

Assessment: Course Planning

SMHS (Course SLOs) - Nursing

NRN 160: Introduction to Pharmacology

Course SLO: NRN 160, Introduction To Pharmacology (Section #54234) = Thinking/Reasoning & Life Skills_1

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

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

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

- Relate pharmacological concepts and their application to the nursing process.
- 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: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Written Assignment - VSim Scenario (Danielle Young Bear)

The SLO was evaluated by having students complete a virtual simulation on a patient with the goals of:

- Calculating correct dosages for pain medications
- Reconciling patient's over-the counter (OTC), herbal, & prescription medications
- Provide patient education on interactions & dosages with all medications
- Provide patient education on pain management at home (Active)

Criterion/Target: 80% of students will score above 75% on the virtual simulation

Notes: Multiple resources are used to teach the following concepts related to this SLO: Safety, Diversity, Health Promotion, Communication, Professional Behavior, Clinical Reasoning/Judgment, and Clinical Competency

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

11/02/2018

Criterion/Target Met: Yes

35 students completed the virtual simulation with the following scores:

70-74%: 1 student
75-79%: 5 students
80-89%: 11 students
90-100%: 18 students

Analysis: 34/35 (97%) of the students scored 75% or higher and therefore the benchmark was met.

Actions

Action: 11/02/2018 This was the students first introduction to the virtual simulation format. The assignment asked that the students complete it with a score of at least 75%. More time was spent in class including how to use the program and the purpose of the case scenario.

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This form of assessment will continue to be used and the benchmark will remain the same to see if we receive consistent results since this is only the second time this assessment has been used.

Follow-Up: 11/02/2018 In Spring 2018, 23/36 (64%) students scored 75% or higher and therefore the benchmark was not met. In Fall 2018, 33% improvement over Spring results.

Course SLO: NRN 160, Introduction To Pharmacology (Section #54234) = Communication & Information Management_1_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: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Performance/Presentation - VSim Scenario (Danielle Young Bear)

The SLO was evaluated by having students complete a virtual simulation on a patient with the goals of:

- Provide patient education on interactions & dosages with all medications (Active)

Criterion/Target: Of the three opportunities available regarding medication education, at least 75% of students will have performed the education.

Notes: Multiple resources are used to teach the following concepts related to this SLO: Safety, Diversity, Health Promotion, Communication, Professional Behavior, Clinical Reasoning/Judgment, and Clinical Competency.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

11/02/2018

Criterion/Target Met: No

Education regarding excessive use of medications – 31 (88%) students performed this action.

Education regarding adverse effects of medications – 11 (33%) students performed this action.

Education regarding drug interactions – 9 (26%) students performed this action.

Analysis: Not met. The benchmark was only met on 1/3 of the questions.

Actions

Action: 11/02/2018 This is the first time this assessment method is being used to evaluate the student learning outcome- Communication & Information Management. The students used a computer program simulating patient care as another method of emphasizing the importance of education regarding medications in general. Emphasis will be placed on the importance of educating/ communicating with patient regarding medications' adverse effects, as well as potential drug interactions

The faculty will continue to use this method of evaluating the student learning outcome: Communication/ Information Management . The benchmark will remain the same.

Follow-Up: 11/02/2018 In Spring 2018, the method of assessment was exam questions so unable to compare with Fall 2018.

Course SLO: NRN 160, Introduction To Pharmacology (Section #54234) = Careers, Civic Responsibility & Diversity_1_1

SMHS (Course SLOs) - Nursing

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

- A. Identify 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.

The student learning outcome is achieved by completing the following course 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: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Exam/Quiz - In Course - VSim Scenario (Danielle Young Bear) Post Simulation Quiz

The SLO was evaluated by having students complete a virtual simulation and related quiz on a patient with the goals of:

- Calculating correct dosages for pain medications
- Reconciling patient's over-the-counter (OTC), herbal, & prescription medications
- Provide patient education on interactions & dosages with all medications
- Provide patient education on pain management at home (Active)

Criterion/Target: 70% of students will score above 75% on the post simulation quiz

Notes: Multiple resources are used to teach the following concepts related to this SLO: Safety, Diversity, Health Promotion, Communication, Professional Behavior, Clinical Reasoning/Judgment, and Clinical Competency

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

11/02/2018

Criterion/Target Met: No

35 students completed the post simulation quiz with the following scores:

- 40%: 2 students
- 50%: 4 students
- 60%: 2 students
- 70%: 5 students
- 80%: 10 students
- 90-100%: 12 students

Analysis: Unfortunately, only 22/36 (63%) students scored 75% or higher and therefore the benchmark was not met.

Actions

Action: 11/02/2018 This was the students first introduction to the virtual simulation format. The assignment did not specify that a certain score needed to be obtained on the post simulation quiz in order for students to receive credit. This is the first time they were asked questions on specific medications and its effects. More education will be done on the specific medications that are used during the scenario.

This form of assessment will continue to be used and the benchmark will remain the same to see if we receive consistent results since this is only the second time this assessment has been used.

Follow-Up: 11/02/2018 In Spring 2018, 23/36 (64%) students scored 75% or higher and therefore the benchmark was not met. This was a 1% increase from Fall 2018.

NRN 161: Principles of Nursing Practice

Course SLO: NRN 161, Principles of Nursing Practice (Section #54235, #54236) = Thinking/Reasoning & Life Skills_1_1

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By the end of this course the student will be able to identify the nursing process and best current evidence related to principles of nursing practice 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: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Exam/Quiz - In Course - Traditional Cohort

Exam question:

Assessment:

Exam 2 Q 9

Subjective Data

Criterion/target: =80% of students will select the correct answer

Extended Campus Program (ECP) Cohort

Exam Question:

Planning:

Exam 2 Q 6

Smart Goals

Traditional Cohort

Discussion Board:

Diversity discussion board

Criterion/Target: =80% of students will complete the discussion boarding and receive max points for content

Extended Campus Program (ECP) Cohort

Discussion Board:

Diversity discussion board

Criterion/Target: =80% of students will complete the discussion boarding and receive max points for content

Traditional Cohort

Exam Question:

Delegation to UAPs

Exam 2 Q 38

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

Extended Campus Program (ECP) Cohort

Exam Question:

Delegation to UAPs

Final Exam Q 47

Criterion/Target: =80% of students will select the correct answer (Active)

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

=80% of students will complete the discussion boarding and receive max points for content

Notes: This course will cover biological concepts related to thinking and reasoning as evidenced by associated exemplars.

Course information includes:

Describe the pathophysiology, etiology, clinical manifestations, and direct and indirect causes.

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Identify associated risk factors and prevention methods.
Interpret the relationship of diagnostic tests to the deficit.
Apply the nursing process in providing culturally competent care across the life span.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

10/27/2018

Criterion/Target Met: Yes

Traditional Cohort

36/38 (90%) of the students selected the correct answer on exam - met

Extended Campus Program (ECP) Cohort

16/20 (80%) of students selected the correct answer - met

Traditional Cohort

38/38 (100%) of students received full marks for discussion board entry - met

Extended Campus Program (ECP) Cohort

20/20 (100%) of students received full marks for discussion board entry - met

Traditional Cohort

25/38 (66%) of students selected the correct answer on exam- not met

Extended Campus Program (ECP) Cohort

10/20 (56%) of students selected the correct answer on exam- not met

Actions

Action: 10/27/2018 A small drop in percentage of students meeting this criteria is noted. Will continue to introduce the nursing process through applicable activities. Faculty will use these questions again in subsequent semesters and consider increasing criterion for meeting the goal and/or implementing a secondary method of assessment.

Extended Campus Program (ECP) Cohort

Will continue to introduce the nursing process through applicable activities. Consider increasing criterion for meeting the goal and/or implementing a secondary method of assessment.

Traditional Cohort

Will continue to use discussion board questions to evaluate student's understanding and application of issues in diversity.

Extended Campus Program (ECP) Cohort

Will continue to use discussion board questions to evaluate student's understanding and application of issues in diversity.

Traditional Cohort

Previous action plan will be continued. There was improvement. Perhaps more time needs to be spent discussing the importance of following up closely with Unlicensed Assistive Personnel during delegation. The confusion continues to be about micro-managing. Perhaps a discussion on appropriate techniques for overseeing and delegating patient care to UAP would be beneficial. I believe many students have not been in the position of being the responsible party.

Extended Campus Program (ECP) Cohort

Further discussion of the roles that differentiate nurses and Unlicensed Assistive Personnel may be required. Additional examples may need to be provided for students to differentiate duties.

Type of resource requested: Supplies

Resource Request: Classroom supplies are needed for the flipped classroom activities.

Follow-Up: 10/28/2018 When comparing results to Spring 2018, there was some improvement with students selecting the correct answers to the related questions.

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Course SLO: NRN 161, Principles of Nursing Practice (Section #54235, #54236) = Communication and Information Management_1

By the end of this course the student will be able to identify communication skills and technology to support decision making, education, and documentation of care related to principles of nursing practice.

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: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Exam/Quiz - In Course - Traditional Cohort

Discussion Board question:

Communication

Criterion/Target: =80% of students will identify 5 methods of active listening and therapeutic communication skills

Extended Campus Program (ECP) Cohort

Discussion Board:

Activity based on transferring information in a succinct manner to other healthcare professionals

Criterion/Target: =80% of students receive greater than a 13/15 on the discussion board activity

Traditional Cohort

Exam question: COPD teaching

Final Exam Q 1

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

Extended Campus Program (ECP) Cohort

Exam question:

Final Exam Q 44

Criterion/Target: =80% of students will select the correct answer on exam (Active)

Criterion/Target: =80% of students will identify 5 methods of active listening and therapeutic communication skills

=80% of students receive greater than a 13/15 on the discussion board activity

=80% of students will select the correct answer on exams

Notes: This course will cover concepts related to communication as evidenced by associated exemplars. Course information will include the following:

Describe the pathophysiology, etiology, clinical manifestations, and direct and indirect causes.

Identify associated risk factors and prevention methods.

Interpret the relationship of diagnostic tests to the deficit.

Apply the nursing process in providing culturally competent care across the life span.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

10/27/2018

Criterion/Target Met: Yes

Traditional Cohort

38/38 (100%) of students were able to identify and apply communication skills learned - met

Extended Campus Program (ECP) Cohort

14/20 (70%) of students received greater than 13/15 - not met

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Traditional Cohort

Only 30/38 (79%) of students selected the correct answer - not met

Extended Campus Program (ECP) Cohort

20/20 (100%) of students selected the correct answer on exam - met

Actions

Action: 10/27/2018 Traditional Cohort

In the spring semester a new action was discussed to measure this SLO. This was implemented and there was a significant outcome noted. Continuation of this assessment method may prove prudent.

Extended Campus Program (ECP) Cohort

This is a new activity. Further development of the tools used to teach and assess this knowledge will help in this area. Further activities can be implemented to improve skills through practice.

Traditional Cohort

Will continue to assess student's application of health promotion and maintenance through exam questions, charts and discussions of community nursing.

Extended Campus Program (ECP) Cohort

Will continue to assess student's application of health promotion and maintenance through exam questions and activities that reinforce

Type of resource requested: Equipment

Resource Request: Equipment will be needed for the flipped classroom activities

Follow-Up: 10/28/2018 Spring 2018, 40/40 (100%) of students selected the correct answer.

Course SLO: NRN 161, Principles of Nursing Practice (Section#54235, #54236) = Careers, Civic Responsibility & Diversity_1_1

By the end of this course the student 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
- 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: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Exam/Quiz - In Course - Traditional Cohort

Exam question: Elder abuse

Final Exam Q 47

Criterion/Target: 100% of students will select the correct answer on exam.

Extended Campus Program (ECP) Cohort

Exam question: Elder abuse

Final Exam Q 64

Criterion/Target: 100% of students will select the correct answer on exam.

Traditional Cohort

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Journal Assignment: Professional Role Development

Criterion/Target: =90% of students will identify at least two strategies for professional growth and development

Extended Campus Program (ECP) Cohort

Journal Assignment: Professional Role Development

Criterion/Target: =90% of students will identify at least two strategies for professional growth and development

Traditional Cohort

Exam question:

Right to end of life care

Exam 2 Q 39

Criterion/Target: =90% of students will select the correct answer on exam

Extended Campus Program (ECP) Cohort

Exam question:

Final Exam Q 18

Criterion/Target: =80% of students will select the correct answer on exam (Active)

Criterion/Target: Traditional and Extended Campus Program (ECP) Cohorts: 100% of students will select the correct answer on exam.

Traditional and Extended Campus Program (ECP) Cohorts: =90% of students will identify at least two strategies for professional growth and development on journal assignments.

Traditional Cohort: =90% of students will select the correct answer on exam.

Extended Campus Program (ECP) Cohort: =80% of students will select the correct answer on exam.

Notes: This course will cover concepts related to civic responsibility, diversity, and careers, as evidenced by associated exemplars. Course information will include the following:

Describe the pathophysiology, etiology, clinical manifestations, and direct and indirect causes.

Identify associated risk factors and prevention methods.

Interpret the relationship of diagnostic tests to the deficit.

Apply the nursing process in providing culturally competent care across the life span.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

10/27/2018

Criterion/Target Met: Yes

Traditional Cohort

38/38 (100%) of students selected the correct answer on exam - met

Extended Campus Program (ECP) Cohort

20/20 (100%) of students selected the correct answer - met

Traditional Cohort

37/38 students (97%) were able to identify =2 strategies for professional growth and development - met

Extended Campus Program (ECP) Cohort

20/20 students (100%) were able to identify =2 strategies for professional growth and development - met

Traditional Cohort

38/38 (100%) of students selected the correct answer on exam - met

Extended campus Program (ECP) Cohort

33% of students selected the correct answer on exam- not met

Actions

Action: 10/27/2018 Traditional Cohort

The importance of ethical and legal necessities within the medical field was successfully measured this semester. Additional learning methods can be applied to this topic to improve assessment on a deeper level. Group discussion or

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perhaps simulation may be applicable to this process.

Extended campus Program (ECP) Cohort

Group discussion or perhaps simulation may be applicable to this process. The interesting thing about the outcome of this question is that the traditional cohort was asked the same question and they performed poorly on it.

Traditional Cohort

Increasing the criterion from a journal to a paper on professionalism and growth may be more in depth and beneficial for measuring students understanding of their professional role and continued development.

Extended Campus Program (ECP) Cohort

Increasing the criterion from a journal to a paper on professionalism and growth may be more in depth and beneficial for measuring students understanding of their professional role and continued development.

Traditional Cohort

Following this assessment criterion it will be beneficial to keep the benchmark target at 90% of students will select the correct answer. Future assessment can be performed through case study implementations.

Extended Campus Program (ECP) Cohort

Following this assessment of the question used to determine meeting this SLO, it was determined that a more efficiently worded test question may alleviate the failure of students to comprehend and apply their knowledge to the topic of advocacy.

Follow-Up: 10/28/2018 When comparing results to Spring 2018, there was some improvement with students selecting the correct answers to the related questions.

NRN 161L: Principles of Nursing Practice Lab

Course SLO: NRN 161L, Principles of Nursing Practice Lab (Section #54237, #54238, #54239, #54240, #54241, #54242) = Thinking/Reasoning & Life Skills_1_1

The student nurse will discuss the nursing process and best current evidence to provide safe care related to principles of nursing practice 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: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Written Assignment - 1. In class assignment: Each student will write an individual concept map (ICM).

2. In class assignment: After participating in simulation, 90% of the students will identify that this activity enabled them to think critically and apply the nursing process to care for the end-of-life patient and their family member.

3. Final Clinical Evaluation for Delegation of Care. (Active)

Criterion/Target: 80% of the students will score 45 points or higher on their first attempt at the individual concept map (ICM) as measured by the concept map grading criteria.

90% of students will receive a score of 3 or better on the final clinical evaluation for Delegation of Care.

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Notes: This course will cover the following topics:

Course Content

Clinical competency of required skills

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

11/01/2018

Criterion/Target Met: Yes

1. 50 out of 57 (88%) of the students were able to achieve 45 points or more on the Individual Concept Map (ICM) assignment.
2. 55 out of 57 (96%) of the students stated that participating in the simulation enabled them to critically think and to apply the nursing process to care for the end-of-life patient and family member.
3. 57 out of 57 (100%) of the students received a score of 3 or better on their final clinical evaluation for delegation of care.

Related Documents:

[Concept Map Evaluation Form.docx](#)

[Clinical_eval_tool_161L\(1\).pdf](#)

Actions

Action: 11/01/2018 Revisions were made to the assignment to create a more robust set of data for the students to work with and also in giving them more time to work on the assignment. This appears to have worked in that the percentage of students who scored 45 or more points on their individual concept map rose from 63% to 88%. The same success was noted in the student results on their simulation experience (96%) and on their delegation of care (100%).

Faculty will continue to utilize the individual concept map, simulation participation, and the delegation of care assignments next semester. The students felt that these experiences were helpful in developing their thinking/ reasoning, life skills, and delegation skills.

Type of resource requested: Staff

Resource Request: Clinical Teaching Assistants are needed to assist faculty in meeting the needs of the students.

Follow-Up: 11/01/2018 In Spring 2018, 25 out of 40 (63%) of the students were able to achieve 45 points or more on the ICM assignment. 40/40 (100 %) of the students identified that the simulation assisted them to critically think and to effectively care for an end-of-life patient and family member. 65% of the students effectively delegated to the student assigned to the UAP role. In Fall 2018, the percentages indicate student improvement overall.

Course SLO: NRN 161L, Principles of Nursing Practice Lab (Section #54237, #54238, #54239, #54240, #54241, #54242) = Communication & Information Management_1

The student nurse will discuss communication skills and technology to support decision making, education, and documentation of care related to principles of nursing practice.

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

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

Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Written Assignment - In Class Assignment: SBAP assignment. (Active)

Criterion/Target: 80% of the students will complete the SBAP assignment successfully.

Notes: This course will cover the following topics:

Course Content

Clinical competency of required skills

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Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

11/01/2018

Criterion/Target Met: Yes

56 out of 57 students (98%) successfully completed the SBAP assignment.

Actions

Action: 11/01/2018 The students felt that the SBAP assignment was useful in teaching them to communicate to other health care professionals in a concise, effective, and accurate manner. Faculty will continue to utilize this tool again next semester.

Follow-Up: 11/01/2018 In Spring 2018, 39/40 (98 %) of the students successfully completed the SBAP assignment. No notable change noted from Spring to Fall.

Course SLO: NRN 161L, Principles of Nursing Practice Lab (Section 54237, #54238, #54239, #54240, #54241, #54242) = Careers, Civic Responsibility & Diversity_1_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: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Performance/Presentation - 1. Clinical Evaluation Tool: Accountability and Responsibility

2. Clinical Evaluation Tool: Professional Role Development

3. Clinical Evaluation Tool: Advocacy (Active)

Criterion/Target: =80% of the 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 cover the following topics:

Course Content

Clinical competency of required skills

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

11/01/2018

Criterion/Target Met: Yes

1. 55/57 students (96 %) achieved = 3 on Accountability and Responsibility section of Clinical Evaluation Tool

2. 57/57 students (100%) achieved = 3 on Professional Role Development section of Clinical Evaluation Tool

3. 57/57 students (100%) achieved = 3 on the Advocacy section of the Clinical Evaluation Tool.

Related Documents:

[Clinical_eval_tool_161L\(1\).pdf](#)

Actions

Action: 11/01/2018 Will continue to utilize the clinical evaluation tool method of assessment for the next semester.

Students felt like they were able to improve their ability to be accountable and responsible in this course. The faculty could see the students improvement in their professional role development. The students were able to maintain patient

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confidentiality, advocate for patient rights, and to respect the patient's decisions. Will consider increasing the target to be 4 in each category on the clinical evaluation tool next semester.

Follow-Up: 11/01/2018 In Spring 2018, 39/40 students (98 %) achieved =3 on Accountability and Responsibility section of Clinical Evaluation Tool. 40/40 students (100%) achieved =3 on Professional Role Development section of Clinical Evaluation Tool. 40/40 students (100%) achieved =3 on Advocacy section of Clinical Evaluation Tool. When comparing Fall 2018 to spring 2018, there was very little change in improvement.

NRN 162: Pharmacological Concepts

Course SLO: NRN 162, Pharmacological Concepts (Section #54243) = Thinking/Reasoning & Life Skills_1

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

- A. Discuss real or potential problems and develop, evaluate and test possible solutions using the nursing process in the introductory nursing course.
- 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: 2018 - 2019 (Fall 2018)

Start Date: 10/22/2018

Methods of Assessment

Performance/Presentation - Vsim Scenario (Mary Richards) -A patient with multiple medications for hypertension and heart failure.

The Student Learning Outcomes (SLOs) Thinking/Reasoning & Life Skills were evaluated by having students complete a virtual simulation on a patient with the goals of:

- Recognize the signs & symptoms of digoxin toxicity.
- Recognize the relationship between potassium levels and digoxin therapy.
- Initiate appropriate treatment for a patient with digoxin therapy. (Active)

Criterion/Target: 85% of students will score 80% or higher on the Vsim

Notes: In this course, multiple resources are used to teach the concepts related to these student learning outcomes.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

11/02/2018

Criterion/Target Met: Yes

35 students completed the virtual simulation with the following scores:

75-79%: 5 students
80-89%: 16 students
90-100%: 14 students

Analysis: 86% of the students scored 80% or higher on the VSim and therefore, the benchmark was met.

Actions

Action: 11/02/2018 More time will be spent on class regarding the use of various medications and their nursing implications for side effects of these medications used to treat heart failure and hypertension.

This form of assessment will continue to be used and the benchmark will remain the same to see if we receive consistent

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results since this is only the second time this assessment has been used.

Type of resource requested: Supplies

Resource Request: Supplies are needed to assure student success when utilizing the flipped classroom approach to teaching and learning.

Follow-Up: 11/02/2018 In Spring 2018, 82% of the students scored 80% or higher on the VSim. In Fall 2018, there was a 4% increase in the number of students who scored 80% or higher. Faculty will continue to emphasize this education.

Course SLO: NRN 162, Pharmacological Concepts (Section #54243) = Communication & Information Management_1

By the end of the course, the student will:

- A. Apply skills of listening, speaking, reading, and writing as they engage in interpersonal and inter-professional communication in the pharmacology course.
- B. Utilize 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. Discuss therapeutic communication needs of patients, families and health care team.

Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 10/22/2018

Methods of Assessment

Performance/Presentation - Vsim Scenario (Mary Richards) - A patient with multiple medications for hypertension and heart failure.

The Student Learning Outcomes (SLOs)- Communication & Information Management were evaluated by having students complete a virtual simulation on a patient with the goal of:

- Providing appropriate patient-centered patient education on medication (at the appropriate level, including side effects, interactions, etc.) (Active)

Criterion/Target: Of the four opportunities available regarding medication education, at least 75% of students will have performed the education.

Notes: In This course, multiple resources are used to teach the concepts related to these Student Learning Outcomes (SLOs).

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

11/02/2018

Criterion/Target Met: No

Education regarding adverse effects of medication – 80% (28) of students performed this action.

Education regarding digoxin – 23% (8) of students performed this action.

Education regarding ondansetron – 80% (28) of students performed this action.

Education regarding potassium – 80% (28) of students performed this action.

Analysis: Not Met.

The benchmark was met on only 3 out of the 4 questions.

Actions

Action: 11/02/2018 Emphasis will be placed on the importance of educating/ communicating with patient regarding new medications as well as medications that are currently taken at home.

This form of assessment will continue to be used and the benchmark will remain the same to see if we receive consistent results since this is only the second time this assessment has been used.

Type of resource requested: Equipment

Resource Request: Equipment reflective of the healthcare industry is needed to assure student success when utilizing the

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flipped classroom approach to teaching and learning.

Follow-Up: 11/02/2018 In Spring 2018, the benchmark was met on only 3 out of the 4 questions. Fall 2018 results were unchanged from Spring 2018 results. Faculty will continue to emphasize the importance of educating/ communicating with patient regarding new medications as well as medications that are currently taken at home.

Course SLO: NRN 162, Pharmacological Concepts (Section #54243) = Careers, Civic Responsibility & Diversity_1

By the end of the 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: 2018 - 2019 (Fall 2018)

Start Date: 10/22/2018

Methods of Assessment

Exam/Quiz - In Course - Vsim Scenario (Mary Richards)- Post Simulation Quiz

The Student Learning Outcomes Careers, Civic Responsibility, and Diversity were evaluated by having students complete a virtual simulation quiz on a patient with the goal of:

- Evaluate the appropriateness of the medication order for the particular patient
- Calculate the medication dosages as appropriate
- Administer medications, ensuring safety in the pharmacological process and applying rights of medication administration (Active)

Criterion/Target: 70% of students will score above 75% on the post simulation quiz

Notes: In this course, Multiple resources are used to teach the concepts related to these student learning outcomes.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

11/02/2018

Criterion/Target Met: No

35 students completed the post simulation quiz with the following scores:

60%: 2 students

70%: 12 students

80%: 8 students

90-100%: 13 students

Analysis: 21/35 (60%) students scored 75% or higher and therefore the benchmark was not met.

Actions

Action: 11/02/2018 The assignment did not specify that a certain score needed to be obtained on the post simulation quiz in order for students to receive credit. More education will be done on the specific medications that are used during the scenario. The benchmark will be lowered to 70% in the future.

This form of assessment will continue to be used and the benchmark will remain the same to see if we receive consistent results since this is only the second time this assessment has been used.

Type of resource requested: Supplies

Resource Request: Supplies are needed to assure student success when utilizing the flipped classroom approach to

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teaching and learning.

Follow-Up: 11/02/2018 In Spring 2018, 14/36 (40%) students scored 75% or higher and therefore the benchmark was not met. However, in Fall 2018, there was a notable 20% increase in student success.

NRN 163: Simple Concepts

Course SLO: NRN 163, Simple Concepts (Section #54279, #54280) = Thinking/Reasoning & Life Skills_1

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

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

- Generalize 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
- 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
- Discuss delegation of care between the student nurse and the healthcare team.

Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 10/22/2018

Methods of Assessment

Group Project - Group Project - In class assignment:

- Group activity that requires the use of the nursing process to complete a large concept map to delineate and describe the priority care for patient's within the scope of the exemplar (Perfusion)
- Journal assignment: Diversity
- Role play scenarios that represent opportunities and methods for delegating as a nursing student. (Active) (Active)

- Criterion/Target:**
- In class concept map assignment: 80% of the students will receive full credit for each assignment
 - Journal assignment on diversity: 80% of students will achieve full credit for this journal entry
 - In class assignment on role playing: 80% of students will participate and achieve full credit for this assignment

Notes: This course will cover the following topics =

For the identified biological concepts as evidenced by the associated exemplars, the student will be able to:

- Describe the pathophysiology, etiology, clinical manifestations, and direct and indirect causes
- Identify associated risk factors and prevention methods
- Interpret the relationship of diagnostic tests to the deficit
- Apply the nursing process in providing culturally competent care across the life span

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

12/20/2018

Criterion/Target Met: Yes

100% students actively participated in the concept map activity and were able to achieve full credit for the activities.

80% of students achieved full credit for the journal entry.

100% of the student fully participated and received full credit for their participation in the role playing scenarios activity.

Actions

Action: 12/20/2018 The concept map activity is an excellent method of group study, review, and application of the concepts. This activity will be continued into the spring semester in order to establish validity of this activity as a tool for assessment.

The diversity concept was continued from 161. Some of the current students in 163 were not in 161 this semester and

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therefore may not have therefore met requirements. Our goal is to present this topic to these late admit students in a thorough way so that they can self-study and be prepared for this assignment more thoroughly next semester. The role playing scenarios activity worked well. After performing the exercise it is apparent that in the future the scenarios can be more in depth.

Type of resource requested: Supplies

Follow-Up: 12/20/2018 Fall 2018 results were very similar to Spring 2018 results with the exception of the journal entry. There was a 4% drop in results for Fall 2018.

Course SLO: NRN 163, Simple Concepts (Section #54279, #54280) = Communication & Information Management_1

The student nurse will distinguish communication skills and technology to support decision making, education, and documentation of care related to simple nursing concepts.

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

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

Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 10/22/2018

Methods of Assessment

Exam/Quiz - In Course - Exam questions:

Final Exam Question #39

Final Exam Question #48 (Active)

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

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: 2018 - 2019 (Fall 2018)

12/20/2018

Criterion/Target Met: Yes

100% of students selected the correct answer on question #39.

91.4% of students selected the correct answer on question #48.

Actions

Action: 12/20/2018 Faculty will continue to use similar communication questions next semester to measure the validity of it as a tool to measure knowledge.

Type of resource requested: Equipment

Follow-Up: 12/20/2018 In Spring 2018, results were:

96.5% of students selected the correct answer on question #23.

97.3% of students selected the correct answer on question #26.

In Fall 2018, results showed a 3.5% increase in students selecting one of the correct answers but a 5.9% decrease in selecting the other correct answer.

Course SLO: NRN 163, Simple Concepts (Section #54279, #54280) = Careers, Civic Responsibility & Diversity_1

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

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

- Explain accountability and responsibility for nursing care within legal/ethical boundaries
- Explain 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: 2018 - 2019 (Fall 2018)

Start Date: 10/22/2018

Methods of Assessment

Written Assignment - Exam/Quiz - In Course

- Essay: A personal account of responsibility and accountability of nursing care within legal/ethical boundaries
- Journal Entry: Professional behaviors
- Exam question:
Final Exam Question #40 (Active)

- Criterion/Target:**
- Essay: 80% of the students will receive full credit on their essay submission
 - Journal Entry: 90% of the students will complete this journal entry and receive full credit
 - Exam question: 80% of the students will select the correct answer

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: 2018 - 2019 (Fall 2018)

12/20/2018

Criterion/Target Met: Yes

- 97% of students received full credit on the essay assignment.
92.5% of students completed and received full credit on the journal assignment.
97.1% of students selected the correct answers on the exam.

Actions

- Action:** 12/20/2018
- The essay assignment was a great opportunity for students to reflect on their accountability and responsibility and relate it to their personal experiences. This assignment will be kept and used to assess critical reasoning and judgment as it relates to legal and ethical boundaries.
 - The journal topic was utilized as a way of enriching and increasing their depth of knowledge and application.
 - The exam question was a nursing responsibility type question/scenario. It was a great measure in determining/measuring their ability to act as a patient advocate.

Follow-Up: 12/20/2018 In Spring 2018, 98% of students received full credit on the essay assignment. 95% of students completed and received full credit on the journal assignment. 32.4% of students selected the correct answers on the exam. Fall 2018 results indicate a significant increase in student results.

NRN 163L: Simple Concepts Lab

Course SLO: NRN 163L, Simple Concepts Lab (Section #54281, #54283, #54284, #54285, #54287, #54288) = Thinking/Reasoning & Life Skills_1

SMHS (Course SLOs) - Nursing

By the end of this course, the student nurse will apply the nursing process and best current evidence to provide safe care related to simple concepts of nursing while advocating for patients and families across the lifespan.

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

- Apply 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
- Apply 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
- Relate appropriate delegation of care between the student nurse and the healthcare team.

Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 10/22/2018

Methods of Assessment

Written Assignment - Concept Map # 3, Final Score (Active)

Criterion/Target: 80% of the students will achieve > 44 points on the final grade of concept map #3

Notes: This clinical course applies the concepts of NRN 163 within the four domains of Person, Health and Illness, Environment, and Nursing. Emphasis is placed on the concepts within each domain including: fluid and electrolyte balance, elimination, metabolism, perfusion, inflammation, tissue integrity, infection, mobility, comfort, cognition, safety and infection control, diversity, health promotion, communication, professional behaviors, clinical reasoning/judgment, ethics, and clinical competency. Upon completion, students should be able to demonstrate safe nursing care incorporating the concepts identified in this course.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

12/26/2018

Criterion/Target Met: Yes

Concept Map #3, application of nursing processes and theories to meet patient needs

47/56 students achieved > 44 points on this assignment

Actions

Action: 12/26/2018 Considerably more time will be parceled into the spring curriculum to review concept map instructions and applications.

Type of resource requested: Supplies

Resource Request: Updated supplies are needed to mirror supplies utilized in the healthcare setting and better prepare the students in the delivery of care.

Follow-Up: 12/26/2018 This is a new method of assessment so there is no follow up to date.

Course SLO: NRN 163L, Simple Concepts Lab (Section #54281, #54283, #54284, #54285, #54287, #54288) = Communication & Information Management_1

The student will apply communication skills and technology to support decision-making, education, and documentation of care related to simple concepts of nursing.

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

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

Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 10/22/2018

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Methods of Assessment

Written Assignment - Interview and Written Communication (Active)

Criterion/Target: 80% of students will achieve greater than 22 points on this assignment.

Notes: This course will cover clinical competency of required skills:

- A. Patient care
- B. Well Elder
- C. Simulation
- D. Life review

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

12/26/2018

Criterion/Target Met: Yes

Well Elder Life Review:

45/56 students achieved > 80%

Actions

Action: 12/26/2018 Faculty are making some changes to this assignment for the Spring 2019 semester. These changes will include a title change, earlier assigning of the paper and a later submission date.

Type of resource requested: Equipment

Resource Request: Updated equipment is needed to assist students with the familiarity of the equipment that the healthcare industry is utilizing,

Follow-Up: 12/26/2018 This is a new method of assessment so there is no follow up to date.

Course SLO: NRN 163L, Simple Concepts Lab (Section #54281, #54283, #54284, #54285, #54287, #54288) = 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:

- a. Apply accountability and responsibility for nursing care within legal/ethical boundaries;
- b. Demonstrate behaviors for the development of professional awareness, commitment, education, and growth;
- c. Demonstrate 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: 2018 - 2019 (Fall 2018)

Start Date: 10/22/2018

Methods of Assessment

Performance/Presentation - Final Evaluation Tool: Report Final Scores (Active)

Criterion/Target: Advocacy 100% of students will achieve a 3 on their final evaluation,

Professional Development 80% of students will achieve a 4 on their final evaluation,

Accountability and Responsibility 80% of students will achieve a 4 on their final evaluation

Notes: Students should be able to demonstrate safe nursing care incorporating the concepts identified in this course.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

12/26/2018

Criterion/Target Met: Yes

Advocacy:

100% of students achieved at least a 3 out 4 on their final evaluation tool

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Professional Development:

>80% of students achieved a 4 out of 4 on their final evaluation tool

Accountability and responsibility:

>80% of students achieved a 4 out of 4 on their final evaluation tool.

Actions

Action: 12/26/2018 Faculty will focus and implement opportunities for demonstration through simulation to increase the goal to 80% of students achieving a 3 out of 4 in the area of advocacy.

Stressing the importance of professional development and accountability through simulation and small group communication can increase these scores to 90% of the students achieving 4 out of 4 on their final evaluations.

Type of resource requested: Staff

Resource Request: First semester clinical time is heavily impacted with student learning needs. Clinical Teaching Assistants are needed to assist faculty with the delivery of student learning experiences.

Follow-Up: 12/26/2018 Benchmark was kept the same as course is still relatively new in implementation.

NRN 164: Family Health Concepts

Course SLO: NRN 164, Family Health Concepts (Section #54290) = Thinking/Reasoning & Life Skills_1

The student will compare 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.

This student learning outcome is achieved by completing the following objectives

- Utilize concepts of the nursing process while integrating environmental, cultural, spiritual and psychosocial influences
- Relate relevant theoretical concepts to patient care
- Differentiate delegation of care between the student nurse and the healthcare team.

Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Performance/Presentation - In the new ebook platform, virtual simulations known as VSims were used to evaluate thinking and reasoning.

In VSim #1, the VSim itself was used to evaluate thinking and reasoning. (Active)

Criterion/Target: The benchmark was 70%.

Notes: This course will:

Describe the pathophysiology, etiology, clinical manifestations, and direct and indirect causes;

Identify associated risk factors and prevention methods;

Interpret the relationship of diagnostic tests to the deficit;

Apply the nursing process in providing culturally competent care across the life span related to the following concepts and exemplars:

Concept: Physical Growth & Development

Exemplar: Physiological Process of Growth and Development

Concept: Psychosocial Development

Exemplar: Psychosocial Process of Growth and Development

Concept: Cognitive Development

Exemplar: Cognitive Process of Growth and Development

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Concept: Metabolism
Exemplar: Nutrition
Exemplar: Diabetes Mellitus - Gestational

Concept: Cellular Regulation
Exemplar: Breast Cancer

Concept: Perfusion
Exemplar: Hypertension - Preeclampsia

Concept: Reproduction
Exemplar: Family Planning
Exemplar: Antepartum Needs
Exemplar: Intrapartum Needs
Exemplar: Postpartum Needs
Exemplar: Newborn Needs

Concept: Infection
Exemplar: Sexually-Transmitted Infections

Concept: Comfort
Exemplar: Pain: Acute and Chronic

Concept: Emergencies
Exemplar: Interpersonal Violence- (Child Abuse, Partner Abuse, Youth Violence)

Identify commonly occurring alterations in violent acts and related therapies.
Explain prevention efforts for violence.

Concept: Safety & Infection Control
Exemplar: National Patient Safety Goals
Exemplar: Institutional Security/Safety
Exemplar: Point of Care Safety

Describe nursing interventions that reduce risk of injury and infection.

Concept: Diversity
Exemplar: Vulnerable populations
Exemplar: Cultural and Spiritual Healthcare Practices/Beliefs

Concept: Health Promotion
Exemplar: Health Promotion/Disease Prevention
Exemplar: Patient Education

Describe the nurse's role in health promotion and disease prevention and patient education.

Concept: Communication
Exemplar: Interpersonal
Exemplar: Interprofessional

Identify therapeutic techniques used in interpersonal and interprofessional communication.
Describe barriers to successful communication with strategies to decrease the risk of each barrier.

Concept: Professional Behaviors
Exemplars: Time Management and Priority Setting

SMHS (Course SLOs) - Nursing

Exemplar: Quality and Safety Education for Nurses (QSEN)

Exemplar: Delegation

Describe professional behaviors related to time management, priority setting, QSEN standards and delegation.

Concept: Clinical Reasoning/Judgment

Exemplar: Nursing Process

Concept: Ethics

Exemplars: Ethical Decision Making

Integrate the ANA Code of Ethics in providing individual patient care.

Apply ethical principles in situations involving ethical dilemmas.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

10/28/2018

Criterion/Target Met: No

29/38 (76%) of the students reached the benchmark of 70%. Nine students were below the benchmark of 70%. Eight students scored in the 60s and one student scored 54%. Each VSim has specific criteria that must be met in order to deliver safe, appropriate care.

Actions

Action: 10/28/2018 This VSim patient is pre-eclamptic. Due to the importance of this high risk condition we will continue to use this VSim next semester to analyze thinking and reasoning. Our benchmark will be 75%

Type of resource requested: Supplies

Resource Request: Supplies are needed for the flipped classroom activities.

Follow-Up: 10/28/2018 In Spring 2018, 37/40 (92.5%) students reached the benchmark of 90%. One of the students who did not reach the benchmark failed the course. Another student who did not reach the benchmark barely passed the course with a 75.

17/18 (94.4%) students in the ECP cohort reached the benchmark. One student failed to complete the VSim post quiz. Fall 2018, less students reached the benchmark.

Course SLO: NRN 164, Family Health Concepts (Section #54290) = Communication & Information Management_1

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

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

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

Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Performance/Presentation - STD Presentation: A one day STD Awareness campaign at SAC was conducted in the center of the campus. Students were divided into six groups. Each group had a two hour time frame to provide STD information to SAC students passing by. Each group created their own communication strategies. (Active)

Criterion/Target: 4.5

Notes: This course will:

Describe the pathophysiology, etiology, clinical manifestations, and direct and indirect causes;
Identify associated risk factors and prevention methods;

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Interpret the relationship of diagnostic tests to the deficit;

Apply the nursing process in providing culturally competent care across the life span related to the following concepts and exemplars:

Concept: Physical Growth & Development

Exemplar: Physiological Process of Growth and Development

Concept: Psychosocial Development

Exemplar: Psychosocial Process of Growth and Development

Concept: Cognitive Development

Exemplar: Cognitive Process of Growth and Development

Concept: Metabolism

Exemplar: Nutrition

Exemplar: Diabetes Mellitus - Gestational

Concept: Cellular Regulation

Exemplar: Breast Cancer

Concept: Perfusion

Exemplar: Hypertension - Preeclampsia

Concept: Reproduction

Exemplar: Family Planning

Exemplar: Antepartum Needs

Exemplar: Intrapartum Needs

Exemplar: Postpartum Needs

Exemplar: Newborn Needs

Concept: Infection

Exemplar: Sexually-Transmitted Infections

Concept: Comfort

Exemplar: Pain: Acute and Chronic

Concept: Emergencies

Exemplar: Interpersonal Violence- (Child Abuse, Partner Abuse, Youth Violence)

Identify commonly occurring alterations in violent acts and related therapies.

Explain prevention efforts for violence.

Concept: Safety & Infection Control

Exemplar: National Patient Safety Goals

Exemplar: Institutional Security/Safety

Exemplar: Point of Care Safety

Describe nursing interventions that reduce risk of injury and infection.

Concept: Diversity

Exemplar: Vulnerable populations

Exemplar: Cultural and Spiritual Healthcare Practices/Beliefs

Concept: Health Promotion

Exemplar: Health Promotion/Disease Prevention

Exemplar: Patient Education

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Describe the nurse's role in health promotion and disease prevention and patient education.

Concept: Communication

Exemplar: Interpersonal

Exemplar: Interprofessional

Identify therapeutic techniques used in interpersonal and interprofessional communication.

Describe barriers to successful communication with strategies to decrease the risk of each barrier.

Concept: Professional Behaviors

Exemplars: Time Management and Priority Setting

Exemplar: Quality and Safety Education for Nurses (QSEN)

Exemplar: Delegation

Describe professional behaviors related to time management, priority setting, QSEN standards and delegation.

Concept: Clinical Reasoning/Judgment

Exemplar: Nursing Process

Concept: Ethics

Exemplars: Ethical Decision Making

Integrate the ANA Code of Ethics in providing individual patient care.

Apply ethical principles in situations involving ethical dilemmas.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

10/28/2018

Criterion/Target Met: Yes

Of the 142 students who completed the post survey, the average score was 4.3 from a likert scale of 1-5. Nine students scored a one or two in communication.

Related Documents:

[NRN 164 STD Awareness Pre Survey S18.html](#)

[NRN 164 STD Awareness Post Survey S18.html](#)

Actions

Action: 10/28/2018 Faculty will continue to strive to enhance communication techniques in the spring semester. The new benchmark will be 4.5.

Type of resource requested: Equipment

Resource Request: Equipment is needed for the flipped classroom activities.

Follow-Up: 10/28/2018 In Spring 2018, On day one, 103 participants completed a pre survey and 97 participants completed the post survey. The average score for communication was 4.6. On day two, 105 participants completed a pre survey and 73 participants completed the post survey. The average score was 4.6; slightly higher than Fall 2018.

Course SLO: NRN 164, Family Health Concepts (Section #54290) = Careers, Civic Responsibility, and Diversity_1

The student 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:

- 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.

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c. Demonstrate actions appropriate to the nurse's role as patient advocate.

Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Exam/Quiz - In Course - Exams (Active)

Criterion/Target: 85% of students will complete RN164 with a 75% or higher.

Notes: This course will:

Describe the pathophysiology, etiology, clinical manifestations, and direct and indirect causes;

Identify associated risk factors and prevention methods;

Interpret the relationship of diagnostic tests to the deficit;

Apply the nursing process in providing culturally competent care across the life span related to the following concepts and exemplars:

Concept: Physical Growth & Development

Exemplar: Physiological Process of Growth and Development

Concept: Psychosocial Development

Exemplar: Psychosocial Process of Growth and Development

Concept: Cognitive Development

Exemplar: Cognitive Process of Growth and Development

Concept: Metabolism

Exemplar: Nutrition

Exemplar: Diabetes Mellitus - Gestational

Concept: Cellular Regulation

Exemplar: Breast Cancer

Concept: Perfusion

Exemplar: Hypertension - Preeclampsia

Concept: Reproduction

Exemplar: Family Planning

Exemplar: Antepartum Needs

Exemplar: Intrapartum Needs

Exemplar: Postpartum Needs

Exemplar: Newborn Needs

Concept: Infection

Exemplar: Sexually-Transmitted Infections

Concept: Comfort

Exemplar: Pain: Acute and Chronic

Concept: Emergencies

Exemplar: Interpersonal Violence- (Child Abuse, Partner Abuse, Youth Violence)

Identify commonly occurring alterations in violent acts and related therapies.

Explain prevention efforts for violence.

Concept: Safety & Infection Control

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Exemplar: National Patient Safety Goals
Exemplar: Institutional Security/Safety
Exemplar: Point of Care Safety

Describe nursing interventions that reduce risk of injury and infection.

Concept: Diversity

Exemplar: Vulnerable populations

Exemplar: Cultural and Spiritual Healthcare Practices/Beliefs

Concept: Health Promotion

Exemplar: Health Promotion/Disease Prevention

Exemplar: Patient Education

Describe the nurse's role in health promotion and disease prevention and patient education.

Concept: Communication

Exemplar: Interpersonal

Exemplar: Interprofessional

Identify therapeutic techniques used in interpersonal and interprofessional communication.

Describe barriers to successful communication with strategies to decrease the risk of each barrier.

Concept: Professional Behaviors

Exemplars: Time Management and Priority Setting

Exemplar: Quality and Safety Education for Nurses (QSEN)

Exemplar: Delegation

Describe professional behaviors related to time management, priority setting, QSEN standards and delegation.

Concept: Clinical Reasoning/Judgment

Exemplar: Nursing Process

Concept: Ethics

Exemplars: Ethical Decision Making

Integrate the ANA Code of Ethics in providing individual patient care.

Apply ethical principles in situations involving ethical dilemmas.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

10/28/2018

Criterion/Target Met: Yes

NRN164 started with 1 cohort of 40 students. The retention rate is 95% (38/40 students passed). Two students had to withdraw due to family and medical issues.

Actions

Action: 10/28/2018 Faculty will continue to assess retention rate striving for 95% retention.

Follow-Up: 10/28/2018 In Spring 2018, NRN164 started with 40 students in traditional. Of the 40, 38 passed the course = 95% retention rate. Two students failed with a 73% and a 69%. Of the ECP cohort, 18/18 passed the course with 75% or higher = 100% retention rate. Same retention rate as Fall 2018.

NRN 164L: Family Health Concepts Lab

Course SLO: NRN 164L, Family Health Concepts Lab (Section #54291, #54292, #54293, #54301) = Thinking/Reasoning & Life Skills_1

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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.

This student learning outcome is 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 delegation of care between the student nurse and the healthcare team.

Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Written Assignment - Newborn Case Study (Active)

Criterion/Target: 100% of the students will set an appropriate goal for the NANDA of the Newborn Case Study

Notes: This course will cover the clinical competency of required skills:

- Patient care
- Community nursing
- Simulation

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

10/28/2018

Criterion/Target Met: Yes

94.7% (36/38) of the students were able to set an appropriate goal for their newborn case study. Two students were unsuccessful in setting an appropriate goal with a specific time frame.

Actions

Action: 10/28/2018 Faculty will continue to assess the newborn case study. For Spring 2019 semester, faculty will analyze nursing implementations for the specific newborn identified. The benchmark will be 100%.

Follow-Up: 10/28/2018 In Spring 2018, 100% of the students were able to develop appropriate nursing diagnosis related to factors and defining characteristics in the Newborn Case Study. This rate is slightly higher than this Fall 2018.

Course SLO: NRN 164L, Family Health Concepts Lab (Section #54291, #54292, #54293, #54301) = Communication & Information Management_1

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

This student learning outcome is 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: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Written Assignment - 100% of the students will assess the learning needs of the patient and family and then spontaneously develop the teaching plan. Faculty will emphasize the cultural and spiritual aspects of postpartum and newborn care which helps to delineate how environmental factors impact the patient's care. (Active)

Criterion/Target: 100% of the students will assess the learning needs of the patient and family and then spontaneously develop the teaching plan.

Notes: This course will cover the clinical competency of required skills:

SMHS (Course SLOs) - Nursing

- a. Patient care
- b. Community nursing
- c. Simulation

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

10/28/2018

Criterion/Target Met: Yes

100% of the students were able to assess the learning needs of the family and identify spiritual and cultural factors of the postpartum patient. The cultures represented were Hispanic, Chinese, Vietnamese, Arab, and American. Some patients had no English language skills. Interpreters were used at times when deemed necessary.

Actions

Action: 10/28/2018 Faculty will continue to assess the learning needs of our obstetric patients with a focus on breastfeeding for the Spring 2019 semester. The benchmark will be 100%.

Follow-Up: 10/28/2018 In Spring 2018, 81% (47/58) of students were able to assess the learning needs of the patient and family and then spontaneously develop the teaching plan.

Course SLO: NRN 164L, Family Health Concepts Lab (Section #54291, #54292, #54293, #54301) = 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

- a. Demonstrate accountability and responsibility for increasing complex patient care implementations within appropriate legal and ethical parameters.
- 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: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Performance/Presentation - Staff Input sheets (Active)

Criterion/Target: 90% of the students will receive input from the staff regarding professional behavior.

Notes: This course will cover the clinical competency of required skills:

- a. Patient care
- b. Community nursing
- c. Simulation

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

10/28/2018

Criterion/Target Met: Yes

92.5% (35/38) of the students received "5"s on their staff feedback sheets. Students were encouraged to reflect about their behavior and analyze what may be deemed as unprofessional by the staff.

Actions

Action: 10/28/2018 Faculty will continue to analyze staff feedback in the Spring 2019 semester.

Follow-Up: 10/28/2018 in Spring 2018, 75% (44/58) of students received a "5" on their staff input sheets. Fall 2018, the rate is much higher.

NRN 165: Health Illness Concepts

SMHS (Course SLOs) - Nursing

Course SLO: NRN 165, Health Illness Concepts (Section #54302) = Thinking/Reasoning & Life Skills_1_1

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.

This student learning outcome is 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.
- Differentiate delegation of care between the student nurse and the healthcare team.

Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 10/22/2018

Methods of Assessment

Exam/Quiz - Standardized - Proctored Kaplan and PrepU standardized exams. Students will only have one attempt to take the exams. Faculty will also compare/contrast students' scores between the (2) different standardized exam software to determine if perhaps Kaplan vs. PrepU is able to better measure student success effectively and reliably. (Active)

Criterion/Target: 100% of students will take both a Kaplan and PrepU standardized online comprehensive course test. Students will achieve both exams with an average score of 75% or higher.

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: 2018 - 2019 (Fall 2018)

01/18/2019

Criterion/Target Met: No

95% (36/38) of students failed the NRN 165 customized Kaplan exam. Average score was 65%.

84% (32/38) of students failed the NRN 165 comprehensive PrepU Exam. Average score was 71%.

Overall, students did not perform significantly better on one standardized online test versus the other.

Student feedback on course evaluations found that students prefer the PrepU style questions over the Kaplan questions because they feel they have more exposure to them via the practice tests. A draw-back with using PrepU exams, is that the software does not have a standardized method for tracking students remediation on what they scored incorrectly after taking an exam.

Remediation is a necessary and required of the nursing program after students complete a Kaplan proctored exam. Therefore, faculty will continue to administer the customized NRN 165 Kaplan exam with required remediation for those students who score below 75%, and will administer more practice PrepU quizzes during the course.

Actions

Action: 01/18/2019 For Spring 2019 semester, 100% of students will complete all assigned vSims for the course, and pass the vSim simulation with an average score of 75%.

Follow-Up: 01/18/2019 This semester the Prep U and Kaplan assignment were exchanged out for a vSim assignment. No data available for comparison.

Course SLO: NRN 165, Health Illness Concepts (Section #54302) = Communication & Information Management_1

SMHS (Course SLOs) - Nursing

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

This student learning outcome is 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: 2018 - 2019 (Fall 2018)

Start Date: 10/22/2018

Methods of Assessment

Performance/Presentation - 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.

(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.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

01/18/2019

Criterion/Target Met: No

87% of students successfully demonstrated both professional verbal and non-verbal communication. One group of students who presented exhibited very unprofessional behavior and communication toward the instructor after being questioned regarding their content for the assignment.

Some students did not act professionally and communicate responsibility nor accountability for their actions.

Actions

Action: 01/18/2019 For Spring 2019 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.

Students will also receive evaluations by their peers regarding their communication skills and professional behavior for this assignment.

Follow-Up: 01/18/2019 In Spring 2018, 98% of students demonstrated effective professional communication when presenting their self-created patient group case-study on an exemplar for the concept of Metabolism. It is noted that there was a 11% drop in the results for Fall 2018. This is a separate cohort of students that Spring 2018; therefore, it is difficult to compare the two groups without extenuating circumstances.

Course SLO: NRN 165, Health illness Concepts (Section #54302) = Careers, Civil 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 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: 2018 - 2019 (Fall 2018)

Start Date: 10/22/2018

Methods of Assessment

SMHS (Course SLOs) - Nursing

Performance/Presentation - 1. Completion of course NRN 165 with a grade of 75% or higher
2. Group case-study assignments (Active)

Criterion/Target: 100% of students will complete NRN 165 with a grade of 75% or higher.
100% of students will also identify ethical/legal implications specific to culturally diverse patients created in group case-study assignments.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

01/18/2019

Criterion/Target Met: No

97% (37/38) of students passed NRN 165 with a grade of 75% or higher.

87% of students identified ethical/legal implications specific to culturally diverse patients created in group case-study assignments. One group did not address the required criteria outlined above during the oral group case-study presentation. Instructor will stress the importance to students and draw more attention to the detailed rubric for the assignment next semester.

Actions

Action: 01/18/2019 For Spring 2019 the instructor will continue to evaluate students' success in course, and professional behavior while presenting their oral group case-studies.

Follow-Up: 01/18/2019 In Spring 2018, 94% (35/37) students in the Traditional program passed NRN 165 with a grade of 75% or higher.

100% (20/20) Extended Campus Program (ECP) students passed NRN 165 with a grade of 75% or higher. Results for Fall 2018, are somewhat similar. Instructors will continue to evaluate students' success in course.

NRN 165L: Health Illness Concepts Lab

Course SLO: NRN 165L, Health Illness Concepts Lab (Section #54303, #54304, #54306, #54307) = Thinking/Reasoning & Life Skills_1

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 delegation of care between the student nurse and the healthcare team.

Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 10/22/2018

Methods of Assessment

Written Assignment - Concept Map Assignment. (Active)

Criterion/Target: 85% of students will select appropriate interventions with detailed and concise rationales connecting correctly to the goal and NANDA on the Concept Map Assignment.

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: 2018 - 2019 (Fall 2018)

01/18/2019

Criterion/Target Met: No

74% of students successfully selected appropriate interventions and provided detailed and concise rationales connecting correctly to the goal and NANDA.

Of those students who were unsuccessful, factors involved appeared to be ineffective time management toward

SMHS (Course SLOs) - Nursing

completing the assignment, and inability to follow or understand the concept map assignment directions. Instructors will emphasize and discuss the importance of this aspect of the concept map assignment to students next semester during orientation.

Actions

Action: 01/18/2019 In the Spring 2019 semester, all students will successfully identify environmental and psychosocial factors pertaining to their concept map patient and address how those factors may impact the patient's hospitalization, recovery and discharge.

Follow-Up: 01/18/2019 In Spring 2018, 98% (56/57) students successfully developed appropriate goals/final outcomes for the clinical mystery patient. This semester, 74% of students successfully selected appropriate interventions and provided detailed and concise rationales connecting correctly to the goal and NANDA. Faculty have identified factors contributing to this decrease in outcomes as ineffective time management toward completing assignments and inability to follow directions.

Course SLO: NRN 165L, Health Illness Concepts Lab (Section #54303, #54304, #54306, #54307) = Communication & Information Management_1

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: 2018 - 2019 (Fall 2018)

Start Date: 10/22/2018

Methods of Assessment

Performance/Presentation - All students will participate in patient bedside teaching of medications ordered and administered. Students will explain what the purpose of the medication is, side effects, and important patient/family education to include. (Active)

Criterion/Target: 100% of students will participate in patient bedside teaching of medications and explain purpose, side effects, and important education.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

01/18/2019

Criterion/Target Met: No

100% of students participate in patient bedside teaching of medications ordered and administered. However, only 84% of students correctly explained what the purpose of the medication is, side effects, and important patient/family education to include.

Students unsuccessful struggled in communicating to patients and families in age-appropriate and lay-person non-medical terms. Students also identified that they struggled with lack of confidence with their communication skills in talking directly to patients and families in this specific patient population of pediatrics. Instructors will have students role-play during simulation activities with medication education to allow them more practice and build confidence.

Actions

Action: 01/18/2019 For Spring 2019, all students will complete a health-teaching oral presentation either in the acute-care setting or community-based nursing setting demonstrating effective verbal and non-verbal communication.

Follow-Up: 01/18/2019 This was a different assignment for the students this semester as compared to previous semesters.

SMHS (Course SLOs) - Nursing

Results were similar though to other assignments related to communication.

Course SLO: NRN 165L, Health Illness Concepts Lab (Section #54303, #54304, #54306, #54307) = Careers, Civic Responsibility, & Diversity_1

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.
- 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: 2018 - 2019 (Fall 2018)

Start Date: 10/22/2018

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.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

01/18/2019

Criterion/Target Met: No

89% (34/38) of students successfully completed the reflection paper outlining examples of how they met the course SLOs.

Overwhelmingly, 94% of students felt they successfully improved in time management and organizational skills, communication skills, and professional role as a future RN.

However, Staff Input Sheets on Student RN' Performance indicated that only 84% of students scored at 'good' or 'excellent' for time management and organizational skills.

These results indicated that students are perceiving their skills and strengthens differently then what the licensed professional staff RNs do.

Clinical Instructors at FVRH also felt that due to the low patient census is was not feasible for students to realistically practice effective time management when they only have a (1) patient care assignment.

Versus the CHOC clinical groups who received a full (3-4) patient load assignment and very much were challenged by staff to maintain effective time management.

Actions

Action: 01/18/2019 In Spring 2019 semester, all students will complete a Staff Input Sheet for Student RN' Performance and score 'good' or 'excellent' for their professional behavior as a student RN.

Follow-Up: 01/18/2019 In Spring 2018, 100% of students completed the reflection assignment. Major themes for areas of growth identified included: self-confidence, med administration, communication, time management, organization skills, patient advocacy, and collaboration/team-work.

SMHS (Course SLOs) - Nursing

NRN 261 : Mental Health Concepts

Course SLO: NRN 261, Mental Health Concepts (Section #54313, #54314) = Thinking/Reasoning & Life Skills

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

This student learning outcome is achieved by completing the following objectives

- Analyze the nursing process for critical adult and older adult patients with psychosocial system needs while monitoring environmental, cultural, and spiritual influences.
- Analyze theories that apply in the care of adult and geriatric patients with psychosocial needs in a variety of settings.
- Analyze the role of the patient care organizer as a member of the healthcare team under the supervision of an instructor and/or delegated licensed staff.

Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Exam/Quiz - In Course - Exam questions that are representative of selected phases of the Nursing Process. (Active)

Criterion/Target: 80% of students will be able to correctly answer questions from exams that are representative of selected phases of the Nursing Process.

Notes: This course will cover the following concepts of mental health/mental illness; therapeutic relationships/role of the mental health nurse; communication; culture, diversity & self-awareness in Mental Health; mental status exam; legal and ethical issues in mental health; concepts of personality development; psychopharmacology; anxiety disorders; mood disorders; personality disorders; thought disorders; substance related disorders; treatment modalities; biological implications of Mental Health Nursing; violence & trauma; eating disorders.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

10/28/2018

Criterion/Target Met: No

Question #1 Assessment question on borderline personality disorder = 85%, Spring semester = 78%

Question #2 Planning question on antisocial personality disorder = 49%, Spring semester = 50%

Question #3 Implementation question on paranoid personality disorder = 68%, Spring semester = 68%

Question #4 Evaluation question on working phase of clinical group = 87%, Spring semester = 78%

72% of the students met the criteria this semester and 69% of the students met the criteria during Spring 2018 semester.

Actions

Action: 10/28/2018 72% of students correctly answered selected questions dealing with thinking and reasoning. This is a slight improvement from the 69% of Spring semester 2018. The benchmark of 80% was not achieved. Since this is only the second semester with the concept-based curriculum, with a reduced number of class hours, the team will continue to monitor the 4 questions closely for achieving the benchmark in ongoing classes. All previous SLO questions for third semester utilized questions from medical/surgical nursing. This is only the second class in third semester in which the questions are all from mental health curriculum. All four questions have a baseline of less than 80% to encourage rigorous performance to achieve and exceed the benchmark.

Follow-Up: 10/28/2018 69% of the students met the criteria during Spring 2018 semester, 3% less than Fall 2018.

Course SLO: NRN 261, Mental Health Concepts (Section #54313, #54314) = Communication & Information Management

SMHS (Course SLOs) - Nursing

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

This student learning outcome is achieved by completing the following objectives

- Analyze written and verbal communication skills with patients, family, and the health care team in the performance of patient care.
- Analyze methodologies of teaching to assist patients/families to attain and maintain an optimal level of wellness.

Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Exam/Quiz - In Course - Exam questions dealing with therapeutic communication. (Active)

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

Notes: this course will cover the following concepts of mental health/mental illness; therapeutic relationships/role of the mental health nurse; communication; culture, diversity & self-awareness in Mental Health; mental status exam; legal and ethical issues in mental health; concepts of personality development; psychopharmacology; anxiety disorders; mood disorders; personality disorders; thought disorders; substance related disorders; treatment modalities; biological implications of Mental Health Nursing; violence & trauma; eating disorders.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

10/28/2018

Criterion/Target Met: No

Question #1 concerning communication priorities during group therapy consistently met the benchmark for numerous semesters so it was retired from test bank after Spring semester 2018

Question #2 concerning communication promoting collection of patient data = 73%, Spring semester = 63%

Question #3 concerning communication encouraging a more favorable patient outcome = 58%, Spring semester = 73%

Question #4 concerning communication encouraging patient medication compliance = 43%, Spring semester = 65%

Question #5 concerning communication regarding validation of patient's suffering = 73%, Spring semester = 78%

62% of students correctly answered selected questions dealing with therapeutic communication. The Spring 2018 cohort answered the questions with accuracy of 74%. The benchmark of 80% was not achieved either semesters.

Actions

Action: 10/28/2018 62% of students correctly answered selected questions dealing with communication. This is a decrease from the 74% of Spring semester 2018. The benchmark of 80% was not achieved during either semester. It is notable 6 students entered as new students to this Fall 2018 cohort and no new students entered the Spring 2018 cohort. The average for these 6 new students on these selective questions in communication was 46% which would largely account for the drop from 74% last Spring 2018 to 62% for the Fall 2018 cohort. The NRN 261 class is only 6 weeks in duration and this extremely tight time frame is problematic for newly entering students to learn how to engage class resources. Four of the six newly entering students are ESL which renders communication questions even more challenging than thinking, reasoning and career questions during a 6 week class. Since this is only the second semester with the concept-based curriculum, with a reduced number of class hours, the team will continue to monitor the questions closely for achieving the benchmark in ongoing classes.

Follow-Up: 10/28/2018 The Spring 2018 cohort answered the questions with accuracy of 74%. In Fall 2018, 62% of students correctly answered selected questions dealing with therapeutic communication. The benchmark of 80% was not achieved either semesters.

Course SLO: NRN 261, Mental Health Concepts (Section #54313,

SMHS (Course SLOs) - Nursing

#54314) = 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:

- Employ accountability for one's actions with increasing complexity of nursing care within legal and ethical boundaries.
- Organize a personal plan for maintaining professional responsibilities inherent in the expanding role of the Registered Nurse in a variety of health care settings.
- Operate in the role of patient advocate with increasing independence

Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

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

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

Notes: This course will cover the following concepts of mental health/mental illness; therapeutic relationships/role of the mental health nurse; communication; culture, diversity & self-awareness in Mental Health; mental status exam; legal and ethical issues in mental health; concepts of personality development; psychopharmacology; anxiety disorders; mood disorders; personality disorders; thought disorders; substance related disorders; treatment modalities; biological implications of Mental Health Nursing; violence & trauma; eating disorders.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

10/28/2018

Criterion/Target Met: No

Question #1 concerning patient group diversity development = 81%, Spring semester = 80%

Question #2 concerning nursing responsibility for the patient experiencing anorexia nervosa = 77%, Spring semester = 75%

Question #3 concerning nursing delegation = 68%, Spring semester = 80%

75% of students correctly answered selected questions dealing with careers. The Spring 2018 cohort answered the questions with accuracy of 78%. The benchmark of 80% was not achieved either semesters.

Actions

Action: 10/28/2018 75% of students correctly answered selected questions dealing with the professional role of the nurse in careers. This is a slight decrease from the 78% of Spring semester 2018. The benchmark of 80% was not achieved. Since this is the second semester with the concept-based curriculum, with a reduced number of class hours, the team will continue to monitor the questions closely for achieving the benchmark in ongoing classes.

Follow-Up: 10/28/2018 The Spring 2018 cohort answered the questions with accuracy of 78%. In Fall 2018, 75% of students correctly answered selected questions dealing with careers. The benchmark of 80% was not achieved either semesters.

NRN 261L: Mental Health Concepts Lab

Course SLO: NRN 261L, Mental Health Concepts Lab (Section #54315, #54317, #54318, #54319, #54320, #54322) = Thinking/Reasoning & Life Skills

By the end of this course the student will integrate the application of the nursing process and best current evidence to provide safe care related to mental health concepts while advocating for patients and families across the lifespan.

This student learning outcome is achieved by completing the following objectives

SMHS (Course SLOs) - Nursing

- a. Employ into practice the nursing process for critical adult and older adult patients with psychosocial system needs while monitoring environmental, cultural, and spiritual influences.
- b. Employ theories that apply in the care of adult and geriatric patients with psychosocial needs in a variety of settings.

Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Written Assignment - Communication Analysis (Active)

Criterion/Target: 90% of students will receive a score of 3 or above when identifying the interventions and rationales for the NANDA on the Communication Analysis.

Notes: This course will cover the following:

Module - Nursing Process

1. Assess the patient's biological and psychosocial system assets and deficits.
2. Formulate priority nursing diagnoses according to NANDA format for patients with psychosocial deficits.
3. Employ nursing implementations.

Module - Application of Theory

1. Apply knowledge of theoretical concepts to mental health patients with various psychosocial deficits
2. Identify alterations in mental health function.
3. Apply nursing interventions for patients with mental health deficits.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

10/15/2018

Criterion/Target Met: Yes

Clinical Group #1 = 9/10 students achieved a score of 3 or above on the Communication Analysis
Clinical Group #2 = 10/10 students achieved a score of 3 or above on the Communication Analysis
Clinical Group #3 = 9/10 students achieved a score of 3 or above on the Communication Analysis
Clinical Group #4 = 10/10 students achieved a score of 3 or above on the Communication Analysis
Clinical Group #5 = 9/10 students achieved a score of 3 or above on the Communication Analysis
Clinical Group #6 = 10/10 students achieved a score of 3 or above on the Communication Analysis

95% of the students met the criteria. This is the second semester with the concept-based curriculum with a reduced number of clinical hours and theory hours. The team will continue to monitor this parameter closely in the upcoming classes.

Actions

Action: 10/15/2018 This is the second semester with the concept-based curriculum with a reduced number of clinical hours and theory hours. The team will continue to monitor this parameter closely in the upcoming classes.

Follow-Up: 10/15/2018 This Fall 2018 is the second semester with the concept-based curriculum with a reduced number of clinical hours and theory hours. There was no change in the benchmark results from Spring 2018.

Course SLO: NRN 261L, Mental Health Concepts Lab (Section #54315, #54317, #54318, #54319, #54320, #54322) = Communication & Information Management

By the end of this course the student will integrate communication skills and technology to support decision making, education, and documentation of care related to mental health concepts.

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

- a. Employ written and verbal communication skills with patients, family, and the health care team in the performance of patient care.
- b. Utilize methodologies of teaching to assist patients/families to attain and maintain an optimal level of wellness.

SMHS (Course SLOs) - Nursing

Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Written Assignment - Communication Analysis (Active)

Criterion/Target: 90 % of students will correctly analyze their Communication Analysis with 80% accuracy indicated by 16 out of 20 points.

Notes: This course will cover the following:

Module - Health Teaching

1. Identify knowledge deficits in patients and family members.
2. Develop a health-teaching plan based on principles of the teaching learning process.

Module - Communication

1. Interpret verbal and written orders correctly.
2. Employ effective verbal and written communication with the patient and the health care team.

Module - Delegation of Care

1. Operate in the student nurse role delegating tasks to appropriate health care team members.
2. Manage care of assigned patients safely and effectively.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

10/15/2018

Criterion/Target Met: No

Clinical Group #1 = 9/10 students correctly analyzed their Communication Analysis with 80% accuracy
Clinical Group #2 = 7/10 students correctly analyzed their Communication Analysis with 80% accuracy
Clinical Group #3 = 8/10 students correctly analyzed their Communication Analysis with 80% accuracy
Clinical Group #4 = 7/10 students correctly analyzed their Communication Analysis with 80% accuracy
Clinical Group #5 = 9/10 students correctly analyzed their Communication Analysis with 80% accuracy
Clinical Group #6 = 10/10 students correctly analyzed their Communication Analysis with 80% accuracy

83% of the students met the criteria.

Actions

Action: 10/15/2018 83% of the students met the criteria. This is the second semester with the concept-based curriculum with a reduced number of clinical hours and theory hours. Three groups experienced a further decrease in clinical hours due to 12 hours of holiday time out of a total of 72 clinical hours. The team will continue to monitor this parameter closely in the upcoming classes.

Follow-Up: 10/15/2018 This Fall 2018 is the second semester with the concept-based curriculum with a reduced number of clinical hours and theory hours. There was no change in the benchmark results from Spring 2018.

Course SLO: NRN 261L, Mental Health Concepts Lab (Section #54315, #54317, #54318, #54319, #54320, #54322) = Careers, Civic Responsibility, & Diversity

By the end of this course the student 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. Employ accountability for one's actions with increasing complexity of nursing care within legal and ethical boundaries.
- b. Organize a personal plan for maintaining professional responsibilities inherent in the expanding role of the Registered Nurse in a variety of health care settings.
- c. Operate in the role of patient advocate with increasing independence

Course SLO Status: Active

SMHS (Course SLOs) - Nursing

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Portfolio Review - Nursing Department Sponsored extracurricular activity (Active)

Criterion/Target: 90% of students will attend at least one SAC Nursing Department sponsored extracurricular activity.

Notes: This course will cover the following:

Module – Professional Role Development

1. Operate within the standards as defined by the California Nurse Practice Act and the American Nurses Association Code for Nurses.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

10/15/2018

Criterion/Target Met: Yes

Clinical Group #1 = 10/10 students attended at least one SAC Nursing Department sponsored extracurricular activity

Clinical Group #2 = 10/10 students attended at least one SAC Nursing Department sponsored extracurricular activity

Clinical Group #3 = 9/10 students attended at least one SAC Nursing Department sponsored extracurricular activity

Clinical Group #4 = 10/10 students attended at least one SAC Nursing Department sponsored extracurricular activity

Clinical Group #5 = 9/10 students attended at least one SAC Nursing Department sponsored extracurricular activity

Clinical Group #6 = 10/10 students attended at least one SAC Nursing Department sponsored extracurricular activity

97% of the students met the criteria.

Actions

Action: 10/15/2018 This is the second semester with the concept-based curriculum with a reduced number of clinical hours and theory hours. The team will continue to monitor this parameter closely in the upcoming classes.

Follow-Up: 10/15/2018 This Fall 2018 is the second semester with the concept-based curriculum with a reduced number of clinical hours and theory hours. There was no change in the benchmark results from Spring 2018.

NRN 262: Acute Concepts

Course SLO: NRN 262, Acute Concepts (Section #54323, #54324) = Thinking/Reasoning & Life Skills

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

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

- Analyze the nursing process for critical adult and older adult patients while monitoring environmental, cultural, and spiritual influences.
- Analyze theories that apply in the care of adult and geriatric patients in a variety of settings.
- Analyze the role of patient care organizer as a member of the healthcare team under the supervision of an instructor and/or delegated licensed staff.

Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 10/15/2018

Methods of Assessment

SMHS (Course SLOs) - Nursing

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 cover the following nursing concepts: perfusion, cellular regulation.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

12/20/2018

Criterion/Target Met: No

Assessment =

51% of the students correctly answered the exam questions pertaining to "What assessment information is of most concern S/P carotid angiography".

Planning =

91% of the students correctly answered the exam questions pertaining to "What intervention to include in the plan of care for patient with impaired physical mobility".

Implementation =

82% of the students correctly answered the exam questions pertaining to "Priority action for patient with emphysema".

Evaluation =

31% of the students correctly answered the exam questions pertaining to "Evaluating the response to medication for a heart failure patient".

Analysis:

The Assessment question decreased 7% from the previous semester.

The Planning question increased 15% from the previous semester.

The Implementation question increased 29% from the previous semester.

The evaluation question decreased 17% from the previous semester.

There are mixed results with this semester's class. Two questions dramatically increased in the percentage of students who answered correctly and two questions decreased. It is difficult to interpret what methodologies or reasons there are for such wide variation. This is the second time teaching this content in the CBC format. Enhancements are still being made in the delivery of content.

As in the Spring semester, the majority of the upper 27% of the class answered the questions correctly.

Actions

Action: 12/20/2018 Faculty will continue to utilize these same questions until the results somewhat normalize. Faculty need one to two more semesters to adjust teaching methodologies to meet the needs of the students based on the SLO results from several more cohorts of students.

Follow-Up: 12/20/2018 In Spring 2018, None of the chosen questions achieved the benchmark, however when looking at the breakdown of the upper 27% of the class versus the lower 27% of the class, the majority of the upper 27% of the class was able to answer the question correctly. In Fall 2018, as in the Spring semester, the majority of the upper 27% of the class answered the questions correctly.

Course SLO: NRN 262, Acute Concepts (Section #54323, #54324) = Communication & Information Management

By the end of this course, the student will differentiate communication skills and technology to support decision making, education, and documentation of care related to acute nursing concepts.

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

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- Analyze written and verbal communication skills with patients, family, and the health care team in the performance of patient care.
- Analyze methodologies of teaching to assist patients/families to attain and maintain an optimal level of wellness.

Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 10/15/2018

Methods of Assessment

Exam/Quiz - In Course - Exam questions dealing with communication. (Active)

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

Notes: This course will cover the nursing concept of communication.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

12/20/2018

Criterion/Target Met: No

Question #1 = 89% of the students correctly answered the questions pertaining to "What statement requires further teaching – ACE Inhibitor".

Question #2 = 43% of the students correctly answered the questions pertaining to "Teaching about antiplatelet agents".

The combined percentage is 66% of the students correctly answered the questions.

Analysis: The combined percentage is a 12.5 % decrease from the first cohort. Again the percentage for one question increased significantly and the percentage for the other question decreased significantly. The teaching methodology was not substantially different between the two cohorts.

Actions

Action: 12/20/2018 The same questions will continue to be utilized until the results become more consistent.

Follow-Up: 12/20/2018 In Fall 2018, the combined percentage is a 12.5 % decrease from the Spring 2018 results.

Course SLO: NRN 262, Acute Concepts (Section #54323, #54324) = Careers, Civic Responsibility & Diversity

By the end of this course, 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 course objectives:

- Employ accountability for one's actions with increasing complexity of nursing care within legal and ethical boundaries.
- Organize a personal plan for maintaining professional responsibilities inherent in the expanding role of the Registered Nurse in a variety of health care settings.
- Operate in the role of patient advocate with increasing independence.

Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 10/15/2018

Methods of Assessment

Exam/Quiz - In Course - Exam 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.

Notes: This course will cover the nursing concepts related to civic responsibility, diversity, and careers.

Results

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Semester of Assessment: 2018 - 2019 (Fall 2018)

12/20/2018

Criterion/Target Met: No

Exam #1 = 78% of the students correctly answered the question.

Exam #2 = 78% of the students correctly answered the question.

Exam #3 = 82% of the students correctly answered the question.

Analysis:

Exam #1 was a decrease of 7% from the previous semester.

Exam #2 was a decrease of 3 % from the previous semester.

Exam #3 was an increase of 7% from the previous semester.

The results for this cohort are very consistent with the previous cohort and close to the benchmark.

Actions

Action: 12/20/2018 Faculty will continue with these questions until the benchmark is met. These questions require clinical judgment and faculty will evaluate after several more semesters whether or not the new teaching methodologies for the CBC increase the student's ability to clinically reason.

Follow-Up: 12/20/2018 In Fall 2018:

Exam #1 was a decrease of 7% from Spring 2018.

Exam #2 was a decrease of 3 % from Spring 2018.

Exam #3 was an increase of 7% from Spring 2018.

NRN 262L: Acute Concepts Lab

Course SLO: NRN 262L, Acute Concepts Lab (Section #54325, #54326, #54327, #54328, #54330, #54331) = Thinking/Reasoning & Life Skills

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

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

- Employ the nursing process for critical adult and older adult patients while monitoring environmental, cultural, and spiritual influences.
- Employ theories that apply in the care of adult and geriatric patients in a variety of settings.
- Operate in the role of patient care organizer as a member of the healthcare team under the supervision of an instructor and/or delegated licensed staff.

Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 10/15/2018

Methods of Assessment

Written Assignment - Concept Map #2 (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 cover 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 deficits

Employ nursing implementations

Module - Application of Theory

Apply knowledge of theoretical concepts to mental health patients with various psychosocial deficits

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Identify alterations in normal body structure and function
Apply nursing interventions for patients with physiological deficits

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: 2018 - 2019 (Fall 2018)

12/20/2018

Criterion/Target Met: No

46/58 students (79%) identified 90% of appropriate interventions on their second concept Map.

This is a 11% decrease from the previous semester. Faculty see this trend every Fall semester when the class size increased by 20 students and adjunct faculty are utilized. The more faculty involved, the more variability in the grading. Also there were students this semester who transferred into third semester and so this was their first time completing a Concept Map.

Actions

Action: 12/20/2018 Going forward faculty will compare Fall semester to Fall semester and Spring semester to Spring semester statistics to see if there is any correlation. Adjunct faculty will continue to be mentored in the grading of the Concept Maps.

Also it seemed that students were stretched to find 15 appropriate implementations and so after discussion, the required number will be dropped to 12.

Follow-Up: 12/20/2018 This Fall, there is a 11% decrease from the previous semester. Faculty see this trend every Fall semester when the class size increased by 20 students and adjunct faculty are utilized. The more faculty involved, the more variability in the grading.

Course SLO: NRN 262L, Acute Concepts Lab (Section #54325, #54326, #54327, #54328, #54330, #54331) = Communication & Information Management

By the end of this course, the student will integrate communication skills and technology to support decision making, education, and documentation of care related to acute nursing concepts.

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

- Employ written and verbal communication skills with patients, family, and the health care team in the performance of patient care.
- Utilize methodologies of teaching to assist patients/families to attain and maintain an optimal level of wellness.

Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 10/15/2018

Methods of Assessment

Performance/Presentation - Clinical Mystery Oral Presentation (Active)

Criterion/Target: 90 % of students will achieve at least 17 points on the clinical mystery assignment.

Notes: This course will cover the following topics:

Module - Communication

Interpret verbal and written orders correctly

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

Module - Health Teaching

Identify knowledge deficits in patients and family members

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

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Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

12/20/2018

Criterion/Target Met: Yes

55/58 students (95%) achieved at least 17 points on their clinical mystery assignment.

Actions

Action: 12/20/2018 Faculty will develop a new method of evaluating the Communication SLO. It will be a clinical conference exercise.

Follow-Up: 12/20/2018 Fall 2018 results were similar to Spring 2018 results even after increasing the benchmark from 90% to 95%.

Course SLO: NRN 262L, Acute Concepts Lab (Section #54325, #54326, #54327, #54328, #54330, #54331) = Careers, Civic Responsibility, & Diversity

By the end of this course, 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 course objectives:

- Employ accountability for one's actions with increasing complexity of nursing care within legal and ethical boundaries.
- Organize a personal plan for maintaining professional responsibilities inherent in the expanding role of the Registered Nurse in a variety of health care settings.
- Operate in the role of patient advocate with increasing independence

Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 10/15/2018

Methods of Assessment

Performance/Presentation - 90% of students will demonstrate appropriate discharge teaching as evidenced by direct observation by instructor or facility RN utilizing a discharge checklist. (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 cover 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: 2018 - 2019 (Fall 2018)

12/20/2018

Criterion/Target Met: No

47/58 students (81%) of students achieved the benchmark.

Analysis: This is again a decrease from the previous reporting period. Again with the larger class size, there is

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more difficulty in achieving the outcome.

Actions

Action: 12/20/2018 Faculty will continue to utilize the same criteria, but faculty will consider students who participate in the discharge either by observing the primary nurse or completing any one of the actions on the discharge checklist as having met the criteria.

Follow-Up: 12/20/2018 Fall 2018 results were similar to Spring 2018 results.

NRN 263: Complex Concepts

Course SLO: NRN-263- Complex Concepts (Section#54332) = Thinking/Reasoning & Life Skills

The graduate nurse will synthesize the nursing process and best current evidence to provide safe care related to complex nursing concepts while advocating for patients and families across the lifespan.

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

- Modify the nursing process to meet the patient's biological and psychosocial system needs
- Select 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
- Formulate the role of patient care organizer as a member of the healthcare team under the supervision of an instructor and/or delegated licensed staff.

Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Exam/Quiz - In Course - 4 unit exams plus the final exam (randomly selected one question from each exam). The questions were at the analysis, implementation & synthesis level. One question on each exam was selected for each of the 5 phases of the nursing process:

Assessing
Diagnosing
Planning
Implementing
Evaluating

Once the questions are selected faculty will look at the statistical outcomes of each question to look at the percent of students who chose the correct response in each of the 5 areas. (Active)

Criterion/Target: 80% of the students will answer questions related to nursing process correctly.

Notes: This course formulates the concepts within the four domains of Person, Health and Illness, Environment, and Nursing. Emphasis is placed on the concepts within each domain including: fluid and electrolyte balance, metabolism, central nervous system regulation, oxygenation, perfusion, tissue integrity, infection, mobility, comfort, emergencies, safety & infection control, diversity, health promotion, communication, professional behavior, clinical reasoning/judgment, health care system, and ethics. Upon completion, students should be able to synthesize safe nursing care incorporating the concepts discussed in this course.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

11/28/2018

Criterion/Target Met: No

Results:

Assessing: 62.5% of the students chose the correct response.

Diagnosing: 92.5% of the students chose the correct response.

Planning: 67.5% of the students chose the correct response.

Implementing: 90% of the students chose the correct response.

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Evaluating: 94.92% of the students chose the correct response.

Overall:

81.48% of the students chose the correct selection of the questions related to the Nursing Process.

Evaluation:

The benchmark was 85%. The team analyzed students' responses for question #37 under assessment and will dedicate more time during in class discussions to identifying assessment needs for each concept/exemplar. Will consider measuring the planning phase of the nursing process on the final after prioritization has been reinforced.

Actions

Action: 11/28/2018 The faculty will review the current method of assessing this SLO for possible change once the first cycle of concept-based curriculum is completed.

Follow-Up: 11/28/2018 In Spring 2018, 75.78% of the students chose the correct selection of the questions related to the Nursing Process. In Fall 2018, 81.48% of the students chose the correct selection of the questions related to the Nursing Process. This is a 7.5% increase in success of students selecting the correct answer.

Course SLO: NRN-263- Complex Concepts (Section#54332) = Communication and Information Management

The graduate nurse will differentiate communication skills and technology to support decision making, education, and documentation of care related to complex nursing concepts.

This student learning outcome is achieved by completing the following objectives

- Manage effective, accurate and congruent transfer of information
- Formulate health care teaching plans to assist the patient and family to recover optimal fulfillment of system needs

Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Exam/Quiz - In Course - Two random communication questions from each of the 4 exams + the cumulative final exam. These questions will be at the analysis, implementation & synthesis level. (Active)

Criterion/Target: 80% of the students will answer communication questions correctly.

Notes: This course formulates the concepts within the four domains of Person, Health and Illness, Environment, and Nursing. Emphasis is placed on the concepts within each domain including: fluid and electrolyte balance, metabolism, central nervous system regulation, oxygenation, perfusion, tissue integrity, infection, mobility, comfort, emergencies, safety & infection control, diversity, health promotion, communication, professional behavior, clinical reasoning/judgment, health care system, and ethics. Upon completion, students should be able to synthesize safe nursing care incorporating the concepts discussed in this course.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

11/28/2018

Criterion/Target Met: No

Results:

Exam #1:

Average: 47.5% of the students chose the correct answer.

Exam #2:

Average: 87.5% of the students chose the correct answer.

Exam #3:

Average: 72.5% of the students chose the correct answer.

#15 (communication) 50% of the students chose the correct answer.

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#39 (control of environment) 95% of the students chose the correct answer.

Exam #4:

Average: 100% of the students chose the correct answer.

#16 (angry pt waiting) 100% of the students chose the correct answer.

#38 (eval of teaching) 100% of the students chose the correct answer.

Final Exam:

Average: 84.75% of the students chose the correct answer.

Overall average: 78.4% of the students chose the correct answers related to communication.

Evaluation:

The benchmark was 80%.

After analyzing all questions, the faculty concluded that the lowest scores on Exam #1 were due partially to a select all that apply type of question.

Students struggle with selecting more than one answer that applies to a question. In order to improve outcomes, the team will introduce more select all that apply questions on the exam; encourage students to practice those types of questions in Prep-U and other NCLEX resources. On Exam 3, the team will consider including the threaded concept of communication explicitly in discussions on ventilated patients.

Actions

Action: 11/28/2018 The faculty team will discuss the possibility of introducing of a new method to evaluate this SLO in the future.

Follow-Up: 11/28/2018 In Spring 2018, the overall average was 80.44% of the students answers communication questions correctly. In Fall 2018, 78.4% of the students chose the correct answers related to communication. This is a 2.04% drop for fall semester. This drop could be attributed to the questions that ask to "select all that apply". Students struggle with selecting more than one answer that applies to a question. In order to improve outcomes, the faculty will introduce more select all that apply questions on the exam; encourage students to practice those types of questions in Prep-U and other NCLEX resources.

Course SLO: NRN-263- Complex Concepts (Section#54332) = Careers, Civic Responsibility, and Diversity

The graduate nurse will synthesize the 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:

- Evaluate one's own accountability and responsibility for nursing practice within legal/ethical boundaries
- Evaluate one's own development of professional awareness, commitment, education and growth
- Operate as an advocate in the care of patients with biological and psychosocial system needs

Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Performance/Presentation - Completion rate (Active)

Criterion/Target: 80% of the students will complete NRN 263 will move into the Preceptorship course, NRN 264L.

Notes: This course formulates the concepts within the four domains of Person, Health and Illness, Environment, and Nursing. Emphasis is placed on the concepts within each domain including: fluid and electrolyte balance, metabolism, central nervous system regulation, oxygenation, perfusion, tissue integrity, infection, mobility, comfort, emergencies, safety & infection control, diversity, health promotion, communication, professional behavior, clinical

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reasoning/judgment, health care system, and ethics. Upon completion, students should be able to synthesize safe nursing care incorporating the concepts discussed in this course.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

11/28/2018

Criterion/Target Met: Yes

Fall 2018 NRN 263 started with a class of 40 students enrolled (95% completion rate).

Following the final exam in NRN 263 at the end of week twelve (12), 38 students passed NRN 263 and moved forward into the NRN 264L Preceptorship.

Actions

Action: 11/28/2018 Faculty will continue with the same method of assessment for Spring 2019.

Follow-Up: 11/28/2018 In Spring 2018, the completion rate was 93%. In Fall 2018, the completion rate was 95%, a 2% increase.

NRN 263L: Complex Concepts Lab

Course SLO: NRN 263L, Complex Concepts Lab (Section # 54333, #54334, #54335, #54336) = Thinking and Reasoning & Life Skills

The graduate nurse will differentiate the nursing process and best current evidence to provide safe care related to complex nursing concepts while advocating for patients and families across the lifespan.

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

- Modify the nursing process to meet the patient's biological and psychosocial system needs.
- Select 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.
- Synthesize the role of patient care organizer as a member of the healthcare team under the supervision of an instructor and/or delegated licensed staff.

Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Written Assignment - Concept Map Evaluation Tool

The students will be evaluated focusing on the topics of:

- Risk for Complications (RC), and/or nursing diagnosis –(NANDA),
- Planning (goal),
- Implementation of Plan

Once the risk for complications or nursing diagnosis have been determined, the student writes a plan & develops implementations to accomplish the plan. Of 2 concept maps, evaluations from the 1st map, 1st submission are compared to the 2nd map, 1st submission. The mean score for all students is determined to see if there is a difference in scores after receiving instructor feedback from map #1.

Computation Method: On each concept map, the total points in each area (RC/NANDA, Goal, Implementations) are divided by the number of maps submitted. This result for map 1 is compared to the same result for map 2. (Active)

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

Notes: This clinical course applies the concepts of NRN 263 within the four domains of Person, Health and Illness, Environment, and Nursing. Emphasis is placed on the concepts within each domain including: fluid and electrolyte balance, metabolism, central nervous system regulation, oxygenation, perfusion, tissue integrity, infection, mobility, comfort, emergencies, safety & infection control, diversity, health promotion, communication, professional behaviors, clinical reasoning/judgment, health care system, ethics, and clinical competency. Upon completion, students should be able to

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synthesize safe nursing care incorporating the concepts discussed in this course.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

11/27/2018

Criterion/Target Met: Yes

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

The grading criteria was changed from Spring 2018 to read as follows:

- 0 = missing work
- 1 = complete revision
- 2 = minimal revision
- 3 = no revision
- 4 = exemplary

Results:

Concept Map 1

RC/NANDA = 3.025

Goal = 2.725

Implementations = 2.5

Concept Map 2

RC/NANDA = 3.325

Goal = 3.3

Implementations = 2.975

RC/NANDA improved from 3.025 to 3.325

Goal improved from 2.725 to 3.3

Implementations improved from 2.5 to 2.97

Actions

Action: 11/27/2018 The team feels that concept maps should continue to be used to evaluate thinking and reasoning in the NRN 263 L clinical courses.

Follow-Up: 11/27/2018 Significant improvement in all three areas of evaluation was noted. Scores for NANDA/RC, Goal and Implementation rose from the first to the second concept map for several reasons:

1. Detailed instructions with examples on how to develop Risk for Complications were provided during student orientation.
2. Students were encouraged to consult with instructors as maps were developed.
3. Instructors reviewed and discussed RC/NANDA and Goals with students during clinical assignments.
4. Students were more successful in selecting appropriate Risk for Complications as those provided students with more complete picture of the problems their patients were experiencing and thus enabled students to come with appropriate implementation strategies.

Course SLO: NRN 263L, Complex Concepts Lab (Section # 54333, #54334, #54335, #54336) = Communication and Information Management

The graduate nurse will synthesize communication skills and technology to support decision making, education, and documentation of care related to complex nursing concepts.

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

- a. Manage effective, accurate and congruent transfer of information.
- B. Formulate health care teaching plans to assist the patient and family to recover optimal fulfillment of system needs.

Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

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Methods of Assessment

Performance/Presentation - The Clinical Mystery Oral Presentation 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:

- a. Interactions between the two students presenting,
- b. Leadership: how the two students control the activity for the group during the presentation,
- c. The student's 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 communication areas.

Notes: This clinical course applies the concepts of NRN 263 within the four domains of Person, Health and Illness, Environment, and Nursing. Emphasis is placed on the concepts within each domain including: fluid and electrolyte balance, metabolism, central nervous system regulation, oxygenation, perfusion, tissue integrity, infection, mobility, comfort, emergencies, safety & infection control, diversity, health promotion, communication, professional behaviors, clinical reasoning/judgment, health care system, ethics, and clinical competency. Upon completion, students should be able to synthesize safe nursing care incorporating the concepts discussed in this course.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

11/27/2018

Criterion/Target Met: Yes

40 students were evaluated in 3 graded areas using this key:

- 1 = unsatisfactory
- 2 = needs improvement
- 3 = satisfactory
- 4 = excellent

Report:

- 1 = 0 students received a score of "1"
 - 2 = 0 students received a score of "2"
 - 3 = 21 students received a score of "3"
 - 4 = 19 students received a score of "4"
- 100% of the students were graded at satisfactory level or higher.

Leadership:

- 1 = 0 students received a score of "1"
 - 2 = 0 students received a score of "2"
 - 3 = 19 students received a score of "3"
 - 4 = 21 students received a score of "4"
- 100% of the students were graded at satisfactory level or better.

Organization:

- 1 = 0 students received a score of "1"
 - 2 = 0 students received a score of "2"
 - 3 = 24 students received a score of "3"
 - 4 = 16 students received a score of "4"
- 100% of the students were graded at satisfactory level or better.

Actions

Action: 11/27/2018 The team agrees that Clinical Mystery assignment is appropriate to evaluate the Student Learning Outcome- Communication in the NRN 263L course.

Benchmark was exceeded and the team will consider increasing it to read:

90% of students will score at the satisfactory level or higher in all 3 communication areas.

SMHS (Course SLOs) - Nursing

Follow-Up: 11/27/2018 Strategies listed under follow-up for spring 2018 were implemented with positive results. Students received detailed instructions on how to develop their presentations; all students were asked to participate in discussions and SBAR, lab and medication forms were used to help students organize and focus on the most critical information required to provide appropriate care.

Course SLO: NRN 263L, Complex Concepts Lab (Section # 54333, #54334, #54335, #54336) = Careers, Civic Responsibility & Diversity

The graduate nurse will synthesize the 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:

- Evaluate one's own accountability and responsibility for nursing practice within legal/ethical boundaries.
- Evaluate one's own development of professional awareness, commitment, education and growth.
- Operate as an advocate in the care of patients with biological and psychosocial system needs.

Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Performance/Presentation - The students who complete NRN 263/263L will move into the NRN 264L Preceptorship.

Completion of the Preceptorship NRN 264L, which is now a separate course under Concept Based Curriculum, will make the graduate eligible for the NCLEX-RN examination. This will lead to a career as a registered nurse. (Active)

Criterion/Target: 80% of the students will complete NRN 263L and move into the preceptorship.

Notes: This clinical course applies the concepts of NRN 263 within the four domains of Person, Health and Illness, Environment, and Nursing. Emphasis is placed on the concepts within each domain including: fluid and electrolyte balance, metabolism, central nervous system regulation, oxygenation, perfusion, tissue integrity, infection, mobility, comfort, emergencies, safety & infection control, diversity, health promotion, communication, professional behaviors, clinical reasoning/judgment, health care system, ethics, and clinical competency. Upon completion, students should be able to synthesize safe nursing care incorporating the concepts discussed in this course.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

11/27/2018

Criterion/Target Met: Yes

Fall 2018 NRN 263L started with a class of 40 students enrolled. Following the final in NRN 263 at the end of week 12, 38 students moved forward into the NRN 264L Preceptorship.

1 student failed NRN 263L and one student failed NRN 263.

Actions

Action: 11/27/2018 Continue to use 80% completion rate as the benchmark.

Follow-Up: 11/27/2018 In Fall 2018, fourth semester transitioned into the new concept-based curriculum (NRN 263/263L). The faculty will continue to mentor all students toward success.

NRN-106: Health Sciences Skills Laboratory -First Year

Course SLO: NRN-106 - Health Sciences Skills Laboratory -First Year (Sections #54228, #354230, #54231, #54233) = Thinking/Reasoning & Life Skills_1

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.

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Course SLO Status: Active

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Survey - Anonymous online pre-lab and post-lab survey asked of all students participating in the lab activities. This survey included questions on gender and ethnicity.

The survey will also include the following question:

“Upon entering into the skills lab course” (pre-lab survey) or “After participating in the skills lab directed learning activities” (post-lab survey), 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 the ability to apply critical thinking skills in a simulated healthcare environment consistently.

Notes: NRN 106A - This course includes:

*Simulated patient care experiences, with an emphasis on nursing fundamentals, with the use of high or mid-fidelity mannequins and electronic devices.

*Case-based scenarios, emphasizing the nursing process in the care of adult and geriatric patients of diverse cultures with non-critical biological and psychosocial system needs deficits, with the use of mid-fidelity mannequins

NRN 106B - This course includes:

*Simulated patient care experiences, with an emphasis on maternal-child health issues, with the use of high or mid-fidelity mannequins and electronic devices.

*Case-based scenarios, emphasizing the nursing process of women, parents, and children of diverse cultures with biological and psychosocial system needs deficits, with the use of mid-fidelity mannequins.

NRN 106C - This course includes:

*Simulated patient care experiences, with an emphasis on basic to intermediate principles of nursing practice, with the use of high or mid-fidelity mannequins and electronic devices.

*Case-based scenarios, emphasizing a framework in which the students use their knowledge and skills to express nursing care, with the use of mid-fidelity mannequins.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

11/16/2018

Criterion/Target Met: No

The pre-lab online survey was launched in week 1 of the semester to 211 students. The response rate was 82.46% (174). The respondents were asked to complete the survey via email.

The post-lab online survey was launched in week 10 of the semester to 211 students. The response rate was 25.1% (53). The respondents were asked to complete the survey via email.

Pre-lab survey

Results =

In reference to the question: “Upon entering into the skills lab course, I am more confident in my ability to demonstrate critical thinking skills in the delivery of patient-centered care to well and ill patients”, 39% (69) strongly agreed and 58% (101) agreed. 3% (6) disagreed and 1% (2) strongly disagreed. The six respondents that disagreed were one Asian female, two Hispanic females, two Non-White females, and one Hispanic male. The two respondents that strongly disagreed, were one Hispanic female and one Non-White female.

Pre-lab survey

Results =

In reference to the question: “Upon entering into the skills lab course, I am more confident in my ability to

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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”, 46% (80) strongly agreed and 49% (84) agreed. 5% (8) disagreed and 1% (2) strongly disagreed. Of the eight respondents that disagreed, three were Hispanic females, three were Non-White females, one was Asian female and one was Hispanic male. Of the two respondents that strongly disagreed, one was Non-White female and one was Hispanic male.

Post-lab survey

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”, 52% (28) strongly agreed and 48% (26) agreed. 0% disagreed and 0% strongly disagreed

Post-lab survey

Results =

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”, 54% (29) strongly agreed and 44% (24) agreed. 2% (1) disagreed and 0% strongly disagreed. The one respondent that disagreed was Hispanic female.

When comparing the pre and post survey results for these two questions, the findings show a 3% increase in the “strongly agree” and “agree” responses. It is difficult to say why 1 student (hispanic female) reported no improvement in her ability to apply critical thinking skills clinically. Perhaps additional resources need to be incorporated into the lab activities to address more critical thinking exercises.

Based on these results, the majority of students utilizing the healthcare lab are able to apply critical thinking skills to clinical situations.

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:

[Skills Lab Post SLO Survey Results Fall 2018.html](#)

[Skills Lab Pre SLO Survey Results Fall 2018.html](#)

Actions

Action: 11/16/2018 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: Additional staff is needed to assist with meeting the needs of the students. The lab is heavily used and students would like to see it open additional night and week-end hours.

Follow-Up: 11/16/2018 When comparing Spring 2018 to Fall 2018, the results are very similar. There is a small percentage 2% of the students who consistently do not meet the benchmark on these outcomes. Per the survey results, these students are ESL.

Course SLO: NRN-106 - Health Sciences Skills Laboratory -First Year (Sections #54228, #354230, #54231, #54233) = Communication & Information Management_1

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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

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Survey - Anonymous online pre-lab and post-lab 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:

“Upon entering into the skills lab course” (pre-lab survey) or “After participating in the skills lab directed learning activities” (post-lab survey), I am more confident in my ability to:

- communicate with patients, families, significant others, and other professionals within the context of the healthcare environment,
- use technology in the management of patient care. (Active)

Criterion/Target: 100% of the students will report the ability to apply strong communication skills within a simulated healthcare environment consistently.

Notes: NRN 106A -This course includes:

*Simulated patient care experiences, with an emphasis on nursing fundamentals, with the use of high or mid-fidelity mannequins and electronic devices.

*Case-based scenarios, emphasizing the nursing process in the care of adult and geriatric patients of diverse cultures with non-critical biological and psychosocial system needs deficits, with the use of mid-fidelity mannequins.

NRN 106B- This course includes:

*Simulated patient care experiences, with an emphasis on maternal-child health issues, with the use of high or mid-fidelity mannequins and electronic devices.

*Case-based scenarios, emphasizing the nursing process of women, parents, and children of diverse cultures with biological and psychosocial system needs deficits, with the use of mid-fidelity mannequins.

NRN 106C - This course includes:

*Simulated patient care experiences, with an emphasis on basic to intermediate principles of nursing practice, with the use of high or mid-fidelity mannequins and electronic devices.

*Case-based scenarios, emphasizing a framework in which the students use their knowledge and skills to express nursing care, with the use of mid-fidelity mannequins.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

11/16/2018

Criterion/Target Met: No

The pre-lab online survey was launched in week 1 of the semester to 211 students. The response rate was 82.46% (174). The respondents were asked to complete the survey via email.

The post-lab online survey was launched in week 10 of the semester to 211 students. The response rate was 25.1% (53). The respondents were asked to complete the survey via email.

Pre-lab survey

Results =

In reference to the question: “Upon entering into the skills lab course, I am more confident in my ability to communicate with patients, families, significant others, and other professionals within the context of the healthcare environment”, 50% (88) strongly agreed and 45% (79) agreed, 5% (9) disagreed and 1% (1) strongly disagreed. Of the nine respondents that disagreed two were Asian females, two were Hispanic females, three were Non-White females, one was Asian male, and one was Hispanic male. The one respondent that strongly

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disagreed was Asian male.

Pre-lab survey

Results =

In reference to the question: "Upon entering into the skills lab course, I am more confident in my ability to use technology in the management of patient care", 49% (85) strongly agreed and 46% (80) agreed. 3% (6) disagreed and 2% (3) strongly disagreed. Of the six respondents that disagreed, there was one Asian female, two Hispanic females, one Non-White female, one Asian male and one Hispanic male. Of the three respondents that strongly disagreed, one was Hispanic female and two were Hispanic males.

Post-lab survey

Results =

In reference to 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", 54% (29) strongly agreed and 44% (24) agreed. 2% (1) disagreed and 0% strongly disagreed.

Post-lab survey

Results =

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", 57% (31) strongly agreed and 41% (22) agreed. 2% (1) disagreed and 0% strongly disagreed. The one respondent that disagreed was Hispanic female.

When comparing the pre and post survey results for these two questions, the findings show a 3% increase in the "strongly agree" and "agree" responses. It is difficult to say why 1 student (Hispanic female) reported no improvement in her ability to use technology in the management of patient care.

Perhaps, 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 communicate appropriately within the context of the healthcare environment

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

Related Documents:

[Skills Lab Pre SLO Survey Results Fall 2018.html](#)

[Skills Lab Post SLO Survey Results Fall 2018.html](#)

Actions

Action: 11/16/2018 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.

Type of resource requested: Supplies

Resource Request: Additional supplies are needed for the lab to mimic the Healthcare Environment.

Follow-Up: 11/16/2018 When comparing Spring 2018 to Fall 2018, the results are very similar. There is a small percentage 2% of the students who consistently do not meet the benchmark on these outcomes. Per the survey results, these students are ESL.

Course SLO: NRN-106 - Health Sciences Skills Laboratory -First Year

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(Sections #54228, #354230, #54231, #54233) = Careers, Civic Responsibility, & Diversity_1

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: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Survey - Anonymous online pre-lab and post-lab 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:

“Upon entering into the skills lab course” (pre-lab survey) or “After participating in the skills lab directed learning activities” (post-lab survey), 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 the ability to function knowledgeably, safely, and effectively in nursing practice within a simulated healthcare environment.

Notes: NRN 106A - This course will include:

*Simulated patient care experiences, with an emphasis on nursing fundamentals, with the use of high or mid-fidelity mannequins and electronic devices.

*Case-based scenarios, emphasizing the nursing process in the care of adult and geriatric patients of diverse cultures with non-critical biological and psychosocial system needs deficits, with the use of mid-fidelity mannequins.

NRN 106B - This course will include:

*Simulated patient care experiences, with an emphasis on maternal-child health issues, with the use of high or mid-fidelity mannequins and electronic devices.

*Case-based scenarios, emphasizing the nursing process of women, parents, and children of diverse cultures with biological and psychosocial system needs deficits, with the use of mid-fidelity mannequins.

NRN 106C - This course will include:

*Simulated patient care experiences, with an emphasis on basic to intermediate principles of nursing practice, with the use of high or mid-fidelity mannequins and electronic devices.

*Case-based scenarios, emphasizing a framework in which the students use their knowledge and skills to express nursing care, with the use of mid-fidelity mannequins.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

11/16/2018

Criterion/Target Met: No

The pre-lab online survey was launched in week 1 of the semester to 211 students. The response rate was 82.46% (174). The respondents were asked to complete the survey via email.

The post-lab online survey was launched in week 10 of the semester to 211 students. The response rate was 25.1% (53). The respondents were asked to complete the survey via email.

Pre-lab survey

Results =

In reference to the question: “Upon entering into the skills lab course, I am more confident in my ability to

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demonstrate behaviors consistent with the legal and ethical framework of nursing”, 60% (103) strongly agreed and 39% (67) agreed. 2% (3) disagreed and 1% (1) strongly disagreed. Of the three respondents that disagreed, one was Hispanic female, one was Non-White female, and one was Hispanic male. The one respondent that strongly disagreed was Hispanic male.

Pre-lab survey

Results =

In reference to the question: “Upon entering into the skills lab course, 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”, 63% (109) strongly agreed and 37% (65) agreed. 1% (1) disagreed and 1% (1) strongly disagreed. The one respondent who reported a “disagree” was a non-white female, and the one respondent that reported a “strongly disagree” was a Hispanic male.

The question Pre-lab survey

Results =

In reference to the question: “Upon entering into the skills lab course, I am more confident in my ability to demonstrate commitment, accountability, integrity, and discretionary judgment in my nursing practice”, 65% (112) strongly agreed and 35% (60) agreed. 1% (1) disagreed and 1% (1) strongly disagreed. The one respondent that disagreed was Non-White female and the one respondent that strongly disagreed was Hispanic male.

Post-lab survey

Results =

In reference to 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”, 51% (27) strongly agreed and 49% (26) agreed. 2% (1) disagreed and 0% strongly disagreed. The one respondent who reported a “disagree” was Hispanic female.

Post-lab survey

Results =

In reference to 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”, 57% (31) strongly agreed and 43% (23) agreed. 0% disagreed and 0% strongly disagreed.

The question Post-lab survey

Results =

In reference to 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”, 57% (31) strongly agreed and 41% (22) agreed. 2% (1) disagreed and 0% strongly disagreed. The one respondent who reported a “disagree” was Hispanic female.

When comparing the pre and post survey results for these three questions, the findings were consistent in the “strongly agree” and “agree” responses in all three categories, with the exception of the category for demonstrating commitment, accountability, integrity and discretionary judgement in nursing practice. This category showed a 2% decrease in “disagree” response.

It is difficult to say why 1 student (Hispanic female) disagreed with demonstrating behaviors consistent with the legal and ethical framework of nursing and discretionary judgement in nursing practice.

Perhaps additional resources need to be incorporated into the lab activities to address possibly ESL students and the multicultural beliefs that exist in healthcare.

Based on these results, the majority of students utilizing the healthcare lab are able to function knowledgeably,

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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:

[Skills Lab Pre SLO Survey Results Fall 2018.html](#)

[Skills Lab Post SLO Survey Results Fall 2018.html](#)

Actions

Action: 11/16/2018 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 for nursing practice.

Type of resource requested: Equipment

Resource Request: Upgraded equipment that mimics the healthcare environment is needed to assist with student success.

Follow-Up: 11/16/2018 When comparing Spring 2018 to Fall 2018, the results are very similar. There is a small percentage 2% of the students who consistently do not meet the benchmark on these outcomes. Per the survey results, these students are ESL.

NRN-200: Role Transition

Course SLO: NRN-200 - Role Transition (Section #54308) = 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: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

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 grade is determined. (Active)

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

Notes: This course will cover the following topic: NURSING PROCESS AND THE CONCEPT MAP

- A. Selection of appropriate North American Nursing Diagnosis Association (NANDA) and Prioritization of Care
- B. Planning Nursing Care
- C. Identifying Monitor, Manage, and Teach Implementations with Appropriate Rationale
- D. Evaluation and Modification of Care, Identification of Factors that have Enhanced or Hindered Achievement of Goals
- E. Critical Thinking

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

12/21/2018

Criterion/Target Met: No

95% of students received scores of "3" or "4" in each of the required sections of the map. 1 student out of 22 students did not turn in a map and received a "0".

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21 Students received 15 points toward their final course grade. Seven students (7/22) were required to revise map before final grade was awarded. Fourteen students received a "3" that required no revisions.

Actions

Action: 12/21/2018 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. Faculty will continue with this assessment in future courses.

Follow-Up: 12/21/2018 Results were very comparable to Fall 2017 results. 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.

Course SLO: NRN-200 - Role Transition (Section #54308)= 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: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

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: This course will cover the following topic: COMMUNICATION

- A. Social versus Therapeutic Communication
- B. Effective Verbal and Nonverbal Communication
- C. Therapeutic Communication Techniques
- D. Non-therapeutic Communication Techniques

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

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

12/21/2018

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: 12/21/2018 Students had many opportunities to engage in professional and therapeutic communication. The first evening the class met, students introduced themselves and specified details about what they were looking most forward to when becoming a nurse and their goals as a nurse. Students were able explain their interpretation of some aspect of the concept map. Students participated in open discussions in class and with each other as a group they identified skill in therapeutic communication. Will continue the same form of assessment.

Follow-Up: 12/21/2018 In Fall 2017, Faculty decided consideration will be given to developing some communication

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exercises that emphasize role play between the nurse, patient and family members in future semesters. In Fall 2018, these exercises were implemented and results improved.

Course SLO: NRN-200 - Role Transition (Section #54308) = 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: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Performance/Presentation - Each student is required to perform four skills without critical errors: Urinary 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 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.

(Active)

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

Notes: This course will cover the following topic: PROFESSIONAL ROLE DEVELOPMENT

- A. Role of the RN as:
 - 1. Provider of Care
 - 2. Patient Teacher
 - 3. Patient Communicator
 - 4. Manager of Patient Services
 - 5. Member of the Nursing Profession
- B. RN Role Transition
- C. Role Conflict
- D. Legal/Ethical Issues pertaining to the RN Role
- E. Comparison of the LVN to RN Role

By the end of the course the student will be able to define the role of the professional nurse as defined by California Nurse Practice Act and standards of nursing practice.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

12/21/2018

Criterion/Target Met: No

100% of students performed the selected skills of urinary catheterization, tracheostomy suctioning, N/G tube placement, intramuscular injection.

95% of students entering the third semester demonstrated the above skills including accurate IVPB administration using the Alaris pump.

Actions

Action: 12/21/2018 This semester emphasis for the SLO of careers was placed on accuracy of skills preparation and

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demonstration during a graded simulation. Students were instructed since first day of class to begin practicing the skill and follow the guidelines provided on how to perform the skill.

The skills testing assignment is an integral part of the role transition course and will continue in the same format in the Fall 2019 semester.

Follow-Up: 12/21/2018 In Fall 2017, Faculty saw similar results. In Fall 2018, 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.

NRN-206: Health Sciences Skills Laboratory -Second Year

Course SLO: NRN-206 - Health Sciences Skills Laboratory -Second Year (Sections #54309, #54310, #54311, #54312) = Thinking and Reasoning and Life Skills_1

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

Course Assessment Cycle: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Survey - Anonymous online pre-lab and post-lab survey asked of all students participating in the lab activities. This survey included questions on gender and ethnicity.

The survey will also include the following question:

“Upon entering into the skills lab course” (pre-lab survey) or “After participating in the skills lab directed learning activities” (post-lab survey), 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 the ability to apply critical thinking skills in a simulated healthcare environment consistently.

Notes: NRN 206A - This course includes:

*Participating in simulated patient care experiences, with an emphasis on mental health nursing, with the use of high or mid-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.

NRN 206B - This course includes:

*Simulated patient care experiences, with an emphasis on advanced medical/surgical nursing concepts, with the use of high or mid-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.

NRN 206C - This course includes:

*Simulated patient care experiences, with an emphasis on advanced to complex principles of nursing practice, with the use of high or-fidelity mannequins and electronic devices.

*Case-based scenarios, emphasizing a framework in which the students use their knowledge of advanced principles of nursing and critical care skills to express multi-complex nursing care, with the use of mid-fidelity mannequins.

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Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

11/16/2018

Criterion/Target Met: No

The pre-lab online survey was launched in week 1 of the semester to 211 students. The response rate was 82.46% (174). The respondents were asked to complete the survey via email.

The post-lab online survey was launched in week 10 of the semester to 211 students. The response rate was 25.1% (53). The respondents were asked to complete the survey via email.

Pre-lab survey

Results =

In reference to the question: "Upon entering into the skills lab course, I am more confident in my ability to demonstrate critical thinking skills in the delivery of patient-centered care to well and ill patients", 39% (69) strongly agreed and 58% (101) agreed. 3% (6) disagreed and 1% (2) strongly disagreed. The six respondents that disagreed were one Asian female, two Hispanic females, two Non-White females, and one Hispanic male. The two respondents that strongly disagreed, were one Hispanic female and one Non-White female.

Pre-lab survey

Results =

In reference to the question: "Upon entering into the skills lab course, 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", 46% (80) strongly agreed and 49% (84) agreed. 5% (8) disagreed and 1% (2) strongly disagreed. Of the eight respondents that disagreed, three were Hispanic females, three were Non-White females, one was Asian female and one was Hispanic male. Of the two respondents that strongly disagreed, one was Non-White female and one was Hispanic male.

Post-lab survey

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", 52% (28) strongly agreed and 48% (26) agreed. 0% disagreed and 0% strongly disagreed

Post-lab survey

Results =

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", 54% (29) strongly agreed and 44% (24) agreed. 2% (1) disagreed and 0% strongly disagreed. The one respondent that disagreed was Hispanic female.

When comparing the pre and post survey results for these two questions, the findings show a 3% increase in the "strongly agree" and "agree" responses. It is difficult to say why 1 student (hispanic female) reported no improvement in her ability to apply critical thinking skills clinically. Perhaps additional resources need to be incorporated into the lab activities to address more critical thinking exercises.

Based on these results, the majority of students utilizing the healthcare lab are able to apply critical thinking skills to clinical situations.

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:

[Skills Lab Pre SLO Survey Results Fall 2018.html](#)

[Skills Lab Post SLO Survey Results Fall 2018.html](#)

Actions

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Action: 11/16/2018 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: Additional staff is needed to meet the needs of 200 students. The lab is heavily used now that the program merged into the concept-based curriculum.

Follow-Up: 11/16/2018 When comparing Spring 2018 to Fall 2018, the results are very similar. In Fall 2018, there is a small percentage 2% of the students who consistently do not meet the benchmark on these outcomes. Per the survey results, these students are ESL.

Course SLO: NRN-206 - Health Sciences Skills Laboratory -Second Year (Sections #54309, #54310, #54311, #54312) = Communication & Information Management_1

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: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Survey - Anonymous online pre-lab and post-lab 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:

“Upon entering into the skills lab course” (pre-lab survey) or “After participating in the skills lab directed learning activities” (post-lab survey), I am more confident in my ability to:

- communicate with patients, families, significant others, and other professionals within the context of the healthcare environment,
- use technology in the management of patient care. (Active)

Criterion/Target: 100% of the students will report that they can apply strong communication skills within a simulated healthcare environment consistently.

Notes: NRN 206A - This course includes:

*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.

NRN 206B - This course includes:

- *Simulated patient care experiences, with an emphasis on advanced medical/surgical nursing concepts, with the use of high or mid-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.

NRN 206C - This course includes:

- *Simulated patient care experiences, with an emphasis on advanced to complex principles of nursing practice, with the use of high or mid-fidelity mannequins and electronic devices.
- *Case-based scenarios, emphasizing a framework in which the students use their knowledge of advanced principles of

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nursing and critical care skills to express multi-complex nursing care, with the use of mid-fidelity mannequins.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

11/16/2018

Criterion/Target Met: No

The pre-lab online survey was launched in week 1 of the semester to 211 students. The response rate was 82.46% (174). The respondents were asked to complete the survey via email.

The post-lab online survey was launched in week 10 of the semester to 211 students. The response rate was 25.1% (53). The respondents were asked to complete the survey via email.

Pre-lab survey

Results =

In reference to the question: "Upon entering into the skills lab course, I am more confident in my ability to communicate with patients, families, significant others, and other professionals within the context of the healthcare environment", 50% (88) strongly agreed and 45% (79) agreed, 5% (9) disagreed and 1% (1) strongly disagreed. Of the nine respondents that disagreed two were Asian females, two were Hispanic females, three were Non-White females, one was Asian male, and one was Hispanic male. The one respondent that strongly disagreed was Asian male.

Pre-lab survey

Results =

In reference to the question: "Upon entering into the skills lab course, I am more confident in my ability to use technology in the management of patient care", 49% (85) strongly agreed and 46% (80) agreed. 3% (6) disagreed and 2% (3) strongly disagreed. Of the six respondents that disagreed, there was one Asian female, two Hispanic females, one Non-White female, one Asian male and one Hispanic male. Of the three respondents that strongly disagreed, one was Hispanic female and two were Hispanic males.

Post-lab survey

Results =

In reference to 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", 54% (29) strongly agreed and 44% (24) agreed. 2% (1) disagreed and 0% strongly disagreed.

Post-lab survey

Results =

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", 57% (31) strongly agreed and 41% (22) agreed. 2% (1) disagreed and 0% strongly disagreed. The one respondent that disagreed was Hispanic female.

When comparing the pre and post survey results for these two questions, the findings show a 3% increase in the "strongly agree" and "agree" responses. It is difficult to say why 1 student (Hispanic female) reported no improvement in her ability to use technology in the management of patient care.

Perhaps, 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 communicate appropriately within the context of the healthcare environment

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

Related Documents:

[Skills Lab Pre SLO Survey Results Fall 2018.html](#)

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[Skills Lab Post_SLO Survey Results Fall 2018.html](#)

Actions

Action: 11/16/2018 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.

Type of resource requested: Supplies

Resource Request: Additional supplies will be needed to accommodate the excess usage in the lab and to mimic the supplies utilized in the healthcare environments.

Follow-Up: 11/16/2018 When comparing Spring 2018 to Fall 2018, the results are very similar. There is a small percentage 2% of the students who consistently do not meet the benchmark on these outcomes. Per the survey results, these students are ESL.

Course SLO: NRN-206 - Health Sciences Skills Laboratory -Second Year (Sections #54309, #54310, #54311, #54312) = Careers, Civic Responsibility, & Diversity_1

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: 2018 - 2019 (Fall 2018)

Start Date: 08/27/2018

Methods of Assessment

Survey - Anonymous online pre-lab and post-lab 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:

“Upon entering into the skills lab course” (pre-lab survey) or “After participating in the skills lab directed learning activities” (post-lab survey), 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 the ability to function knowledgeably, safely, and effectively in nursing practice within a simulated health care environment.

Notes: NRN 206A - This course includes:

*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.

NRN 206B - This course includes:

*Simulated patient care experiences, with an emphasis on advanced medical/surgical nursing concepts, with the use of high or mid-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.

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NRN 206C - This course includes:

*Simulated patient care experiences, with an emphasis on advanced to complex principles of nursing practice, with the use of high or mid-fidelity mannequins and electronic devices.

*Case-based scenarios, emphasizing a framework in which the students use their knowledge of advanced principles of nursing and critical care skills to express multi-complex nursing care, with the use of mid-fidelity mannequins.

Results

Semester of Assessment: 2018 - 2019 (Fall 2018)

11/16/2018

Criterion/Target Met: No

The pre-lab online survey was launched in week 1 of the semester to 211 students. The response rate was 82.46% (174). The respondents were asked to complete the survey via email.

The post-lab online survey was launched in week 10 of the semester to 211 students. The response rate was 25.1% (53). The respondents were asked to complete the survey via email.

Pre-lab survey

Results =

In reference to the question: "Upon entering into the skills lab course, I am more confident in my ability to demonstrate behaviors consistent with the legal and ethical framework of nursing", 60% (103) strongly agreed and 39% (67) agreed. 2% (3) disagreed and 1% (1) strongly disagreed. Of the three respondents that disagreed, one was Hispanic female, one was Non-White female, and one was Hispanic male. The one respondent that strongly disagreed was Hispanic male.

Pre-lab survey

Results =

In reference to the question: "Upon entering into the skills lab course, 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", 63% (109) strongly agreed and 37% (65) agreed. 1% (1) disagreed and 1% (1) strongly disagreed. The one respondent who reported a "disagree" was a non-white female, and the one respondent that reported a "strongly disagree" was a Hispanic male.

The question Pre-lab survey

Results =

In reference to the question: "Upon entering into the skills lab course, I am more confident in my ability to demonstrate commitment, accountability, integrity, and discretionary judgment in my nursing practice", 65% (112) strongly agreed and 35% (60) agreed. 1% (1) disagreed and 1% (1) strongly disagreed. The one respondent that disagreed was Non-White female and the one respondent that strongly disagreed was Hispanic male.

Post-lab survey

Results =

In reference to 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", 51% (27) strongly agreed and 49% (26) agreed. 2% (1) disagreed and 0% strongly disagreed. The one respondent who reported a "disagree" was Hispanic female.

Post-lab survey

Results =

In reference to 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", 57% (31) strongly agreed and 43% (23) agreed. 0% disagreed and 0% strongly disagreed.

The question Post-lab survey

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Results =

In reference to 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", 57% (31) strongly agreed and 41% (22) agreed. 2% (1) disagreed and 0% strongly disagreed. The one respondent who reported a "disagree" was Hispanic female.

When comparing the pre and post survey results for these three questions, the findings were consistent in the "strongly agree" and "agree" responses in all three categories, with the exception of the category for demonstrating commitment, accountability, integrity and discretionary judgment in nursing practice. This category showed a 2% decrease in "disagree" response.

It is difficult to say why 1 student (Hispanic female) disagreed with demonstrating behaviors consistent with the legal and ethical framework of nursing and discretionary judgment in nursing practice.

Perhaps additional resources need to be incorporated into the lab activities to address possibly ESL students and the multicultural beliefs that exist in healthcare.

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

Related Documents:

[Skills Lab Pre SLO Survey Results Fall 2018.html](#)

[Skills Lab Post SLO Survey Results Fall 2018.html](#)

Actions

Action: 11/16/2018 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 for nursing practice.

Type of resource requested: Equipment

Resource Request: Upgraded equipment is needed that mimics the equipment utilized in the healthcare environments.

Follow-Up: 11/16/2018 When comparing Spring 2018 to Fall 2018, the results are very similar. There is a small percentage 2% of the students who consistently do not meet the benchmark on these outcomes. Per the survey results, these students are ESL.