

Assessment: Course Four Column

SMHS (Course SLOs) - Nursing

NRN-101:Nursing Process: Non-Critical Adults

<i>Course SLOs</i>	<i>Methods of Assessment</i>	<i>Results</i>	<i>Actions</i>
<p>NRN-101 Nursing Process: Non-Critical Adults (Section# 12674) = Thinking and Reasoning - By the end of this course the student will be able to recognize the identified theoretical concepts in nursing process when caring for the non-critical adult in the geriatric and medical/surgical setting.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>Exam/Quiz - In Course - Cumulative course final exam and random selection of 5 questions out of the 100 questions. One question will be selected for each of the 5 phases of the nursing process:</p> <p>Assessing Diagnosing Planning Implementing Evaluating</p> <p>Criterion/Target: 80% of students will select correct responses to the questions related to the nursing process.</p> <p>Notes: Content addressed in this course focuses on deficits in skin integrity, male reproductive system, assessment of the patients, legal aspect of nursing care, etc. These deficits are addressed using the nursing process.</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: Yes</p> <p>37 students took the final exam for RN 101, Spring 2016. The results are as follows:</p> <p>Assessment: question 85% chose the correct answer.</p> <p>Diagnosis: question 82% chose the correct answer.</p> <p>Plan: question 82% chose the correct answer.</p> <p>Implementation: question 91 % chose the correct answer.</p> <p>Evaluating: question 85 % chose the correct answer.</p> <p>Overall the students achieved: 85 % correct responses to the questions related to the Nursing Process.</p> <p>Analysis: The results clearly point out more emphasis needs to be placed on the diagnosis phase when lecturing and discussing the nursing process in the classroom setting (06/03/2016)</p>	<p>Action: The faculty will continue to address the course content pertaining to non-critical biological and psychosocial system needs using elements of the nursing process:</p> <p>Assessing Diagnosing Planning Implementing Evaluating</p> <p>In Fall 2016, the final exam will again be used to evaluate this outcome (06/03/2016)</p>
<p>NRN 101- Nursing Process: Non-Critical Adults (Section# 12674) = Communication - By the end of this course the student will be able to</p>	<p>Performance/Presentation - The students will be assigned various GI system deficit/ disorders in which they will develop 5 minute Power</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: Yes</p> <p>On a scale of 1 to 3 the student presentations were:</p>	<p>Action: Will continue to assess this outcome every semester. Will utilize the GI presentations in</p>

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<p>identify effective, accurate and congruent transfer of information using therapeutic verbal and non-verbal communication with the patient in the geriatric and medical/surgical settings.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Point presentations to share with their peers. The results will be graded on the following criteria using an Oral Presentation Rubric: What was the student's ability to effectively and clearly explain the deficit / disorders to the patient and family members.</p> <p>Criterion/Target: 100% of the students will meet expectations in 3 out of 4 categories. Notes: Multiple strategies and resources are used to teach content related to non-critical system needs/deficits of adult and geriatric patients. Students use effective communication to address these deficits with patients, their families and other healthcare teams.</p>	<p>Score of 1 : <Poor> 0 students were unable to effectively present the information</p> <p>Score of 2: <Good> 31 students were able to effectively communicate but gave only brief explanations.</p> <p>Score of 3: <Excellent> 6 students effectively, clearly presented the information following all guidelines.</p> <p>Analysis: Overall 100% of the students scored in the good or excellent level range. (06/03/2016) Related Documents: Oral Presentation Rubric 1.doc</p>	<p>Fall 2016 to evaluate the student's ability to communicate. (06/03/2016)</p>
<p>NRN-101 - Nursing Process: Non-Critical Adults (Section# 12674) = Careers - By the end of this course the student will implement the role of the professional nurse within the community as defined by the California Nurse Practice Act and standards of nursing practice.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Exam/Quiz - In Course - Assess students progression in the nursing role by looking at 3 questions selected from the final course exam addressing: Nurse's legal responsibility; Professional role; Delegation of care.</p> <p>Criterion/Target: 80% of the students will answer each question correctly. Notes: Multiple resources are used to teach content related to professional role development, accountability and responsibility and delegation of care as students learn</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: Yes Legal responsibility Question 88% chose the correct answer;</p> <p>Professional role Question 75% chose the correct answer;</p> <p>Delegation of care Question 94 % chose the correct answer.</p> <p>Analysis: Overall the students scored 86% on questions related to nurse's professional role development, accountability and delegation of care (06/03/2016)</p>	<p>Action: Students will continue to remain engaged in discussions related to accountability and responsibility of nurses' professional role development and delegation of care.</p> <p>In Fall 2016, faculty will again use questions to evaluate student success in the career of nursing. (06/03/2016)</p>

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to take on the role of a nurse as an advocate in the care of patients with non-critical biological and psychosocial system needs.

NRN-101L:Nursing Actions: Non-Critical Adults

Course SLOs	Methods of Assessment	Results	Actions
<p>NRN-101L - Nursing Actions: Non-Critical Adults Lab (Section# 12675, 12676, 12677, 12678) = Thinking and Reasoning - By the end of this course, the student will be able to recognize the identified theoretical concepts in using the nursing process when caring for the non-critical adult patient in geriatric and medical/surgical settings.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Written Assignment - Thinking and reasoning skills will be measured in the students ability to develop concept maps in clinical. Students will be evaluated on how they formulate:</p> <ul style="list-style-type: none"> - Nursing Diagnoses - The Plan (Goal) - Interventions. Students will develop two concept maps for grading purposes. The second concept map will be compared to the first one to see if there is improvement in their thinking and reasoning skills. <p>Criterion/Target: 80% of the students will not require revision on the nursing diagnoses, plan or interventions on the final concept map.</p> <p>Notes: Explaining theory and nursing process to adult and geriatric patients of diverse cultures with non-critical psychosocial and biological system needs deficits. Using nursing process to meet the patient's biological and psychological system needs. Recognizing appropriate delegation of care.</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: Yes 39 students were evaluated on the first submission for both maps. Three areas were evaluated and the results are as follows based on the below grading scale.</p> <p>0 = unsatisfactory 1 = needs improvement 2 = satisfactory 3 = excellent</p> <p>Concept Map # 1 NANDA 0= 3 (8%) 1 = 10 (26%) 2 = 21 (54%) 3 = 5 (13%)</p> <p>Plan 0 = 5 (13%) 1 = 14 (36%) 2= 13 (33%) 3= 7 (18%)</p> <p>Interventions 0=4 (10%) 1=15 (38%) 2=13 (33%) 3=7 (18%)</p> <p>Concept Map # 2 NANDA 0= 1 (3%) 1 = 5 (13%) 2 = 22 (56%) 3 = 11 (28%)</p> <p>Plan 0 = 1 (3%) 1 = 10 (26%)</p>	<p>Action: This is an ongoing outcome that will be assessed every semester. In Fall 2016, students will again be evaluated on thinking and reasoning using their concept maps as a tool. (06/03/2016)</p>

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		<p>2= 18 (46%) 3= 10 (26%)</p> <p>Interventions 0=1 (3%) 1=11 (28%) 2=17 (44%) 3=10 (26%)</p> <p>Analysis: It can be clearly seen across the board that the students did much better on the second concept map – showing their ability to utilize thinking and reasoning skills (06/03/2016)</p>	
<p>NRN-101L - Nursing Actions: Non-Critical Adults Lab (Section# 12675, 12676, 12677, 12678) = Communication - By the end of this course the student will be able to demonstrate effective, accurate and congruent transfer of information using therapeutic verbal and nonverbal communication with the patient, family, and health care team in the geriatric and medical/surgical settings.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Written Assignment - Well Elder assignment will be used for this evaluation. The student will choose a person 65 years of age or older to interview. Following the interview the student will write a report focusing on interpretation/ analysis of the content of the interview. Demonstration of knowledge of age related changes ranging from the physical to the cultural, age related changes observed and reflection on self will be evaluated. Criterion/Target: 80% of students will meet expectations on language section of the written presentation rubric. Notes: Life review analysis of the geriatric adult of diverse cultures with non-critical biological and psychosocial system needs The Well Elder assignment emphasizes application of communication skills in the clinical setting.</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: Yes 39 students were evaluated on three graded areas, and the results are as follows: 0 = unsatisfactory, 1 = needs improvement 2 = satisfactory 3 = excellent</p> <p>Report findings: 0=0 (0%) 1=2 (5%) 2=16 (41%) 3=21 (54%)</p> <p>Analysis: 95% of the students were graded at satisfactory or higher. These findings show that the RN 101 students are able to communicate effectively and present their information in a coherent, organized manner. (06/03/2016) Related Documents: Oral Presentation Rubric 1.doc</p>	<p>Action: In the Fall 2016, students will again be evaluated on their communication skills utilizing the Well Elder assignment. (06/03/2016)</p>
<p>NRN-101L - Nursing Actions: Non-Critical Adults Lab (Section# 12675,</p>	<p>Performance/Presentation -</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p>	<p>Action: This is an ongoing outcome</p>

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<p>12676, 12677, 12678) = Careers - By the end of this course the student will implement the role of the professional nurse within the community as defined by the California Nurse Practice Act and standards of nursing practice.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>Professional role will be evaluated using the SBAR reporting system.</p> <p>Criterion/Target: 90% of the students will deliver an SBAR report with 90% of required information by end of semester.</p> <p>Notes: Application of theory and practice of psychomotor skills with emphasis in the areas of: Accountability & responsibility, professional role development, and delegation. SBAR = Situation, Background, Assessment, Recommendation. This is a method of reporting patient data to physicians and oncoming nurses for the next shift of care delivery.</p>	<p>Criterion/Target Met: Yes</p> <p>39 students used the SBAR system to report their patients condition to their clinical instructor as well as give an end-of-shift report to their peers.</p> <p>By the 15th week, 38 students (97%) were able to utilize the SBAR systems to give report to their instructor and peers requiring minimal or no guidance. While 1 (3%) of the students needed moderate guidance to give report.</p> <p>(06/03/2016)</p>	<p>that will be assessed every semester. Will use the SBAR system to evaluate the students on their professional role in Fall 2016.</p> <p>(06/03/2016)</p>

NRN-102:Nursing Process: Women, Parents, andChildren

Course SLOs	Methods of Assessment	Results	Actions
<p>NRN-102 - Nursing Process: Women, Parents, and Children (Section# 12681, 12682) = Thinking and Reasoning - By the end of this course, student will be able to employ identified theoretical concepts in using the nursing process for the care of patients and families in maternal/newborn pediatric and community-based settings.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Exam/Quiz - In Course - Examine the performance of students on alternatively styled questions appearing on quizzes and exams. These questions may include short answer, prioritization, appropriate order of events or actions, or select all that apply. The questions will be styled to emphasize the nursing process as much as possible.</p> <p>Criterion/Target: 70% of students will correctly answer alternatively styled questions on quizzes or course exams.</p> <p>Notes: These exam questions are the most difficult for the students to answer correctly; however, these types of questions are appearing more frequently on the National Council Licensure Exam (NCLEX-RN).</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: No</p> <p>Quizzes and Course Exam Questions: Collectively, only about 50% of students from both the traditional and ECP cohorts answered alternatively styled questions correctly in obstetrics and pediatrics. These questions are the most difficult for the students to answer correctly; however, these types of questions are appearing more frequently on NCLEX. The questions were styled to emphasize the nursing process as much as possible.</p> <p>Analysis: The types of questions that posed the most difficulty for students were questions that asked the student to order events or to prioritize nurse actions when all the actions were pertinent to the situation. Students were also asked short answer questions; when students had to come up with the information at will in an essay format only 50% of the students scored 80% or higher on the quiz. Students have more difficulty when challenged to spontaneously answer a question versus recognizing an answer in a multiple choice format.</p> <p>(06/11/2016)</p>	<p>Action: In the Fall 2016, the RN102 team will plan to conduct more in class patient scenarios that emphasize prioritization of multiple nurse actions. (06/11/2016)</p>
<p>NRN-102 - Nursing Process: Women, Parents, and Children (Section # 12681, 12682) = Communication - By the end of this course, the student will be able to choose effective, accurate, and congruent transfer of information using therapeutic verbal and non-verbal communication with patients, and families, and the healthcare team in maternal/newborn, pediatric, and community-based nursing settings.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016)</p>	<p>Performance/Presentation - Oral Class Presentations</p> <p>The faculty will evaluate each student individually on communication techniques during the oral presentations, both in obstetrics and pediatrics.</p> <p>Criterion/Target: 80% or higher of students will use appropriate communication techniques including clear articulation, appropriate tone of voice, and age appropriate language for oral class presentations.</p> <p>Related Documents:</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: Yes</p> <p>Oral Class Presentations: 100% of students used appropriate communication techniques including clear articulation, appropriate tone of voice, and age appropriate language pertinent to the scenario. Many of the SAC nursing students have English as a second language and have difficulties with clarity and pronunciation.</p> <p>Analysis: Students were encouraged to practice the presentations multiple times before going live. The ESL students were up front about their language challenges and really put forth a commendable effort to speak loudly and slowly so that they could be easily understood, especially if</p>	<p>Action: For Fall 2016, the RN 102 team wants to revisit student performance on exam questions dealing with communication that emphasize appropriate age related language and therapeutic communication techniques. (06/11/2016)</p>

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<p>Start Date: 02/08/2016</p>	<p>RN102 Oral teaching Project Rubric.doc Evaluation of STD presenters of NRN 102 and 102L.docx</p>	<p>their accents were heavy. Students were also informed about the availability of software in the lab that can help with accent reduction along with services in the Learning Center. (06/11/2016) Related Documents: RN102 Oral teaching Project Rubric.doc</p>	
<p>NRN-102 - Nursing Process: Women, Parents, and Children (Section# 12681, 12682) = Careers - By the end of this course the student will implement the role of the professional nurse within the community as defined by the California Nurse Practice Act and the standards of nursing practice. Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Performance/Presentation - 80% of students will complete RN 102 with a grade of 75% or higher.</p> <p>Community Based Projects: The 102 team decided to have the community audience evaluate the professional dress and professional behaviors of our students while presenting their women’s health and community based health issues for Spring 2016.</p> <p>Criterion/Target: 80% of students will complete RN 102 with a grade of 75% or higher. 100% of students will dress professionally and present content in a professional and respectful manner when presenting women’s health and community based nursing issues.</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: Yes RN 102 started with 2 cohorts- 38 students for traditional and 17 students for ECP. One student initiated a withdrawal for personal reasons and 2 failed. The retention rate for traditional is 89% (34/37 students passed).</p> <p>For ECP the semester originally began with 18 students; one student dropped the day the semester began and could not be replaced. One student withdrew during pediatrics due to personal reasons and not passing the course at the present time. ECP will not finish until late June so no statistics for retention are reported in this assessment.</p> <p>Analysis: Students in traditional and ECP began slowly with multiple failures noted on the first two obstetric exams. Students admitted that they did not read the course material in the text thoroughly, they did not complete module objectives, and they did not allow enough hours for study. However, after the first two course exams, grades improved for most students; some continued with lower scores throughout, but only two students failed the theoretical portion</p> <p>Community Based Projects: 100% of students dressed professionally while presenting women’s health and community based nursing issues.</p> <p>Analysis: The 102 team invited audiences of students from RN112, Biology, RN200, EMT, or Medical Assisting to the student presentations of Sexually Transmitted Diseases. Anecdotally noted from faculty observers, students used a variety of engaging techniques like games and to highlight</p>	<p>Action: Continue with 80% of students completing RN102 with a 75% or higher. (06/11/2016)</p>

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		<p>the topics in a fun and meaningful manner. Participation from the audiences was commendable. The audiences were given an evaluation form that incorporated professional dress and professional behaviors.</p> <p>(06/11/2016)</p> <p>Related Documents:</p> <p>Evaluation of STD presenters of NRN 102 and 102L.docx</p>	

NRN-102L:Nursing Actions: Women, Parents andChildren

Course SLOs	Methods of Assessment	Results	Actions
<p>NRN-102L - Nursing Actions: Women, Parents and Children (Section# 12683, 12684, 12685, 12686. 12687, 12688)= Thinking and Reasoning - By the end of this course, the student will be able to employ identified theoretical concepts in using the nursing process for the care of patients and families in maternal/newborn pediatric and community-based settings.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Written Assignment - Pediatric Map: 80% of the students will identify the appropriate nursing diagnosis, related to factors and defining characteristics in the first submission of the final concept map for the pediatric patient.</p> <p>Criterion/Target: The benchmark is set as 80% for students to meet. Notes: The 102 team will present a seminar teaching students how to use the NANDA book for OB and pediatric patients during the first few weeks of the semester. Students will also be required to meet with the clinical instructor to review the selected NANDA, etiology and evidence prior to submission of the map.</p> <p>Related Documents: Concept Map Evaluation Form.docx</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: No Pediatric Map: 43.8% of the students selected the appropriate nursing diagnosis, etiology, and evidence (defining characteristics) in the first submission of the final concept map for the pediatric patient.</p> <p>Analysis: Each clinical instructor presented a post conference session reviewing how to use the NANDA book for the selection of appropriate diagnoses pertinent to the obstetric and pediatric patients. Students were encouraged to pay particular attention to the NANDA definition, related to factors, and defining characteristics. Examples of NANDAs were used during the post conference time as appropriate.</p> <p>Anecdotally, one clinical instructor asked the students to meet with her during office hours before the concept map was due the following week to review the NANDA statement. Students had to identify the goal and appropriate nursing implementations. This instructor evaluated that 90% of her students met the outcome most likely due to these interactions.</p> <p>(06/11/2016) Related Documents: Concept Map Evaluation Form.docx</p>	<p>Action: In the Fall 2016 semester, all students will be encouraged to speak with their clinical instructor (before submitting the concept map) about selection of the appropriate NANDA statement reflective of assessment data. Continue the same method of assessment. (06/11/2016)</p>
<p>NRN-102L - Nursing Actions: Women, Parents and Children (Section# 12683, 12684, 12685, 12686. 12687, 12688) = Communication - By the end of this course, the student will be able to demonstrate effective, accurate, and congruent transfer of information using therapeutic verbal and non-verbal communication with</p>	<p>Performance/Presentation - Live bedside patient teaching will be used as a new method of assessment during the obstetrical and pediatric rotation. Students will be asked to select a simple concept to teach patient/families notifying the instructor of the bedside teaching. Students will be evaluated</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: Yes Bedside Teaching: 100% of the students participated in live bedside teaching experiences in obstetrics and pediatrics.</p> <p>Analysis: Topics that were taught included breastfeeding, episiotomy care, diaper change and cord care, bathing the newborn, breathing techniques during labor and</p>	<p>Action: The RN102L team has decided to continue the same method of assessment and use the live bedside teaching to evaluate the SLO communication. This will also give the ESL students more opportunities to practice English. (06/11/2016)</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>patients, and families, and the healthcare team in maternal/newborn, pediatric, and community-based nursing settings.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>on the accuracy of the information provided and the patient's understanding of the material presented. Evaluation for the bedside teaching will be reflected on the Clinical Evaluation Tool under the section "Health Care Teaching".</p> <p>Criterion/Target: 80% of the students will participate in effective live bedside teaching in obstetrics and pediatrics.</p>	<p>postoperatively, use of incentive spirometer post op, ambulating postop, diabetic teaching, and checking blood glucose. The students alerted their professors that the teaching opportunities were available and they reviewed the topics very briefly with the instructors before going live by the bedside. The students used appropriate language especially with pediatric patients. The students stated anecdotally that they felt the "teaching" nurse actions really made them feel part of the health care team.</p> <p>(06/11/2016) Related Documents: RN102 Oral teaching Project Rubric.doc</p>	
<p>NRN-102L - Nursing Actions: Women, Parents and Children (Section# 12683, 12684, 12685, 12686, 12687, 12688) = Careers - By the end of this course the student will implement the role of the professional nurse within the community as defined by the California Nurse Practice Act and standards of nursing practice.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Performance/Presentation - Community Staff Input Form: 100% of students will demonstrate the role of the professional nurse. Since community networks and affiliations are so vital to the SAC Nursing Program, the RN 102 team decided to evaluate student professional behaviors by receiving a verbal/written report of professional behaviors from the community staff during community visits.</p> <p>Criterion/Target: The benchmark is set at 100% of students receiving positive staff feedback regarding their community clinical professional performance.</p> <p>Notes: Since community networks and affiliations are so vital to the SAC Nursing Program, the RN 102 team has decided to continue with this method of assessment. The faculty will emphasize receiving a verbal/written report of professional behaviors from the community staff during community visits.</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: Yes Community Staff Input Form: 100% of students were successful in demonstrating the role of the professional nurse.</p> <p>Analysis: Faculty visited the community settings each week and made contact with the nurse working with the student for the day. The nurse was asked privately how the student was performing and how they were demonstrating the role of the professional nurse. In several instances, the students received a written evaluation from their nurse. 100% of the time, the nurses indicated that the students exhibited excellent professional behaviors.</p> <p>(06/11/2016)</p>	<p>Action: In the Fall 2016 the RN 102L team will invite appropriate and available hospital team members to speak to students during a post conference about professionalism and the qualities that are weighed heavily when seeking employment as an RN. The students will then be asked to write a simple one page reflection paper about how they best exhibit these qualities. This reflection can be a part of their Clinical Evaluation Tool for professional role development (06/11/2016)</p>

NRN-103:Pharmacological Concepts of Nursing

Course SLOs	Methods of Assessment	Results	Actions
<p>NRN-103 - Pharmacological Concepts of Nursing (Section# 12679) = Thinking and Reasoning - By the end of the Pharmacological Concepts of Nursing Course, the student will be able to apply the nursing process to administration of medication.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Exam/Quiz - In Course - The SLO will be evaluated by looking at students' responses to five (5) questions selected from the final exam reflecting the stages of the nursing process:</p> <ol style="list-style-type: none"> 1. Assessment 2. Diagnosis 3. Planning 4.Implementation 5. Evaluation <p>Responses to five questions will be analyzed and percentages of correct answers will be recorded.</p> <p>Criterion/Target: 80% of students will correctly respond to questions related to the nursing process. Notes: Multiple resources are used to teach administration of medication using the nursing process approach.</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: Yes 61 students took the final exam in RN103 with the following results for the five questions: Assessment Q#64 75% chose the correct answer</p> <p>Planning Q#25 78.57% chose the correct answer</p> <p>Diagnosis Q#45 89.29% chose the correct answer</p> <p>Implementation Q#86 73.21% chose the correct answer</p> <p>Evaluation Q#67 89.29% chose the correct answer</p> <p>Analysis: Overall class performance= 81.02% correctly responded to questions related to the nursing process.</p> <p>(06/03/2016)</p>	<p>Action: Compared to Fall semester, students scored higher in areas of diagnosing and evaluation and lower in areas of assessment, and implementation, while scores for the planning stage of the NP remained the same.</p> <p>Will use the same questions in the Fall and devote more classroom time to practicing assessment before medications are given and discuss specific actions nurses must do while caring for patients.</p> <p>(06/03/2016)</p>
<p>NRN-103 - Pharmacological Concepts of Nursing (Section# 12679) = Communication - By the end of the course, the student will be able to effectively communicate the nursing implications of medication</p>	<p>Group Project - Oral presentation To evaluate this SLO, students will be assigned into groups of 4 and given specific medication they had to present to the class using the following format:</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: Yes Using a Rubric to evaluate student communication skills, points were assigned as follows: 1 =absent 2 = poor</p>	<p>Action:</p> <p>Faculty will continue to use patient teaching scenarios and provide multiple opportunities for in-class</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>administration using the nursing process. Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Use, Action, Side Effects, Nursing Implications: Assess, administer, teach, evaluate.</p> <p>Students will be graded based on a Rubric.</p> <p>Criterion/Target: 80% of the students will achieve 3 points or better. Notes: Multiple resources are used to teach content related to the nursing implication of medication administration</p>	<p>3= Fair 4=good</p> <p>55 students participated in this assignment. 0 students received 1 point or absent 3 students received 2 points = Poor or 0.05% 17 students received 3 points = Fair or 30.9% 35 students received 4 points = Good or 63.6% of the class.</p> <p>Analysis: Delivery of the topic was very successful. Students enjoyed working in teams which helped to decrease anxiety and prepare them for teaching patients in the clinical setting. More time was devoted to this assignment and scores were higher as compared to Fall semester. 94% of the students demonstrated the required communication skills. (06/03/2016)</p> <p>Related Documents: Rubric for Communication RN 103.docx</p>	<p>presentations. (06/03/2016)</p>
<p>NRN-103 - Pharmacological Concepts of Nursing (Section# 12679) = Careers - By the end of the Pharmacological Concepts of Nursing course, the student will be able to define the role of the professional nurse as defined by the California Nurse Practice Act and standards of nursing practice.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Exam/Quiz - In Course - This SLO will be evaluated by looking at 3 questions on the final course exam addressing the role of the nurse as a patient advocate and legal/ethical obligations of a nurse. Criterion/Target: 80% of the students will select the appropriate answers on the final exam addressing the role of the nurse and legal /ethical obligations. Notes: Multiple resources are used to teach content related to the role of professional nurse. Faculty will review questions from this module, engage students in discussion during lecture and give an additional in-class quiz addressing the role of a nurse and his/her legal obligations.</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: Yes 58 student took the final exam with the following results to the three questions: Q# 77 96.43% chose the correct answer Q#78 85.71% chose the correct answer Q#79 69.64% chose the correct answer.</p> <p>Analysis: Overall class response: 88.9% of students correctly responded to questions addressing the role of the nurse and legal/ethical principles of drug administration which is a higher percentage compared to scores from previous semester.</p> <p>(06/03/2016)</p>	<p>Action: Faculty will continue to use the unit exam to evaluate this outcome but will look at alternate format questions to stimulate critical thinking and prepare students for NCLEX style questions. (06/03/2016)</p>

NRN-106:Health Sciences Skills Laboratory -First Year

Course SLOs	Methods of Assessment	Results	Actions
<p>NRN-106 - Health Sciences Skills Laboratory -First Year (Sections # 12705, 12707, 12708, 12709) = Thinking and Reasoning - By the end of this course, the student will be able to think critically by applying the nursing process in clinical situations related to nursing fundamentals, maternal-child nursing, and/or principles of nursing in a simulated environment.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Survey - General Simulation Experience with on-line survey. This is an anonymous survey asked of all students who participate in simulation. It does not separate out students in specific semesters. The survey will include the following question: At completion of this course, I am more confident that I am able to consistently think critically by integrating the nursing process in clinical situations. Criterion/Target: The overall target would be to have 100% of the students demonstrate the ability of applying critical thinking skills in a simulated healthcare environment consistently. Notes: Simulated patient care experiences, with an emphasis on nursing fundamentals, maternal-child health issues, and basic to intermediate principles of nursing practice, with the use of high-fidelity mannequins and electronic devices. Case-based scenarios, emphasizing the nursing process in the care of adult and geriatric patients, women, parents, and children, of diverse cultures with non-critical biological and psychosocial system needs deficits, with the use of mid-fidelity mannequins. Related Documents: Spring 2016 SLO Survey Results -- Overview.html</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: No The online survey was launched in the beginning of the semester and students were asked to complete the survey following each simulation experience.</p> <p>The question “After simulation, I am able to consistently think critically and make competent clinical decisions for my patients in clinical situations” was analyzed using a likert rating scale of: strongly agree, agree, neutral, disagree, strongly disagree.</p> <p>Results: Of the 99 respondents, 56% (55) strongly agreed and 38% (38) agreed they felt more confident in their ability to think critically by applying the nursing process in clinical situations in the lab environment. 3% (3) of the respondents reported a neutral response. No comments as to why the neutral response was offered. 3% (3) of the respondents strongly disagreed with feeling confident with the application of critical thinking utilizing the nursing process. No comments were offered as to why these students strongly disagreed. Perhaps on future survey questions, we could add a comment box for those students that choose strongly disagree or disagree to offer feedback.</p> <p>Based on these results, the majority of students utilizing the simulated healthcare lab are able to apply critical thinking skills to clinical situations.</p> <p>The overall goal would be to have 100% of the students demonstrate the ability of applying critical thinking skills in a simulated healthcare environment consistently (05/16/2016) Related Documents: Spring 2016 SLO Survey Results -- Overview.html</p>	<p>Action: This is an ongoing outcome that will need to be assessed every semester.</p> <p>The staff in the lab will continue to offer experiences, such as high fidelity simulation and mid-fidelity case scenarios, that necessitate applying critical thinking with the decision making process.</p> <p>The survey questions will be launched again in the Fall following each simulation experience. (05/16/2016) Type of resource requested: Supplies Resource Request: The lab is in constant need of updated supplies to assist student learning that mimics a real hospital environment.</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>Laboratory -First Year (Sections # 12705, 12707, 12708, 12709) = Communication - By the end of the course, the student will be able to demonstrate effective, accurate, and congruent transfer of information related to nursing fundamentals, maternal-child nursing, and/or principles of nursing, using therapeutic verbal and non-verbal communication in a simulated healthcare environment.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>Experience with an on-line survey. This is an anonymous survey asked of all students who participate in simulation. It does not separate out students in specific semesters. The survey will include the following question: After simulation, I can differentiate effective, accurate, and congruent transfer of information using therapeutic verbal and non-verbal communication skills effectively with patients, family members, and health care team members to achieve quality patient care.</p> <p>Criterion/Target: The target is to have 100% of the students demonstrate and differentiate effective and accurate transfer of healthcare information. This is an outcome that will be ongoing.</p> <p>Notes: Simulated patient care experiences, with an emphasis on nursing fundamentals, maternal-child nursing, and/or principles of nursing, with the use of high-fidelity mannequins and electronic devices. Case-based scenarios, emphasizing the nursing process in the care of adult and geriatric, maternal-child patients of diverse cultures with non-critical biological and psychosocial system needs deficits, with the use of mid-fidelity mannequins.</p> <p>Related Documents: Spring 2016 SLO Survey Results -- Overview.html</p>	<p>Criterion/Target Met: No</p> <p>The online survey was launched in the beginning of the semester and students were asked to complete the survey following each simulation experience.</p> <p>The question “After simulation, I can differentiate effective, accurate, and congruent transfer of information using therapeutic verbal and non-verbal communication skills effectively with patients, family members, and health care team members to achieve quality patient care” was analyzed using a likert rating scale of: strongly agree, agree, neutral, disagree, strongly disagree.</p> <p>Results: Of the 99 respondents, 62% (61) strongly agreed and 31% (31) agreed that they were able to differentiate effective, accurate, and congruent transfer of information in the simulated environment. 4% (4) of the respondents reported a neutral response. No comments as to why the neutral response was offered. 3% (3) strongly disagreed that they were able to differentiate effective, accurate, and congruent transfer of information in the simulated environment. No comments as to why they strongly disagreed were offered. Perhaps on future survey questions, we could add a comment box for those students that choose strongly disagree or disagree to offer feedback.</p> <p>Appropriate and accurate communication is a necessity when working in any healthcare environment. The goal is to have 100% of the students demonstrate and differentiate effective and accurate transfer of healthcare information. This is an outcome that will be ongoing. (05/16/2016)</p> <p>Related Documents: Spring 2016 SLO Survey Results -- Overview.html</p>	<p>that will need to be assessed every semester.</p> <p>The skills lab staff will continue to provide simulated experiences that promote effective communication skills such as the delivery and receiving of a patient care report, verbalization of lab and diagnostic findings, articulation of teaching plan to patient and family members. (05/16/2016)</p> <p>Type of resource requested: Supplies</p> <p>Resource Request: The lab is in constant need of updated supplies to assist student learning that mimics a real hospital environment.</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>Laboratory -First Year (Sections # 12705, 12707, 12708, 12709) = Careers - By the end of this course, the student will apply the principles of the role of the professional nurse within the simulated fundamentals, maternal-child nursing, and/or principles of nursing lab setting as defined by the California Nurse Practice Act and Standards of Nursing Practice.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>Experience on-line survey. This is an anonymous survey asked of all students who participate in simulation. It does not separate out students in specific semesters. This survey will include the following question: After simulation, I am able to apply the principles of the role of the professional nurse.</p> <p>Criterion/Target: One hundred percent of students who complete the Registered Nursing Program for Santa Ana College need to be able to function knowledgeably, safely, and effectively in nursing practice within a variety of health care settings and will be qualified for the licensure examination.</p> <p>Notes: Simulated patient care experiences, with an emphasis on nursing fundamentals, maternal-child nursing, and/or principles of nursing, with the use of high-fidelity mannequins and electronic devices. Case-based scenarios, emphasizing the nursing process in the care of adult, geriatric, and maternal-child patients of diverse cultures with non-critical biological and psychosocial system needs deficits, with the use of mid-fidelity mannequins</p> <p>Related Documents: Spring 2016 SLO Survey Results -- Overview.html</p>	<p>Criterion/Target Met: No</p> <p>The online survey was launched in the beginning of the semester and students were asked to complete the survey following each simulation experience.</p> <p>The question “After simulation, I am able to apply the principles of the role of the professional nurse” was analyzed using a likert rating scale of: strongly agree, agree, neutral, disagree, strongly disagree.</p> <p>Of the 99 respondents, 64% (63) strongly agreed and 32% (32) agreed that they are able to apply the principles of the role of the professional nurse while delivering healthcare. 2% (2) respondents reported “neutral” response. No comments as to why the neutral response was offered. 2% (2) strongly disagreed that they are able to apply the principles of the role of the professional nurse while delivering healthcare. No comments were made as to why 2 students chose strongly disagree. However, in the comments section at end of survey one student reported the following: “As a first semester student, I am still very unfamiliar with what falls into hospital protocol for a number of different situations. If I come across a nursing action that I am unsure about performing and I ask the charge nurse, physician, other personnel present for help/guidance and they brush me off for the sake of letting me learn by trial and error, I find it distracting for the rest of the SIM. I am preoccupied with whether that action will be causing harm to my patient without my knowing it or leave me vulnerable to liability. I would retain the right nursing action information more strongly if I received the information I was seeking after going to the appropriate resource, as that is (hopefully!!) what would happen in the hospital.”</p> <p>All students who complete the Registered Nursing Program for Santa Ana College need to be able to function knowledgeably, safely, and effectively in nursing practice within a variety of health care settings and will be qualified for the licensure examination. (05/16/2016)</p>	<p>that will need to be assessed every semester.</p> <p>The skills lab staff will continue to provide simulated experiences that will allow the students to immerse themselves in the principles of the role of the professional nurse. (05/16/2016)</p> <p>Type of resource requested: Supplies</p> <p>Resource Request: The lab is in constant need of updated supplies to assist student learning that mimics a real hospital environment.</p>

NRN-112:Nursing Concepts

Course SLOs	Methods of Assessment	Results	Actions
<p>NRN-112 - Nursing Concepts (Section# 12680) = Thinking and Reasoning - By the end of the course, the student will be able to use thinking and reasoning to explain the steps of the nursing process.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>Exam/Quiz - In Course - Final exam questions using thinking and reasoning. A random selection of 4 objective questions in the area of critical thinking and reasoning will be answered correctly by 75% or greater of the class members. These questions will be at Bloom's level of application or analysis.</p> <p>Criterion/Target: A random selection of 4 objective questions in the area of critical thinking and reasoning will be answered correctly by 75% or greater of the class members.</p> <p>Notes: TEST TAKING STRATEGIES: Analysis of questions, analysis of answers, National Council Licensing Exam for Registered Nurses.</p> <p>NURSING PROCESS: assessment nursing diagnosis, planning, implementations, evaluation.</p> <p>MEDICAL TERMINOLOGY: prefixes, roots, suffixes, abbreviations.</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: Yes</p> <p>Out of 44 students, 98% answered correctly an assessment phase question from Versions B, C, D #'s 2, 31, 45 respectively; 100% answered correctly a diagnosis phase question from Versions B, C, D #'s 22, 24, 99 respectively; 95% answered correctly a planning phase question from Versions B, C, D # 89, 62, 4 respectively; 91% answered correctly an implementation phase question from Versions B, C, D #'s 23, 23, 75 respectively; and 91% answered correctly an evaluation phase question from Versions B, C, D # 's 72, 52, 92 respectively. Collective average 95%.</p> <p>Analysis: Assessment = one student was not able to relate nursing actions that exemplify this phase. Diagnosis = all students were able distinguish this phase of the nursing process. Planning = two students were not able to identify a correct goal statement. Implementation = four students were not able to select a 'monitor' nursing activity. Evaluation = four students were not able recognize the purpose of this phase.</p> <p>(06/07/2016)</p>	<p>Action: The nursing process is the theoretical framework for the practice of nursing so it is imperative that 100% of the students' understand this concept.</p> <p>Plan: Increased homework activities and/or classroom discussion on understanding nursing actions associated with patient assessment; construction of patient goal(s) derived from PES; differentiate nursing activities such as monitor, manage, teach; and recognize the importance of evaluating nursing activities planned in order to determine effectiveness.</p> <p>(06/07/2016)</p>
<p>NRN-112 - Nursing Concepts (Section# 12680) = Communication - By the end of the course, the student will be able to recognize therapeutic and non-therapeutic communication techniques.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16</p>	<p>Exam/Quiz - In Course - Final exam questions on communication. A random selection of 4 objective questions in the area of communication will be answered correctly by 75% or greater of the class members.</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: Yes</p> <p>Out of 44 students, 98% answered correctly two communication block questions from Versions B (#'s 91 and 37), C (#'s 65 and 66), D (#'s 61 and 93); 70% answered correctly one therapeutic technique (Version B #73, Version C #97, Version D #87); and 82% answered correctly another therapeutic technique question (Version B #19, Version C</p>	<p>Action: Dialogue in various forms is essential in the professional role of nursing. A vital skill of nursing action requests 100% of the students' recognition of this concept.</p> <p>Plan: Increased homework activities</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>(Spring 2016) Start Date: 02/08/2016</p>	<p>Criterion/Target: A random selection of 4 objective questions in the area of communication will be answered correctly by 75% or greater of the class members.</p> <p>Notes: COMMUNICATION: written, verbal, non-verbal, therapeutic vs. non-therapeutic communication.</p>	<p>#11 Version D #29). Collective average 87%.</p> <p>Analysis: One student for each of the two communication block questions was not able to identify non-therapeutic techniques; 13 students were not able to identify an opened end therapeutic response; and eight students were not able to identify a therapeutic technique questions. (06/07/2016)</p>	<p>and/or classroom discussion on understanding both therapeutic and non-therapeutic communication techniques.</p> <p>(06/07/2016)</p>
<p>NRN-112 - Nursing Concepts (Section# 12680) = Careers - By the end of this course the student will be able to describe the roles of the R.N. Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Exam/Quiz - In Course - Final exam questions on nursing role. A random selection of 4 objective questions in the area of the nursing role will be answered correctly by 75% or greater of the class members.</p> <p>Criterion/Target: A random selection of 4 objective questions in the area of the nursing role will be answered correctly by 75% or greater of the class members.</p> <p>Notes: NURSING ROLE: As member of the health care team, student nurse role. CONCEPTUAL FRAMEWORKS IN NURSING: SAC Conceptual Framework for Nursing LEGAL AND ETHICAL CONCEPTS IN HEALTH CARE: Legal principles, Documentation, Confidentiality, Ethical principles, Kohlberg, Professionalism, California Nurse Practice Act, ANA Code for Nurses NUTRITION: Across the life span, cultural aspects,</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: No Out of 20 students, 75% answered correctly a nursing role question (Versions B #46, Version C #84, Version D #53); 80% answered correctly a conceptual framework question (Version B #52, Version C #71, Version D #78); 57% answered correctly a legal issues question (Version B #53, Version C #90 Version D #81); and 84% answered correctly an ethical issues question (Version B #77, Version C #92, Version D # 86).</p> <p>Collective average 74%.</p> <p>Analysis: 11 students missed a nursing role question regarding continuing education; nine students missed a question about nursing metaparadigm; 19 students missed a question on informed consent; and seven students missed a question concerning moral principles in health care.</p> <p>(06/07/2016)</p>	<p>Action: Developing a competent nurse in preparation for licensed practice requires 100% of the students' awareness in concepts associated with the nursing role.</p> <p>Plan: Increased homework activities and/or classroom discussion on nursing role (scope of practice), conceptual framework (nursing metaparadigm), legal (informed consent) and ethical issues (moral principles) in health care. (06/07/2016)</p>

<i>Course SLOs</i>	<i>Methods of Assessment</i>	<i>Results</i>	<i>Actions</i>
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digestion, absorption, metabolism,
excretion,

NRN-200:Role Transition

<i>Course SLOs</i>	<i>Methods of Assessment</i>	<i>Results</i>	<i>Actions</i>
<p>NRN-200 - Role Transition = Thinking and Reasoning - By the end of this course the student will be able to demonstrate utilization of the nursing process through the development of an individual and group concept map. Course SLO Status: Inactive Course Assessment Cycle: 2015 - 2016 (Fall 2015) Inactive Date: 02/08/2016</p>			
<p>NRN-200 - Role Transition = Communication - By the end of this course the student will be able to demonstrate therapeutic communication. Course SLO Status: Inactive Course Assessment Cycle: 2015 - 2016 (Fall 2015) Inactive Date: 02/08/2016</p>			
<p>NRN-200 - Role Transition = Careers - Students will develop the knowledge and skills necessary to select and develop careers. Course SLO Status: Inactive Course Assessment Cycle: 2015 - 2016 (Fall 2015) Inactive Date: 02/08/2016</p>			

NRN-201:Nursing Process: Critical Biological & Psychosocial System Needs I

Course SLOs	Methods of Assessment	Results	Actions
<p>NRN-201 - Nursing Process: Critical Biological & Psychosocial System Needs I (Section# 12690) = Thinking and Reasoning - By the end of this course the student will be able to analyze the identified theoretical course concepts used in the nursing process to care for the critically ill adult medical/surgical and mental health patient.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Exam/Quiz - In Course - Final exam questions that are representative of the assessment, planning, implementation, and evaluation phases of the Nursing Process.</p> <p>Criterion/Target: 80% of students will be able to correctly answer questions from the final exam that are representative of the assessment, planning, implementation, and evaluation phases of the Nursing Process</p> <p>Notes: Concepts of mental health/mental illness; therapeutic relationships/role of the mental health nurse; communication; culture, diversity & self- awareness in Mental Health; mental status exam; legal and ethical issues in mental health; concepts of personality development; psychopharmacology; anxiety disorders; mood disorders; personality disorders; though disorders; substance related disorders; treatment modalities; biological implications of Mental Health Nursing; violence & trauma; eating disorders; Nursing process related to circulation, oxygenation, immune and neurosensory deficits.</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: No</p> <p>Final Exam Questions: Assessment = 92% Planning = 72% Implementation = 36% Evaluation = 33%</p> <p>Analysis: Assessment type questions continue to be the easiest for the students to grasp. The percentage for the Assessment question continues to rise and has been consistently above the benchmark. The other phases of the nursing process are not at the benchmark this semester. The planning and implementation questions are new and so will be trended for the next few semesters. The Evaluation question is not new. The percentage of students answering the question correctly decreased from 48% to 33 % this semester. This area continues to be difficult for the students. Students have difficulty discerning what the question is actually asking. More NXCEX style practice questions will be inserted into the lecture presentation to give students practice analyzing this type of question. (06/07/2016)</p>	<p>Action: The same method of evaluation will continue until all phases of the nursing process are consistently achieving the benchmark. (06/07/2016)</p>
<p>NRN-201 - Nursing Process: Critical Biological & Psychosocial System Needs I (Section# 12690) = Communication - By the end of this course the student will be able to analyze written communication in relationship to the mental health and</p>	<p>Exam/Quiz - In Course - Selected questions dealing with therapeutic communication from Exam #1.</p> <p>Criterion/Target: 80% of students will be able to correctly answer selected questions dealing with therapeutic communication from</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: No</p> <p>Exam Questions: Question #1 = 88% Question #2 = 70% Question #3 = 55%</p>	<p>Action: The team will continue with the same method of evaluation utilizing the same questions for the next several semesters or until the benchmark is achieved for each question.</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>medical/surgical settings Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Exam #1. Notes: Concepts of mental health/mental illness; therapeutic relationships/role of the mental health nurse; communication; culture, diversity & self-awareness in Mental Health; mental status exam; legal and ethical issues in mental health; concepts of personality development; psychopharmacology; anxiety disorders; mood disorders; personality disorders; though disorders; substance related disorders; treatment modalities; biological implications of Mental Health Nursing; violence & trauma; eating disorders; Nursing process related to circulation, oxygenation, immune and neurosensory deficits.</p>	<p>Overall the average of the three questions was 71%</p> <p>Analysis: Since the benchmark was met with the previously used questions, new questions were used this semester to assess the Communication SLO. One question achieved the benchmark, but the other two did not. The same questions will be trended for the next several semesters or until the benchmark is achieved for each question.</p> <p>(06/07/2016)</p>	<p>(06/07/2016)</p>
<p>NRN-201 - Nursing Process: Critical Biological & Psychosocial System Needs I (Section# 12690) = Careers - By the end of this course the student will be able to implement the role of the professional nurse within the community as defined by the California Nurse Practice Act and the Standards of Nursing Practice. Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Exam/Quiz - In Course - Selected test questions that reflect the professional role of the nurse. Criterion/Target: 80% of students will correctly answer selected test questions that reflect the professional role of the nurse. Notes: Concepts of mental health/mental illness; therapeutic relationships/role of the mental health nurse; communication; culture, diversity & self-awareness in Mental Health; mental status exam; legal and ethical issues in mental health; concepts of personality development; psychopharmacology; anxiety disorders; mood disorders; personality disorders; though disorders; substance related</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: No Exam #1 = 78% Exam #2 = 70% Exam #3 = 69% Exam #4 = 83% Exam #5 = 74%</p> <p>Average for all 5 questions is 75%</p> <p>While the overall average for the 5 questions related to Professional Role Development remains at 75%, the individual questions vary. The questions on Exam #1 and #2 are new and so they will need to be trended over the course of several semesters. Questions from Exams #3, 4, and 5 are the same. Two decreased and one question increased in the number of students who answered correctly. "Which patient to see first" type of questions are high level questions. Students have a tendency to assume things that are not in the question causing them to answer</p>	<p>Action: These are the best questions that reflect the role of the nurse and will continue to be monitored. Clinical reasoning case studies will continue to be utilized in the lecture course.</p> <p>(06/07/2016)</p>

<i>Course SLOs</i>	<i>Methods of Assessment</i>	<i>Results</i>	<i>Actions</i>
	disorders; treatment modalities; biological implications of Mental Health Nursing; violence & trauma; eating disorders; Nursing process related to circulation, oxygenation, immune and neurosensory deficits	incorrectly. These are the best questions that reflect the role of the nurse and will continue to be monitored. Clinical reasoning case studies will continue to be utilized in the lecture course. (06/07/2016)	

NRN-201L:Nurse Actions: Critical Biological and Psychosocial System Needs I

Course SLOs	Methods of Assessment	Results	Actions
<p>NRN-201L - Nurse Actions: Critical Biological and Psychosocial System Needs I (Section# 12691, 12692, 12693, 12694) = Thinking and Reasoning - By the end of this course the student will be able to employ the identified theoretical course concepts using the nursing process to care for the critically ill adult medical/surgical and mental health patients.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>Concept Mapping - Identify 90% of appropriate interventions related to the NANDA on the 2nd Concept Map</p> <p>Criterion/Target: 95% of students will identify 90% of appropriate interventions related to the NANDA on their 2nd Concept Map</p> <p>Notes: Module - Nursing Process Assess the patient's biological and psychosocial system assets and deficits. Formulate priority nursing diagnoses according to NANDA format for patients with psychosocial and medical-surgical deficit. Employ nursing implementations. Module - Application of Theory Apply knowledge of theoretical concepts to mental health patients with various psychosocial deficits. Identify alterations in normal body structure and function. Apply nursing interventions for patients with physiological deficits.</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: No</p> <p>Interventions: 93 % (37/40) achieved this goal. This result is a 1% improvement over the previous reporting period.</p> <p>(06/07/2016)</p> <p>Related Documents: Concept Map Evaluation Form.docx</p>	<p>Action: The trend is going in the right direction. Each clinical instructor will again go over the changes in Concept Mapping emphasizing the importance of including appropriate interventions and having complete lists of appropriate interventions. This will again ensure capture of 100% of the class. We will continue with the same assessment criteria until the benchmark is consistently met. (06/07/2016)</p>
<p>NRN-201L - Nurse Actions: Critical Biological and Psychosocial System Needs I (Section# 12691, 12692, 12693, 12694) = Communication - By the end of this course the student will be able to employ written and verbal communication skills with patients, families, and the healthcare team in the care of critically ill adult medical/surgical and mental health patients.</p> <p>Course SLO Status: Active</p>	<p>Written Assignment - Communication Analysis</p> <p>Criterion/Target: 90 % of students will correctly analyze their second Communication Analysis with 85% accuracy indicated by 17 out of 20 exchanges labeled correctly.</p> <p>Notes: Interpret verbal and written orders correctly. Employ effective</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: Yes</p> <p>Communication Analysis #2: Overall class average = 90% (36/40) (06/07/2016)</p> <p>Related Documents: Communication Analysis (1).doc</p>	<p>Action: Since the benchmark was achieved for the last two reporting periods, we will raise the benchmark to 92%. The same assessment criteria will be utilized. (06/07/2016)</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>verbal and written communication with the patient and the health care team.</p>		
<p>NRN-201L - Nurse Actions: Critical Biological and Psychosocial System Needs I (Section# 12691, 12692, 12693, 12694) = Careers - By the end of this course the student will be able to implement the role of the professional nurse within the community as defined by the California Nurse Practice Act and the Standards of Nursing Practice. Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Performance/Presentation - End-Of-Shift Report Criterion/Target: 90% of students will demonstrate a thorough end-of-shift report by the end of the semester</p> <p>Notes: Module – Professional Role Development Operate within the standards as defined by the California Nurse Practice Act and the American Nurses Association Code for Nurses. Module – Advocacy Operate as a patient advocate. Maintain patient privacy and confidentiality. Module - Accountability and Responsibility Demonstrate responsibility for nursing interventions including any error or omission in care. Evaluate one's feelings, behaviors, and nursing practice objectively. Interpret legal, ethical, and confidentiality issues.</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: Yes End-of-Shift Report: Overall average is 93% (37/40) (06/07/2016)</p>	<p>Action: Since the benchmark is being consistently met with the current assessment criteria, faculty will change the method of assessment and benchmark to: 90% of students will demonstrate appropriate discharge teaching as evidenced by direct observation by instructor or facility RN utilizing a discharge checklist. (06/07/2016)</p>

NRN-202:Nursing Process: Critical Biological And Psychosocial System Needs II

Course SLOs	Methods of Assessment	Results	Actions
<p>NRN-202 - Nursing Process: Critical Biological And Psychosocial System Needs II (Section# 12695) = Thinking and Reasoning - By the end of this course the student will be able to examine the identified theoretical concepts in using the nursing process to care for hemodynamically unstable adult/geriatric patients.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>Exam/Quiz - In Course - Four unit exams plus the cumulative course final exam with random selection of 5 questions out of the 100 questions. The questions will be at the analysis, implementation & synthesis level. One question will be selected for each of the 5 phases of the nursing process:</p> <p>Assessing Diagnosing Planning Implementing Evaluating</p> <p>Once the questions are selected the faculty will look at the statistical outcomes of each question to look at the percent of students who chose the correct response in each of the 5 areas.</p> <p>Criterion/Target: 100% of the students will answer 80% of each category of questions correct.</p> <p>Notes: Multiple resources are used to teach content related to advanced deficits in : Circulation, Neurosensory, Oxygenation, Hormone regulation, Emergency Care, & Leadership. These deficits are discussed using the nursing process.</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: No</p> <p>Results:</p> <p>Assessing: 89% chose the correct response.</p> <p>Diagnosing: 87.6% chose the correct response.</p> <p>Planning: 87% chose the correct response.</p> <p>Implementing: 80% chose the correct response.</p> <p>Evaluating: 79.6% chose the correct response.</p> <p>Overall the students achieved: 84.6% correct selection of the questions related to the Nursing Process.</p> <p>Analyze: There is a deficit of questions r/t diagnosing. The faculty will increase attention to nursing diagnosis in lecture, discussion, and exams. Student performance in implementing improved over the semester. This is probably r/t increased student experiences in their clinical course. Faculty will give more time to student participation in selecting correct implementations earlier in the semester. (06/02/2016)</p>	<p>Action: Continue assessing the 4 unit exams and the final exam for students' expertise in selecting the correct answer in all 5 areas of the nursing process.</p> <p>(06/02/2016)</p>
<p>NRN-202 - Nursing Process: Critical Biological And Psychosocial System Needs II (Section# 12695) = Communication - By the end of the course, the student will be able to formulate effective, accurate and congruent transfer of information</p>	<p>Exam/Quiz - In Course - Cumulative Final Exam: 5 random communication questions will be selected. These questions will be at the analysis, implementation & synthesis level.</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: No</p> <p>Results:</p> <p>Question #52: 67% chose the correct response.</p> <p>Question #82:</p>	<p>Action: Instead of using just the final exam, the team will measure this SLO on each of the 4 exams plus the final exam. This is expected to increase reliability in measuring communication skills. When the nursing curriculum changes to</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>using therapeutic verbal and nonverbal communication with the patient, family, and health care team.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>Criterion/Target: At least 80% of the students will select the correct communication implementation</p> <p>Notes: Multiple resources are used to teach content related to advanced deficits in : Circulation, Neurosensory, Oxygenation, Hormone regulation, Emergency Care, & Leadership. These deficits are discussed highlighting effective communication with the patient, family, and health care team.</p>	<p>68% chose the correct response.</p> <p>Question #87: 62% chose the correct response.</p> <p>Question #89: 98% chose the correct response.</p> <p>Question #40: 75% chose the correct response.</p> <p>The class averaged 74% on communication questions.</p> <p>Students need to improve their understanding and use of communication in this course. Faculty will increase communication discussion and testing throughout the course and will insert more communication information into assignments, quizzes, small group discussions, and exams. (06/02/2016)</p>	<p>concept-based and flipped classroom style, students will have greater opportunities to practice communication styles and experiment with different approaches to communicating with patients, their families and the health care team.</p> <p>Follow-up: (06/02/2016)</p>
<p>NRN-202 - Nursing Process: Critical Biological And Psychosocial System Needs II (Section# 12695) = Careers -</p> <p>By the end of this course the student will be able to implement the role of the professional nurse within the community as defined by the California Nurse Practice act and the standards of nursing practice.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>Performance/Presentation - The students who complete RN 202 will move into the final section of RN 202L Preceptorship. Completion of the Preceptorship will give the student a passing grade in RN 202L, thus making the graduate eligible for the NCLEX-RN examination. This will lead to a career as a registered nurse.</p> <p>Criterion/Target: 100% of the students will demonstrate successful completion of the preceptorship.</p> <p>Notes: Multiple resources are used to teach content related to advanced deficits in : Circulation, Neurosensory, Oxygenation, Hormone Regulation, Emergency Care, & Leadership. Discussion of content in these areas will emphasize accountability, responsibility, professionalism and</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: No</p> <p>Spring 2016 RN 202 and RN 202L started with a class of 60 students enrolled in both classes. Following the final exam in RN 202 at the end of week twelve (12), 55 students passed RN 202 and moved forward into the RN 202L Preceptorship. 5 students did not complete RN 202 (4 who did not pass the course and 1 who took a health-related incomplete). At the end of the four (4), week Preceptorship 55 students successfully completed the Preceptorship and graduated from the nursing program.</p> <p>Success = 92%</p> <p>Although all students who entered the preceptorship completed it, only 92% of the students entering the class completed it. According to the Nursing Department's Systemic Evaluation Plan 6.4.2, "80% of those students who enter a course will pass the course (course retention rate)". The 80% retention rate should be the new criterion for meeting this SLO. Under this criterion, this SLO is successful.</p> <p>Students who fail RN 202 are given a plan for remediation</p>	<p>Action: There will be a major curriculum change to be phased in starting spring 2017. This change will affect RN 202 in fall 2018. The subjects covered in RN 202 will be concept-based and fewer in number allowing greater depth of discussion and learning. Classroom teaching techniques will move to the flipped classroom style of instruction changing the locus of responsibility for learning to the student. Faculty will continue to monitor students who are not doing well in RN 202 and will meet with them to develop a plan of study. This may include tutoring, evaluation of study and learning skills in the SAC Learning Resource Center, use of the Nursing Department Skills lab to check out NCLEX books, use nursing computer programs, and attend simulations.</p> <p>(06/02/2016)</p>

<i>Course SLOs</i>	<i>Methods of Assessment</i>	<i>Results</i>	<i>Actions</i>
	<p>patient advocacy. Discussion of content in the areas of advanced deficits will continue to emphasize accountability, responsibility, professionalism and patient advocacy.</p>	<p>before the student re-enters the course. This plan is tailored to the individual student's needs and is designed to ensure success in a future attempt at this course. (06/02/2016)</p>	<p>Type of resource requested: Staff Resource Request: There seems to be an increase need for tutors in the nursing program. Additionally, there is a great need to update computers in skills lab to remain current with healthcare industry technology.</p>

NRN-202L:Nursing Action: Critical Biological and Psychosocial System Needs II

Course SLOs	Methods of Assessment	Results	Actions
<p>NRN-202L - Nursing Action: Critical Biological and Psychosocial System Needs II (Section# 12697, 12698, 12700, 12701, 12702, 12704) = Thinking and Reasoning - By the end of this course the student will be able to apply the identified theoretical concepts in using the nursing process to care for hemodynamically unstable adult/geriatric patients.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Written Assignment - Concept Mapping skills using the Concept Map Evaluation Tool, the students are evaluated focusing on the topics of:</p> <ul style="list-style-type: none"> -nursing diagnosis (NANDA), -planning (goal), -implementation of plan <p>Once the nursing diagnosis has been determined, the student writes a plan & develops implementations to accomplish the plan.</p> <p>Of 2 concept maps, evaluations from the 1st map, 1st submission are compared to the 2nd map, 1st submission.</p> <p>The mean score for all students is determined to see if there is a difference in scores after receiving instructor feedback from map #1.</p> <p>Computation method: on each concept map, the total points in each area (NANDA, Goal, Implementations) are divided by the number of maps submitted. This result for map 1 is compared to the same result for map 2.</p> <p>Throughout the process the student must use thinking and reasoning to be successful.</p> <p>Criterion/Target: 80% of the students will improve their scores in each of the 3 areas between the 1st and 2nd map scores.</p> <p>Notes: Application of leadership</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: No</p> <p>Results: 60 students were evaluated on Map #1 first submission, and 60 students on Map #2 first submission. Three areas were evaluated and the results are as follows based on the below grading scale:</p> <ul style="list-style-type: none"> 0= unsatisfactory 1= needs improvement 2= satisfactory 3= excellent <p>Concept Map 1 NANDA= 1.43 Goal= 1.40 Implementations= 1.33</p> <p>Concept Map 2 NANDA= 1.71 Goal= 1.59 Implementations= 1.71</p> <p>Analysis: As a whole, the class improved in their concept mapping skills. 3rd semester maps of all students were reviewed by faculty who then met with each student to highlight areas for improvement. After grading the first concept map, faculty met with students individually to go over the areas needing improvement. Students then made corrections and resubmitted their maps for re-evaluation. This same process was followed for the second concept map. If the student was unable to make sufficient corrections, a third map was required. Use of the nursing process was discussed on each clinical day with each student related to his/her patients assigned that day. (06/02/2016)</p>	<p>Action: There was a cohort of advanced-placed students who had more difficulty than students who had 4 semesters of concept mapping experience. These advance placed students were given a Self-learning module (SLM) on concept mapping between map #1 submission and map #2 submission. In the future, all advance-placed students will be given this module before submitting map #1.</p> <p>Follow-up: Analyze concept mapping skills of advanced-placed students separately from generic students next semester. (06/02/2016)</p>

Course SLOs	Methods of Assessment	Results	Actions
	<p>theory and nursing process to adult and geriatric patients of diverse cultures with critical psychosocial and biological system needs deficits. Application of cognitive content and practice of psychomotor skills with emphasis in the areas of: nursing process, application of theory, delegation of care.</p> <p>In spring 2016, faculty will continue to work closely with students on their preliminary maps, especially in the area of NANDA selection. The team continues to believe the most significant area is implementations as this reflects the student's knowledge of how to correctly care for their patients. Since this area had the highest improvement, the faculty will continue with current strategies in teaching implementations.</p> <p>Related Documents: Concept Map Evaluation Form.docx</p>		

<p>NRN-202L - Nursing Action: Critical Biological and Psychosocial System Needs II (Section# 12697, 12698, 12700, 12701, 12702, 12704) = Communication - By the end of this course the student will be able to manage effective, accurate and congruent transfer of information using therapeutic verbal and nonverbal communication with the patient, family, and health care team.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Performance/Presentation - Clinical Mystery project to evaluate the students' ability to communicate well in the areas of interaction, leading a group in an activity, and organization in their process & presentations. The students are paired up to work on a research-based patient case presentation to their fellow students. The concepts evaluated are: -interactions between the two students presenting, -leadership: how the two students</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: Yes 60 students were evaluated on three graded areas and the results are as follows. 0=unsatisfactory, 1=needs improvement, 2=satisfactory, 3= excellent</p> <p>Report: 0= 0 1= 0 2= 54 3= 6 100% of the students were graded at satisfactory level or</p>	<p>Action: The team will continue to use the clinical mystery to measure communication skills. (06/02/2016)</p>
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Course SLOs	Methods of Assessment	Results	Actions
	<p>control the activity for the group during the presentation, & -their ability to present the clinical mystery in an organized manner. Will use clinical mystery evaluation tool and the oral presentation rubric.</p> <p>Criterion/Target: 80% of the students will score a 2 or 3 in each of the 3 areas evaluated.</p> <p>Notes: Application of leadership theory and nursing process to adult and geriatric patients of diverse cultures with critical psychosocial and biological system needs deficits. Application of cognitive content and practice of psychomotor skills with emphasis in the areas of: Communication & Health Care Teaching.</p> <p>Related Documents: clinical mystery evaluation tool.doc</p>	<p>higher.</p> <p>Leadership: 0= 0 1= 0 2= 44 3= 16</p> <p>100% of the students were graded at satisfactory level or better.</p> <p>Organization: 0= 0 1= 0 2= 43 3= 17</p> <p>100% of the students were graded at satisfactory level or better.</p> <p>Analysis: This measure of communication skills is working well. (06/02/2016)</p>	

<p>NRN-202L - Nursing Action: Critical Biological and Psychosocial System Needs II (Section# 12697, 12698, 12700, 12701, 12702, 12704) = Careers - By the end of this course the student will be able to implement the role of the professional nurse within the community as defined by the California Nurse Practice act and the standards of nursing practice.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>Performance/Presentation - The students who complete RN 202 will move into the final section of RN 202L Preceptorship. Completion of the Preceptorship will give the student a passing grade in RN 202L, thus making the graduate eligible for the NCLEX-RN examination. This will lead to a career as a registered nurse.</p> <p>Criterion/Target: 100% of the students will successfully complete the preceptorship.</p> <p>Notes: Application of leadership theory and nursing process to adult and geriatric patients of diverse cultures with critical psychosocial</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: No</p> <p>Spring 2016 RN 202 and RN 202L started with a class of 60 students enrolled in both classes. Following the final in RN 202 at the end of week 12, 55 students moved forward into the RN 202L Preceptorship. 5 students did not complete RN 202 (4 who did not pass the course and 1 who took a health-related incomplete).</p> <p>At the end of the four (4) week Preceptorship 55 students, 92% of those starting the course, successfully completed the preceptorship and graduated from the nursing program and are now eligible to sit for the NCLEX-RN examination.</p> <p>Analysis: Although all students who entered the preceptorship completed it, only 92% of the students entering the class completed it. According to the Nursing Department's Systemic Evaluation Plan 6.4.2, "80% of those</p>	<p>Action: There will be a major curriculum change to be phased in starting spring 2017. This change will affect RN 202 in fall 2018. The subjects covered in RN 202 will be concept-based and fewer in number allowing greater depth of discussion and learning. Classroom teaching techniques will move to the flipped classroom style of instruction changing the locus of responsibility for learning to the student. Faculty will continue to monitor students who are not doing well in RN 202 and will meet with them to develop a plan of study. This may include tutoring, evaluation of study and learning skills in the SAC Learning</p>
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<i>Course SLOs</i>	<i>Methods of Assessment</i>	<i>Results</i>	<i>Actions</i>
	<p>and biological system needs deficits. Application of cognitive content and practice of psychomotor skills with emphasis in the areas of: Accountability & Responsibility, Professional Role Development, and Advocacy.</p>	<p>students who enter a course will pass the course (course retention rate)". The 80% retention rate should be the new criterion for meeting this SLO. Under this criterion, this SLO is successful. (06/02/2016)</p>	<p>Resource Center, use of the Nursing Department Skills lab to check out NCLEX books, use nursing computer programs, and attend simulations. (06/02/2016) Type of resource requested: Supplies Resource Request: Health Science Skills Lab will need to purchase additional books R/T NCLEX-RN Examination preparation for students to check out and utilize.</p>

NRN-206:Health Sciences Skills Laboratory -Second Year

Course SLOs	Methods of Assessment	Results	Actions
<p>NRN-206 - Health Sciences Skills Laboratory -Second Year (Sections # 12710, 12711, 12712) = Thinking and Reasoning - By the end of this course, the student will be able to think critically by integrating the nursing process in clinical situations related to mental health nursing, advanced medical/surgical nursing concepts, and/or nursing theoretical knowledge necessary for transition into clinical practice , in a simulated environment.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>Survey - General Simulation Experience with an on-line survey. This is an anonymous survey asked of all students who participate in simulation. It does not separate out students in specific semesters. The survey will include the following question: At completion of this course, I am more confident that I am able to consistently think critically by integrating the nursing process in clinical situations.</p> <p>Criterion/Target: 100% of the students will report that they can think critically by integrating the nursing process in clinical situations.</p> <p>Notes: Participating in simulated patient care experiences, with an emphasis on mental health nursing, advanced medical/surgical nursing concepts, and/or advanced to complex principles of nursing practice, with the use of high-fidelity mannequins and electronic devices. Participating in case-based scenarios, emphasizing the nursing process in the care of adult and geriatric patients of diverse cultures with mental health needs deficits, with the use of mid-fidelity mannequins.</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: No</p> <p>The online survey was launched in the beginning of the semester and students were asked to complete the survey following each simulation experience.</p> <p>The question “After simulation, I am able to consistently think critically and make competent clinical decisions for my patients in clinical situations” was analyzed using a likert rating scale of: strongly agree, agree, neutral, disagree, strongly disagree.</p> <p>Results: Of the 99 respondents, 56% (55) strongly agreed and 38% (38) agreed they felt more confident in their ability to think critically by applying the nursing process in clinical situations in the lab environment. 3% (3) of the respondents reported a neutral response. No comments as to why the neutral response was offered. 3% (3) of the respondents strongly disagreed with feeling confident with the application of critical thinking utilizing the nursing process. No comments were offered as to why these students strongly disagreed. Perhaps on future survey questions, we could add a comment box for those students that choose strongly disagree or disagree to offer feedback.</p> <p>Based on these results, the majority of students utilizing the simulated healthcare lab are able to apply critical thinking skills to clinical situations.</p> <p>The overall goal would be to have 100% of the students demonstrate the ability of applying critical thinking skills in a simulated healthcare environment consistently (05/16/2016)</p> <p>Related Documents: Spring 2016 SLO Survey Results -- Overview.html</p>	<p>Action: This is an ongoing outcome that will need to be assessed every semester.</p> <p>The staff in the lab will continue to offer experiences, such as high fidelity simulation and mid-fidelity case scenarios, that necessitate applying critical thinking with the decision making process.</p> <p>The survey questions will be launched again in the Fall following each simulation experience. (05/16/2016)</p> <p>Type of resource requested: Equipment</p> <p>Resource Request: The skills lab/simulation lab are in constant need of updated equipment to keep current with best practices in healthcare settings.</p>
<p>NRN-206 - Health Sciences Skills Laboratory -Second Year (Sections #</p>	<p>Survey - General Simulation Experience with on-line survey. This</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: No</p>	<p>Action: This is an ongoing outcome that will need to be assessed every</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>12710, 12711, 12712) = Communication - By the end of this course, the student will be able to differentiate between effective, accurate, and congruent transfer of healthcare information and non-effective, inaccurate, and incongruent transfer of healthcare information related to mental health nursing concepts, advanced medical/surgical nursing concepts, and/or nursing theoretical knowledge necessary for transition into clinical practice in a simulated healthcare environment.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>is an anonymous survey asked of all students who participate in simulation. It does not separate out students in specific semesters.</p> <p>The survey will include the following question: After simulation, I can differentiate effective, accurate, and congruent transfer of information using therapeutic verbal and non-verbal communication skills effectively with patients, family members, and health care team members to achieve quality patient care.</p> <p>Criterion/Target: 100% of the students will report they can differentiate effective, accurate, and congruent transfer of information.</p> <p>Notes: Intermediate psychomotor nursing skills such as EKG rhythm identification, suctioning thru a closed ventilatory system, changing peripheral venous access dressings, wound care, initiation of peripheral intravenous access, intravenous medication administration- changing IV solutions container and administration sets. Simulated patient care experiences, with an emphasis on advanced medical/surgical nursing concepts, and advanced to complex principles of nursing practice, with the use of high-fidelity mannequins and electronic devices. Participating in case-based scenarios, emphasizing the nursing process in the care of adult and geriatric patients of diverse cultures with critical biological and psychosocial system needs deficits,</p>	<p>The online survey was launched in the beginning of the semester and students were asked to complete the survey following each simulation experience.</p> <p>The question “After simulation, I can differentiate effective, accurate, and congruent transfer of information using therapeutic verbal and non-verbal communication skills effectively with patients, family members, and health care team members to achieve quality patient care” was analyzed using a likert rating scale of: strongly agree, agree, neutral, disagree, strongly disagree.</p> <p>Results: Of the 99 respondents, 62% (61) strongly agreed and 31% (31) agreed that they were able to differentiate effective, accurate, and congruent transfer of information in the simulated environment. 4% (4) of the respondents reported a neutral response. No comments as to why the neutral response was offered. 3% (3) strongly disagreed that they were able to differentiate effective, accurate, and congruent transfer of information in the simulated environment. No comments as to why they strongly disagreed were offered. Perhaps on future survey questions, we could add a comment box for those students that choose strongly disagree or disagree to offer feedback.</p> <p>Appropriate and accurate communication is a necessity when working in any healthcare environment. The goal is to have 100% of the students demonstrate and differentiate effective and accurate transfer of healthcare information. This is an outcome that will be ongoing. (05/16/2016)</p> <p>Related Documents: Spring 2016 SLO Survey Results -- Overview.html</p>	<p>semester.</p> <p>The skills lab staff will continue to provide simulated experiences that promote effective communication skills such as the delivery and receiving of a patient care report, verbalization of lab and diagnostic findings, articulation of teaching plan to patient and family members. (05/16/2016)</p> <p>Type of resource requested: Equipment</p> <p>Resource Request: The skills lab/simulation lab are in constant need of updated equipment to keep current with best practices in healthcare settings.</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>NRN-206 - Health Sciences Skills Laboratory -Second Year (Sections # 12710, 12711, 12712) = Careers - By the end of this course, the student will put into practice the principles of the role of the professional nurse within the simulated mental health, and/or advanced medical surgical nursing lab setting as defined by the California Nurse Practice Act and Standards of Nursing Practice.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>Survey - General Simulation Experience with an on-line survey. This is an anonymous survey asked of all students who participate in simulation. It does not separate out students in specific semesters. This survey will include the following question: After simulation, I am able to apply the principles of the role of the professional nurse</p> <p>Criterion/Target: 100% of the students will report that they are able to apply the principles of the role of the professional nurse.</p> <p>Notes: Intermediate psychomotor nursing skills such as EKG rhythm identification, suctioning thru a closed ventilatory system, changing peripheral venous access dressings, wound care, initiation of peripheral intravenous access, intravenous medication administration- changing IV solutions container and administration sets. Simulated patient care experiences, with an emphasis on advanced medical/surgical nursing concepts, and/or advanced to complex principles of nursing practice, with the use of high-fidelity mannequins and electronic devices. Participating in case-based scenarios, emphasizing the nursing process in the care of adult and geriatric patients of diverse cultures with critical biological and psychosocial system needs deficits, with the use of mid-fidelity</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: No</p> <p>The online survey was launched in the beginning of the semester and students were asked to complete the survey following each simulation experience.</p> <p>The question “After simulation, I am able to apply the principles of the role of the professional nurse” was analyzed using a likert rating scale of: strongly agree, agree, neutral, disagree, strongly disagree.</p> <p>Of the 99 respondents, 64% (63) strongly agreed and 32% (32) agreed that they are able to apply the principles of the role of the professional nurse while delivering healthcare. 2% (2) respondents reported “neutral” response. No comments as to why the neutral response was offered. 2% (2) strongly disagreed that they are able to apply the principles of the role of the professional nurse while delivering healthcare. No comments were made as to why 2 students chose strongly disagree. However, in the comments section at end of survey one student reported the following: “As a first semester student, I am still very unfamiliar with what falls into hospital protocol for a number of different situations. If I come across a nursing action that I am unsure about performing and I ask the charge nurse, physician, other personnel present for help/guidance and they brush me off for the sake of letting me learn by trial and error, I find it distracting for the rest of the SIM. I am preoccupied with whether that action will be causing harm to my patient without my knowing it or leave me vulnerable to liability. I would retain the right nursing action information more strongly if I received the information I was seeking after going to the appropriate resource, as that is (hopefully!!) what would happen in the hospital.”</p> <p>All students who complete the Registered Nursing Program</p>	<p>Action: This is an ongoing outcome that will need to be assessed every semester.</p> <p>The skills lab staff will continue to provide simulated experiences that will allow the students to immerse themselves in the principles of the role of the professional nurse. (05/16/2016)</p> <p>Type of resource requested: Equipment</p> <p>Resource Request: The skills lab/simulation lab are in constant need of updated equipment to keep current with best practices in healthcare settings.</p>

<i>Course SLOs</i>	<i>Methods of Assessment</i>	<i>Results</i>	<i>Actions</i>
	mannequins.	<p>for Santa Ana College need to be able to function knowledgeably, safely, and effectively in nursing practice within a variety of health care settings and will be qualified for the licensure examination. (05/16/2016)</p> <p>Related Documents: Spring 2016 SLO Survey Results -- Overview.html</p>	