

Assessment: Course Planning

SMHS (Course SLOs) - Nursing

NRN 160: Introduction to Pharmacology

Course SLO: NRN 160, Introduction To Pharmacology (Section #39294) = Thinking/Reasoning & Life Skills_1

By the end of the Introduction to Pharmacology Course, the student will:

- A. Identify real or potential problems and develop, evaluate and test possible solutions using the nursing process in introductory nursing course.
- B. Describe habits of intellectual exploration and inter-professional collaboration.

The student learning outcome is achieved by completing the following objectives:

1. Relate pharmacological concepts and their application to the nursing process.
2. Discuss the challenges associated with drug therapy in current times & calculate accurate drug dosages for adults and children.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Written Assignment - Patient Care Plan using a fictitious patient:

The SLO was evaluated using a rubric where by students were expected to address the following elements of the care plan:

Provide Assessment of the patient

Select Relevant NANDA,

Develop a plan of care by setting pt.'s goal, listing appropriate interventions and evaluating the effectiveness of therapy.

Rubric:

Needs Revision – 1 point

Satisfactory – 2 points

Exemplary – 3 points (Active)

Criterion/Target: 80% of the students will receive a satisfactory level on the plan of care (2 points) or better.

Notes: This course will utilize multiple resources to teach administration of medication using the nursing process approach.

Results

Semester of Assessment: 2017-2018 (Fall 2017)

12/14/2017

Criterion/Target Met: No

43 students submitted care plans with the following outcomes:

Assessment

84% or 36 students provided the assessment of the patient as follows:

Satisfactory: 29

Exemplary: 7

Needs Revision:

7 students (16%)

NANDA

72% or 31 students provided the correct NANDA as follows:

SMHS (Course SLOs) - Nursing

Satisfactory: 29 students
Exemplary: 2 students
Needs revision: 12 students (28%)

Patient Goal

72% or 31 students provided the goal as follows:

Satisfactory -29 students

Exemplary – 2 students

28% or 12 students had to revise pt.'s goal.

Interventions

81% or 35 students provided the interventions as follows:

Satisfactory - 31 students

Exemplary - 4 students

19% or 8 students had to revise nursing interventions

Evaluation

63% or 27 students provided the evaluation as follows:

Satisfactory – 24 students

Exemplary - 3 students

37% or 16 students had to revise evaluation part of the plan of care.

Analysis: Unfortunately, students did not meet the benchmark except in assessment and interventions.

Actions

Action: 12/14/2017 More time will need to be devoted in class for the teaching of the nursing process. Also the assignment may need to be reformatted to make it more pharmacology specific.

Course SLO: NRN 160, Introduction To Pharmacology (Section #39294) = Communication & Informatics_1

By the end of the course, the student will:

- A. Recognize skills of listening, speaking, reading, and writing as they engage in interpersonal and inter-professional communication in introductory nursing pharmacology courses.
- B. Access technological learning tools and applications while engaging in health care to achieve discipline-specific course requirements and standard in introductory nursing pharmacology courses.

The student learning outcome is achieved by completing the following objectives:

Identify communication needs of patients, families and health care team.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Exam/Quiz - In Course - Unit Exam

This student learning outcome was evaluated by analyzing responses to 20 questions on the first Exam. Questions addressed different forms of therapeutic communication, blocks to effective communication, using verbal and nonverbal communication methods. Questions were at the understand, apply and analyze level. (Active)

Criterion/Target: 80% of students will score 75% or better on the exam.

Notes: In this course, multiple resources are used to teach content related to the concept of communication.

Results

SMHS (Course SLOs) - Nursing

Semester of Assessment: 2017-2018 (Fall 2017)

12/14/2017

Criterion/Target Met: Yes

43 students took the exam (#1).

86% or 37 students scored above 75 %.

5 students = 76% or better

22 students = 84 % or better

10 students = 90% or better

Analysis:

This benchmark was met with majority of students scoring above 84% or receiving a grade of B or better.

Actions

Action: 12/14/2017 Students did well on the exam covering communication. Spending an entire day on communication content has helped students understanding on the importance of communication. The benchmark will be increased to 90% next semester.

Course SLO: NRN 160, Introduction To Pharmacology (Section #39294) = Careers, Civic Responsibility & Diversity_1

By the end of the Introduction to Pharmacology course, the student will:

- Describe how to function knowledgeably, safely, and effectively in nursing practice.
- Recognize responsibility for becoming informed, ethical and active nurses in their community.
- Develop individual responsibility, personal integrity, and respect for culturally diverse patient population.

The student learning outcome is achieved by completing the following objectives:

- Relate the legal/ethical aspects of drug administration
- Identify the role of the nurse as a patient advocate.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Exam/Quiz - In Course - Unit exam:

This student learning outcome was evaluated by looking at 5 questions on the final course exam. Questions addressed the role of the nurse as a patient advocate, legal/ethical obligations of a nurse and cultural diversity in patient care. The questions were at the understand, apply and analyze level. (Active)

Criterion/Target: 80% of students will select appropriate answer on the final exam

Notes: This course utilizes multiple resources to teach content related to the role of professional nurse.

Results

Semester of Assessment: 2017-2018 (Fall 2017)

12/14/2017

Criterion/Target Met: Yes

43 students took the final exam with the following results to five questions:

Question with a male nurse caring for a young female nurse: 97% chose the correct answer

Question with the nurse failing to chart a medication given: 93% chose the correct answer

Question related to the suspension of a nursing license: 100% chose the correct answer.

Question about fidelity: 74% chose the correct answer.

Question about giving medications when pt is on the phone: 93% chose the correct answer.

Analysis:

91.4 % of students responded correctly to selected questions.

Actions

SMHS (Course SLOs) - Nursing

Action: 12/14/2017 Students did well with 91.4% correctly responding to questions regarding diversity and legal/ethical principles. Faculty will look to make these alternative format questions and will increase the benchmark to 90%.

NRN 161: Principles of Nursing Practice

Course SLO: NRN 161, Principles of Nursing Practice (Section #39296) = Thinking/Reasoning & Life Skills_1

By the end of this course the student will be able to identify the nursing process and best current evidence to provide safe care while advocating for patients and families across the lifespan.

This student learning outcome is achieved by completing the following objectives:

- Demonstrate use of the nursing process to meet the patient's biological and psychosocial system needs, which are influenced by the interaction of the physical, social, cultural, and spiritual environments, in order to maximize health and wellness;?
- Explain theories related to natural, behavioral, and social sciences that influence a patient's biological and psychosocial system needs in order to provide individualized nursing care?
- Recognize appropriate delegation of care between the student nurse and the healthcare team.

Course SLO Status: Active

Course Assessment Cycle: 2016 - 2017 (Spring 2017) , 2017 - 18 (Fall 2017)

Start Date: 02/13/2017

Methods of Assessment

Exam/Quiz - In Course - Quizzes on Nursing Process: Five quizzes on each of the stages of the nursing process.

Exam Questions:

Assessment: Safe environment

Diagnosis: Flush phase Fever

Planning: Activity intolerance

Implementation: Preventing shearing

Evaluation: Pain evaluation

Exam Question: Bed alarm

Exam question: Bladder training (Active)

Criterion/Target: 80% of students will receive full credit on the quizzes.

80% of students will select the correct answer on exams

Notes: This course will cover the following topics:

The nurses' role in protecting patient's rights.

Proposal of solutions to ethical dilemmas using ethical decision making.

The nurses' role in supporting patients facing ethical dilemmas.

The needs of vulnerable populations and the nurses' role in meeting those needs.

The impact of cultural and spiritual healthcare practices/beliefs on nursing care.

The nurse's role in health promotion and disease prevention.

Development of interventions used by the healthcare team in promoting optimal wellness.

Application of the nursing process as it relates to health promotion and disease prevention.

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/05/2018

Criterion/Target Met: Yes

Assessment: 98.3% (59/60) of students received full credit on quizzes 1 and 2 and 100% (20/20) of students received full credit on quizzes 3-5.

Assessment: 54/60 (90%) of students selected the correct answer.

Diagnosis: 45/60 (75%) of students selected the correct answer.

Planning: 52/60 86.7% of students selected the correct answer.

Implementation: 46/60 (76.7%) of students selected the correct answer.

Evaluation: 52/60 (86.7%) of students selected the correct answer.

SMHS (Course SLOs) - Nursing

41/60 (68.3%) of students selected the correct answer.
47/60 (78.3%) of students selected the correct answer

Actions

Action: 01/05/2018 Will incorporate the information on assessment in the curriculum (including SPICES). Need to expand the delivery of the nursing process and ensure students are understanding the information. Will consider adding an additional assignment to reinforce teaching. Also, will consider developing a rubric to grade the quizzes so that they are not simply credit/no credit. As this is the second time the Concept Based Curriculum has been presented to students, more time is needed to determine if this is a valid measure. Faculty will use this question again in subsequent semesters and consider increasing criterion for meeting the goal and/or implementing a secondary method of assessment.

As this is the second time the Concept Based Curriculum has been presented to students, more time is needed to determine if this is a valid measure. It is possible that there was confusion on the topic.

As this is the second time the Concept Based Curriculum has been presented to students, more time is needed to determine if this is a valid measure. It is possible that there was confusion on the topic. Changes will be made to the presentation of the information to include a more clearly delineated chart of tasks. Students will create this chart as an in class assignment in 161 next semester and this will be used as a method of assessment for that course. Then, faculty will determine if this increased students' responses on the exam question in 163. Consider including the chart as a method of assessment.

Type of resource requested: Supplies

Resource Request: Due to the presentation of curriculum in the flipped classroom, teaching supplies such as white boards, flip charts and markers are needed.

NRN 161L: Principles of Nursing Practice Lab

Course SLO: NRN 161L, Principles of Nursing Practice Lab (Section #39302, #39303, #39299, #39300, #39297, #39298) = Thinking/Reasoning & Life Skills_1

The student nurse will identify the nursing process and best current evidence to provide safe care while advocating for patients and families across the lifespan.

This student learning outcome is achieved by completing the following objectives:

- Demonstrate use of the nursing process to meet the patient's biological and psychosocial system needs, which are influenced by the interaction of the physical, social, cultural, and spiritual environments, in order to maximize health and wellness;
- Explain theories related to natural, behavioral, and social sciences that influence a patient's biological and psychosocial system needs in order to provide individualized nursing care
- Recognize appropriate delegation of care between the student nurse and the healthcare team.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Performance/Presentation - Individual concept map

Final simulation (Active)

Criterion/Target: In class assignment: Individual concept map (ICM)

90% of students will score = 20 on their first attempt at the Individual concept map as measured by the concept map grading criteria.

In class assignment: final simulation

=80% of students assigned to the role of nurse during the final simulation will identify potential medication errors and will

SMHS (Course SLOs) - Nursing

withhold contraindicated medications.

In class assignment: final simulation

=80% of students assigned to the role of nurse will delegate skills within the scope of the Unlicensed Assistive Personnel to the student assigned to the role of Unlicensed Assistive Personnel.

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/05/2018

Criterion/Target Met: No

40/60 (66.7%) students were able to achieve =20 on the individual concept map assignment.

47/60 (78.3%) of students identified that the medication should be withheld

0% of students effectively delegated to the student assigned to the Unlicensed Assistive Personnel.

Actions

Action: 01/05/2018 Revisions were made to the assignment to create a more robust dataset for the students to work with. Additional revisions are needed to the assignment as information is still missing in the packet of information. Additionally, the students need more time to complete the assignment. Continued revisions will be made before the next semester. The individual concept map is performed on a fictitious patient and it is difficult to ensure all information is provided. If the course begins in the acute care setting earlier, the students can use real patients but this may not be a possibility for all students as they do not have access to actual patients in 161L until week 7 which doesn't allow for time to complete the assignment before the end of the course. The key is that students are able to understand what is expected for future maps. The plan was to use a group concept map but, this assignment was changed. While the students work in groups, they each turn in an individual assignment. Additionally, the scoring for the concept map criteria was changed to make it more difficult. Will consider using the rubric data instead of the raw score next semester.

The final simulation assignment will be deleted next semester and new evaluation criteria will be developed. The assignment only allows for 20% of students to be assigned to this role. Therefore, it is not a valid assessment of all students as the students not assigned to the role simply identify if there was a medication error made or not.

Course SLO: NRN 161L, Principles of Nursing Practice Lab (Section #39302, #39303, #39299, #39300, #39297, #39298) = Communication & Information Management

The student nurse will identify communication skills and technology to support decision making, education, and documentation of care.

This student learning outcome is achieved by completing the following objectives:

- Identify effective, accurate, and congruent transfer of information using therapeutic verbal and non-verbal communication with the patient, family and health care team
- Identify teaching implementations to assist the patient and family to recover optimal fulfillment of system needs.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Performance/Presentation - SBAR assignment.

Skills Testing: Oral Medication Administration Competency. (Active)

Criterion/Target: 80% of students will achieve = 11 as measured by rubric for SBAR assignment

80% of students will pass their oral medication administration competency as measured by the oral medication administration guidelines.

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/05/2018

SMHS (Course SLOs) - Nursing

Criterion/Target Met: Yes

59/60 (98.3%) of students scored =11 on the SBAR rubric.

58/60 (96.6%) of students passed their oral medication competency on the first attempt.

Actions

Action: 01/05/2018 As this was the second semester that this assignment was implemented, it will need to be continue with a larger n to determine if this assignment is a valid assessment measure. So far, the assignment appears to measure communication and the use of the SBAR communication technique. Adjustments may be needed to the rubric and/or the target criterion. Will continue to use as is for now until a larger n is achieved.

Changes have been made to the schedule and an increase in supplies have been obtained and organized to ensure that all students will have the opportunity to administer oral medications in a testing situation. As this was the second semester with the new curriculum, there were issues with the scoring sheet. Will continue to use this strategy until further information is available. Will update the scoring sheet and will continue to develop this as a measure of achievement.

Course SLO: NRN 161L, Principles of Nursing Practice Lab (Section #39302, #39303, #39299, #39300, #39297, #39298) = Careers, Civic Responsibility & Diversity_1

The student nurse will evaluate accountability and responsibility for nursing practice, employing professionalism in the role of the registered nurse.

This student learning outcome is achieved by completing the following objectives:

- Explain accountability and responsibility for nursing care within legal/ethical boundaries
- Recognize appropriate behaviors for the development of professional awareness, commitment, education, and growth
- Describe the role of the nurse as an advocate in the care of patients with biological and psychosocial system needs.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Performance/Presentation - Clinical Evaluation Tool: Accountability and Responsibility

Clinical Evaluation Tool: Professional Role Development

Clinical Evaluation Tool: Advocacy (Active)

Criterion/Target: =80% of students will achieve =3 on the Accountability and Responsibility section of the Clinical Evaluation Tool

=80% of students will achieve =3 on the Professional Role Development section of the Clinical Evaluation Tool

=80% of students will achieve =3 on the Advocacy section of the Clinical Evaluation Tool

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/05/2018

Criterion/Target Met: Yes

60/60 students (100%) achieve =3 on Accountability and Responsibility section of Clinical Evaluation Tool

60/60 students (100%) achieve =3 on Professional Role Development section of Clinical Evaluation Tool

60/60 students (100%) achieve =3 on Advocacy section of Clinical Evaluation Tool

Actions

Action: 01/05/2018 Will continue this method of assessment for the next semester as this is the second semester of the new curriculum implementation. We will consider increasing to =4 as a target but will continue to monitor at this time as this is still a relatively new course.

NRN 162: Pharmacological Concepts

SMHS (Course SLOs) - Nursing

Course SLO: NRN 162, Pharmacological Concepts (Section #41026) = Thinking/Reasoning & Life Skills

By the end of the Pharmacological Concepts Course, the student will:

- A. Identify real or potential problems and develop, evaluate and test possible solutions using the nursing process.
- B. Describe habits of intercultural exploration and inter-professional collaboration.

The student learning outcome is achieved by completing the following objectives:

1. Relate pharmacological concepts and their application to the nursing process.
2. Discuss the challenges associated with drug therapy in current times & calculate accurate drug dosages for adults and children.
3. Demonstrate knowledge gain about medications when working in teams as compared from the beginning to the end of the course.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Written Assignment - Vsim SCENARIO about a patient with multiple medications for hypertension and heart failure. The student learning outcome was evaluated using a rubric where by students were expected to address the questions regarding the scenario.

The answers were evaluated using a Rubric based on the following grading scale:

Needs Improvement - 1 point

Satisfactory – 2 points

Exemplary – 3 points (Active)

Criterion/Target: 80% of students will receive satisfactory level on the questions answered for the vSim scenario

Notes: This course utilizes multiple resources to teach administration of medication using the nursing process approach.

Results

Semester of Assessment: 2017-2018 (Fall 2017)

12/14/2017

Criterion/Target Met: Yes

42 students submitted the written assignment.

According to the rubric used to grade student's responses to 5 questions, the results are as follows:

Score of 1 = Needs improvement:

3 students (7% of class) were unable to effectively and thoroughly answer stated questions.

Score of 2 = Satisfactory

31 students (74% of class) provided complete information.

Score of 3 = Exemplary

8 students (19% of class) provided clear, detailed information with additional examples.

Analysis: The students achieved 93% correct responses to the questions related to the nursing process. and exceeded the benchmark.

Actions

Action: 12/14/2017 The VSim scenario will continue to be used to assess students' Thinking and Reasoning ability. The students have stated that the VSim is a great learning tool. Faculty will continue to use this VSim and possibly incorporate others into the course. The benchmark will also be increased to 85%.

Course SLO: NRN 162, Pharmacological Concepts (Section #41026) = Communication & Information Management

SMHS (Course SLOs) - Nursing

By the end of the course, the student will:

- A. Recognize skills of listening, speaking, reading, and writing as they engage in interpersonal and inter-professional communication in the pharmacology course.
- B. Access technological learning tools and applications while engaging in health care to achieve discipline-specific course requirements and standard in the pharmacology course.

The student learning outcome is achieved by completing the following objectives:

- 1. Identify communication needs of patients, families and health care team.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Performance/Presentation - In-class presentation of assigned drugs working in teams of 4-6 students.

The students were asked to present the information using the following format:

Use, Action, Side Effects, and Nursing Implications: Assess, Administer, Teach, Evaluate.

Students' presentation was evaluated using a rubric with the following key:

1= absent

2 = poor

3 = fair

4 = good (Active)

Criterion/Target: 80% of students will receive score of 3 or better in five categories

Notes: This course utilizes multiple resources to teach content related to the concept of communication.

Results

Semester of Assessment: 2017-2018 (Fall 2017)

12/14/2017

Criterion/Target Met: Yes

42 students participated in this assignment.

Score of 2 = Poor

4 students provided minimal information

Score of 3 = Fair

28 students provided complete information with minor inconsistencies

Score of 4 = Good

10 students provided detailed information, used creative ways of presenting information to a patient and delivered information with confidence.

Analysis: 90% of students scored at 3 or better and exceeded the benchmark.

Actions

Action: 12/14/2017 Students did well on their medication presentations. Only 10% of the students provided the bare minimum of information on the medication. The majority were much more creative in their presentation of the medications. Faculty will continue to use this assignment and the benchmark will be increased to 90%.

Course SLO: NRN 162, Pharmacological Concepts (Section #41026) = Careers, Civic Responsibility & Diversity

By the end of the Pharmacology course, the student will:

- A. Describe how to function knowledgeably, safely, and effectively in nursing practice.
- B. Recognize responsibility for becoming informed, ethical and active nurses in their community.
- C. Develop individual responsibility, personal integrity, and respect for culturally diverse patient population.

SMHS (Course SLOs) - Nursing

The student learning outcome is achieved by completing the following objectives:

1. Relate the legal/ethical aspects of drug administration.
2. Identify the role of the nurse as a patient advocate.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

This SLO was addressed in NRN160 Introduction to Pharmacology.

The focus of NRN 162 was medications and their effects on human body, so no questions were used to assess Careers in this course.

(Active)

Results

Semester of Assessment: 2017-2018 (Fall 2017)

12/14/2017

Criterion/Target Met: Yes

This SLO was addressed in NRN160 Introduction to Pharmacology.

The focus of NRN 162 was medications and their effects on human body, so no questions were used to assess Careers in this course.

Actions

Action: 12/14/2017 N/A

NRN 163: Simple Concepts

Course SLO: NRN 163, Simple Concepts (Section #39307) = Thinking/Reasoning & Life Skills

The student nurse will identify the nursing process and best current evidence to provide safe care while advocating for patients and families across the lifespan.

This student learning outcome is achieved by completing the following objectives:

- a. Discuss use of the nursing process to meet the patient's biological and psychosocial system needs, which are influenced by the interaction of the physical, social, cultural, and spiritual environments, in order to maximize health and wellness
- b. Interpret theories related to natural, behavioral, and social sciences that influence a patient's biological and psychosocial system needs in order to provide individualized nursing care
- c. Discuss delegation of care between the student nurse and the healthcare team.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Exam/Quiz - In Course - vSim Scenario Edith Jacobson 85 yr. old hip fracture patient. The students must utilize the nursing process in caring for Edith Jacobson.

Exam Question: Exam 1 question dealing with autonomy and ethics.

Exam Question: Final exam question regarding professional behavior in regards to delegation of care to Unlicensed Assistive Personnel (Active)

Criterion/Target: > 90% of students will improve their scenario scores by 20% from attempt one to attempt two

> 80% of students will answer correctly this question on ethics.

> 80% of the students will select the correct test answer.

Notes: This course will include the following topics:

Strategies for improving time management.

Priority setting principles to nursing practice.

SMHS (Course SLOs) - Nursing

The rights of delegation to nursing care.
Solutions to ethical dilemmas using ethical decision making.
The nurses' role in supporting patients facing ethical dilemmas.

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/05/2018

Criterion/Target Met: Yes

100% of the students increased their scores by at least 20% on the Edith Jacobson scenario. Students were able to utilize the nursing process and increase their vSim scenario scores from their first attempt to their second attempt.

83% of students selected the correct answer on the ethics question.
The students employed related theories to their individualized nursing care.

89% of the students correctly selected the answer on the delegation of care question.

Actions

Action: 01/05/2018 In Spring 2018, we will again utilize the Edith Jacobson vSim Scenario to measure the students ability to apply the nursing process in caring for an 85 year old hip fracture patient.

The target will again be that the student will increase their score by 20% or greater from their first attempt to their second attempt.

In Spring 2018, we will again utilize a test question from one of their exams to measure how well the students are able to interpret related theories in order to provide individualized nursing care.

In Spring 2018, we will measure how well the students are able to answer a test question regarding delegation of care to a health care team member.

Course SLO: NRN 163, Simple Concepts (Section #39307) = Communication & Information Management

The student nurse will identify communication skills and technology to support decision making, education, and documentation of care.

This student learning outcome is achieved by completing the following objectives:

- Discuss effective, accurate, and congruent transfer of information using therapeutic verbal and non-verbal communication with the patient, family and health care team
- Discuss teaching implementations to assist the patient and family to recover optimal fulfillment of system needs.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Exam/Quiz - In Course - Exam question: Exam 1 test question regarding communication and building rapport.
vSim Scenario Mr. Hayes, colostomy patient needing education and communication.

Exam Question: Health promotion and Patient teaching.
vSim Scenario Mr. Hayes. Being able to reply correctly to a patient not able to understand his diagnosis.

Exam question: Exam question regarding ethics and veracity.

Exam question: Final exam professional behavior / time management question.

SMHS (Course SLOs) - Nursing

Exam question: Exam 2 Patient advocate question – dementia. (Active)

Criterion/Target: 80% of students will select the correct answer on the exams.

> 80% of the students will increase their vSim score by at least 20%.

> 80% of students will respond correctly to Mr. Hayes not being able to understand his diagnosis.

Notes: This course will include the following topics:

The communication process as it relates to interpersonal and intraprofessional communication.

Effective, accurate, culturally competent, and congruent transfer of information using therapeutic verbal, non-verbal, and written (i.e. electronic or otherwise) communication with the patient, family, and health care team.

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/05/2018

Criterion/Target Met: Yes

93% of the students selected the correct answer on the exam question dealing with communication and building rapport with a patient.

98% of the students increased their scores on the vSim.

92% of students selected the correct answer on patient teaching.

94% of the students increased their score by at least 20% and replied correctly to the patient.

Actions

Action: 01/05/2018 In the Spring 2018, we will again utilize an exam question regarding communication and measure how well the students perform on their vSim scenario regarding communication (Fundamentals Mr. Hayes.)

The RN 163 team will again utilize a test question and the vSim scenario regarding Mr. Hayes in assessing how well the students are able to utilize communication and patient teaching.

Course SLO: NRN 163, Simple Concepts (Section #39307) = Careers, Civic Responsibility & Diversity

The student nurse will evaluate accountability and responsibility for nursing practice, employing professionalism in the role of the registered nurse.

This student learning outcome is achieved by completing the following objectives:

- Recognize accountability and responsibility for nursing care within legal/ethical boundaries
- Recognize appropriate behaviors for the development of professional awareness, commitment, education, and growth
- Discuss the role of the nurse as an advocate in the care of patients with biological and psychosocial system needs.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Exam/Quiz - In Course - Exam question: Exam question regarding ethics and veracity.

Exam question: Final exam professional behavior / time management question.

Exam question: Exam 2 Patient advocate question – dementia.

(Active)

Criterion/Target: =80% of students will select the correct answer on exams.

Notes: This course will include the following topics:

Behaviors that promote professionalism in nursing.

The stages of the nursing process as they relate to nursing care.

Strategies for providing culturally competent care across the lifespan.

SMHS (Course SLOs) - Nursing

The National Patient Safety Goals as they relate to improving patient safety.
Measures for decreasing risk for injury and infection

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/05/2018

Criterion/Target Met: Yes

87% of students selected the correct answer on the exam question regarding veracity/fidelity.

94% of students selected the correct answer on the exam question regarding professional behavior.

64% of students selected the correct answer on the exam question regarding patient advocacy

Actions

Action: 01/05/2018 In spring 2018, we will again utilize test questions dealing with accountability / responsibility; professional development, and advocacy.

NRN 163L: Simple Concepts Lab

Course SLO: NRN 163L, Simple Concepts Lab (Section #41028, #39315, #39310, #39314, #39308, #39309) = Thinking/Reasoning & Life Skills

By the end of this course the student will identify the nursing process and best current evidence to provide safe care while advocating for patients and families across the lifespan.

This student learning outcome is achieved by completing the following objectives:

- Demonstrate use of the nursing process to meet the patient's biological and psychosocial system needs, which are influenced by the interaction of the physical, social, cultural, and spiritual environments, in order to maximize health and wellness
- Explain theories related to natural, behavioral, and social sciences that influence a patient's biological and psychosocial system needs in order to provide individualized nursing care
- Recognize appropriate delegation of care between the student nurse and the healthcare team.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Performance/Presentation - Clinical Evaluation Tool: Nursing Process

Clinical Evaluation Tool: Application of Theory

Clinical Evaluation Tool: Delegation of Care (Active)

Criterion/Target: =80% of students will achieve =3 on the Nursing Process section of the Clinical Evaluation Tool

=80% of students will achieve =3 on the Application of Theory section of the Clinical Evaluation Tool

=80% of students will achieve =3 on the Delegation of Care section of the Clinical Evaluation Tool

Notes: This course will include the following topics:

Strategies for improving time management.

Priority setting principles to nursing practice.

The rights of delegation to nursing care.

Solutions to ethical dilemmas using ethical decision making.

The nurses' role in supporting patients facing ethical dilemmas.

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/05/2018

Criterion/Target Met: Yes

55/55 students (100%) were able to achieve =3 on the Nursing Process section of the Clinical Evaluation Tool

SMHS (Course SLOs) - Nursing

55/55 students (100%) were able to achieve =3 on the Application of Theory section of the Clinical Evaluation Tool

55/55 students (100%) were able to achieve =3 on the Delegation of Care section of the Clinical Evaluation Tool

Related Documents:

[Clinical_eval_tool_163L.pdf](#)

Actions

Action: 01/05/2018 Action: Will continue this method of assessment for the next semester as this is the second semester of the new curriculum implementation. Contributory factors to students meeting criteria were the map completed in 161L and two maps in 163L. The criteria for grading maps has been changed (the breakdown of scores for the number entered on the clinical evaluation tool). Will consider using scores on concept maps in the future (Increasing scores from first map to second map).

Action: Will continue this method of assessment for the next semester as this is the second semester of the new curriculum implementation. Five students either failed 161/161L or dropped in 163/163L. These students were weaker students and stronger students remained in the program. This likely contributed to the target being met. In the future, we will consider increasing to =4 as a target but will continue to monitor at this time as this is still a relatively new course.

Action: Will continue this method of assessment for the next semester as this is the second semester of the new curriculum implementation. This is difficult for first semester students to accomplish. Students were evaluated on their ability to delegate as well as their understanding of delegation principles. Five students either failed 161/161L or dropped in 163/163L. These students were weaker students and stronger students remained in the program. This likely contributed to the target being met. In the future, we will consider increasing to =4 as a target but will continue to monitor at this time as this is still a relatively new course.

Course SLO: NRN 163L, Simple Concepts Lab (Section #41028, #39315, #39310, #39314, #39308, #39309) = Communication & Information Management

The student nurse will identify communication skills and technology to support decision making, education, and documentation of care.

This student learning outcome is achieved by completing the following objectives:

- Discuss effective, accurate, and congruent transfer of information using therapeutic verbal and non-verbal communication with the patient, family and health care team
- Discuss teaching implementations to assist the patient and family to recover optimal fulfillment of system needs.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Clinical Evaluation Tool: Communication

Clinical Evaluation Tool: Health Care Teaching (Active)

Criterion/Target: =80% of students will achieve =3 on the Communication section of the Clinical Evaluation Tool

=80% of students will achieve =3 on the Health Care Teaching section of the Clinical Evaluation Tool

Notes: This course will include the following topics:

The communication process as it relates to interpersonal and intraprofessional communication.

The use of effective, accurate, culturally competent, and congruent transfer of information using therapeutic verbal, non-verbal, and written (i.e. electronic or otherwise) communication with the patient, family, and health care team.

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/05/2018

Criterion/Target Met: Yes

SMHS (Course SLOs) - Nursing

55/55 students (100%) achieve =3 on Communication section of Clinical Evaluation Tool
55/55 students (100%) achieve =3 on Health Care Teaching section of Clinical Evaluation Tool

Related Documents:

[Clinical_eval_tool_163L.pdf](#)

Actions

Action: 01/05/2018 Will continue this method of assessment for the next semester as this is the second semester of the new curriculum implementation. Five students either failed 161/161L or dropped in 163/163L. These students were weaker students and stronger students remained in the program. This likely contributed to the target being met. In the future, we will consider increasing to =4 as a target but will continue to monitor at this time as this is still a relatively new course.

Course SLO: NRN 163L, Simple Concepts Lab (Section #41028, #39315, #39310, #39314, #39308, #39309) = Careers, Civic Responsibility & Diversity

The student nurse will evaluate accountability and responsibility for nursing practice, employing professionalism in the role of the registered nurse.

This student learning outcome is achieved by completing the following objectives:

- a. Explain accountability and responsibility for nursing care within legal/ethical boundaries;
- b. Recognize appropriate behaviors for the development of professional awareness, commitment, education, and growth;
- c. Describe the role of the nurse as an advocate in the care of patients with biological and psychosocial system needs.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Group Project - Clinical Evaluation Tool: Accountability and Responsibility

Clinical Evaluation Tool: Professional Role Development

Clinical Evaluation Tool: Advocacy (Active)

Criterion/Target: =80% of students will achieve =3 on the Accountability and Responsibility section of the Clinical Evaluation Tool

=80% of students will achieve =3 on the Professional Role Development section of the Clinical Evaluation Tool

=80% of students will achieve =3 on the Advocacy section of the Clinical Evaluation Tool

Notes: This course will include the following topics:

Behaviors that promote professionalism in nursing.

The stages of the nursing process as they relate to nursing care.

Strategies for providing culturally competent care across the lifespan.

The National Patient Safety Goals as they relate to improving patient safety.

Measures for decreasing risk for injury and infection.

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/05/2018

Criterion/Target Met: Yes

55/55 students (100%) achieve =3 on Accountability and Responsibility section of Clinical Evaluation Tool

55/55 students (100%) achieve =3 on Professional Role Development section of Clinical Evaluation Tool

55/55 students (100%) achieve =3 on Advocacy section of Clinical Evaluation Tool

Actions

Action: 01/05/2018 Action: Will continue this method of assessment for the next semester as this is the second semester of the new curriculum implementation. Five students either failed 161/161L or dropped in 163/163L. These students were weaker students and stronger students remained in the program. This likely contributed to the target being met. In the future, we will consider increasing to =4 as a target but will continue to monitor at this time as this is still a relatively new

SMHS (Course SLOs) - Nursing

course.

NRN 164: Family Health Concepts

Course SLO: NRN 164, Family Health Concepts (Section #39316) = Thinking/Reasoning & Life Skills

The student will compare the application of the nursing process and best current evidence to provide safe care related to family health concepts while advocating for patients and families across the lifespan.

These student learning outcomes will be achieved by completing the following objectives:

- Apply concepts of the nursing process while integrating environmental, cultural, spiritual and psychosocial influences
- Compare and contrast the application of relevant theoretical concepts to patient care
- Apply appropriate patient care implementations under supervision of the instructor or licensed nurse.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Written Assignment - Virtual simulations known as VSims = In VSIM #1, the post quiz was used to evaluate thinking and reasoning. (Active)

Criterion/Target: Our benchmark will be 90% class average.

Notes: This course will cover the following topics:

Maternal Newborn Care
Women's Health Care
Community-Based Nursing
IV Therapy

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/20/2018

Criterion/Target Met: No

The class average was 81%.

Seventeen students scored 100%.

Four students scored 40%.

Each VSIM has specific criteria that must be met in order to deliver safe, appropriate care. After the VSIM, the post quiz student scores reflect their thinking and reasoning skills regarding the nursing care of the pre-eclamptic patient.

Actions

Action: 01/20/2018 The VSIM will be used again in the spring semester to evaluate thinking and reasoning in the high risk pre-eclamptic patient. Our benchmark will be 90% class average

Course SLO: NRN 164, Family Health Concepts (Section #39316) = Communication & Information Management

The student will examine the application of communication skills and technology to support decision making, education, and documentation of care related to family health concepts.

These student learning outcomes will be achieved by completing the following objectives:

- Employ effective verbal and non-verbal therapeutic communication.
- Demonstrate a simple health teaching plan that provides for prevention, maintenance, and rehabilitation.

SMHS (Course SLOs) - Nursing

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Performance/Presentation - Students will be evaluated based on campus-wide student feedback regarding their professional communication style and techniques used during STD campus oral presentations. (Active)

Criterion/Target: No benchmark noted.

Notes: This course will cover the following topics:

Women's Health Care

Pediatrics

Community-Based Nursing

IV Therapy

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/20/2018

Criterion/Target Met: No

There were six presentations; two for the EMT classes, one for the Orangewood Foundation, and three for the general campus population. On average, 93% of the persons evaluating graded the students the highest ranking of five "5" in professionalism and communication. There was one class with a lower ranking (88%) overall. The lower ranking presentation was at capacity with standing room only. Several students were disruptive during the presentation. In the future we will limit the number of students to the classroom size. Based on previous input, microphones were used for all presentations improving the hearing for the audiences.

Of the 6 groups, three audiences scored the students a 4 or 5 in communication (100%), Two of the audiences scored the students "3" (average) 12% of one group and 4% in another group. One audience scored the students a "2" just 3% of the audience.

Related Documents:

[Evaluation of STD presenters of NRN 102 and 102L.docx](#)

Actions

Action: 01/20/2018 The faculty will continue to strive for excellence in communication with these valuable presentations in the spring semester.

Course SLO: NRN 164, Family Health Concepts (Section #39316) = Careers, Civic Responsibility, and Diversity

The student nurse will evaluate accountability and responsibility for nursing practice, employing professionalism in the role of the Registered Nurse.

These student learning outcomes will be achieved by completing the following objectives:

- Demonstrate accountability and responsibility for increasing complex patient care implementations within appropriate legal and ethical parameters.
- Use appropriate behaviors of the Associate Degree Nursing student with increasing understanding of professional role progression
- Demonstrate actions appropriate to the nurse's role as patient advocate.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Performance/Presentation - 85% of students will complete NRN164 with a 75% or higher. (Active)

Criterion/Target: 85% of students will complete NRN164 with a 75% or higher.

Notes: This course will include the following topics:

SMHS (Course SLOs) - Nursing

Maternal Newborn Care
Women's Health Care
Community-Based Nursing
IV Therapy

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/20/2018

Criterion/Target Met: Yes

NRN164 started with 40 students. Forty students passed with a score of 75% or higher, 100% retention.

Actions

Action: 01/20/2018 Faculty will continue to assess retention striving for 95% retention.

NRN 164L: Family Health Concepts Lab

Course SLO: NRN 164L, Family Health Concepts Lab (Section #39317, #39320, #39321, #39322) = Thinking/Reasoning & Life Skills

The student will compare the application of the nursing process and best current evidence to provide safe care related to family health concepts while advocating for patients and families across the lifespan.

These student learning outcomes will be achieved by completing the following objectives:

- Apply concepts of the nursing process while integrating environmental, cultural, spiritual and psychosocial influences
- Compare and contrast the application of relevant theoretical concepts to patient care
- Apply appropriate patient care implementations under supervision of the instructor or licensed nurse.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Written Assignment - Newborn Case Study Assignment. (Active)

Criterion/Target: 80% of the students will develop the appropriate nursing diagnosis, related to factors and defining characteristics in the Newborn Case Study Assignment.

Notes: This course will cover the following topics:

Maternal Newborn Care
Women's Health Care
Community-Based Nursing
IV Therapy

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/20/2018

Criterion/Target Met: Yes

100% of students were able to develop a NANDA for the Newborn Case Study presented in post conference. There were several NANDA statements generated by the teams which touched on a variety of implications for the newborn based on the assessment data. The students were then able to develop realistic goals and really demonstrated the SLO of thinking and reasoning by linking many aspects of the assessment data to a generated plan of care. The activity proved to be more advantageous than doing another concept map.

Actions

Action: 01/20/2018 Students will continue to develop NANDAs for the Newborn Case Study in the spring and attempt to reach the benchmark of 100%.

SMHS (Course SLOs) - Nursing

Course SLO: NRN 164L, Family Health Concepts Lab (Section #39317, #39320, #39321, #39322) = Communication & Information Management

The student will examine the application of communication skills and technology to support decision making, education, and documentation of care related to family health concepts.

These student learning outcomes will be achieved by completing the following objectives:

- Employ effective verbal and non-verbal therapeutic communication.
- Demonstrate a simple health teaching plan that provides for prevention, maintenance, and rehabilitation.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Performance/Presentation - Bedside teaching assignment to an actual maternal-newborn patient. (Active)

Criterion/Target: 100% of the students will conduct a bedside teaching assignment to an actual maternal-newborn patient.

Notes: This course will include the following topics:

Women's Health Care

Pediatrics

Community-Based Nursing

IV Therapy

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/20/2018

Criterion/Target Met: Yes

100% of students were able to complete the bedside teaching assignment.

The students had to assess the learning needs of the patient and family and then spontaneously develop the teaching plan. Many dealt with cultural and spiritual aspects of postpartum and newborn care which helped to delineate how environmental factors impact the patient's care. This wonderful opportunity really emphasized the SLO of communication. Students used terminology pertinent to the patient's level of understanding and clarified when necessary. Each bedside teaching was performed with the support from the faculty member and/or the nursing staff who were also very supportive and helpful with this exercise.

Actions

Action: 01/20/2018 Faculty will continue to have students completing bedside teaching in the spring.

Course SLO: NRN 164L, Family Health Concepts Lab (Section #39317, #39320, #39321, #39322) = Careers, Civic Responsibility, & Diversity

The student nurse will evaluate accountability and responsibility for nursing practice, employing professionalism in the role of the Registered Nurse.

These student learning outcomes will be achieved by completing the following objectives:

- Demonstrate accountability and responsibility for increasing complex patient care implementations within appropriate legal and ethical parameters.
- Use appropriate behaviors of the Associate Degree Nursing student with increasing understanding of professional role progression
- Demonstrate actions appropriate to the nurse's role as patient advocate.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

SMHS (Course SLOs) - Nursing

Performance/Presentation - Staff Input sheets. (Active)

Criterion/Target: 90% of the clinical students will receive a score a "5" on the staff input sheets.

Notes: This course will cover the following topics:

Maternal Newborn Care
Women's Health Care
Community-Based Nursing
IV Therapy

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/20/2018

Criterion/Target Met: No

80% of the clinical students scored a "5" on the staff input sheets.

Actions

Action: 01/20/2018 Faculty will continue to assess professional behavior by the staff input.

NRN 165: Health Illness Concepts

Course SLO: NRN 165, Health Illness Concepts (Section # 39323) = Thinking/Reasoning & Life Skills

The student will compare and contrast the nursing process and best current evidence to provide safe care related to health illness concepts while advocating for patients and families across the lifespan.

These student learning outcomes are achieved by completing the following objectives:

- Employ concepts of the nursing process while integrating environmental, cultural, spiritual and psychosocial influences.
- Examine and relate relevant theoretical concepts to patient care.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 10/02/2017

Methods of Assessment

Exam/Quiz - Standardized - Prep-U quiz covering Concepts (1) Psychosocial & Cognitive Development and (2) Therapeutic & Developmental Communication. (Active)

Criterion/Target: 100% of students will complete a Prep-U quiz covering Concepts (1) Psychosocial & Cognitive Development and (2) Therapeutic & Developmental Communication.

Notes: This course further develops the concepts within the four domains of Person, Health and Illness, Environment, and Nursing. Emphasis is placed on the concepts within each domain including: psychosocial and cognitive deficits, metabolism, cellular regulation, oxygenation, infection, comfort, safety and infection control, health promotion, communication, professional behaviors and ethics. Upon completion, students should be able to differentiate safe nursing care incorporating the concepts discussed in this course.

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/16/2018

Criterion/Target Met: Yes

39/40 students completed the Prep-U online quiz with an average score of 85%. This activity demonstrates that majority of students in the course were able to identify and analyze potential problems, develop and evaluate solutions using critical thinking and reasoning skills.

Actions

Action: 01/16/2018 For Spring 2018 semester, the benchmark will change to reflect the following: 100% of students will complete a vSim and pass the vSim post-quiz with an average score of 75%.

SMHS (Course SLOs) - Nursing

Course SLO: NRN 165, Health Illness Concepts (Section # 39323) = Communication and Information Management

The student will compare communication skills and technology to support decision making, education, and documentation of care related to health illness concepts.

These student learning outcomes will be achieved by completing the following objectives:

- Employ effective verbal and non-verbal therapeutic communication.
- Create a simple to moderately complex health teaching plan that provides for prevention, maintenance, and rehabilitation.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 10/02/2017

Methods of Assessment

Performance/Presentation - Self-made patient case-study. (Active)

Criterion/Target: 100% of students will create a self-made patient case-study in groups on an exemplar for the concept of Metabolism, and orally present the case-study in class demonstrating effective professional communication in front of a large audience.

Notes: This course further develops the concepts within the four domains of Person, Health and Illness, Environment, and Nursing. Emphasis is placed on the concepts within each domain including: psychosocial and cognitive deficits, metabolism, cellular regulation, oxygenation, infection, comfort, safety and infection control, health promotion, communication, professional behaviors and ethics. Upon completion, students should be able to differentiate safe nursing care incorporating the concepts discussed in this course.

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/16/2018

Criterion/Target Met: No

85% of students successfully demonstrated appropriate eye contact, voice tone, volume and spoke clearly and professionally; considering cultural sensitivity and avoiding stereotypical comments. One group in particular did not follow directions and did not use fictitious patients for their case study, instead using actual students' names in the course. This was viewed as highly embarrassing and unprofessional.

Related Documents:

[Oral Presentation Rubric 1.doc](#)

Actions

Action: 01/16/2018 For Spring 2018 semester, 100% of students will demonstrate effective professional communication when presenting a self-created patient group case-study on an exemplar for the Concept of Metabolism.

Course SLO: NRN 165, Health illness Concepts (Section # 39323) = Careers, Civil Responsibility, Diversity.

The student nurse will evaluate accountability and responsibility for nursing practice, employing professionalism in the role of the Registered Nurse.

These student learning outcomes will be achieved by completing the following objectives:

- Demonstrate accountability and responsibility for increasing complex patient care implementations within appropriate legal and ethical parameters.
- Use appropriate behaviors of the Associate Degree Nursing student with increasing understanding of professional role progression.
- Demonstrate actions appropriate to the nurse's role as patient advocate.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 10/02/2017

SMHS (Course SLOs) - Nursing

Methods of Assessment

Exam/Quiz - In Course - Overall class grade to include, exams, quizzes, written assignments, and oral presentations.
(Active)

Criterion/Target: 100% of students will complete RN 165 with a grade of 75% or higher.

100% of students will dress professionally when presenting exemplar topics for Metabolism concept.

Notes: This course further develops the concepts within the four domains of Person, Health and Illness, Environment, and Nursing. Emphasis is placed on the concepts within each domain including: psychosocial and cognitive deficits, metabolism, cellular regulation, oxygenation, infection, comfort, safety and infection control, health promotion, communication, professional behaviors and ethics. Upon completion, students should be able to differentiate safe nursing care incorporating the concepts discussed in this course.

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/16/2018

Criterion/Target Met: Yes

100% of students passed RN 165 with a grade of 75% or higher.

100% of students dressed professionally when presenting exemplar topics for Metabolism concept.

Actions

Action: 01/16/2018 For Spring 2018 the instructor will continue to evaluate students' professional dress while presenting their oral group case-studies.

NRN 165L: Health Illness Concepts Lab

Course SLO: NRN 165L, Health Illness Concepts Lab (Section #39324; 39325; 39326; 39327) = Thinking/Reasoning & Life Skills

The student will compare and contrast the application of the nursing process and best current evidence to provide safe care related to health illness concepts while advocating for patients and families across the lifespan.

These student learning outcomes will be achieved by completing the following objectives:

- Apply concepts of the nursing process while integrating environmental, cultural, spiritual and psychosocial influences
- Employ relevant theoretical concepts to patient care
- Apply appropriate patient care implementations under supervision of the instructor or licensed nurse

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 10/02/2017

Methods of Assessment

Performance/Presentation - Oral clinical mystery presentation (Active)

Criterion/Target: 100% of students will complete an oral clinical mystery presentation during post-conference in order to apply the nursing process, use theoretical concepts to patient care, and think of appropriate patient care implementations and rationales.

Notes: Emphasis is placed on the concepts within each domain including: physical, psychosocial, and cognitive development, fluid and electrolyte balance, metabolism, cellular regulation, perfusion, reproduction, infection, comfort, emergencies, safety and infection control, health promotion, communication, professional behaviors, and ethics. Upon completion, students should be able to employ safe nursing care incorporating the concepts identified in this course.

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/16/2018

Criterion/Target Met: Yes

100 % of students successfully completed the oral clinical mystery presentations. Students were able to effectively

prioritize NANDAs however, approximately 70% of students were challenged in recognizing a realistic

SMHS (Course SLOs) - Nursing

outcome/goal for the patient.

Actions

Action: 01/17/2018 In the Spring 2018 semester, all students will be encouraged to speak with their clinical instructor (before presenting their clinical mystery) as to recognizing goals/final outcomes for the patient. Continue the same method of assessment.

Course SLO: NRN 165L, Health Illness Concepts Lab (Section #39324; 39325; 39326; 39327) = Communication & Information Management

The student nurse will compare and contrast the application of communication skills and technology to support decision making, education, and documentation of care related to health illness concepts.

These student learning outcomes will be achieved by completing the following objectives:

- Employ and analyze effective verbal and non-verbal therapeutic communication.
- Demonstrate a simple to complex health teaching plan that provides for prevention, maintenance, and rehabilitation.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 10/02/2017

Methods of Assessment

Performance/Presentation - Interprofessional communication with another health care professional. (Active)

Criterion/Target: 100% of students will participate in interprofessional communication with another health care professional. For example, the pharmacist, physician, respiratory therapist, dietician, child life therapist, physical therapist, etc. Based on recommended standards of practice for nursing, students are expected to grow their interprofessional skills in order to better meet patient safety and care needs.

Notes: Emphasis is placed on the concepts within each domain including: physical, psychosocial, and cognitive development, fluid and electrolyte balance, metabolism, cellular regulation, perfusion, reproduction, infection, comfort, emergencies, safety and infection control, health promotion, communication, professional behaviors, and ethics. Upon completion, students should be able to employ safe nursing care incorporating the concepts identified in this course.

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/17/2018

Criterion/Target Met: Yes

100% of students practiced inter-professional communication with another healthcare professional. Examples, include many students communicating with the pharmacist regarding medication orders, and respiratory therapists regarding breathing treatments/cares. Additionally, students practiced advocacy for patients by communicating to child life therapists and/or social workers regarding developmental and psychosocial issues.

Actions

Action: 01/17/2018 In the Spring 2018 semester, all students will be encouraged to participate in physician/team patient rounds. Students will be highly encouraged to communicate more directly with physicians along with other health care professionals. More often, new graduate RNs and students struggle with confidence and ability to speak up to physicians rather than any other healthcare professional. Continue the same method of assessment.

Course SLO: NRN 165L, Health Illness Concepts Lab (Section #39324; 39325; 39326; 39327) = Careers, Civic Responsibility, and Diversity

The student will be able to evaluate accountability and responsibility for nursing practice, employing professionalism in the role of the registered nurse.

These student learning outcomes will be achieved by completing the following objectives:

- Demonstrate accountability and responsibility for increasing complex patient care implementations within appropriate legal and ethical parameters.

SMHS (Course SLOs) - Nursing

- b. Use appropriate behaviors of the Associate Degree Nursing student with increasing understanding of professional role progression.
- c. Demonstrate actions appropriate to the nurse's role as patient advocate.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 10/02/2017

Methods of Assessment

Written Assignment - 1 page reflection paper outlining examples of how the student has grown professionally over the course. (Active)

Criterion/Target: 100% of students will reflect on how they have successfully met the course SLOs by completing a 1 page reflection paper outlining examples of how the student has grown professionally over the course.

Notes: Emphasis is placed on the concepts within each domain including: physical, psychosocial, and cognitive development, fluid and electrolyte balance, metabolism, cellular regulation, perfusion, reproduction, infection, comfort, emergencies, safety and infection control, health promotion, communication, professional behaviors, and ethics. Upon completion, students should be able to employ safe nursing care incorporating the concepts identified in this course.

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/17/2018

Criterion/Target Met: No

63% of students successfully completed the reflection paper outlining examples of how they grew professionally over the course. Overwhelmingly, students felt they improved in their therapeutic, developmental, and family-centered communication skills. Other themes that emerged from the students' reflection included growth with confidence, time

management & organizational skills, pediatric calculations & medication administration skills, thinking and reasoning, & professionalism.

Actions

Action: 01/17/2018 In the Spring 2018 semester, all students will be held more accountable for completing the self-reflection on meeting SLOs for this course. Instructors will be encouraged to put a hold on completing the student's final clinical evaluation until the reflection paper is submitted. Continue the same method of assessment.

NRN-106: Health Sciences Skills Laboratory -First Year

Course SLO: NRN-106 - Health Sciences Skills Laboratory -First Year (Sections #39291, #39289, #39292, #39293) = Thinking and Reasoning and Life Skills

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.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Survey - The survey from Spring 2017 was changed. This survey is an anonymous online survey asked of all students participating in the lab activities. This survey will include questions on gender and ethnicity.

The survey will also include the following question:

After participating in the skills lab directed learning activities, I am more confident in my ability to:

- a) Demonstrate critical thinking skills in the delivery of patient-centered care to well and ill patients;
- b) Participate with the patient, family, significant others, and members of the healthcare team to utilize the nursing process in the provision of patient-centered care. (Active)

SMHS (Course SLOs) - Nursing

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.

Results

Semester of Assessment: 2017-2018 (Fall 2017)

11/24/2017

Criterion/Target Met: No

The online survey was launched in week 11 of the semester and students were asked to complete the survey via email.

Results:

In reference to the question: "After participating in the skills lab directed learning activities, I am more confident in my ability to demonstrate critical thinking skills in the delivery of patient-centered care to well and ill patients", 58% (63) strongly agreed and 37% (40) agreed. 1% (1) disagreed and 4% (4) strongly disagreed. The one respondent that disagreed was a non-white female. Of the four respondents that strongly disagreed, three were Hispanic female and one was Hispanic male.

In reference to the question: "After participating in the skills lab directed learning activities, I am more confident in my ability to participate with the patient, family, significant others, and members of the healthcare team to utilize the nursing process in the provision of patient-centered care", 60% (65) strongly agreed and 35% (38) agreed. 2% (2) disagreed and 3% (3) strongly disagreed. One respondent that disagreed was a non-white female and the other was a Hispanic female. Of the three respondents that strongly disagreed, two were Hispanic females and one was Hispanic male.

Based on these results, the majority of students utilizing the healthcare lab are able to apply critical thinking skills to clinical situations. It is difficult to say why 5 students disagreed or strongly disagreed. They were of two different ethnicities- Hispanic and non-white. Additional resources need to be incorporated into the lab activities to address possibly ESL students.

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.

Related Documents:

[Survey Results --NRN 106 and NRN 206 Fall 2017.html](#)

Actions

Action: 11/24/2017 This is an ongoing outcome that will need to be assessed every semester.

The staff in the lab will continue to offer experiences, such as high fidelity simulation and mid-fidelity case scenarios, and other learning activities, that necessitate applying critical thinking with the decision making process. Additionally, resources will be sought out to support ESL students.

Type of resource requested: Staff

Resource Request: Learning Facilitators are needed in lab to assist with the volume of students and their specific needs.

Course SLO: NRN-106 - Health Sciences Skills Laboratory -First Year (Sections #39291, #39289, #39292, #39293) = Communication and Information Management

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.

Course SLO Status: Active

SMHS (Course SLOs) - Nursing

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Survey - The survey from Spring 2017 was changed. This survey is an anonymous online survey asked of all students participating in the lab activities. This survey will include questions on gender and ethnicity.

The survey will also include the following question:

After participating in the skills lab directed learning activities, I am more confident in my ability to a) communicate with patients, families, significant others, and other professionals within the context of the healthcare environment, b) use technology in the management of patient care. (Active)

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.

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.

Results

Semester of Assessment: 2017-2018 (Fall 2017)

11/24/2017

Criterion/Target Met: No

The online survey was launched in week 11 of the semester and students were asked to complete the survey via email.

The question "After participating in the skills lab directed learning activities, I am more confident in my ability to communicate with patients, families, significant others, and other professionals within the context of the healthcare environment", 59% (64) strongly agreed and 36% (391) agreed. 2% (2) disagreed and 3% (3) strongly disagreed. Of the two respondents that disagreed one was Hispanic female and the other was non-white female. Of the three respondents that strongly disagreed, two were Hispanic females and one was Hispanic male.

In reference to the question: "After participating in the skills lab directed learning activities, I am more confident in my ability to use technology in the management of patient care", 67% (72) strongly agreed and 29% (31) agreed. 1% (1) disagreed and 3% (3) strongly disagreed. One respondent that disagreed was a white female. Of the three respondents that strongly disagreed, two were Hispanic females and one was Hispanic male.

Based on these results, the majority of students utilizing the healthcare lab are able to communicate appropriately within the context of the healthcare environment. It is difficult to say why 5 students disagreed or strongly disagreed. They were of two different ethnicities- Hispanic and non-white. Additional resources need to be incorporated into the lab activities to address possibly ESL students.

The overall goal would be to have 100% of the students apply strong communication skills within a simulated healthcare environment consistently.

Actions

Action: 11/24/2017 This outcome will need to be assessed every semester.

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.

Additionally, resources will be sought out to support ESL students.

Type of resource requested: Supplies

Resource Request: Updated supplies are necessary to conduct directed learning activities and to meet the needs of ESL students.

SMHS (Course SLOs) - Nursing

Course SLO: NRN-106 - Health Sciences Skills Laboratory -First Year (Sections #39291, #39289, #39292, #39293) = Careers, Civic Responsibility, Diversity

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.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Survey - The survey from Spring 2017 was changed. This survey is an anonymous online survey asked of all students participating in the lab activities. This survey will include questions on gender and ethnicity.

The survey will include the following question:

After participating in the skills lab directed learning activities, I am more confident in my ability to:

- Demonstrate behaviors consistent with the legal and ethical framework of nursing;
- Create an environment that promotes caring and professionalism with consideration for the patient's cultural/societal beliefs and practices;
- Demonstrate commitment, accountability, integrity, and discretionary judgment in my nursing practice. (Active)

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.

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

Results

Semester of Assessment: 2017-2018 (Fall 2017)

11/24/2017

Criterion/Target Met: No

The online survey was launched in week 11 of the semester and students were asked to complete the survey via email.

The question "After participating in the skills lab directed learning activities, I am more confident in my ability to demonstrate behaviors consistent with the legal and ethical framework of nursing", 62% (67) strongly agreed and 35% (38) agreed. 0% (0) disagreed and 3% (3) strongly disagreed. Of the three respondents that strongly disagreed, two were Hispanic females and one was Hispanic male.

The question "After participating in the skills lab directed learning activities, I am more confident in my ability to create an environment that promotes caring and professionalism with consideration for the patient's cultural/societal beliefs and practices", 66% (69) strongly agreed and 30% (32) agreed. 1% (1) disagreed and 3% (3) strongly disagreed. The one respondent who reported a "disagree" was a non-white female. Of the three respondents that strongly disagreed, two were Hispanic females and one was Hispanic male.

The question "After participating in the skills lab directed learning activities, I am more confident in my ability to demonstrate commitment, accountability, integrity, and discretionary judgment in my nursing practice", 65% (70) strongly agreed and 32% (34) agreed. 0% (0) disagreed and 3% (3) strongly disagreed. Of the three respondents that strongly disagreed, two were Hispanic females and one was Hispanic male

It is difficult to say why 3- 4 students disagreed or strongly disagreed. They were of two different ethnicities- Hispanic and non-white. Additional resources need to be incorporated into the lab activities to address possibly

SMHS (Course SLOs) - Nursing

ESL students.

Based on these results, the majority of students utilizing the healthcare lab are able to function knowledgeably, safely, and effectively in nursing practice within a variety of health care settings.

The overall goal is 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.

Related Documents:

[Survey Results --NRN 106 and NRN 206 Fall 2017.html](#)

Actions

Action: 11/24/2017 This outcome will be assessed every semester.

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, while demonstrating behaviors in alignment with the legal and ethical framework of nursing, accountability, integrity and discretionary judgment required of practicing nurses.

Type of resource requested: Equipment

Resource Request: Updated equipment that mirrors the equipment in the healthcare setting is needed to conduct the directed learning activities. It is vital that the skills lab environment mimics the realities of the healthcare environment.

NRN-200: Role Transition

Course SLO: NRN-200 - Role Transition (Section #41004) = Thinking and Reasoning & life Skills

The student will be able to demonstrate utilization of the nursing process through the development of an individual concept map.

This student learning outcome will be achieved by completing the following objective:

Relate identified theoretical concepts in using the nursing process for the care of patients and families.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Written Assignment - The concept map will be evaluated using the concept map grading rubric used in all semesters of the nursing program. Students are required to receive a score of "3" or "4" in each of the required sections. One revision of the concept map is allowed before the final score is determined.

If the score of "3" or "4" is achieved in each section, the student will receive 15 points toward the final course grade.

(Active)

Criterion/Target: 100% of the students will develop an individualized concept map using a case scenario based on fundamental medical surgical concepts.

Notes: To complete the concept map information about the biological and psychosocial systems assessment, labs, meds, diagnostics tests, etc. was specified in a narrative case study. The students were required to transfer the patient information and data to the physical and psychosocial assessment form and complete the concept map using the concept map instructions. The size of the concept maps was required to be (4) 8X11 size pages taped together.

By the end of the course the student will demonstrate the ability to analyze the nursing process to enter the nursing program.

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/24/2018

Criterion/Target Met: Yes

100% of the students received scores of "3" or "4" in each of the required sections of the map.

SMHS (Course SLOs) - Nursing

All students (13/13) received 15 points toward their final course grade. Twelve students (12/13) were required to revise the map before the final grade was awarded. Only one student submitted an exemplary map that required no revision.

Actions

Action: 01/24/2018 The completion of the concept map is the most rigorous portion of the role transition course. One of the main reasons for this is that students are entering the nursing program in various semesters and their exposure to using and applying the nursing process is quite varied. For example, students waiting to enter the 4th semester of the program (4/4) were far more comfortable with the overall process than were students entering the second or third semesters (9/9). Their grasp of the concepts of assessment, diagnosis, planning, implementation and evaluation was much stronger from a qualitative perspective than students who were waiting to enter the second or third semesters.

Since 9 of the 13 students in the course had limited experience with concept mapping, three successive weeks during the course were devoted to group and individualized instruction regarding construction of the concept map.

Students completed one homework assignment that required them to identify the appropriate nursing diagnosis followed by the development of a plan, nursing actions, and evaluation based on a fundamental medical surgical case study. The students discussed this homework assignment in groups of three or four during class time.

In addition, students spent one evening in the skills lab using various resources to complete the required concept map sections. During this class time, the instructor met with each student to answer questions, clarify concepts, and review ideas.

This individualized time was extremely helpful to each student in completing the assignment successfully as noted by their anecdotal comments after the concepts maps were graded and then reviewed. The concept map is an essential assignment in NRN200 since each course in the nursing sequence uses this assignment as part of clinical evaluation.

The role transition course reintroduces the student to applying the nursing process and using the specific format of a concept map to exemplify the SLO of thinking and reasoning.

The faculty will consider increasing the points awarded to the concept map from 15 to 20 points considering the time and effort involved with this assignment.

Course SLO: NRN-200 - Role Transition (Section #41004)= Communication & Information Management

The student will be able to demonstrate therapeutic communication.

This course objective will be achieved by completing the following objective:

Choose effective, accurate, and congruent transfer of information using therapeutic verbal and non-verbal communication with patients, families, and the healthcare team.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Performance/Presentation - Class activities included presentation of the concept map homework assignment, explanation of dimensional analysis problems and personal beliefs about professional nursing practice. (Active)

Criterion/Target: 100% of students will use professional and therapeutic communication techniques during class activities.

Notes: By the end of the course the student will demonstrate therapeutic communication skills in order to enter the nursing program.

SMHS (Course SLOs) - Nursing

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/24/2018

Criterion/Target Met: Yes

100% of the students participated in a variety of exercises that emphasized the importance of therapeutic and professional communication.

Actions

Action: 01/24/2018 Students had many opportunities to engage in professional and therapeutic communication. The first evening the class met, students introduced themselves and specified a few details about what they were looking most forward to when becoming a nurse. Since the class was small, the environment was more cohesive and peaceful. Learning the students names the first night of class helped to individualize them and increase their comfort level. All of these activities invited the students to verbalize their strengths and challenges about the program.

Each student was given an opportunity to explain the interpretation of some aspect of the concept map. The students emphasized specific nurse actions and rationales along with explanations for laboratory results. It was evident that the cohesiveness of the group was growing over the course of the semester, which added to their comfort level with professional and therapeutic communication.

Each student was also given an opportunity to explain a dimensional analysis problem. All students participated in this activity, except for one, who was not comfortable with the dimensional process. The explanations were clear and concrete.

In the next fall semester, consideration will be given to developing some communication exercises that emphasize role play between the nurse, patient and family members.

Course SLO: NRN-200 - Role Transition (Section #41004) = Careers

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.

This student learning outcome will be achieved by completing the following objective:

Implement the role of the professional nurse within the community as defined by the California Nurse Practice Act and standards of nursing practice.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Performance/Presentation - Each student is required to perform four skills without critical errors: foley catheterization, tracheostomy suctioning, N/G tube placement, intramuscular injection.

Students entering third semester must also demonstrate accurate IVPB administration using the Alaris pump. Students entering the 4th semester must also show accuracy of IVPB administration in addition to starting an IV.

A score of 5 points will be awarded for each skill successfully demonstrated without critical errors, totaling 20 points for the entire exercise. No points will be assigned to any of the IV skills since these skills are not required of every student.

Points for skill demonstration will be awarded on the first demonstration attempt; instead of after remediation for anyone who was not successful the first time. If the student fails any skills demonstration, "0" points will be awarded for that particular skill. Any student scoring a "0" on any skill will be given an opportunity for remediation, and re-demonstration, however, the student is not able to earn any further points toward the course grade. All skills must be demonstrated successfully to pass the course. (Active)

Criterion/Target: 100% of students will perform selected skills in a simulated hospital environment in the nursing skills lab.

Notes: By the end of the course the student will be able to define the role of the professional nurse as defined by the

SMHS (Course SLOs) - Nursing

California Nurse Practice Act and standards of nursing practice.

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/24/2018

Criterion/Target Met: Yes

100% of students performed the selected skills of foley catheterization, tracheostomy suctioning, N/G tube placement, and intramuscular injection without critical errors.

100% of students entering the third semester demonstrated the above skills including accurate IVPB administration using the Alaris pump.

75% of students entering the 4th semester (3/4) demonstrated all of the skills as named above including accurate insertion of an IV catheter. The one student who failed performed all the skills correctly except for IV insertion and IVPB administration.

Actions

Action: 01/24/2018 This semester emphasis for the SLO of careers was placed on accuracy of skills preparation and demonstration during a graded simulation.

In previous semesters, the skills testing exercise was an identified weakness for many students, most commonly due to the fact that not enough time was put into the actual skills testing exercise. In the past, no points were assigned to any of the skills; students were able to fail the skills testing, but remediate without consequence to their final course grade.

In order to increase the rigor of the course, the skills were assigned a point value and those points were awarded on the first attempt. Students seemed to realize the importance of this assignment as validated by the number of hours spent in the skills lab practicing. On the average, 11 of 13 students spent 2-3 hours per week preparing for the skills testing. One student had difficulty getting to the skills lab to practice due to her work schedule and the fact she lived about 100 miles from the campus.

The skills testing assignment is an integral part of the role transition course and will continue in the same format in the Fall 2018 semester.

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

Course SLO: NRN-201 - Nursing Process: Critical Biological & Psychosocial System Needs I (Section #39329, #39328) = 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.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Exam/Quiz - In Course - Final exam questions that are representative of the assessment, planning, implementation, and evaluation phases of the Nursing Process (Active)

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

Notes: This course will include the following topics:

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;

SMHS (Course SLOs) - Nursing

concepts of personality development; psychopharmacology; anxiety disorders; mood disorders; personality disorders; thought 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

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/05/2018

Criterion/Target Met: No

Assessment = 73.5 % of the students correctly answered questions from the final exam.

Planning = 79 % of the students correctly answered questions from the final exam.

Implementation = 83 % of the students correctly answered questions from the final exam.

Evaluation = 44 % of the students correctly answered questions from the final exam.

The assessment, planning and implementation questions all showed a significant increase in the percentage of students answering the question correctly. The evaluation question slightly decreased but remained in proximity to the performance in past semesters. In looking at the trends over the course of multiple semesters, the results of the Fall 2017 semester are similar to the results of the Fall 2016 semester. The results for the Spring 2017 semester are decreased in most categories across all of the SLO's. It could be that the Spring 2017 cohort was a weaker group of students. It is also possible that the larger class size (60 students in the fall versus 40 in the spring) positively affects the statistical outcome.

Actions

Action: 01/05/2018 In Spring 2018, with implementation of the Concept Based Curriculum, the mental health portion of the semester will be a separate class from the medical/surgical portion. Therefore, there will be new questions and/or activities chosen to assess the student learning outcomes.

Course SLO: NRN-201 - Nursing Process: Critical Biological & Psychosocial System Needs I (Section ##39329, #39328) = Communication

By the end of this course the student will be able to analyze written communication in relationship to the mental health and medical/surgical settings

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Exam/Quiz - In Course - Selected questions dealing with therapeutic communication from Exam #1. (Active)

Criterion/Target: 80% of students will be able to correctly answer selected questions dealing with therapeutic communication from Exam #1.

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/05/2018

Criterion/Target Met: No

Question #1 = 88.5 % of the students answered the question correctly.

Question #2 = 86 % of the students answered the question correctly.

Question #3 = 63.5 % of the students answered the question correctly.

Question #4 = 44.5 % of the students answered the question correctly.

Question #5 = 85 % of the students answered the question correctly.

Question number 1 and 2 showed an increase in percent of students answering the questions correctly. The other three questions had a decrease in correct response rate. Question #4 had a significant drop. Students didn't seem to grasp the concept of supportive confrontation as it relates to drug addiction. More information

SMHS (Course SLOs) - Nursing

will be included in the lecture.

Actions

Action: 01/05/2018 In Spring 2018, With implementation of the Concept Based Curriculum, the mental health portion of the semester will be a separate class from the medical/surgical portion. Therefore, there will be new questions and/or activities chosen to assess the student learning outcomes.

Course SLO: NRN-201 - Nursing Process: Critical Biological & Psychosocial System Needs I (Section #39329, #39328) = 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: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Exam/Quiz - In Course - Selected test questions that reflect the professional role of the nurse. (Active)

Criterion/Target: 80% of students will correctly answer selected test questions that reflect the professional role of the nurse.

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/05/2018

Criterion/Target Met: Yes

Question #1 = 83.5 % of the students answered the question correctly.

Question #2 = 83 % of the students answered the question correctly.

Question #3 = 79.5 % of the students answered the question correctly.

Question #4 = 81 % of the students answered the question correctly.

Question #5 = 80.5 % of the students answered the question correctly.

There was improvement in the percentage of students answering the question correctly for all 5 questions. It is possible that the students are becoming familiar enough with the questions from Exam #3, #4, and #5 that the students are remembering the answers and sharing them with succeeding classes.

Actions

Action: 01/05/2018 In Spring 2018, with implementation of the Concept Based Curriculum, the mental health portion of the semester will be a separate class from the medical/surgical portion. Therefore, there will be new questions and/or activities chosen to assess the student learning outcomes.

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

Course SLO: NRN-201L - Nurse Actions: Critical Biological and Psychosocial System Needs I (Section #39332, #39334, #39335, #39336, #39330, #39331) = 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.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

SMHS (Course SLOs) - Nursing

Written Assignment - Concept mapping (Active)

Criterion/Target: 95% of students will identify 90% of appropriate interventions related to the NANDA on their 2nd Concept Map

Notes: This course will include the following topics:

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

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/10/2018

Criterion/Target Met: No

Robert's clinical group = 9/10 students identified 90% of appropriate interventions related to the NANDA on 2nd concept map.

Rowena's clinical group = 9/10 students identified 90% of appropriate interventions related to the NANDA on 2nd concept map.

JoAnn's clinical group = 9/10 students identified 90% of appropriate interventions related to the NANDA on 2nd concept map.

Sheila's clinical group = 9/10 students identified 90% of appropriate interventions related to the NANDA on 2nd concept map.

Mini's clinical group = 9/10 students identified 90% of appropriate interventions related to the NANDA on 2nd concept map.

Katrina's clinical group = 9/10 students identified 90% of appropriate interventions related to the NANDA on 2nd concept map.

54/60 = 90% of the students identified at least 90% of the appropriate interventions related to the NANDA on the 2nd concept map

The result has increased by 2 percentage points, but the benchmark has not yet been achieved.

A faculty seminar was held with discussion regarding the expectations for completing the concept Map. The intent is to standardize the grading of the Concept Map and minimize discrepancies between faculty.

Related Documents:

[Concept Map Evaluation Form.docx](#)

Actions

Action: 01/10/2018 While the results are increased over the last reporting period, the benchmark has not been achieved and so this method of assessment will continue to be utilized and rolled over to RN 262L in the new Concept Based Curriculum

Course SLO: NRN-201L - Nurse Actions: Critical Biological and Psychosocial System Needs I (Section #39332, #39334, #39335, #39336, #39330, #39331) = 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.

Course SLO Status: Active

SMHS (Course SLOs) - Nursing

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Performance/Presentation - Clinical Mystery Presentation (Active)

Criterion/Target: Clinical Mystery

90 % of students will achieve at least 8 points on the clinical mystery assignment.

Notes: This course will include the following topics:

Module - Health Teaching

Identify knowledge deficits in patients and family members

Develop a health teaching plan based on principles of the teaching-learning process

Module - Communication

Interpret verbal and written orders correctly

Employ effective verbal and written communication with the patient and the health care team

Module - Delegation of Care

Operate in the student nurse role delegating tasks to appropriate health care team members

Manage care of assigned patients safely and effectively

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/10/2018

Criterion/Target Met: No

Robert's clinical group = 8/10 students achieved at least 8 points on the clinical mystery assignment.

Rowen's clinical group = 10/10 students achieved at least 8 points on the clinical mystery assignment.

JoAnn's clinical group = 7/10 students achieved at least 8 points on the clinical mystery assignment.

Sheila's clinical group = 10/10 students achieved at least 8 points on the clinical mystery assignment.

Mini's clinical group = 8/10 students achieved at least 8 points on the clinical mystery assignment.

Katrina's clinical group = 10/10 students achieved at least 8 points on the clinical mystery assignment.

53/60 = 88 % of students achieved at least 8 points on the clinical mystery assignment.

For this semester, the result was slightly decreased from last semester.

Since this was the second time this parameter has been used, the grading by faculty has become more familiar and possibly more rigorous.

Related Documents:

[clinical mystery evaluation tool.doc](#)

Actions

Action: 01/10/2018 Since this is a relatively new method of assessment, we will continue to utilize it in RN262L. Since only full time faculty will be staffing the clinical groups in the spring, this will provide consistency in evaluation of this SLO

Course SLO: NRN-201L - Nurse Actions: Critical Biological and Psychosocial System Needs I (Section #39332, #39334, #39335, #39336, #39330, #39331) = 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: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

SMHS (Course SLOs) - Nursing

Methods of Assessment

Performance/Presentation - Discharge Teaching (Active)

Criterion/Target: 90% of students will demonstrate appropriate discharge teaching as evidenced by direct observation by instructor or facility RN utilizing a discharge checklist.

Notes: This course will include the following topics:

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

Results

Semester of Assessment: 2017-2018 (Fall 2017)

01/10/2018

Criterion/Target Met: Yes

Robert's clinical group = 10/10 students demonstrated appropriate discharge teaching.

Rowena's clinical group = 9/10 students demonstrated appropriate discharge teaching.

JoAnn's clinical group = 7/10 students demonstrated appropriate discharge teaching.

Sheila's clinical group = 10/10 students demonstrated appropriate discharge teaching.

Mini's clinical group = 8/10 students demonstrated appropriate discharge teaching.

Katrina's clinical group = 10/10 students demonstrated appropriate discharge teaching.

54/60 = 90 % of students demonstrated appropriate discharge teaching

The benchmark was achieved this semester, however, some students seemed to be very casual in their effort to participate in discharge teaching this semester. Greater emphasis will be placed during orientation on the expectation that students will make a serious effort to complete this nursing activity during the course of their medical/surgical rotation.

Related Documents:

[NRN 201L Student DC checklist.docx](#)

Actions

Action: 01/10/2018 This method of assessment is relatively new and so it will be utilized again. It accurately reflects the professional role development of the nurse. Faculty would like to see consistency in achieving the benchmark.

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

Course SLO: NRN-202 - Nursing Process: Critical Biological And Psychosocial System Needs II (Section #39338) = 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.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

SMHS (Course SLOs) - Nursing

Start Date: 08/28/2017

Methods of Assessment

Exam/Quiz - In Course - The RN 202 team continued to use the same style questions to assess the student learning outcome "Thinking and Reasoning" based on five elements of the Nursing Process:

Assessment

Diagnosis

Planning

Implementation

Evaluation

The questions selected were at the analysis, implementation and synthesis level. (Active)

Criterion/Target: Benchmark was maintained at the same level.

80% of the questions related to the nursing process will be answered correctly.

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 in the course using the nursing process.

Results

Semester of Assessment: 2017-2018 (Fall 2017)

12/05/2017

Criterion/Target Met: Yes

Results:

Assessment: 88% of students selected the correct response.

Diagnosis: 84% of students selected the correct response

Planning: 90% of students selected the correct response.

Implementation: 87% of students selected the correct response.

Evaluation: 85.5% of students selected the correct response.

Overall the students achieved 86.9% correct responses to selected questions.

In all areas of the nursing process students scored above the benchmark and the scores were closely balanced among the parts of the nursing process.

Actions

Action: 12/05/2017 The team will continue to present their lectures based on the nursing process and continue to incorporate it into in-class assignments allowing students to use the nursing process to answer case studies and questions related to course content.

Plan: The team will continue to use the same method of evaluating Thinking and Reasoning SLO for the spring 2018 and will address the evaluation method as we progress to the Concept Based Curriculum in Fall 2018.

Follow-Up: 12/05/2017 Explore new ways of assessing this SLO under the new curriculum.

Course SLO: NRN-202 - Nursing Process: Critical Biological And Psychosocial System Needs II (Section #39338) = Communication

By the end of the course, the student will be able to formulate effective, accurate and congruent transfer of information using therapeutic verbal and nonverbal communication with the patient, family, and health care team.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

SMHS (Course SLOs) - Nursing

Methods of Assessment

Exam/Quiz - In Course - The RN 202 Team used the same method of evaluating the student learning outcome "Communication" by selecting 4 communication questions from each of the 4 exams and the final exam. The questions were at the analysis, synthesis and evaluation level. (Active)

Criterion/Target: An average of 80% of communication questions will be answered correctly.

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 in the course highlighting effective communication with the patient, family, and health care team.

Results

Semester of Assessment: 2017-2018 (Fall 2017)

12/05/2017

Criterion/Target Met: Yes

Results:

Exam #1

Average: 82.5% of students chose the correct response.

Exam #2:

Average: 90% of students chose the correct response.

Exam #3:

Average: 86.25% chose the correct answer.

Exam #4:

Average: 83.125% chose the correct response.

Final Exam:

Average 90% chose the correct answer.

An average of 86.375% of communication questions were answered correctly.

Actions

Action: 12/05/2017 Since students exceeded the benchmark of 80%, the team will consider raising the benchmark to 85% in spring, 2018.

The team also believes that the same method of evaluation should be used in the spring before we implement a new, concept based curriculum. The high performance results were attributed to in-class discussions of therapeutic communications, providing examples for both therapeutic and non-therapeutic communication, having students role-play communication among nurses, patients, family members and physicians and analyzing and critiquing different communication styles.

Follow-Up: 12/05/2017 New assignments will be examined to be used in Fall, 2018 with the new Concept-based-curriculum.

Course SLO: NRN-202 - Nursing Process: Critical Biological And Psychosocial System Needs II (Section #39338) = 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: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

SMHS (Course SLOs) - Nursing

Methods of Assessment

Exam/Quiz - In Course - The students who complete RN 202 will move into the final section of RN 202L Preceptorship.

Successful completion of the preceptorship will equate to success in graduating from the Nursing Program and being eligible for the NCLEX-RN examination. This will lead to a career as a registered nurse. (Active)

Criterion/Target: 80% of the students who will pass both courses, NRN 202 and NRN 202L .

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 patient advocacy.

Results

Semester of Assessment: 2017-2018 (Fall 2017)

12/05/2017

Criterion/Target Met: Yes

Fall 2017 NRN 202 and NRN 202L started with 40 students enrolled in both classes.

Following the final exam in NRN 202 after 12 weeks, 36 students passed NRN 202 and continued with Preceptorship.

At the end of 4 weeks, 36 students successfully completed Preceptorship and the nursing program.

Result: 90% of students successfully completed the course.

Actions

Action: 12/05/2017 The benchmark was met. The team will continue to select preceptors who meet the Program's qualifications to precept and are willing to work with students. No change for this SLO will be implemented in Spring 2018.

Follow-Up: 12/05/2017 In Fall 2018, Preceptorship will be a stand-alone course with increased number of hours giving students an opportunity to become even more prepared to take the licensure exam and join the nursing workforce.

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

Course SLO: NRN-202L - Nursing Action: Critical Biological and Psychosocial System Needs II (Section #39339, #39341, #39340, #39342) = 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.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Written Assignment - Concept Mapping skills:

The team chose to evaluate 2 concept maps submitted by 40 students using the evaluation tool focusing on three areas:

Nursing Diagnosis

Patient's Goal

Implementation of Plan of Care.

SMHS (Course SLOs) - Nursing

Results from the 1st map , first submission were compared to the 2nd map first submission. The goal was to see if there were any improvements in scores after students received feedback and instructions for how to make necessary changes/corrections. (Active)

Criterion/Target: 80% of the students will show improvement in all 3 areas from the 1st to the 2nd concept map.

Notes: This course will cover the following topics:

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:

Nursing Process

Application of Theory

Delegation of Care

Results

Semester of Assessment: 2017-2018 (Fall 2017)

12/06/2017

Criterion/Target Met: Yes

40 students were evaluated on Map#1 first submission and 40 students on Map #2 first submission.

The following grading scale was used:

0= unsatisfactory

1 = needs improvement

2 = satisfactory

3 = excellent

Concept map #1

NANDA = The class average was 2.275

Goal = The class average was 2.075

Implementations = The class average was 2.25

Concept map #2

NANDA = The class average was 2.35

Goal = The class average was 2.225

Implementations = The class average was 2.3

Evaluations: According to statistics, students' performance improved in all three areas on the second concept map.

Contributing factors:

Clinical Instructors provided detailed feedback; students were directed to follow written instructions for developing concept maps;

Instructors reviewed NANDAS and goals on selected patients during clinical rotation; students consulted instructors during office hours.

Related Documents:

[Concept Map Evaluation Form.docx](#)

Actions

Action: 12/06/2017 The team will continue to use this assignment to measure the SLO of Thinking and Reasoning for Spring 2018 but consider raising the benchmark to 85%.

It will also evaluate its applicability with the new concept based curriculum in Fall 2018.

Course SLO: NRN-202L - Nursing Action: Critical Biological and Psychosocial System Needs II (Section #39339, #39341, #39340, #39342) = Communication

SMHS (Course SLOs) - Nursing

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.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Performance/Presentation - The Clinical Mystery project is used focusing on the topics of: Report, Leadership, & Organization.

The students are paired up to work on a research-based patient case presentation to their fellow students. Using the Clinical Mystery Evaluation Tool, the students are evaluated in 3 areas:

Interactions between the two students presenting,

Leadership: how the two students control the activity for the group during the presentation, &

Their ability to present the clinical mystery in an organized manner. (Active)

Criterion/Target: 80% of students will score at the satisfactory level or higher in all 3 areas being evaluated.

Notes: This course will cover the following topics:

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.

Results

Semester of Assessment: 2017-2018 (Fall 2017)

12/06/2017

Criterion/Target Met: Yes

Results:

Report:

0 = 0

1 = 0

2 = 28 students received a score of "2"

3 = 12 students received a score of "3"

100% of the students received grade of satisfactory or higher.

Leadership:

0 = 0

1 = 1 student received a score of "1"

2 = 28 students received a score of "2"

3 = 11 students received a score of "3"

97.5 % of students received a satisfactory grade or higher. Only one student needs improvement in leadership skills.

Organization:

0 = 0

1 = 0

2 = 23 students received a score of "2"

3 = 17 students received a score of "3"

100% of the students received grade of satisfactory or higher.

Strategies used in clinical to enhance communication were: SBAR reports, patient teaching regarding medications, sharing daily goals/objectives with nurses.

Related Documents:

[NRN 202L Evaluation Clinical Mystery Rubric Fall 2017doc](#)

Actions

SMHS (Course SLOs) - Nursing

Action: 12/06/2017 The team will use the same assignment to measure SLO of communication for Spring 2018. The team will review its applicability with the new concept based curriculum in Fall 2018.

Course SLO: NRN-202L - Nursing Action: Critical Biological and Psychosocial System Needs II (Section #39339, #39341, #39340, #39342) = 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: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Performance/Presentation - The team chose to evaluate this SLO by assessing students' completion rate in Preceptorship (Active)

Criterion/Target: 80% of students who entered RN 202 and RN 202L will pass these courses.

Notes: This course will cover the following topics:

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:

Accountability & Responsibility

Professional Role Development

Advocacy

Results

Semester of Assessment: 2017-2018 (Fall 2017)

12/06/2017

Criterion/Target Met: Yes

Fall 2017 NRN 202 and NRN 202L started with a class of 40 students.

Four students did not complete NRN 202 (failed to achieve 75% cumulative score in NRN 202) and did not proceed to Preceptorship.

At the end of four weeks of Preceptorship, 36 students, or 90% of those starting the course, NRN 202L completed the preceptorship and graduated from the nursing program. These students are eligible to take NCLEX-RN exam.

Related Documents:

[NRN 202L Clinical Evaluation Tool 202L 2016 revised.doc](#)

Actions

Action: 12/06/2017 The team will continue to select preceptors who have received preceptorship training and are excited to work with students.

The team will consider raising the Benchmark to 85% for Spring 2018.

NRN-206: Health Sciences Skills Laboratory -Second Year

Course SLO: NRN-206 - Health Sciences Skills Laboratory -Second Year (Sections #39345, #39344, #39346, #39347) = Thinking and Reasoning and Life Skills

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.

Course SLO Status: Active

SMHS (Course SLOs) - Nursing

Course Assessment Cycle: 2016 - 2017 (Spring 2017) , 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Survey - The survey from Spring 2017 was changed. This survey is an anonymous online survey asked of all students participating in the lab activities. This survey will include questions on gender and ethnicity.

The survey will also include the following question:

After participating in the skills lab directed learning activities, I am more confident in my ability to: a) Demonstrate critical thinking skills in the delivery of patient-centered care to well and ill patients;

b) Participate with the patient, family, significant others, and members of the healthcare team to utilize the nursing process in the provision of patient-centered care. (Active)

Criterion/Target: 100% of the students will report that they can think critically by integrating the nursing process in clinical situations.

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.

Results

Semester of Assessment: 2017-2018 (Fall 2017)

11/24/2017

Criterion/Target Met: No

The online survey was launched in week 11 of the semester and students were asked to complete the survey via email.

Results:

In reference to the question: "After participating in the skills lab directed learning activities, I am more confident in my ability to demonstrate critical thinking skills in the delivery of patient-centered care to well and ill patients", 58% (63) strongly agreed and 37% (40) agreed. 1% (1) disagreed and 4% (4) strongly disagreed. The one respondent that disagreed was a non-white female. Of the four respondents that strongly disagreed, three were Hispanic female and one was Hispanic male.

In reference to the question: "After participating in the skills lab directed learning activities, I am more confident in my ability to participate with the patient, family, significant others, and members of the healthcare team to utilize the nursing process in the provision of patient-centered care", 60% (65) strongly agreed and 35% (38) agreed. 2% (2) disagreed and 3% (3) strongly disagreed. One respondent that disagreed was a non-white female and the other was a Hispanic female. Of the three respondents that strongly disagreed, two were Hispanic females and one was Hispanic male.

Based on these results, the majority of students utilizing the healthcare lab are able to apply critical thinking skills to clinical situations. It is difficult to say why 5 students disagreed or strongly disagreed. They were of two different ethnicities- Hispanic and non-white. Additional resources need to be incorporated into the lab activities to address possibly ESL students.

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.

Related Documents:

[Survey Results --NRN 106 and NRN 206 Fall 2017.html](#)

Actions

Action: 11/24/2017 This is an ongoing outcome that will need to be assessed every semester.

The staff in the lab will continue to offer experiences, such as high fidelity simulation and mid-fidelity case scenarios, and other learning activities, that necessitate applying critical thinking with the decision making process.

SMHS (Course SLOs) - Nursing

Additionally, resources will be sought out to support ESL students.

Type of resource requested: Staff

Resource Request: Directed learning activities require some preparation and monitoring, active involvement from several members of the skills lab team during the time when students are conducting the activities in preparation for testing. It is imperative that extra staff and learning facilitators are provided for skills lab assistance in order to assure overall student success.

Course SLO: NRN-206 - Health Sciences Skills Laboratory -Second Year (Sections #39345, #39344, #39346, #39347) = Communication and Information Management

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.

Course SLO Status: Active

Course Assessment Cycle: 2016 - 2017 (Spring 2017) , 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Survey - The survey from Spring 2017 was changed. This survey is an anonymous online survey asked of all students participating in the lab activities. This survey will include questions on gender and ethnicity.

The survey will also include the following question:

After participating in the skills lab directed learning activities, I am more confident in my ability to a) communicate with patients, families, significant others, and other professionals within the context of the healthcare environment, b) use technology in the management of patient care. (Active)

Criterion/Target: 100% of the students will report they can differentiate effective, accurate, and congruent transfer of information.

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, with the use of mid-fidelity mannequins

Results

Semester of Assessment: 2017-2018 (Fall 2017)

11/24/2017

Criterion/Target Met: No

The online survey was launched in week 11 of the semester and students were asked to complete the survey via email.

The question "After participating in the skills lab directed learning activities, I am more confident in my ability to communicate with patients, families, significant others, and other professionals within the context of the healthcare environment", 59% (64) strongly agreed and 36% (391) agreed. 2% (2) disagreed and 3% (3) strongly disagreed. Of the two respondents that disagreed one was Hispanic female and the other was non-white female. Of the three respondents that strongly disagreed, two were Hispanic females and one was Hispanic male.

In reference to the question: "After participating in the skills lab directed learning activities, I am more confident in my ability to use technology in the management of patient care", 67% (72) strongly agreed and 29% (31) agreed. 1% (1) disagreed and 3% (3) strongly disagreed. One respondent that disagreed was a white female. Of

SMHS (Course SLOs) - Nursing

the three respondents that strongly disagreed, two were Hispanic females and one was Hispanic male

Based on these results, the majority of students utilizing the healthcare lab are able to communicate appropriately within the context of the healthcare environment. It is difficult to say why 5 students disagreed or strongly disagreed. They were of two different ethnicities- Hispanic and non-white. Additional resources need to be incorporated into the lab activities to address possibly ESL students.

The overall goal would be to have 100% of the students apply strong communication skills within a simulated healthcare environment consistently.

Actions

Action: 11/24/2017 This outcome will need to be assessed every semester.

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.

Additionally, resources will be sought out to support ESL students.

Type of resource requested: Supplies

Resource Request: It is crucial that the skills lab/simulation lab are provided with updated supplies that would be utilized in any healthcare setting. To ensure student success, if the students can familiarize themselves with the supplies that they may encounter in the healthcare setting, it allows for more productive and successful students.

Course SLO: NRN-206 - Health Sciences Skills Laboratory -Second Year (Sections #39345, #39344, #39346, #39347) = Careers, Civic Responsibility, Diversity

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.

Course SLO Status: Active

Course Assessment Cycle: 2017 - 18 (Fall 2017)

Start Date: 08/28/2017

Methods of Assessment

Survey - The survey from Spring 2017 was changed. This survey is an anonymous online survey asked of all students participating in the lab activities. This survey will include questions on gender and ethnicity.

The survey will include the following question:

After participating in the skills lab directed learning activities, I am more confident in my ability to:

- Demonstrate behaviors consistent with the legal and ethical framework of nursing;
- Create an environment that promotes caring and professionalism with consideration for the patient's cultural/societal beliefs and practices;
- Demonstrate commitment, accountability, integrity, and discretionary judgment in my nursing practice. (Active)

Criterion/Target: 100% of the students will report that they are able to identify some principles of the role of the professional nurse.

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 mannequins

SMHS (Course SLOs) - Nursing

Results

Semester of Assessment: 2017-2018 (Fall 2017)

11/24/2017

Criterion/Target Met: No

The online survey was launched in week 11 of the semester and students were asked to complete the survey via email.

The question "After participating in the skills lab directed learning activities, I am more confident in my ability to demonstrate behaviors consistent with the legal and ethical framework of nursing", 62% (67) strongly agreed and 35% (38) agreed. 0% (0) disagreed and 3% (3) strongly disagreed. Of the three respondents that strongly disagreed, two were Hispanic females and one was Hispanic male.

The question "After participating in the skills lab directed learning activities, I am more confident in my ability to create an environment that promotes caring and professionalism with consideration for the patient's cultural/societal beliefs and practices", 66% (69) strongly agreed and 30% (32) agreed. 1% (1) disagreed and 3% (3) strongly disagreed. The one respondent who reported a "disagree" was a non-white female. Of the three respondents that strongly disagreed, two were Hispanic females and one was Hispanic male.

The question "After participating in the skills lab directed learning activities, I am more confident in my ability to demonstrate commitment, accountability, integrity, and discretionary judgment in my nursing practice", 65% (70) strongly agreed and 32% (34) agreed. 0% (0) disagreed and 3% (3) strongly disagreed. Of the three respondents that strongly disagreed, two were Hispanic females and one was Hispanic male.

It is difficult to say why 3-4 students disagreed or strongly disagreed. They were of two different ethnicities- Hispanic and non-white. Additional resources need to be incorporated into the lab activities to address possibly ESL students.

Based on these results, the majority of students utilizing the healthcare lab are able to function knowledgeably, safely, and effectively in nursing practice within a variety of health care settings.

The overall goal is 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.

Related Documents:

[Survey Results --NRN 106 and NRN 206 Fall 2017.html](#)

Actions

Action: 11/24/2017 This outcome will be assessed every semester.

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, while demonstrating behaviors in alignment with the legal and ethical framework of nursing, accountability, integrity and discretionary judgment required of practicing nurses.

Type of resource requested: Equipment

Resource Request: Healthcare equipment changes frequently, such as patient monitors, electronic vital sign machines, beds and gurneys, glucometers, computerized charting devices. It is imperative that the skills lab and simulation lab are provided with updated equipment that mimics the healthcare environments.