH OF THE FIVE ILO’S. 2. (ILO # 1-5) STUDENTS PROVIDE NURSING CARE THAT REFLECTS RESEARCH, COMMUNICATION WITH STAFF AND PHYSICIANS. THIS ALSO SHOWS PERSONAL RESPONISIBLITY. CRITICAL THINKING SKILLS ARE REQUIRED TO PRIORITIZE NURSING CARE. INFORMATION LITERACY IS NECESSARY TO ACCESS PT. INFORMATION IN A WRITTEN OR ELECTRONIC FORM. GLOBAL AWARENESS IS NECESSARY TO INDIVIDUALIZE PATIENT CARE. 3. (ILO # 1-5) THIS STUDENT LEARNING OUTCOME REQUIRES WORKING KNOWLEDGE OF COMMUNICATION SKILLS, CRITICAL THINKING, PERSONAL RESPONSIBILITY, INFORMATION LITERACY AND GLOBAL AWARENESS. IN ORDER TO MAKE CLINICAL DECISIONS IN THIS GLOBAL PATIENT COMMUNITY. 4. (ILO # 3, 4) STUDENTS TOOK PERSONAL RESPONSIBILITY IN COMPLETING THE ATI EXAM. CONSIDERING INCLUSION OF INFORMATION NOT YET COVERED IN THE CURRICULUM THE LOW SCORES ARE NOT DISCOURAGING. 5. (ILO # 2,3,4) COMPLETING AN ABDOMINAL ASSESSMENT REQUIRES PERSONAL RESPONSIBILITY TO REVIEW APPROPRIATE CLINICAL SKILLS THROUGH WRITTEN OR ELECTRONIC SOURCES. | |
| **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?** |  | |
| **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.

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