

# Assessment: Course Planning

## SMHS (Course SLOs) - Nursing

### NRN 160: Introduction to Pharmacology

#### Course SLO: NRN 160, Introduction To Pharmacology (Section #61739) = Thinking/Reasoning & Life Skills\_1\_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 (Spring 2019)

**Start Date:** 02/18/2019

#### Methods of Assessment

**Performance/Presentation** - VSim Scenario (Danielle Young Bear)

Students will complete a virtual simulation on a patient with the goals of:

- Calculating correct dosages for pain medications
- Reconciling patient's 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:** In this course, 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 (Spring 2019)

04/19/2019

**Criterion/Target Met:** Yes

34 students completed the virtual simulation with the following scores:

75-79%: 6  
80-89%: 11  
90-100%: 18

Analysis: 34/34 (100%) students scored 75% or higher and therefore the benchmark was met.

#### Actions

**Action:** 04/19/2019 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 score will be increased since the assignment asks that they complete the VSim with a score of 75% to receive credit.

**Follow-Up:** 04/19/2019 Spring 2019: This was the students first introduction to the virtual simulation format. Additional time was spent in class including how to use the program and the purpose of the case scenario. Will compare outcomes with next semester Fall 2019.

## Course SLO: NRN 160, Introduction To Pharmacology (Section #61739) = Communication & Information Management\_1\_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 (Spring 2019)

**Start Date:** 02/18/2019

### 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:

- 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:** In this course, 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 (Spring 2019)

04/19/2019

**Criterion/Target Met:** No

Education regarding excessive use of medications – 33 (97%) students performed this action

Education regarding adverse effects of medications – 15 (44%) students performed this action

Education regarding drug interactions – 10 (29%) students performed this action

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

### Actions

**Action:** 04/19/2019 Students used a computer program simulating patient care as another method of emphasizing the importance of education regarding medications in general. More emphasis will be placed in class on the importance of educating/ communicating with patient regarding medications' adverse effects, as well as potential drug interactions.

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:** 04/19/2019 In Fall 2018, Results showed:

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.

Comparing these results to Spring 2019: students performed better this semester than fall semester overall. Again, applying additional time for explaining the computer program has had a positive impact on student performance.

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## Course SLO: NRN 160, Introduction To Pharmacology (Section #61739) = Careers, Civic Responsibility & Diversity\_1\_1\_1

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 (Spring 2019)

**Start Date:** 02/18/2019

### Methods of Assessment

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

Post-Simulation Quiz (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 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 (Spring 2019)

04/19/2019

**Criterion/Target Met:** No

31/34 students completed the post simulation quiz with the following scores:

10%: 1  
20%: 1  
30%: 1  
40%: 4  
50%: 6  
60%: 6  
70%: 3  
80%: 1  
90-100%: 7

Analysis: 8/31 (26%) students who took the post simulation scored 75% or higher and therefore the benchmark was not met.

### Actions

**Action:** 04/19/2019 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. Several students also did not take the post simulation quiz. 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 in order to gather enough data to determine whether this is a useful form of assessment for students.

**Follow-Up:** 04/19/2019 In Fall 2018, 22/36 (63%) students scored 75% or higher. Results show that students performed better in Fall 2018 than Spring 2019. This is the first semester they were asked questions on specific medications and its effects. Several students also did not take the post simulation quiz. 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.

# SMHS (Course SLOs) - Nursing

## NRN 161: Principles of Nursing Practice

### Course SLO: NRN 161, Principles of Nursing Practice (Section #61742) = Thinking/Reasoning & Life Skills\_1\_1\_1

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 (Spring 2019)

**Start Date:** 02/18/2019

### *Methods of Assessment*

**Exam/Quiz - In Course - 1.** Exam questions pertaining to the nursing process to meet the patient's biological and psychosocial system needs:

- Assessment:
  - Subjective Data 1
  - Final Exam Q 20
- Diagnosis:
  - Outcomes
  - Final Exam Q 19
- Planning:
  - Discrepancies
  - Final Exam Q 17
- Implementation:
  - Chest Tube Pulled Out
  - Final Exam Q 56
- Evaluation:
  - Evaluation of Chest Tubes
  - Final Exam Q 57

2. Exam questions pertaining to 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:

- Culturally Sensitive
  - Exam 2 Q 20
- Religion
  - Exam 2 Q 24

3. Exam questions pertaining to delegation of care between the student nurse and the healthcare team.

- Delegation
  - Final Exam Q 63 (Active)

**Criterion/Target:** 80% of students will select the correct answers.

**Notes:** This course will cover the following biological concepts as evidenced by the associated exemplars:

- The pathophysiology, etiology, clinical manifestations, and direct and indirect causes.
- The associated risk factors and prevention methods.
- The relationship of diagnostic tests to the deficit.

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

## Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

06/06/2019

**Criterion/Target Met:** Yes

1. Nursing Process:
  - a. Subjective: 36/38 (94.74%) of students selected the correct answer.
  - b. Diagnosis: 23/38 (60.53%) of students selected the correct answer.
  - c. Planning: 38/38 (100%) of students selected the correct answer.
  - d. Implementation: 38/38 (100%) of students selected the correct answer.
  - e. Evaluation: 19/38 (50%) of students selected the correct answer.
2. Theories:
  - a. 36/39 (92.31%) of students selected the correct answer.
  - b. 37/39 (94.87%) of students selected the correct answer
3. Delegation:
  - a. 14/38 (36.84%) of students selected the correct answer.

## Actions

**Action:** 06/06/2019 1. Interactive in-class activities were conducted to engage students in learning the nursing process. Students instructed on how to use "The Point" to access nursing process resources.

For fall use more case studies or scenarios r/t nursing process to allow students more opportunity to problem solve and critically think through the various steps of the nursing process so they are better able to differentiate the behaviors in each step. A new instructor changed the questions previously used for this measure. Repeating these questions in Fall 19 will help determine if these questions accurately measure student knowledge.

Re-implement use of nursing process self-study module as homework.

2. In-class communication and cultural activities were conducted. Topics discussed included use of personal space and religious practices of cultures represented by the students themselves. The student led activities happened to hit exactly the material tested. Repeat activity in the future. Students representing different demographics may change the focus of the content.

3. This question was assessed using a select all that apply option. Confusion related to poor understanding of the difference between delegation and assignment. More time will be spent discussing the difference between these two closely-related topics. Perhaps a discussion on creating the initial shift assignment versus delegation of mid-shift tasks to Unlicensed Assistive Personell would be beneficial.

**Type of resource requested:** Supplies

**Resource Request:** Instructional supplies are needed to support activities in the flipped classroom.

**Follow-Up:** 06/07/2019 When comparing results to Fall 2018, there was some improvement with students selecting the correct answers to the related questions.

## Course SLO: NRN 161, Principles of Nursing Practice (Section #61742) = Communication and Information Management\_1\_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:

- a. Identify effective, accurate, and congruent transfer of information using therapeutic verbal and non-verbal communication with the patient, family and health care team
- b. 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 (Spring 2019)

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Start Date: 02/18/2019

## Methods of Assessment

**Exam/Quiz - In Course** - 1. Exam questions pertaining to the transfer of information using therapeutic verbal and non-verbal communication with the patient, family and health care team:

a. In-congruent Nonverbal Communication

Exam 1 Q7

b. Effective Communication

Final Exam Q 1

2. Exam questions pertaining to teaching implementations to:

a. Increase Compliance Strategy

Final Exam Q 43

b. Patient Teaching

Final Exam Q 44 (Active)

**Criterion/Target:** 80% of students will select the correct answers.

**Notes:** This course will cover topics as related to the concept of communication.

## Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

06/06/2019

**Criterion/Target Met:** Yes

1. In-Congruent Nonverbal Communication

a. 38/40 (95%) of students selected the correct answer.

b. 38/40 (95%) of students selected the correct answer.

2. Teaching Implementations

a. 31/38 (81.58%) of students selected the correct answer.

b. 33/38 (86.84%) of students selected the correct answer.

## Actions

**Action:** 06/06/2019 1. In-class therapeutic communication activities were conducted. Small groups of students created and acted out scenarios using various techniques while the audience analyses and described the techniques used. The student-led activities happened to hit exactly the material tested. An option would be to create test questions from the students' scenarios.

2. Scores regarding teaching implementations on the final exam were consistently in the mid to low 80%.

Will continue to assess students' ability to critical think about patient and family education and health promotion needs and experiences through exam questions, and scenarios related to the appropriate timing of education and assessing educational deficits.

**Follow-Up:** 06/07/2019 In Fall 2018, on the average 87% of students selected the correct answer. The Spring, 89% of students selected the correct answer. This shows a slight improvement in student performance on exams.

## Course SLO: NRN 161, Principles of Nursing Practice (Section#61742) = Careers, Civic Responsibility & Diversity\_1\_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:

a. Recognize accountability and responsibility for nursing care within legal/ethical boundaries

b. Recognize appropriate behaviors for the development of professional awareness, commitment, education, and growth

c. Describe the role of the nurse as an advocate in the care of patients with biological and psychosocial system needs.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2018 - 2019 (Spring 2019)

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Start Date: 02/18/2019

## Methods of Assessment

**Exam/Quiz - In Course** - 1. Exam questions pertaining to accountability and responsibility for nursing care within legal/ethical boundaries:

- a. Elder Abuse Report  
Final Exam Q 38
- b. Elder Abuse  
Final Exam Q 37
- c. Value Neutral  
Final Exam Q 22
- d. Veracity  
Final Exam Q 23

2. Discussion board assignment pertaining to Professional Role Development.

3. Exam questions pertaining to the role of the nurse as an advocate in the care of patients with biological and psychosocial system needs.

- a. Nonmaleficence  
Final Exam Q 21
- b. Advocacy  
Final Exam Q 24 (Active)

**Criterion/Target:** 1. 80% of students will select the correct answer on exams.

2. 90% of students will identify at least two strategies for professional growth and development.

3. 80% of students will select the correct answer

**Notes:** This course will cover topics related to the concepts of professionalism, civic responsibility, diversity, and careers.

## Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

06/07/2019

**Criterion/Target Met:** Yes

1. Accountability and Responsibility

- a. 37/38 (99.37%) of students selected the correct answer.
- b. 29/38 (76.32%) of students selected the correct answer.
- c. 35/38 (92.11%) of students selected the correct answer.
- d. 31/38 (81.58%) of students selected the correct answer.

2. Professional Role Development

- a. 34/40 students (85%) were able to identify =2 strategies for professional growth and development.
- b. 4/40 students (10%) failed to initiate the assignment.

3. Advocacy

- a. 30/38 (78.95%) of students selected the correct answer.
- b. 36/38 (94.74%) of students selected the correct answer.

## Actions

**Action:** 06/07/2019 1. Last Spring the standard was raised to 100% due to the importance of ethical and legal necessities within the medical field. Using that standard all questions would have failed to meet the target. Using the traditional 80% metric, 2 questions easily met the standard, one failed to meet the standard and another made the standard by 1 student. Because a new instructor taught the course and increased the difficulty of the questions, the results have been significantly different. Students struggled to consistently identify less obvious signs of abuse when compared to normal signs of aging. Continue to use the same questions, but focus the classroom discussion on discriminating between s/s of abuse and normal aging processes.

2. This discussion board assignment allows students to start thinking about their obligation to their profession in the future. Creating this awareness is paramount in upcoming students as many have never held professional roles before. Continue

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using this assignment as currently employed.

3. Students consistently struggled understanding the differences between various ethics principles and how to manipulate their actions in their role of patient advocate so as to not create conflict when confronted by the patient's family members opposing wishes. Creating scenarios where students act as the patient's advocate in the face of conflict may help them recognize how their actions impact the eventual solutions.

**Follow-Up:** 06/07/2019 Fall 2018, on the average, 88% of students selected the correct answers. In Spring, on the average, 86% of the students selected the correct answers. Slight dip in percentage from Fall to Spring. The discussion board question was not compared to Fall.

## NRN 161L: Principles of Nursing Practice Lab

### Course SLO: NRN 161L, Principles of Nursing Practice Lab (Section #61743, #61744, #61745, #61747) = Thinking/Reasoning & Life Skills\_1\_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 (Spring 2019)

**Start Date:** 02/18/2019

### Methods of Assessment

**Written Assignment** - In class assignment:

Each student will write an Individual concept map (ICM). (Active)

**Criterion/Target:** 80% of the students will score 45 points or higher on their first attempt at the concept map 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.

**Notes:** This course will cover the clinical application of concepts and exemplars pertaining to principles of nursing practice.

### Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

04/19/2019

**Criterion/Target Met:** Yes

92% of the students were able to achieve 45 points or more on the concept map assignment.

97% of the students received a score of 3 or better on their final clinical evaluation for delegation of care.

### Actions

**Action:** 04/19/2019 Additional time was spent on the instructions for concept maps this semester. The students were given more time to complete their concept maps. This time included some classroom time so that instructors were available for answering questions at the time the students were completing the work.

Faculty will continue to utilize the individual concept map 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:** Supplies

**Resource Request:** Updated supplies that mirror the healthcare environment practices are needed to assist with student



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success.

**Follow-Up:** 04/19/2019 In Fall 2018, 50 out of 57 (88%) of the students were able to achieve 45 points or more on the Individual Concept Map (ICM) assignment. Improvement was noted in Spring 2019.

## Course SLO: NRN 161L, Principles of Nursing Practice Lab (Section #61743, #61744, #61745, #61747) = Communication & Information Management\_1\_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:

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

**Course SLO Status:** Active

**Course Assessment Cycle:** 2018 - 2019 (Spring 2019)

**Start Date:** 02/18/2019

### Methods of Assessment

**Written Assignment** - In Class Assignment: SBAR assignment. (Active)

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

**Notes:** This course will cover the clinical application of concepts and exemplars pertaining to principles of nursing practice.

### Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

04/19/2019

**Criterion/Target Met:** Yes

95% successfully completed the SBAR assignment.

### Actions

**Action:** 04/19/2019 The students felt that the SBAR 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.

**Type of resource requested:** Equipment

**Resource Request:** Updated equipment is needed to mirror the standard equipment in the healthcare environment so that students will be familiar with the equipment when participating in clinical rotations.

**Follow-Up:** 04/19/2019 In Fall 2018, 56 out of 57 students (98%) successfully completed the SBAR assignment. Slight improvement over the Spring 2019 cohort.

## Course SLO: NRN 161L, Principles of Nursing Practice Lab (Section #61743, #61744, #61745, #61747 ) = Careers, Civic Responsibility & Diversity\_1\_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 (Spring 2019)

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Start Date: 02/18/2019

## Methods of Assessment

**Performance/Presentation** - Clinical Evaluation Tool: Accountability and Responsibility

Clinical Evaluation Tool: Professional Role Development

Clinical Evaluation Tool: Advocacy (Active)

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

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

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

**Notes:** This course will cover the clinical application of concepts and exemplars pertaining to principles of nursing concepts.

## Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

04/19/2019

**Criterion/Target Met:** Yes

97% of the students achieved =3 on Accountability and Responsibility section of Clinical Evaluation Tool

97% of the students achieved =3 on Professional Role Development section of Clinical Evaluation Tool

100% of the students achieved =3 on the Advocacy section of the Clinical Evaluation Tool.

### Actions

**Action:** 04/19/2019 Will continue to utilize this 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.

Will be changing the criterion to 95% for Fall 2019.

Will continue to utilize this method of assessment next semester.

Will continue to utilize this method of assessment next semester. The students were able to maintain patient confidentiality, advocate for patient rights, and to respect the patient's decisions

**Type of resource requested:** Staff

**Resource Request:** Clinical Teaching Assistants (CTAs) are needed to assist faculty in the clinical setting. Having CTA's on the clinical site allows faculty more time to spend with students on a 1:1 basis for medication administration.

**Follow-Up:** 04/19/2019 In Fall 2018,:

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.

The Spring 2019 results are very similar to the Fall 2018 results.

## NRN 163: Simple Concepts

### Course SLO: NRN 163, Simple Concepts (Section #61750) = Thinking/Reasoning & Life Skills\_1\_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:

- a. Generalize use of the nursing process to meet the patient's biological and psychosocial system needs, which are influenced by the

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

**Course SLO Status:** Active

**Course Assessment Cycle:** 2018 - 2019 (Spring 2019)

**Start Date:** 04/15/2019

## Methods of Assessment

**Performance/Presentation - 1.** 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)

2. Journal assignment:

Diversity

3. In class assignment:

Role play scenarios that represent opportunities and methods for delegating as a nursing student. (Active)

**Criterion/Target:** Criterion/Target: =80% of the students will receive full credit for each assignment

**Notes:** This course will cover topics related to simple concepts and their relationship to the student learning outcomes: Thinking/Reasoning and Life Skills.

## Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

06/07/2019

**Criterion/Target Met:** Yes

1. 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)
  - a. 37/37 students actively participated in this activity and were able to achieve full credit for the activities
2. Journal assignment: Diversity
  - a. 37/37 students achieved full credit for this journal entry
3. In class assignment: Role play scenarios that represent opportunities and methods for delegating as a nursing student.
  - a. 100% of the student fully participated and received full credit for their participation in this activity

## Actions

**Action:** 06/07/2019 1. This was an excellent method of group study, review, and application of the concepts. This activity will be continued into the fall semester in order to establish validity of this activity as a tool for assessment.

2. Will continue to use this journal entry as way for students to explore their own culture and recognize differences pertaining to other races and cultures.

3. This 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

**Resource Request:** Supplies are needed to support the learning activities incorporated into the flipped classroom setting.

**Follow-Up:** 06/07/2019 In Fall 2018, on the average, 93.3% met the benchmark. When comparing Fall 2018 to Spring 2019, there is a 6.7% increase in the achievement of the benchmark overall.

## Course SLO: NRN 163, Simple Concepts (Section #61750) = Communication & Information Management\_1\_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:

- a. Recognize effective, accurate, and congruent transfer of information using therapeutic verbal and non-verbal communication with the patient, family and health care team

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b. 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 (Spring 2019)

**Start Date:** 04/15/2019

## Methods of Assessment

**Exam/Quiz - In Course** - 1. Exam question:

Exam 2 Q 23

2. Exam question:

Discussion Board on mobility modalities (Active)

**Criterion/Target:** 1. 80% will select the correct answer

2. 80% will receive full credit for their journal entry

**Notes:** This course will cover concepts pertaining to the student learning outcomes: Communication and Information Management.

## Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

06/07/2019

**Criterion/Target Met:** Yes

1. Exam questions related to transfer of information.

a. 100% of students selected the correct answer

2. Journal entry pertaining to teaching implementations.

a. 100% of students received full credit for their journal entry

## Actions

**Action:** 06/07/2019 1. This question continues to be a good measure of students understanding and application of communication techniques

2. This journal entry allowed for students to gather information and set up a teaching tool for patients. This method of evaluation will continue to be used

**Type of resource requested:** Equipment

**Resource Request:** Equipment, such as white boards and flip charts, are needed to support learning activities in the flipped classroom setting.

**Follow-Up:** 06/07/2019 In Fall 2018, on the average, 96.9% of the students met the established benchmarks. In Spring 2019, there is a 3.1% increase (From Fall 2018 to Spring 2019) in the number of students meeting the benchmarks.

## Course SLO: NRN 163, Simple Concepts (Section #61750) = 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.

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

a. Explain accountability and responsibility for nursing care within legal/ethical boundaries

b. Explain behaviors for the development of professional awareness, commitment, education, and growth

c. 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 (Spring 2019)

**Start Date:** 04/15/2019

## Methods of Assessment

**Written Assignment** - 1. Essay:

A personal account of responsibility and accountability of nursing care within legal/ethical boundaries

2. Journal Entry:

Professional behaviors

# SMHS (Course SLOs) - Nursing

3. Exam question:

Exam 2 Q 24 (Active)

**Criterion/Target:** 1. 80% of the students will receive full credit on their essay submission.

2. 90% of the students will complete this journal entry and receive full credit.

3. 80% of the students will select the correct answer.

**Notes:** This course will cover the concepts pertaining to the student learning outcomes: Careers, Civic Responsibility, and Diversity

## Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

06/07/2019

**Criterion/Target Met:** Yes

1. Essay submission

a. 95% received full credit on this assignment

2. Journal entry

a. 97% of students completed and received full credit

3. Exam questions related to the role of the nurse

a. 87% of students selected the correct answer

## Actions

**Action:** 06/07/2019 1. This is a great opportunity for students to reflect on their accountability and responsibility and relate it to personal experience. This assignment will be kept and used to assess critical reasoning and judgment as it relates to legal and ethical boundaries.

2. The journal topic was enriched this semester to include further opportunity for detailed answers. This improvement made it more likely that students would be able to apply the concept.

3. The format for this question was altered from Fall 2018. There was a great improvement in the students meeting target.

**Follow-Up:** 06/07/2019 In fall 2018, on the average, 95.5% of the students met the established benchmarks. In Spring 2019, on the average, 93% of the students met the benchmarks, resulting in a 2.5% decrease from Fall semester.

## NRN 163L: Simple Concepts Lab

### Course SLO: NRN 163L, Simple Concepts Lab (Section #61751, #61752, #61754, #61755) = Thinking/Reasoning & Life Skills\_1\_1

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:

a. 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

b. 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

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

**Course SLO Status:** Active

**Course Assessment Cycle:** 2018 - 2019 (Spring 2019)

**Start Date:** 04/15/2019

## Methods of Assessment

**Written Assignment** - In class assignment:

Concept map #3, final score (Active)

**Criterion/Target:** 80% of the students will score = 3 points on their final attempt as measured by the concept map grading criteria.

**Notes:** This course will cover the application of simple concepts related to the student learning outcomes: Thinking/Reasoning and Life Skills

# SMHS (Course SLOs) - Nursing

## Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

06/07/2019

**Criterion/Target Met:** Yes

100% of the students were able to achieve 45 points or more on the final concept map assignment.

## Actions

**Action:** 06/07/2019 Additional time was spent on the instructions for concept maps this semester. The students were given more time to complete their concept maps. This time included some classroom time so that instructors were available for answering questions at the time the students were completing the work

**Type of resource requested:** Supplies

**Resource Request:** Updated supplies are needed in the skills lab setting that mirror the supplies utilized in the Healthcare setting. This allows students to better prepare and become familiar with what is being used in the live setting with actual patient care.

**Follow-Up:** 06/07/2019 In Fall 2018, 83.9% of the students met this identified benchmark. In spring 2019, 100% of the students met the benchmark. That is a 16% increase.

## Course SLO: NRN 163L, Simple Concepts Lab (Section #61751, #61752, #61754, #61755 ) = Communication & Information Management\_1\_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 (Spring 2019)

**Start Date:** 04/15/2019

## Methods of Assessment

**Written Assignment** - In class assignment:

Older Adult Life Review (Active)

**Criterion/Target:** 80% of students will achieve = 3 points on this assignment

**Notes:** This course will cover the application of simple concepts related to the student learning outcomes: Communication and Information Management.

## Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

06/07/2019

**Criterion/Target Met:** Yes

80% of students achieved = 3 on this assignment

## Actions

**Action:** 06/07/2019 The changes made this semester improved student outcomes. These changes will be carried forward.

**Type of resource requested:** Equipment

**Resource Request:** Updated equipment in the lab setting that reflects the equipment utilized in the actual healthcare environment would be useful for student learning.

**Follow-Up:** 06/07/2019 Spring 2019 results were the same as the results in Fall 2018.

## Course SLO: NRN 163L, Simple Concepts Lab (Section #61751,

# SMHS (Course SLOs) - Nursing

## #61752, #61754, #61755) = 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:

- 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 (Spring 2019)

**Start Date:** 04/15/2019

### Methods of Assessment

**Performance/Presentation** - 1. Performance Evaluation:

- a. Patient advocacy
2. Performance Evaluation:
- a. Professional Role Development
3. Performance Evaluation:
- a. Accountability and Responsibility (Active)

**Criterion/Target:** 1. 80% of students will achieve = 3 on their final evaluation tool.

2. 80% of students will achieve a 4 on their final evaluation tool.

3. 80% of students will achieve a 4 on their final evaluation tool.

**Notes:** This course will cover the application of simple concepts related to the student learning outcomes: Civic Responsibility, Diversity, and Careers.

### Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

06/07/2019

**Criterion/Target Met:** Yes

1. Performance Evaluation: Patient Advocacy
  - a. 80% of students achieved = 3 on this assignment
2. Performance Evaluation: Professional Role Development
  - a. 80% of students achieved a 4 on this assignment
3. Performance Evaluation: Accountability and Responsibility
  - a. 80% of students achieved a 4 on this assignment

### Actions

**Action:** 06/07/2019 1. Opportunities were made available to students through simulation activities. Some students were able to achieve a 4 in this area. Perhaps we will redirect the goal to achieving a 4 on the final evaluation tool.

2. Stressing the importance of professional development and accountability and responsibility in the clinical setting has increased these scores to 90% of the students achieving 4 out of 4 on their final evaluations

**Type of resource requested:** Staff

**Resource Request:** Clinical Teaching Assistants are needed to assist with learning opportunities for the students in the clinical setting.

**Follow-Up:** 06/07/2019 In Fall 2018, on the average, 86.6% of the students met the benchmarks. In Spring 2019, on the average, 80% of the students met the benchmarks. This indicates a 6.6 % decrease in student performance this semester.

## NRN 164: Family Health Concepts

### Course SLO: NRN 164, Family Health Concepts (Section #61756, #61757) = Thinking/Reasoning & Life Skills\_1\_1

# SMHS (Course SLOs) - Nursing

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 (Spring 2019)

**Start Date:** 02/18/2019

## Methods of Assessment

**Performance/Presentation** - Virtual simulations (vSim) for the pre-eclamptic patient. (Active)

**Criterion/Target:** 100% of the students will achieve the benchmark is 70% on the vSim.

**Notes:** This course will include concepts related to Family Health.

## Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

04/19/2019

**Criterion/Target Met:** No

In the Traditional Program cohort 95% (35/37) of the students reached the benchmark of 75%.

In the Extended Campus Program cohort 100% (18/18) of the students reached the benchmark of 75%.

One student achieved a 60% and one student achieved a 74%.

## Actions

**Action:** 04/19/2019 Due to the importance of the nursing process regarding care of the high risk patient with pre-eclampsia, NRN 164 team will continue to analyze this VSim as a measure of thinking and reasoning at the bedside and will raise the benchmark to 85%.

**Follow-Up:** 04/19/2019 In Fall 2018, 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%. Based on these results, The cohorts in the Spring session performed better than the cohorts in the Fall session.

## Course SLO: NRN 164, Family Health Concepts (Section #61756, #61757) = Communication & Information Management\_1\_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 (Spring 2019)

**Start Date:** 02/18/2019

## Methods of Assessment

**Performance/Presentation** - STD Awareness campaign at SAC. Students from the traditional cohort will be divided into six groups. Students from the Extended Campus Program cohort will be divided into three groups. Each group has two hours on campus to provide their STD strategy. (Active)

**Criterion/Target:** 100% of the students will achieve at least 4.5 score on the presentation.

**Notes:** This course will cover concepts and exemplars related to Family Health.

## Results



# SMHS (Course SLOs) - Nursing

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

04/19/2019

**Criterion/Target Met:** Yes

On the SAC campus, 272 students completed the post survey. The average score was 4.5 from the Likert scale of 1-5. For the EMT classes, 47 students completed the post survey. The average score was 4.7.

## Actions

**Action:** 04/19/2019 For the Fall semester, faculty will continue with STD Awareness activities. The benchmark will be raised to 4.7. The STD Awareness Campaign will be conducted on the SCC campus as well.

**Follow-Up:** 04/19/2019 In Fall 2018, 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. The Spring 2019 cohorts, scored better than the Fall 2018 cohorts.

## Course SLO: NRN 164, Family Health Concepts (Section #61756, #61757) = Careers, Civic Responsibility, and Diversity\_1\_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.
- Demonstrate actions appropriate to the nurse's role as patient advocate.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2018 - 2019 (Spring 2019)

**Start Date:** 02/18/2019

## Methods of Assessment

**Performance/Presentation** - Course completion (Active)

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

**Notes:** This course will include concepts related to Family Health.

## Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

04/19/2019

**Criterion/Target Met:** Yes

Traditional Program cohort: 37/37 (100%) passed the course.

Extended Campus Program cohort: 17/18 (94%) students passed the course. One student withdrew for medical reasons.

## Actions

**Action:** 04/19/2019 Faculty will continue to assess retention and completion, striving for 95%.

**Follow-Up:** 04/19/2019 In Fall 2018, The completion rate was 95% (38/40 students passed). This was slightly higher than Spring 2019.

## NRN 164L: Family Health Concepts Lab

## Course SLO: NRN 164L, Family Health Concepts Lab (Section #61758, #61759, #61760, #61761, #61762, #61763) = Thinking/Reasoning & Life Skills\_1\_1

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.

# SMHS (Course SLOs) - Nursing

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 (Spring 2019)

**Start Date:** 02/18/2019

## Methods of Assessment

**Written Assignment** - Newborn Case Study. (Active)

**Criterion/Target:** 100% of the students will develop appropriate interventions for the NANDA of the Newborn Case Study.

**Notes:** This course will cover the clinical application of concepts and exemplars related to Family Health.

### Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

04/19/2019

**Criterion/Target Met:** No

50% of the students were able to develop appropriate nursing implementations pertaining to the NANDA in the Newborn Case Study.

### Actions

**Action:** 04/19/2019 Faculty will continue to assess the Newborn Case Study focusing in on the implementations necessary in newborn stabilization. The benchmark was too high at 100%. The new benchmark will be 90% for the Fall semester.

**Follow-Up:** 04/19/2019 In Fall 2018, 94.7% (36/38) of the students were able to set an appropriate goal for their newborn case study. In Spring 2019, 50% of the students were able to develop appropriate nursing implementations pertaining to the NANDA in the Newborn Case Study. This lower score may be related to the assignment change. In Spring 2019, students were asked to work on interventions as opposed to goals. This might be more challenging for the students.

## Course SLO: NRN 164L, Family Health Concepts Lab (Section #61758, #61759, #61760, #61761, #61762, #61763) = Communication & Information Management\_1\_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 (Spring 2019)

**Start Date:** 02/18/2019

## Methods of Assessment

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

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

**Notes:** This course cover the clinical application of concepts and exemplars related to Family Health.

### Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

04/19/2019

**Criterion/Target Met:** No

76% (42/55) of students were able to conduct a successful teaching plan on breastfeeding.

The male students had less opportunities to teach due to the cultural preferences of some patients and families.

# SMHS (Course SLOs) - Nursing

## Actions

**Action:** 04/19/2019 Faculty will continue to have the students assess the learning needs regarding breastfeeding. The students will spontaneously develop the teaching plan tailored to their specific patient and family. The benchmark will be 90%.

**Follow-Up:** 04/19/2019 In Fall 2018, 100% of the students were able to assess the learning needs of the family and identify spiritual and cultural factors of the postpartum patient. This was a different assignment than Spring 2019; therefore, unable to compare data.

## Course SLO: NRN 164L, Family Health Concepts Lab (Section #61758, #61759, #61760, #61761, #61762, #61763 ) = 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

- 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 (Spring 2019)

**Start Date:** 02/18/2019

## Methods of Assessment

**Performance/Presentation** - Staff Input sheet (Active)

**Criterion/Target:** 90% of the students will receive input regarding professional behavior on the Staff Input sheet.

**Notes:** This course will cover the clinical application of concepts and exemplars related to Family Health.

## Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

04/19/2019

**Criterion/Target Met:** No

85% (47/55) of students received a "5" on their staff input sheets.

## Actions

**Action:** 04/19/2019 Faculty will continue to encourage students to strive for excellence in their professional behavior. Students who did not receive consistent "5"s were coached by their individual instructor at the clinical site. Students were encouraged to reflect about their behavior and analyze what may be deemed as unprofessional by the staff. Faculty will continue to gather data from staff in the Fall 2019 semester.

**Follow-Up:** 04/19/2019 In Fall 2018, 92.5% (35/38) of the students received "5"s on their staff feedback sheets. In Spring 2019, 85% (47/55) of students received a "5" on their staff input sheets.

## NRN 165L: Health Illness Concepts Lab

## Course SLO: NRN 165L, Health Illness Concepts Lab (Section #61767, #61768, #61769, #61770, #61771, #61773) = Thinking/Reasoning & Life Skills\_1\_1

# SMHS (Course SLOs) - Nursing

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:

- a. Apply concepts of the nursing process while integrating environmental, cultural, spiritual and psychosocial influences
- b. Employ relevant theoretical concepts to patient care
- c. Apply delegation of care between the student nurse and the healthcare team.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2018 - 2019 (Spring 2019)

**Start Date:** 04/15/2019

## Methods of Assessment

**Written Assignment - Concept Mapping (Active)**

**Criterion/Target:** 100% of 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.

\* This is an outlined expectations in the concept map directions.

**Notes:** This course will cover the application of concepts related to the student learning outcomes: Thinking/Reasoning and Life Skills.

## Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

06/14/2019

**Criterion/Target Met:** No

44/56 (79%) students successfully identified environmental and psychosocial factors pertaining to their concept map patient, without any revisions.

Only 6/56 (11%) students discussed how the environmental & psychosocial factors impacted the patient's hospitalization, recovery and/or discharge.

Majority of students (45%) were unsuccessful in demonstrating thinking and reasoning and life skills necessary to complete this part of the concept map assignment.

This was in large part due to only 2/6 faculty devoting time and efforts to reinforce this part of the concept map assignment and providing examples.

Faculty will complete a post-conference activity discussing how environmental and psychosocial factors may influence patients. A clinical mystery activity will be chosen by individual faculty to focus on these factors and their potential influences.

## Actions

**Action:** 06/14/2019 For Fall 2019, this area of the concept map will be reassessed and 85% of 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:** 06/14/2019 This was the first semester for evaluating these components of the concept map and their relationship to the student learning outcomes: Therefore, there is no data to compare.

## Course SLO: NRN 165L, Health Illness Concepts Lab (Section #61767, #61768, #61769, #61770, #61771, #61773) = Communication & Information Management\_1\_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.

# SMHS (Course SLOs) - Nursing

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 (Spring 2019)

**Start Date:** 04/15/2019

## Methods of Assessment

**Performance/Presentation** - Health-Teaching Oral Presentation (Active)

**Criterion/Target:** 100% of 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.

**Notes:** This course will cover the application of the concepts related to the student learning outcomes: Communication and Information Management.

## Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

06/14/2019

**Criterion/Target Met:** Yes

100% of students were successful in completion of a health-teaching oral presentation either in the acute-care setting or community-based nursing setting demonstrating effective verbal and non-verbal communication.

50% of students utilized the pediatric patient population assigned at Fountain Valley Regional Hospital.

50% of students completed health-teaching out in the community at the SAC CDC preschool-age population, or the Illumination Foundation Children's Resource center population (ages 5-12 years old).

Students were challenged with communicating at the correct developmental level for each child/patient.

## Actions

**Action:** 06/14/2019 For Fall 2019, students will participate in interprofessional communication with another health care professional. For example, the pharmacist, physician, respiratory therapist, dietician, child life therapist, physical therapist, etc. Based on recommended standards of practice for nursing, students are expected to grow their interprofessional skills in order to better meet patient safety and care needs.

Students will be encouraged to list this as a daily goal to accomplish in clinical each week and notify their assigned staff RN of this goal in order to better ensure they have ample opportunities to practice interprofessional communication among the health-care team.

**Follow-Up:** 06/14/2019 This was a different assignment for the students this semester as compared to previous semesters. Results were similar though to other assignments related to communication.

## Course SLO: NRN 165L, Health Illness Concepts Lab (Section #61767, #61768, #61769, #61770, #61771, #61773 ) = Careers, Civic Responsibility, & Diversity\_1\_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.

# SMHS (Course SLOs) - Nursing

**Course SLO Status:** Active

**Course Assessment Cycle:** 2018 - 2019 (Spring 2019)

**Start Date:** 04/15/2019

## Methods of Assessment

**Performance/Presentation** - Staff Input Sheet for Student RN Performance (Active)

**Criterion/Target:** 100% of students will complete a Staff Input Sheet for Student RN Performance and score "good" or "excellent" for their professional behavior as a student RN.

**Notes:** This course will cover the application of the concepts related to the student learning outcomes: Careers, Diversity, and Civic Responsibility.

## Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

06/14/2019

**Criterion/Target Met:** Yes

100% of students received a score of "good" or "excellent" for their professional behavior as a student RN on the Staff Input Sheet for Student RN Performance.

One student, in particular, was stated to noticeably improve the professional confidence with communication during the shift being evaluated.

Overall, this cohort of nursing students was recognized as demonstrating very professional behavior among staff and patients at the clinical facilities, and staff were verbally appreciate to faculty.

**Related Documents:**

[NRN 164L Staff Input on Student Nurses.pdf](#)

## Actions

**Action:** 06/14/2019 For Fall 2019, students will demonstrate understanding of the different career roles of RNs out in the community-based setting, and also recognize/discuss the mission and purpose the community nursing site(s) serve among a diverse patient population.

These objectives are evaluated on the NRN 165L community-based nursing journal grading rubric.

**Follow-Up:** 06/14/2019 In Fall 2018, Staff Input Sheets on Student RN Performance indicated that only 84% of students scored at "good" or "excellent" for time management and organizational skills. In Spring 2019, there was a 16% in student scores.

## NRN 261 : Mental Health Concepts

### Course SLO: NRN 261, Mental Health Concepts (Section #61774) = Thinking/Reasoning & Life Skills\_1

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 (Spring 2019)

**Start Date:** 02/18/2019

# SMHS (Course SLOs) - Nursing

## Methods of Assessment

**Exam/Quiz - In Course** - In-Class exams 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 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 (Spring 2019)

04/13/2019

**Criterion/Target Met:** No

Question #1 Assessment question on borderline personality disorder= 95% in Spring 2019, 85% in Fall 2018, and 78% in Spring 2018

Question #2 Planning question on antisocial personality disorder= 56% in Spring 2019, 49% in Fall 2018 and 50% in Spring, 2018

Question #3 Implementation question on paranoid personality disorder = 85% in Spring 2019, 68% in Fall 2018 and 68% in Spring 2018

Question #4 Evaluation question on working phase of clinical group = 80% in Spring 2019, 87% in Fall 2018 and 78% in Spring 2018

79% of the students met the criteria this Spring 2019 semester. 72% met the criteria in Fall 2018 and 69% of the students met the criteria during Spring 2018 semester.

## Actions

**Action:** 04/13/2019 79% of students correctly answered selected questions dealing with thinking and reasoning. This is an improvement from 72% in Fall 2018 and the 69% of Spring semester 2018. The benchmark of 80% was not achieved. Since this is only the third 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 third cohort 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.

**Type of resource requested:** Supplies

**Resource Request:** We have implemented the flipped classroom for this theory course. Supplies are needed on a continuous basis to support in-class activities that support student success.

**Follow-Up:** 04/13/2019 In Spring 2019, 79% of students correctly answered selected questions dealing with thinking and reasoning. This is an improvement from 72% in Fall 2018 and the 69% of Spring semester 2018.

## Course SLO: NRN 261, Mental Health Concepts (Section #61774) = Communication & Information Management\_1

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 (Spring 2019)

**Start Date:** 02/18/2019

# SMHS (Course SLOs) - Nursing

## Methods of Assessment

**Exam/Quiz - In Course** - 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 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 (Spring 2019)

04/13/2019

**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 = 85% in Spring 2019, 73% in Fall 2018 and 63% in Spring 2018

Question #3 concerning communication encouraging a more favorable patient outcome = 70% in Spring 2019, 58% in Fall 2018 and 73% in Spring 2018

Question #4 concerning communication encouraging patient medication compliance = 25% in Spring 2019, 43% in Fall 2018 and 65% in Spring 2018

Question #5 concerning communication regarding validation of patient's suffering = 95% in Spring 2019, 73% in Fall 2018 and 78% in Spring 2018

69% of students correctly answered selected questions dealing with therapeutic communication in Spring 2019. 62% answered the questions accurately in Fall 2018 and 74% in Spring 2018. The benchmark of 80% was not achieved by any cohort.

## Actions

**Action:** 04/13/2019 69% of students correctly answered selected questions dealing with communication. This is an increase from the 62% of Fall, 2018 and closer to the 74% performance of Spring semester 2018 cohort. The benchmark of 80% was not achieved by any of these cohorts. It is notable that only one student entered as new student to this Spring 2019 cohort whereas 6 new students entered the Fall 2018 cohort and there were no new students in the Spring 2019 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 expected levels of mental health communication. The one newly entering student performed at only 39% on these communication questions but since the student was only one out of 40 students this had a limited impact on the overall class average. In contrast the Fall 2018 class had 6 newly entered students and the 46% average by the students significantly lowered the class average. Since this is only the third 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.

**Type of resource requested:** Supplies

**Resource Request:** We have implemented the flipped classroom for this theory course. Supplies are needed on a continuous basis to support in-class activities that support student success.

**Follow-Up:** 04/13/2019 In Spring 2019, 69% of students correctly answered selected questions dealing with communication. This is an increase from the 62% of Fall, 2018 and closer to the 74% performance of Spring semester 2018 cohort.

## Course SLO: NRN 261, Mental Health Concepts (Section #61774) = 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.



# SMHS (Course SLOs) - Nursing

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 (Spring 2019)

**Start Date:** 02/18/2019

## Methods of Assessment

**Exam/Quiz - In Course** - 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 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 (Spring 2019)

04/13/2019

**Criterion/Target Met:** No

Question #1 concerning patient group diversity development = 80% in Spring 2019 and 81% in Fall 2018 and 80% in Spring 2018

Question #2 concerning nursing responsibility for the patient experiencing anorexia nervosa = 79% in Spring 2019. 77% in Fall 2018 and 75% in Spring 2018

Question #3 concerning nursing delegation = 69% in Spring 2019. 68% in Fall 2018 and 80% in Spring 2018

76% of students in the Spring 2019 cohort answered the questions correctly dealing with careers. 75% of students correctly answered selected questions in the Fall 2018 cohort and 78% in the Spring 2018 cohort. The benchmark of 80% was not achieved any of the cohorts

## Actions

**Action:** 04/13/2019 76% of students correctly answered selected questions dealing with the professional role of the nurse in careers. This is a slight increase from the 75% of the Fall 2018 cohort and closer to the 78% of Spring 2018 cohort. The benchmark of 80% was not achieved. Since this is only the third 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.

**Type of resource requested:** Equipment

**Resource Request:** We have implemented the flipped classroom for this theory course. Classroom equipment such as laptops and projectors, flip chart easels, etc. are needed on a continuous basis to support in-class activities that support student success.

**Follow-Up:** 04/13/2019 In Spring 2019, 76% of students correctly answered selected questions dealing with the professional role of the nurse in careers. This is a slight increase from the 75% of the Fall 2018 cohort and closer to the 78% of Spring 2018 cohort. The benchmark of 80% was not achieved.

## NRN 261L: Mental Health Concepts Lab

**Course SLO: NRN 261L, Mental Health Concepts Lab (Section #61775, #61776, #61777, #61778) = Thinking/Reasoning & Life Skills\_1**

# SMHS (Course SLOs) - Nursing

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

- 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 (Spring 2019)

**Start Date:** 02/18/2019

## Methods of Assessment

**Written Assignment - Mental Health Communication Analysis Assignment. (Active)**

**Criterion/Target:** 90% of students will receive a score of 3 or above when identifying the interventions and rationales for the NANDA (North American Nursing Diagnosis Association) diagnosis on the mental health Communication Analysis Assignment.

**Notes:** In this clinical course students are evaluated on the the following topics:

Module - Nursing Process

Assess the patient's biological and psychosocial system assets and deficits

Formulate priority nursing diagnoses according to NANDA format for patients with psychosocial and medical-surgical deficit

Employ nursing implementations

Module - Application of Theory

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

Identify alterations in normal body structure and function

Apply nursing interventions for patients with physiological deficits

Module - Health Teaching

Identify knowledge deficits in patients and family members

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

## Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

04/13/2019

**Criterion/Target Met:** No

Clinical Group #1 = 8/10 students received a score of 3 or above when identifying the interventions and rationales for the NANDA (North American Nursing Diagnosis Association) diagnosis on the mental health Communication Analysis Assignment.

Clinical Group #2 = 9/10 students received a score of 3 or above when identifying the interventions and rationales for the NANDA (North American Nursing Diagnosis Association) diagnosis on the mental health Communication Analysis Assignment.

Clinical Group #3 = 10/10 students received a score of 3 or above when identifying the interventions and rationales for the NANDA (North American Nursing Diagnosis Association) diagnosis on the mental health Communication Analysis Assignment.

Clinical Group #4 = 8/10 students received a score of 3 or above when identifying the interventions and rationales for the NANDA (North American Nursing Diagnosis Association) diagnosis on the mental health Communication Analysis Assignment.

88% of the students met the criteria this semester whereas 95% of the students met the criteria during both Fall and Spring 2018 semesters.

# SMHS (Course SLOs) - Nursing

## Actions

**Action:** 04/13/2019 There was a modest drop to 88% from the prior two semesters which performed at 95%. This is the third semester with the concept-based curriculum with a reduced number of clinical and theory hours. The team will continue to monitor this parameter closely in the upcoming classes. Correct analysis of the Communication Analysis Assignment entails identifying the interventions and rationales for the NANDA diagnosis as an essential component of NRN261L. The decrease number of hours limits both the amount of time students have to perform the Communication Analysis Assignment and limits the amount of time the students have to review didactic information related to analyzing the assignment. Since the team only has data for three semesters of the reduced number of hours, and this is a crucial mental health assignment, this benchmark will be analyzed for ongoing semesters.

**Type of resource requested:** Supplies

**Follow-Up:** 04/13/2019 in Spring 2019, there was a modest drop to 88% from the prior two semesters which performed at 95%. This is the third semester with the concept-based curriculum with a reduced number of clinical and theory hours. The team will continue to monitor this parameter closely in the upcoming classes.

## Course SLO: NRN 261L, Mental Health Concepts Lab (Section #61775, #61776, #61777, #61778) = Communication & Information Management\_1

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:

- 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 (Spring 2019)

**Start Date:** 02/18/2019

## Methods of Assessment

**Written Assignment - Communication Analysis Assignment (Active)**

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

**Notes:** In this clinical course will be evaluated on the following actions:

Module - Communication

Interpret verbal and written orders correctly

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

Module - Delegation of Care

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

Manage care of assigned patients safely and effectively

## Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

04/13/2019

**Criterion/Target Met:** No

Clinical Group #1 = 8/10 students correctly analyzed their Communication Analysis Assignment with 80% accuracy indicated by 16 out of 20 exchanges labeled correctly.

Clinical Group #2 = 10/10 students correctly analyzed their Communication Analysis Assignment with 80% accuracy indicated by 16 out of 20 exchanges labeled correctly.

# SMHS (Course SLOs) - Nursing

Clinical Group #3 = 6/10 students correctly analyzed their Communication Analysis Assignment with 80% accuracy indicated by 16 out of 20 exchanges labeled correctly.

Clinical Group #4 = 9/10 students correctly analyzed their Communication Analysis Assignment with 80% accuracy indicated by 16 out of 20 exchanges labeled correctly.

83% of the students met the criteria both this Spring 2019 semester and in Fall 2018. 88% of the students met the criteria during Spring 2018 semester.

## *Actions*

**Action:** 04/13/2019 83% of the students met the criteria both this Spring 2019 semester and in Fall 2018. 88% of the students met the criteria during Spring 2018 semester. This is only the third semester with the concept-based curriculum with a reduced number of clinical and theory hours. The team will continue to monitor this parameter closely in the upcoming classes. Correct analysis of the Communication Analysis Assignment is an essential component of NRN261L. The decrease number of hours limits both the amount of time students have to perform the Communication Analysis Assignment and limits the amount of time the students have to review didactic information related to analyzing the assignment. Since the team only has data for three semesters of the reduced number of hours and this is a crucial mental health assignment, this benchmark will be analyzed for ongoing semesters.

**Follow-Up:** 04/13/2019 83% of the students met the criteria both this Spring 2019 semester and in Fall 2018. 88% of the students met the criteria during Spring 2018 semester. This is only the third semester with the concept-based curriculum with a reduced number of clinical and theory hours. The team will continue to monitor this parameter closely in the upcoming classes.

## Course SLO: NRN 261L, Mental Health Concepts Lab (Section #61775, #61776, #61777, #61778) = Careers, Civic Responsibility, & Diversity\_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:

- 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 (Spring 2019)

**Start Date:** 02/18/2019

## *Methods of Assessment*

**Performance/Presentation** - SAC Nursing department sponsored extracurricular activity. (Active)

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

**Notes:** In this clinical course students are evaluated on the following behaviors:

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

# SMHS (Course SLOs) - Nursing

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 (Spring 2019)

04/13/2019

**Criterion/Target Met:** No

Clinical Group #1 = 8/10 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 = 6/10 students attended at least one SAC Nursing department sponsored extracurricular activity.

Clinical Group #4 = 7/10 students attended at least one SAC Nursing department sponsored extracurricular activity.

Only 78% of the students met the criteria this semester Spring 2019 whereas 97% of students met the criteria in Fall 2018 and 93% in Spring 2018 semester.

## Actions

**Action:** 04/13/2019 Only 78% of the students met the criteria this semester Spring 2019 whereas 97% of students met the criteria in Fall 2018 and 93% in Spring 2018 semester. This is the third semester with the concept-based curriculum with a reduced

number of clinical hours and theory hours. Students voiced that were no general activities offered by either the Santa Ana College Student Nurse's Association or the Christian Fellowship during the time frame of this 6 week class. Also, students noted that even if activities had been offered that those activities are typically offered at 11:30 am when students in the third semester are largely not on campus because the class time is 15:15 to 17:20. Students did have the opportunity to attend two Men in Nursing activities. NRN 261 faculty will continue to advocate during bimonthly Faculty meetings for more extracurricular activities during the 6 week mental health class. The reduced amount of time for the class results in a compressed schedule that may impinge upon students' ability to participate in an extracurricular activity. Faculty will continue to monitor this SLO closely and provide opportunities for all students to participate in extracurricular activities including students at the off-site extended campus location of St. Joseph Hospital and those with late afternoon classes.

**Type of resource requested:** Equipment

**Follow-Up:** 04/13/2019 78% of the students met the criteria this semester Spring 2019 whereas 97% of students met the criteria in Fall 2018 and 93% in Spring 2018 semester. The reduced amount of time for the class results in a compressed schedule that may impinge upon students' ability to participate in an extracurricular activity. Faculty will continue to monitor this SLO closely and provide opportunities for all students to participate in extracurricular activities including students at the off-site extended campus location of St. Joseph Hospital and those with late afternoon classes.

## NRN 262: Acute Concepts

### Course SLO: NRN 262, Acute Concepts (Section #61779) = Thinking/Reasoning & Life Skills\_1

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

# SMHS (Course SLOs) - Nursing

**Course Assessment Cycle:** 2018 - 2019 (Spring 2019)

**Start Date:** 04/15/2019

## Methods of Assessment

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

**Criterion/Target:** 80% of students will be able to correctly answer questions from the final exam that are representative of the assessment, planning, implementation, and evaluation phases of the Nursing Process

**Notes:** This course will cover the concepts perfusion and cellular regulation as they pertain to the student learning outcomes: Thinking/Reasoning and Life Skills.

## Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

06/07/2019

**Criterion/Target Met:** No

Final exam questions:

Assessment = 44 %. (What assessment information is of most concern S/P carotid angiography)

Planning = 88 %. (What intervention to include in the plan of care for patient with impaired physical mobility)

Implementation = 59 %. (Priority action for patient with emphysema)

Evaluation = 37 % (Evaluating the response to medication for a heart failure patient)

The combined average for these questions is 57 % which does not meet the benchmark.

## Actions

**Action:** 06/07/2019 The Planning question has achieved the benchmark for the last 2 semesters and so a new question will be chosen to evaluate in the future. When looking at the breakdown of the other three questions, 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 other 3 questions correctly and so we will continue to utilize these questions until the results are closer to the desired benchmark.

**Follow-Up:** 06/07/2019 In Fall 2018, the combined average for the questions was 63.7% as compared to Spring 2019 which is 57% resulting in a 6.7% decrease for this semester.

## Course SLO: NRN 262, Acute Concepts (Section #61779 ) = Communication & Information Management\_1

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:

- 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 (Spring 2019)

**Start Date:** 04/15/2019

## Methods of Assessment

**Exam/Quiz - In Course** - Exam Questions pertaining to communication. (Active)

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

**Notes:** This course will cover the concepts related to the student learning outcome: Communication and Information Management.

## Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

06/07/2019

**Criterion/Target Met:** No

Exam questions pertaining to communication:

# SMHS (Course SLOs) - Nursing

Exam #1 = 78 % (What statement requires further teaching – ACE Inhibitor)

Exam #2 = 66 %. (Teaching about antiplatelet agents)

The combined percentage is 72 %

## Actions

**Action:** 06/07/2019 Both questions had scenarios that required teaching by the nurse. The students performed relatively well in relation to communication questions, but since the benchmark was not achieved and this is only the third time the questions were utilized, we will continue to monitor these same questions.

**Follow-Up:** 06/07/2019 In Fall 2018, the combined percentage was 66% of the students correctly answered the questions. In Spring 2019, the combined percentage is 72%. There is a 6% increase this semester from Fall 2018.

## Course SLO: NRN 262, Acute Concepts (Section #61779) = Careers, Civic Responsibility & Diversity\_1

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 (Spring 2019)

**Start Date:** 04/15/2019

## Methods of Assessment

**Exam/Quiz - In Course** - Exam questions pertaining to the professional role of the nurse. (Active)

**Criterion/Target:** 85% of students will correctly answer selected test questions that reflect the professional role of the nurse.

**Notes:** This course will cover the concepts related to the student learning outcomes: Careers, Civic Responsibility, and Diversity.

## Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

06/07/2019

**Criterion/Target Met:** No

Exam questions:

Exam #1 = 80%

Exam #2 = 68% for both questions

(All three of these questions are prioritization questions asking which patient to see first after receiving shift report.)

The combined percentage for these questions is 72%, which does not meet the benchmark.

## Actions

**Action:** 06/07/2019 The benchmark was increased last semester and so we will continue to use these questions until the new benchmark is met. In looking at the more detailed item analysis statistics, one question did not separate who knew the information, from who did not and so the distractors will be reevaluated and enhanced.

For all of the categories that we monitor, the results for the individual questions go up and down randomly depending, in part, on the strength of the cohort, but at other times without a real reason. Therefore, we will continue to monitor over a longer period of time after implementation of the CBC.

# SMHS (Course SLOs) - Nursing

**Follow-Up:** 06/07/2019 In Fall 2018, the combined percentage for the questions was 79%. When comparing the combined percentages of Fall 2018 and Spring 2019, the results indicate a 7% decrease this semester.

## NRN 262L: Acute Concepts Lab

### Course SLO: NRN 262L, Acute Concepts Lab (Section #61781, #61782, #61783, #61784) = Thinking/Reasoning & Life Skills\_1

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 (Spring 2019)

**Start Date:** 04/15/2019

### Methods of Assessment

#### Written Assignment - Concept Map #2:

Identify 90% of appropriate interventions related to the NANDA on the 2nd Concept Map (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 concepts related to the student learning outcome: Thinking and Reasoning.

### Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

06/10/2019

**Criterion/Target Met:** No

JoAnn's Clinical Group = 6/10 students identified 90% of appropriate interventions related to the NANDA on the 2nd Concept Map

Robert's Clinical Group = 8/10 students identified 90% of appropriate interventions related to the NANDA on the 2nd Concept Map

Rowena's Clinical Group = 9/10 students identified 90% of appropriate interventions related to the NANDA on the 2nd Concept Map

Sheila's Clinical Group = 10/10 students identified 90% of appropriate interventions related to the NANDA on the 2nd Concept Map

33/41 = 80% of the students identified 90% of appropriate interventions related to the NANDA on the 2nd Concept Map

In comparison to the Spring 2018 semester, there has been a drop of 10%. We will continue to compare Fall to Fall and Spring to Spring.

### Actions

**Action:** 06/10/2019 In the Fall 2019 semester, there will be a formal seminar for both the 3rd & 4th semester students and the faculty in regard to Concept Mapping. In the past, conversations among the faculty help to norm the grading of the Concept Maps between the various semesters. Also, the third semester will begin to use the Risk for Complications which might make identification of the implementations easier for the students.

**Follow-Up:** 06/10/2019 In comparison to the Spring 2018 semester, there has been a drop of 10%. We will continue to compare Fall to Fall and Spring to Spring.



# SMHS (Course SLOs) - Nursing

## Course SLO: NRN 262L, Acute Concepts Lab (Section #61781, #61782, #61783, #61784) = Communication & Information Management\_1

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 (Spring 2019)

**Start Date:** 04/15/2019

### Methods of Assessment

**Performance/Presentation** - Oral Presentation (Active)

**Criterion/Target:** 80 % of students will achieve a 3 or higher on their oral presentation.

**Notes:** This course will cover concepts related to the student learning outcome: Communication

### Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

06/10/2019

**Criterion/Target Met:** Yes

JoAnn's Clinical Group = 9/10 students achieved a 3 or higher on their oral presentation.

Robert's Clinical Group = 8/10 students achieved a 3 or higher on their oral presentation.

Rowena's Clinical Group = 11/11 students achieved a 3 or higher on their oral presentation.

Sheila's Clinical Group = 10/10 students achieved a 3 or higher on their oral presentation.

38/41 = 93% of the students achieved a 3 or higher on their oral presentation.

### Actions

**Action:** 06/10/2019 The benchmark was met. Since this was a new activity, we will continue to monitor this activity, but will add a degree of complexity to the activity.

**Follow-Up:** 06/10/2019 Since this was a new activity, we do not have comparison results.

## Course SLO: NRN 262L, Acute Concepts Lab (Section #61781, #61782, #61783, #61784) = Careers, Civic Responsibility, & Diversity\_1

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 (Spring 2019)

**Start Date:** 04/15/2019

### Methods of Assessment

**Performance/Presentation** - Discharge teaching utilizing a discharge checklist. (Active)

# SMHS (Course SLOs) - Nursing

**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 concepts related to the student learning outcome: Careers

## Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

06/10/2019

**Criterion/Target Met:** No

JoAnn's Clinical Group = 5/10 students demonstrated appropriate discharge teaching.

Robert's Clinical Group = 6/10 students demonstrated appropriate discharge teaching.

Rowena's Clinical Group = 7/11 students demonstrated appropriate discharge teaching.

Sheila's Clinical Group = 10/10 students demonstrated appropriate discharge teaching.

28/41 = 68 % students demonstrated appropriate discharge teaching.

This was a 20 % decrease from Spring 2018 and a 13 % decrease from the Fall 2018 semester.

## Actions

**Action:** 06/10/2019 Despite the fact that students were reminded to complete the activity, the students didn't seem to feel the need to pursue completion of the activity. Faculty will place more emphasis on the fact that this is an expectation for completion of the discharge teaching.

**Follow-Up:** 06/10/2019 Spring 2019 results show a 20 % decrease from Spring 2018 and a 13 % decrease from the Fall 2018 semester.

## NRN 263: Complex Concepts

### Course SLO: NRN-263- Complex Concepts (Section #61785) = Thinking/Reasoning & Life Skills\_1

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 (Spring 2019)

**Start Date:** 02/18/2019

## Methods of Assessment

**Exam/Quiz - In Course** - In Course Exams with one randomly selected question from each exam. The questions were at the analysis, implementation & synthesis level. One question was selected for each of the 5 phases of the nursing process:

Assessing

Diagnosing

Planning

Implementing

Evaluating

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

**Criterion/Target:** 80% of the questions related to nursing process will be answered correctly.

**Notes:** This course will discuss concepts related to the student learning outcomes: Thinking/Reasoning and Life Skills.

# SMHS (Course SLOs) - Nursing

## Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

06/12/2019

**Criterion/Target Met:** No

Assessing: #1 (complication of thrombolytics) 85.96% of students selected the correct answer

Diagnosing: #89 (excess fluid volume patient care [SATA]) 82.45% of students selected the correct answer

Planning: #85 (priority for DKA pt) 71.93% selected the correct answer

Implementing: #23 (intervention after CABG) 57.89% of students selected the correct answer

Evaluating: #48 (evaluating dietary teaching in renal failure) 96.49% of students selected the correct answer

Analysis: The students did not meet the benchmark in planning and implementation. Faculty will review course delivery and other aspects of the course for revisions to improve student performance. Changes that will be made for the upcoming semester include division of course content, changes to content delivery (increased lecture), and changes to materials provided to students. There will be an increased focus on risk for complications in some material.

## Actions

**Action:** 06/12/2019 The team will review the current method of assessing this student learning outcome for possible change after changes to NRN 263 have been implemented. Consider methods of evaluation that include demographic data. No changes will be implemented until after the course has been revised based on feedback from students and observations by faculty. Faculty will also consider using related complications in lieu of NANDA questions on the map per student feedback.

**Follow-Up:** 06/12/2019 In Fall 2018, 81.48% of the students chose the correct selection of the questions related to the Nursing Process.

When comparing to Spring 2019 results, there is a 1.48% drop in student performance in regards to selecting the appropriate answers.

## Course SLO: NRN-263- Complex Concepts (Section #61785) = Communication and Information Management\_1

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 (Spring 2019)

**Start Date:** 02/18/2019

## Methods of Assessment

**Exam/Quiz - In Course** - Cumulative Final Exam: Two random communication questions were selected on the cumulative final exam.

These questions were at the analysis, implementation & synthesis level. (Active)

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

**Notes:** This course will cover concepts related to the student learning outcomes: Communication and Information Management.

## Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

06/12/2019

**Criterion/Target Met:** Yes

Question #51 (pt on vent, control of environment) 98.25 of students selected the correct answer.

Question #60 (communication with charge nurse about assignments) 85.96% of students selected the correct answer

# SMHS (Course SLOs) - Nursing

## Analysis:

The benchmark was 85%.

The students met the benchmark on both questions. The team will encourage students to practice these types of questions in Prep-U and other NCLEX resources.

## Actions

**Action:** 06/12/2019 The team will discuss the possible introduction of a new method to evaluate this student learning outcome that includes demographic data. No changes will be implemented until after the course has been revised based on feedback from students and observations by faculty.

**Follow-Up:** 06/12/2019 In Fall 2018, 78.4% of the students chose the correct answers related to communication. In Spring 2019, 92.1% of the students chose the correct answers, resulting in a 13.7% increase in student performance from Fall 2018 to Spring 2019.

## Course SLO: NRN-263- Complex Concepts (Section #61785) = Careers, Civic Responsibility, and Diversity\_2

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 (Spring 2019)

**Start Date:** 02/18/2019

## Methods of Assessment

**Exam/Quiz - In Course -** Unit and final exams (Active)

**Criterion/Target:** 100% of the students will pass the course based on the unit and final exams

**Notes:** This course will cover the concepts as they relate to the student learning outcomes: Careers, Diversity, and Civic Responsibility.

## Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

06/14/2019

**Criterion/Target Met:** No

53/57 (92.9%) of the students passed NRN 263.

## Actions

**Action:** 06/14/2019 Faculty will continue to utilize multiple resources to teach the concepts and exemplars covered in this course to enhance student learning and student success. Discussion of content in these areas will emphasize accountability, responsibility, professionalism and patient advocacy.

**Follow-Up:** 06/14/2019 In Fall 2018- NRN 263 started with a class of 40 students enrolled (95% completion rate). In Spring 2019, 92.9% completion rate. This is a 2.1% decrease in completion rates.

## NRN 263L: Complex Concepts Lab

## Course SLO: NRN 263L, Complex Concepts Lab (Section #61786, #61787, #61788, #61789, #61790, #61792) = Thinking and Reasoning & Life Skills\_1

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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:

- a. Modify the nursing process to meet the patient's biological and psychosocial system needs.
- b. 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.
- c. 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 (Spring 2019)

**Start Date:** 02/18/2019

## Methods of Assessment

### Written Assignment - Concept Mapping Skills:

Using the Concept Map Evaluation Tool, the students are 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 course will apply in the clinical setting the concepts related to the student learning outcomes: Thinking/Reasoning and Life Skills.

## Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

06/12/2019

**Criterion/Target Met:** Yes

57 students were evaluated on Map #1 first submission, and 57 students on Map #2 first submission.

Concept Map 1

RC/NANDA = The mean score of all students was 2.94

Goal = The mean score of all students was 3.04

Implementations = The mean score of all students was 2.91

Concept Map 2

RC/NANDA = The mean score of all students was 3.04

Goal = The mean score of all students was 3.04

Implementations = The mean score of all students was 2.46

RC/NANDA: The mean score of all students improved from 2.94 to 3.04

Goal: The mean score of all students remained the same at 3.04 on 1 and 2

Implementations: The mean score of all students declined from 2.91 to 2.46

Goal was partially met.

## Actions

**Action:** 06/12/2019 The team feels that concept maps should continue to be used to evaluate the student learning outcomes: Thinking/Reasoning and Life Skills in the NRN 263 L clinical courses.

# SMHS (Course SLOs) - Nursing

**Follow-Up:** 06/12/2019 Significant improvement in RC/NANDA, no change in goal, and decrease in implementation. There were several reason for these findings:

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.
5. Risk for Complications is a concept that has not been stressed in previous semesters.

For the Fall 19 semester, there will be a concept map seminar to present risk for complications and go over other elements of the concept map. A similar seminar will be presented as a Professional Development offering for faculty. These will now be mandatory for the first map and suggested for the second map. Moving forward, RCs will be in the concept map directions (pending revision from the Ad Hoc Committee) and will be introduced as early as first semester. There will be consideration of using elements of the Final Evaluation as a formative assessment in future semesters. Full time faculty will work more closely with adjuncts to ensure equitable grading of assignments.

6. Consider comparing individual student grades on concept maps instead of the average grades for all students.

## Course SLO: NRN 263L, Complex Concepts Lab (Section #61786, #61787, #61788, #61789, #61790, #61792) = Communication and Information Management\_1

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 (Spring 2019)

**Start Date:** 02/18/2019

### Methods of Assessment

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

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

- interactions between the two students presenting,
- Leadership: how the two students control the activity for the group during the presentation, &
- Their ability to present the clinical mystery in an organized manner. (Active)

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

**Notes:** This course will apply in the clinical setting the concepts related to the student learning outcomes: Communication and Information Management.

### Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

06/12/2019

**Criterion/Target Met:** Yes

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

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

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4 = excellent

Report:

1 = 1 student received this score.

2 = 5 students received this score.

3 = 25 students received this score.

4 = 26 students received this score.

89.5% of the students were graded at satisfactory level or higher.

Leadership:

1= 0 students received this score.

2 = 1 student received this score.

3 = 21 students received this score.

4 = 35 students received this score.

98.2% of the students were graded at satisfactory level or better.

Organization:

1= 0 students received this score.

2 = 3 students received this score.

3 = 23 students received this score.

4 = 31 students received this score.

94.7% of the students were graded at satisfactory level or better.

Goal was met with 80% of students scoring at the satisfactory level or higher in all three communication areas.

## **Actions**

**Action:** 06/12/2019 The team agrees that Clinical Mystery assignment is appropriate to evaluate the student learning outcomes: Communication and information Management in the new 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.

**Follow-Up:** 06/12/2019 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.

There will be consideration of using elements of the Final Evaluation as a formative assessment in future semesters. Full time faculty will work more closely with adjuncts to ensure equitable grading of assignments.

Consider comparing individual student grades on concept maps instead of the average grades for all students.

## **Course SLO: NRN 263L, Complex Concepts Lab (Section #61786, #61787, #61788, #61789, #61790, #61792) = Careers, Civic Responsibility & Diversity\_1**

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 (Spring 2019)

# SMHS (Course SLOs) - Nursing

Start Date: 02/18/2019

## Methods of Assessment

**Performance/Presentation** - Clinical Evaluation Tool (Active)

**Criterion/Target:** 100% of the students will pass NRN 263L and move into preceptorship.

**Notes:** This course will cover the application of the concepts and exemplars pertaining to the student learning outcomes: Careers, Diversity, and Civic Responsibility.

## Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

06/14/2019

**Criterion/Target Met:** No

57/57 (100%) of the students performed at the passing rate for NRN 263L but only 53 moved into the NRN 264L course. This was because there were 4 students who failed NRN 263 and therefore, received a no pass for NRN 263L.

## Actions

**Action:** 06/14/2019 Faculty are planning on changing up the methods of delivery of content and revising some of the modules to enhance student understanding and success in the theory course.

**Follow-Up:** 06/14/2019 In fall 2018, there was a 95% completion rate in NRN 263L. In Spring 2019, there is a 92.9% completion rate if we extract the four students who did not pass NRN 263.

## NRN-106: Health Sciences Skills Laboratory -First Year

### Course SLO: NRN-106 - Health Sciences Skills Laboratory -First Year (Sections #61802, #61803, #61804, #61805) = Thinking/Reasoning & Life Skills\_1\_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.

**Course SLO Status:** Active

**Course Assessment Cycle:** 2018 - 2019 (Spring 2019)

**Start Date:** 02/18/2019

## Methods of Assessment

**Survey** - Anonymous online 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:

“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;
- 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:** 75% of the students will report they are more confident in the ability to demonstrate critical thinking skills.

**Notes:** NRN 106A:

\*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:

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



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\*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:

\*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.

NRN 206A: \*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:

\*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:

\*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.

## Results

**Semester of Assessment:** 2018 - 2019 (Spring 2019)

05/30/2019

**Criterion/Target Met:** Yes

The lab online survey was launched in week 10 of the semester and students were asked to complete the survey via email.

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", 48% (27) strongly agreed and 50% (28) agreed. 0% (0) disagreed and 2% (1) strongly disagreed. The one respondent that strongly disagreed, was White Non-Hispanic female.

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", 45% (25) strongly agreed and 54% (30) agreed. 0% (0) disagreed and 02% (1) strongly disagreed. The one respondent that disagreed was White Non-Hispanic female.

When analyzing survey results for these two questions, the findings show that a 98% of students provided "strongly agree" and "agree" responses. It is difficult to say why 1 student (White Non-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

# SMHS (Course SLOs) - Nursing

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in a simulated healthcare environment consistently.

## *Actions*

**Action:** 05/30/2019 This is an ongoing outcome that will need to be assessed every semester.

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

Additionally, resources will be sought out to support ESL students

**Type of resource requested:** Staff

**Resource Request:** Learning Facilitators are needed in the lab to assist with student learning experiences.

**Follow-Up:** 05/30/2019 When comparing Fall 2018 to Spring 2019, 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.