

Assessment: Course Four Column

SMHS (Course SLOs) - Nursing

NRN-101:Nursing Process: Non-Critical Adults

<i>Course SLOs</i>	<i>Methods of Assessment</i>	<i>Results</i>	<i>Actions</i>
<p>NRN-101 Nursing Process: Non-Critical Adults (Section# 12674) = Thinking and Reasoning - By the end of this course the student will be able to recognize the identified theoretical concepts in nursing process when caring for the non-critical adult in the geriatric and medical/surgical setting.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>Exam/Quiz - In Course - Cumulative course final exam and random selection of 5 questions out of the 100 questions. One question will be selected for each of the 5 phases of the nursing process:</p> <p>Assessing Diagnosing Planning Implementing Evaluating</p> <p>Criterion/Target: 80% of students will select correct responses to the questions related to the nursing process.</p> <p>Notes: Content addressed in this course focuses on deficits in skin integrity, male reproductive system, assessment of the patients, legal aspect of nursing care, etc. These deficits are addressed using the nursing process.</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: Yes</p> <p>37 students took the final exam for RN 101, Spring 2016. The results are as follows:</p> <p>Assessment: question 85% chose the correct answer.</p> <p>Diagnosis: question 82% chose the correct answer.</p> <p>Plan: question 82% chose the correct answer.</p> <p>Implementation: question 91 % chose the correct answer.</p> <p>Evaluating: question 85 % chose the correct answer.</p> <p>Overall the students achieved: 85 % correct responses to the questions related to the Nursing Process.</p> <p>Analysis: The results clearly point out more emphasis needs to be placed on the diagnosis phase when lecturing and discussing the nursing process in the classroom setting (06/03/2016)</p>	<p>Action: The faculty will continue to address the course content pertaining to non-critical biological and psychosocial system needs using elements of the nursing process:</p> <p>Assessing Diagnosing Planning Implementing Evaluating</p> <p>In Fall 2016, the final exam will again be used to evaluate this outcome (06/03/2016)</p> <p>Follow-Up: More emphasis was placed on the diagnosis phase of the nursing process with lecture and discussion in the classroom setting. In Fall 2016, Students achieved 90% correct responses to questions related to the Nursing Process. This is a 5% increase from Spring 2016. (11/28/2016)</p>
<p>NRN 101- Nursing Process: Non-Critical Adults (Section# 12674) = Communication - By the end of this</p>	<p>Performance/Presentation - The students will be assigned various GI system deficit/ disorders in which</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: Yes</p> <p>On a scale of 1 to 3 the student presentations were:</p>	<p>Action: Will continue to assess this outcome every semester. Will utilize the GI presentations in</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>course the student will be able to identify effective, accurate and congruent transfer of information using therapeutic verbal and non-verbal communication with the patient in the geriatric and medical/surgical settings.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>they will develop 5 minute Power Point presentations to share with their peers. The results will be graded on the following criteria using an Oral Presentation Rubric: What was the student's ability to effectively and clearly explain the deficit / disorders to the patient and family members.</p> <p>Criterion/Target: 100% of the students will meet expectations in 3 out of 4 categories. Notes: Multiple strategies and resources are used to teach content related to non-critical system needs/deficits of adult and geriatric patients. Students use effective communication to address these deficits with patients, their families and other healthcare teams.</p>	<p>Score of 1 : <Poor> 0 students were unable to effectively present the information</p> <p>Score of 2: <Good> 31 students were able to effectively communicate but gave only brief explanations.</p> <p>Score of 3: <Excellent> 6 students effectively, clearly presented the information following all guidelines.</p> <p>Analysis: Overall 100% of the students scored in the good or excellent level range. (06/03/2016) Related Documents: Oral Presentation Rubric 1.doc</p>	<p>Fall 2016 to evaluate the student's ability to communicate. (06/03/2016) Follow-Up: Multiple strategies were implemented in the classroom setting to promote enhanced communication skills. In Fall 2016, overall 100% of the students scored in the good or excellent level range., (11/28/2016)</p>
<p>NRN-101 - Nursing Process: Non-Critical Adults (Section# 12674) = Careers - By the end of this course the student will implement the role of the professional nurse within the community as defined by the California Nurse Practice Act and standards of nursing practice.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Exam/Quiz - In Course - Assess students progression in the nursing role by looking at 3 questions selected from the final course exam addressing: Nurse's legal responsibility; Professional role; Delegation of care.</p> <p>Criterion/Target: 80% of the students will answer each question correctly. Notes: Multiple resources are used to teach content related to professional role development, accountability and responsibility and</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: Yes Legal responsibility Question 88% chose the correct answer;</p> <p>Professional role Question 75% chose the correct answer;</p> <p>Delegation of care Question 94 % chose the correct answer.</p> <p>Analysis: Overall the students scored 86% on questions related to nurse's professional role development, accountability and delegation of care</p>	<p>Action: Students will continue to remain engaged in discussions related to accountability and responsibility of nurses' professional role development and delegation of care.</p> <p>In Fall 2016, faculty will again use questions to evaluate student success in the career of nursing. (06/03/2016) Follow-Up: Discussions related to accountability and responsibility of nurses' professional role development and delegation of care were implemented into</p>

Course SLOs	Methods of Assessment	Results	Actions
	delegation of care as students learn to take on the role of a nurse as an advocate in the care of patients with non-critical biological and psychosocial system needs.	(06/03/2016)	lecture time. In Fall 2016, the students scored 90% on questions related to nurse's professional role development, accountability and delegation of care. This is an increase of 4% from Spring 2016. (11/28/2016)
<p>NRN-101 Nursing Process: Non-Critical Adults (Section #25020, 25016) = Thinking and Reasoning_1 - By the end of this course the student will be able to recognize the identified theoretical concepts in nursing process when caring for the non-critical adult in the geriatric and medical/surgical setting. Course SLO Status: Active Course Assessment Cycle: 2015-2016 (Fall 2016) Start Date: 08/22/2016</p>	<p>Exam/Quiz - In Course - Cumulative course final exam and random selection of 5 questions out of the 100 questions. One question will be selected for each of the 5 phases of the nursing process: Assessing Diagnosing Planning Implementing Evaluating</p> <p>Criterion/Target: 80% of students will select correct responses to the questions related to the nursing process. Notes: Content addressed in this course focuses on deficits in skin integrity, male reproductive system, assessment of the patients, legal aspect of nursing care, etc. These deficits are addressed using the nursing process.</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016) Criterion/Target Met: Yes 56 students took the final exam for RN 101, Fall 2016. The results are as follows: Assessment: question 92% chose the correct answer. Diagnosis: question 90% chose the correct answer. Plan: question 82% chose the correct answer. Implementation: question 91 % chose the correct answer. Evaluating: question 93 % chose the correct answer.</p> <p>Overall the students achieved: 90 % correct responses to the questions related to the Nursing Process.</p> <p>The goal was met. More than 80% of the students utilized the nursing process on the final exam.</p> <p>The results point out that more emphasis needs to be placed on the planning phase when lecturing and discussing the nursing process in the classroom setting (12/13/2016)</p>	<p>Action: Will continue to assess this outcome every semester</p> <p>The faculty will continue to address the course content pertaining to non-critical biological and psychosocial system needs using elements of the nursing process: Assessing Diagnosing Planning Implementing Evaluating</p> <p>In Spring 2017, the final exam will again be used to evaluate this outcome (12/13/2016)</p>
<p>NRN 101- Nursing Process: Non-Critical Adults (Section #25020, 25016)) = Communication_1 - By the end of this course the student will be able to identify effective, accurate and congruent transfer of information using therapeutic verbal</p>	<p>Performance/Presentation - The students will be assigned various GI system deficit/ disorders in which they will develop 5 minute Power Point presentations to share with their peers. The results will be graded on the</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016) Criterion/Target Met: Yes On a scale of 1 to 3 the student presentations were: Score of 1 : <Poor> 0 students were unable to effectively present the information</p>	<p>Action: Will continue to assess this outcome every semester. Faculty will again utilize the GI presentations in Spring 2017 to evaluate the student's ability to communicate. (12/13/2016)</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>and non-verbal communication with the patient in the geriatric and medical/surgical settings.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015-2016 (Fall 2016) Start Date: 08/22/2016</p>	<p>following criteria using an Oral Presentation Rubric: What was the student's ability to effectively and clearly explain the deficit / disorders to the patient and family members.</p> <p>Criterion/Target: 100% of the students will meet expectations in 3 out of 4 categories. Notes: Multiple strategies and resources are used to teach content related to non-critical system needs/deficits of adult and geriatric patients. Students use effective communication to address these deficits with patients, their families and other healthcare teams.</p>	<p>Score of 2: <Good> 33 students were able to effectively communicate but gave only brief explanations.</p> <p>Score of 3: <Excellent> 25 students effectively, clearly presented the information following all guidelines.</p> <p>Overall 100% of the students scored in the good or excellent level range. (12/13/2016) Related Documents: Oral Presentation Rubric 1.doc</p>	
<p>NRN-101 - Nursing Process: Non-Critical Adults (Section #25020, 25016) = Careers_1 - By the end of this course the student will implement the role of the professional nurse within the community as defined by the California Nurse Practice Act and standards of nursing practice.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015-2016 (Fall 2016) Start Date: 08/22/2016</p>	<p>Exam/Quiz - In Course - Assess students progression in the nursing role by looking at 3 questions selected from the final course exam addressing: Nurse's legal responsibility; Professional role; Delegation of care.</p> <p>Criterion/Target: 80% of the students will answer each question correctly. Notes: Multiple resources are used to teach content related to professional role development, accountability and responsibility and delegation of care as students learn to take on the role of a nurse as an advocate in the care of patients with non-critical biological and psychosocial system needs.</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016) Criterion/Target Met: Yes Legal Responsibility Question: 85% chose the correct answer</p> <p>Professional Role Question: 100% chose the correct answer</p> <p>Delegation of Care Question : 84 % chose the correct answer</p> <p>Overall, the students scored 90% on questions related to nurse's professional role development, accountability and delegation of care (12/13/2016)</p>	<p>Action: In Spring 2017, faculty will again use questions to evaluate student success in the career of nursing. (12/13/2016)</p>

Course SLOs

Methods of Assessment

Results

Actions

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

Course SLOs	Methods of Assessment	Results	Actions
<p>NRN-101L - Nursing Actions: Non-Critical Adults Lab (Section# 12675, 12676, 12677, 12678) = Thinking and Reasoning - By the end of this course, the student will be able to recognize the identified theoretical concepts in using the nursing process when caring for the non-critical adult patient in geriatric and medical/surgical settings.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>Written Assignment - Thinking and reasoning skills will be measured in the students ability to develop concept maps in clinical. Students will be evaluated on how they formulate:</p> <ul style="list-style-type: none"> - Nursing Diagnoses - The Plan (Goal) - Interventions. Students will develop two concept maps for grading purposes. The second concept map will be compared to the first one to see if there is improvement in their thinking and reasoning skills. <p>Criterion/Target: 80% of the students will not require revision on the nursing diagnoses, plan or interventions on the final concept map.</p> <p>Notes: Explaining theory and nursing process to adult and geriatric patients of diverse cultures with non-critical psychosocial and biological system needs deficits. Using nursing process to meet the patient's biological and psychological system needs. Recognizing appropriate delegation of care.</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: No</p> <p>39 students were evaluated on the first submission for both maps. Three areas were evaluated and the results are as follows based on the below grading scale.</p> <p>0 = unsatisfactory 1 = needs improvement 2 = satisfactory 3 = excellent</p> <p>Concept Map # 1 NANDA 0 = 3 (8%) 1 = 10 (26%) 2 = 21 (54%) 3 = 5 (13%)</p> <p>Plan 0 = 5 (13%) 1 = 14 (36%) 2 = 13 (33%) 3 = 7 (18%)</p> <p>Interventions 0 = 4 (10%) 1 = 15 (38%) 2 = 13 (33%) 3 = 7 (18%)</p> <p>Concept Map # 2 NANDA 0 = 1 (3%) 1 = 5 (13%) 2 = 22 (56%) 3 = 11 (28%)</p> <p>Plan 0 = 1 (3%) 1 = 10 (26%)</p>	<p>Action: This is an ongoing outcome that will be assessed every semester. In Fall 2016, students will again be evaluated on thinking and reasoning using their concept maps as a tool. (06/03/2016)</p> <p>Follow-Up: In Fall 2016, faculty increased time spent reviewing the students 1st map, group concept map work, as well as more detailed feedback from instructors on map submissions was provided. 31% of the students required revisions of their 2nd concept map in Fall 2016 as opposed to the 67% of the students who required revisions of their 2nd map in Spring 2016. (12/13/2016)</p>

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

Course SLOs	Methods of Assessment	Results	Actions
<p>12676, 12677, 12678) = Careers - By the end of this course the student will implement the role of the professional nurse within the community as defined by the California Nurse Practice Act and standards of nursing practice.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>Professional role will be evaluated using the SBAR reporting system.</p> <p>Criterion/Target: 90% of the students will deliver an SBAR report with 90% of required information by end of semester.</p> <p>Notes: Application of theory and practice of psychomotor skills with emphasis in the areas of: Accountability & responsibility, professional role development, and delegation. SBAR = Situation, Background, Assessment, Recommendation. This is a method of reporting patient data to physicians and oncoming nurses for the next shift of care delivery.</p>	<p>Criterion/Target Met: Yes</p> <p>39 students used the SBAR system to report their patients condition to their clinical instructor as well as give an end-of-shift report to their peers.</p> <p>By the 15th week, 38 students (97%) were able to utilize the SBAR systems to give report to their instructor and peers requiring minimal or no guidance. While 1 (3%) of the students needed moderate guidance to give report.</p> <p>(06/03/2016)</p>	<p>that will be assessed every semester. Will use the SBAR system to evaluate the students on their professional role in Fall 2016.</p> <p>(06/03/2016)</p> <p>Follow-Up: SBAR system to evaluate students on their professional role as a nurse was utilized in Fall 2016. (14%) of the students needed moderate guidance to give report.</p> <p>(12/13/2016)</p>
<p>NRN-101L - Nursing Actions: Non-Critical Adults Lab (Section #25017, 25018, 25021, 25022, 25023, 25024) = Thinking and Reasoning_1 - By the end of this course, the student will be able to recognize the identified theoretical concepts in using the nursing process when caring for the non-critical adult patient in geriatric and medical/surgical settings.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015-2016 (Fall 2016)</p> <p>Start Date: 08/22/2016</p>	<p>Written Assignment - Thinking and Reasoning skills will be measured in the students' ability to develop concept maps in clinical. Students will be evaluated on how they formulate:</p> <ul style="list-style-type: none"> - Nursing Diagnoses (NANDA) - Plan (Goal) - Interventions. <p>Students will be asked to develop two concept maps for grading purposes. Of the 2 concept maps, evaluations from the first submission of the 1st map will be compared to the first submission of the 2nd map. The goal is to compare mean scores from the 1st concept map to the 2nd concept map to see if there is improvement in scores after students receive feedback on the 1st map.</p> <p>Criterion/Target: Benchmark:</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016)</p> <p>Criterion/Target Met: No</p> <p>58 students were evaluated on the first submission for both concept maps. Three areas were evaluated and the results are as follows based on the below grading scale.</p> <p>0 = unsatisfactory 1 = needs improvement 2 = satisfactory 3 = excellent</p> <p>Concept Map # 1</p> <p>NANDA</p> <p>0 = 4 (7%) 1 = 17 (29%) 2 = 37 (64%) 3 = 0 (0%)</p> <p>Plan</p> <p>0 = 3 (5%) 1 = 20 (38%) 2 = 35 (60%) 3 = 0 (0%)</p>	<p>Action: This is an ongoing outcome that will be assessed every semester. In Spring 2017, students will again be evaluated on thinking and reasoning using their concept maps as a tool.</p> <p>(12/13/2016)</p>

Course SLOs	Methods of Assessment	Results	Actions
	<p>80% of students will not require any revisions on their NANDA, goal, and interventions on their 2nd concept map.</p> <p>Notes: Explaining theory and nursing process to adult and geriatric patients of diverse cultures with non-critical psychosocial and biological system needs deficits. Using nursing process to meet the patient's biological and psychological system needs. Recognizing appropriate delegation of care.</p>	<p>Interventions 0 = 1 (2%) 1 = 21 (36%) 2 = 34 (59%) 3 = 2 (3%)</p> <p>Concept Map # 2 NANDA 0 = 0 (0%) 1 = 9 (16%) 2 = 38 (67%) 3 = 10 (18)</p> <p>Plan 0 = 2 (4%) 1 = 6 (11%) 2 = 40 (70%) 3 = 9 (16%)</p> <p>Interventions 0 = 3 (5%) 1 = 2 (4%) 2 = 36 (63%) 3 = 16 (28%)</p> <p>Even though 31% of the students required revisions on the second map it can be seen across the board that the students did much better on the second concept map – showing their ability to utilize thinking and reasoning skills. This can be attributed to the increase in time spent reviewing their 1st map, group concept map work, as well as more detailed feedback from instructors on map submissions. It should also be noted that in Spring 2016, 67% of the students required revisions on the second map as opposed to the 31% of the students in Fall 2016. (12/13/2016)</p>	

NRN-101L - Nursing Actions: Non-Critical Adults Lab (Section #25017, 25018, 25021, 25022, 25023, 25024) = Communication_1 - By the end of

Written Assignment - Well Elder assignment will be used for this evaluation. The student will choose a person 65 years of age or older to

Semester of Assessment: 2015-2016 (Fall 2016)
Criterion/Target Met: Yes
58 students were evaluated on three graded areas, and the

Action: This is an ongoing outcome that will be assessed every semester.

Course SLOs	Methods of Assessment	Results	Actions
<p>this course the student will be able to demonstrate effective, accurate and congruent transfer of information using therapeutic verbal and nonverbal communication with the patient, family, and health care team in the geriatric and medical/surgical settings.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) , 2015-2016 (Fall 2016) Start Date: 08/22/2016</p>	<p>interview. Following the interview the student will write a report focusing on interpretation/ analysis of the content of the interview. Demonstration of knowledge of age related changes ranging from the physical to the cultural, age related changes observed and reflection on self will be evaluated.</p> <p>Criterion/Target: 80% of students will meet expectations on language section of the written presentation rubric.</p> <p>Notes: Life review analysis of the geriatric adult of diverse cultures with non-critical biological and psychosocial system needs The Well Elder assignment emphasizes application of communication skills in the clinical setting.</p>	<p>results are as follows: 0 = unsatisfactory 1 = needs improvement 2 = satisfactory 3 = excellent</p> <p>Report findings: 0 = 0 (0%) 1 = 3 (5%) 2 = 19 (33%) 3 = 36 (62%)</p> <p>95% of the students were graded at satisfactory or higher on the language section of the written communication rubric.</p> <p>These findings show that the RN 101 students are able to communicate effectively and present their information in a coherent, organized manner. More information was given to students regarding proper APA format thus aiding in their ability to effectively communicate. (12/13/2016)</p> <p>Related Documents: Oral Presentation Rubric 1.doc</p>	<p>In Spring 2017, the faculty will continue to use the Well Elder assignment to emphasize application of communication skills in the clinical setting. (12/13/2016)</p> <p>Follow-Up: In Fall 2016, more information was given to students regarding proper APA format thus aiding in their ability to effectively communicate. (12/13/2016)</p>
<p>NRN-101L - Nursing Actions: Non-Critical Adults Lab (Section #25017, 25018, 25021, 25022, 25023, 25024) = Careers_1 - By the end of this course the student will implement the role of the professional nurse within the community as defined by the California Nurse Practice Act and standards of nursing practice.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015-2016 (Fall 2016) Start Date: 08/22/2016</p>	<p>Performance/Presentation - Professional role will be evaluated using the SBAR reporting system.</p> <p>Criterion/Target: 90% of the students will deliver an SBAR report with 90% of required information by end of semester.</p> <p>Notes: Application of theory and practice of psychomotor skills with emphasis in the areas of: Accountability & responsibility, professional role development, and delegation. SBAR = Situation, Background, Assessment, Recommendation. This</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016) Criterion/Target Met: No 58 students used the SBAR system to report their patients condition to their clinical instructor as well as give an end-of-shift report to their peers and the instructor.</p> <p>By the end of the 15th week, 50 students (86%) were able to utilize the SBAR systems to give report to their instructor and peers requiring minimal or no guidance. While 8 (14%) of the students needed moderate guidance to give report. (12/13/2016)</p>	<p>Action: This is an ongoing outcome that will be assessed every semester.</p> <p>Faculty again will use the SBAR system to evaluate the students on their professional role in Spring 2017. Plan for improvement will include a lecture on SBAR as well as providing students more opportunities to practice SBAR during their clinical rotations. (12/13/2016)</p>

<i>Course SLOs</i>	<i>Methods of Assessment</i>	<i>Results</i>	<i>Actions</i>
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is a method of reporting patient data to physicians and oncoming nurses for the next shift of care delivery.

NRN-102:Nursing Process: Women, Parents, and Children

Course SLOs	Methods of Assessment	Results	Actions
<p>NRN-102 - Nursing Process: Women, Parents, and Children (Section # 12681, 12682) = Thinking and Reasoning - By the end of this course, student will be able to employ identified theoretical concepts in using the nursing process for the care of patients and families in maternal/newborn pediatric and community-based settings.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Exam/Quiz - In Course - Examine the performance of students on alternatively styled questions appearing on quizzes and exams. These questions may include short answer, prioritization, appropriate order of events or actions, or select all that apply. The questions will be styled to emphasize the nursing process as much as possible.</p> <p>Criterion/Target: 70% of students will correctly answer alternatively styled questions on quizzes or course exams.</p> <p>Notes: These exam questions are the most difficult for the students to answer correctly; however, these types of questions are appearing more frequently on the National Council Licensure Exam (NCLEX-RN).</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: No</p> <p>Quizzes and Course Exam Questions: Collectively, only about 50% of students from both the traditional and ECP cohorts answered alternatively styled questions correctly in obstetrics and pediatrics. These questions are the most difficult for the students to answer correctly; however, these types of questions are appearing more frequently on NCLEX. The questions were styled to emphasize the nursing process as much as possible.</p> <p>Analysis: The types of questions that posed the most difficulty for students were questions that asked the student to order events or to prioritize nurse actions when all the actions were pertinent to the situation. Students were also asked short answer questions; when students had to come up with the information at will in an essay format only 50% of the students scored 80% or higher on the quiz. Students have more difficulty when challenged to spontaneously answer a question versus recognizing an answer in a multiple choice format.</p>	<p>Action: In the Fall 2016, the RN102 team will plan to conduct more in class patient scenarios that emphasize prioritization of multiple nurse actions. (06/11/2016)</p> <p>Follow-Up: In Fall 2016, more in class scenarios were presented. Students had very positive feedback regarding these activities. All students were engaged in learning as they thought and reasoned together as a team. Students looked forward to these in-class activities and often stated how much they enjoyed these prioritization activities. (12/16/2016)</p>
<p>NRN-102 - Nursing Process: Women, Parents, and Children (Section # 12681, 12682) = Communication - By the end of this course, the student will be able to choose effective, accurate, and congruent transfer of information using therapeutic verbal and non-verbal communication with patients, and families, and the healthcare team in maternal/newborn, pediatric, and community-based nursing settings.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016)</p>	<p>Performance/Presentation - Oral Class Presentations</p> <p>The faculty will evaluate each student individually on communication techniques during the oral presentations, both in obstetrics and pediatrics.</p> <p>Criterion/Target: 80% or higher of students will use appropriate communication techniques including clear articulation, appropriate tone of voice, and age appropriate language for oral class presentations.</p> <p>Related Documents:</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: Yes</p> <p>Oral Class Presentations: 100% of students used appropriate communication techniques including clear articulation, appropriate tone of voice, and age appropriate language pertinent to the scenario. Many of the SAC nursing students have English as a second language and have difficulties with clarity and pronunciation.</p> <p>Analysis: Students were encouraged to practice the presentations multiple times before going live. The ESL students were up front about their language challenges and really put forth a commendable effort to speak loudly and slowly so that they could be easily understood, especially if</p>	<p>Action: For Fall 2016, the RN 102 team wants to revisit student performance on exam questions dealing with communication that emphasize appropriate age related language and therapeutic communication techniques. (06/11/2016)</p> <p>Follow-Up: In fall 2016, Three obstetric content communication style questions were evaluated from RN 102 exams and 70% of students were successful in selecting the correct communication language or</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>Start Date: 02/08/2016</p>	<p>RN102 Oral teaching Project Rubric.doc Evaluation of STD presenters of NRN 102 and 102L.docx</p>	<p>their accents were heavy. Students were also informed about the availability of software in the lab that can help with accent reduction along with services in the Learning Center. (06/11/2016) Related Documents: RN102 Oral teaching Project Rubric.doc</p>	<p>therapeutic technique.</p> <p>Three pediatric content communication style questions were evaluated from RN 102 exams and 89% of students were successful in selecting the correct communication language or therapeutic technique. (12/16/2016)</p>
<p>NRN-102 - Nursing Process: Women, Parents, and Children (Section # 12681, 12682) = Careers - By the end of this course the student will implement the role of the professional nurse within the community as defined by the California Nurse Practice Act and the standards of nursing practice. Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Performance/Presentation - 80% of students will complete RN 102 with a grade of 75% or higher.</p> <p>Community Based Projects: The 102 team decided to have the community audience evaluate the professional dress and professional behaviors of our students while presenting their women’s health and community based health issues for Spring 2016.</p> <p>Criterion/Target: 80% of students will complete RN 102 with a grade of 75% or higher. 100% of students will dress professionally and present content in a professional and respectful manner when presenting women’s health and community based nursing issues.</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: Yes RN 102 started with 2 cohorts- 38 students for traditional and 17 students for ECP. One student initiated a withdrawal for personal reasons and 2 failed. The retention rate for traditional is 89% (34/37 students passed).</p> <p>For ECP the semester originally began with 18 students; one student dropped the day the semester began and could not be replaced. One student withdrew during pediatrics due to personal reasons and not passing the course at the present time. ECP will not finish until late June so no statistics for retention are reported in this assessment.</p> <p>Analysis: Students in traditional and ECP began slowly with multiple failures noted on the first two obstetric exams. Students admitted that they did not read the course material in the text thoroughly, they did not complete module objectives, and they did not allow enough hours for study. However, after the first two course exams, grades improved for most students; some continued with lower scores throughout, but only two students failed the theoretical portion</p> <p>Community Based Projects: 100% of students dressed professionally while presenting women’s health and community based nursing issues.</p> <p>Analysis: The 102 team invited audiences of students from RN112, Biology, RN200, EMT, or Medical Assisting to the</p>	<p>Action: Continue with 80% of students completing RN102 with a 75% or higher. (06/11/2016) Follow-Up: In Fall 2016, 97.5% of students completed RN 102 with a grade of 75% or higher.</p> <p>The RN 102 team feels that the new admission criteria plays a role in the improved success of students in the nursing program. In addition, spacing out the last (3) exams even more, increased students ability to time manage more efficiently, and therefore dedicate more ample attention to study time for exams and assignments. (12/16/2016)</p>

Course SLOs	Methods of Assessment	Results	Actions
		<p>student presentations of Sexually Transmitted Diseases. Anecdotally noted from faculty observers, students used a variety of engaging techniques like games and to highlight the topics in a fun and meaningful manner. Participation from the audiences was commendable. The audiences were given an evaluation form that incorporated professional dress and professional behaviors.</p> <p>(06/11/2016) Related Documents: Evaluation of STD presenters of NRN 102 and 102L.docx</p>	
<p>NRN-102 - Nursing Process: Women, Parents, and Children (Section #25057) = Thinking and Reasoning - By the end of this course, student will be able to employ identified theoretical concepts in using the nursing process for the care of patients and families in maternal/newborn pediatric and community-based settings. Course SLO Status: Active Course Assessment Cycle: 2015-2016 (Fall 2016) Start Date: 08/22/2016</p>	<p>Exam/Quiz - In Course - The RN102 team will plan to conduct in class patient scenarios that emphasize prioritization of multiple nurse actions. Criterion/Target: 70% of students will correctly answer alternatively styled questions R/T in class scenarios emphasizing prioritization of multiple nurse actions. Notes: These questions are the most difficult for the students to answer correctly; however, these types of questions are appearing more frequently on the National Council Licensure Exam (NCLEX-RN).</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016) Criterion/Target Met: Yes During the first eight weeks of the course, students were given 4 scenarios in class. Students were divided into teams. Each team had a patient scenario to prioritize nursing actions. After 10 minutes, students would present their prioritization of nursing actions. The instructor would elaborate on each team's responses. Students asked questions during each scenario debriefing providing further clarification of the rationales behind each nursing action.</p> <p>Students had very positive feedback regarding these activities. All students were engaged in learning as they thought and reasoned together as a team. Students looked forward to these in-class activities and often stated how much they enjoyed these prioritization activities. (12/16/2016)</p>	<p>Action: For Spring 2017 the RN102 team will continue to utilize prioritization activities in the spring semester to further develop the student's thinking and reasoning behind nursing actions. (12/16/2016)</p>
<p>NRN-102 - Nursing Process: Women, Parents, and Children (Section #25057) = Communication_1 - By the end of this course, the student will be able to choose effective, accurate, and congruent transfer of information using therapeutic verbal and non-verbal communication with patients, and families, and the healthcare team in maternal/newborn, pediatric, and</p>	<p>Performance/Presentation - Exam Questions: Student performance on exam questions dealing with communication that emphasize appropriate age related language and therapeutic communication techniques will be assessed. Criterion/Target: 80% or higher of students will correctly answer appropriate communication technique questions.</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016) Criterion/Target Met: Yes Three obstetric content communication style questions were evaluated from RN 102 exams and 70% of students were successful in selecting the correct communication language or therapeutic technique.</p> <p>OB is considered a specialty area of nursing and due to all new medical terminology and content, aside from what was learned in 1st semester, students were slow to acclimate to identify the correct communication language or technique</p>	<p>Action: For Spring 2017 semester, students will be evaluated based on campus-wide student feedback regarding their professional communication style and techniques used during STD campus oral presentations. (12/16/2016)</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>community-based nursing settings. Course SLO Status: Active Course Assessment Cycle: 2015-2016 (Fall 2016) Start Date: 08/22/2016</p>		<p>on exam questions.</p> <p>Three pediatric content communication style questions were evaluated from RN 102 exams and 89% of students were successful in selecting the correct communication language or therapeutic technique.</p> <p>Notably, student improvement increased as the semester progressed due to students becoming more knowledgeable and self-confident in selecting the correct age-appropriate communication language and therapeutic technique on pediatric exam questions. (12/16/2016)</p>	
<p>NRN-102 - Nursing Process: Women, Parents, and Children (Section #25057) = Careers_1 - By the end of this course the student will implement the role of the professional nurse within the community as defined by the California Nurse Practice Act and the standards of nursing practice. Course SLO Status: Active Course Assessment Cycle: 2015-2016 (Fall 2016) Start Date: 08/22/2016</p>	<p>Performance/Presentation - 80% of students will complete RN 102 with a grade of 75% or higher. Criterion/Target: 80% of students will complete RN 102 with a grade of 75% or higher.</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016) Criterion/Target Met: Yes 97.5% of students completed RN 102 with a grade of 75% or higher. One student failed both RN 102 theory course and RN 102L clinical course. This student also happened to be advanced placed in the nursing program.</p> <p>The RN 102 team feels that the new admission criteria plays a role in the improved success of students in the nursing program. In addition, spacing out the last (3) exams even more, increased students ability to time manage more efficiently, and therefore dedicate more ample attention to study time for exams and assignments (12/16/2016)</p>	<p>Action: For Spring 2017 semester, the benchmark will increase to 85% of students completing RN102 with a 75% or higher. (12/16/2016)</p>

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

Course SLOs	Methods of Assessment	Results	Actions
<p>NRN-102L - Nursing Actions: Women, Parents and Children (Section# 12683, 12684, 12685, 12686. 12687, 12688)= Thinking and Reasoning - By the end of this course, the student will be able to employ identified theoretical concepts in using the nursing process for the care of patients and families in maternal/newborn pediatric and community-based settings.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Written Assignment - Pediatric Map: 80% of the students will identify the appropriate nursing diagnosis, related to factors and defining characteristics in the first submission of the final concept map for the pediatric patient.</p> <p>Criterion/Target: The benchmark is set as 80% for students to meet. Notes: The 102 team will present a seminar teaching students how to use the NANDA book for OB and pediatric patients during the first few weeks of the semester. Students will also be required to meet with the clinical instructor to review the selected NANDA, etiology and evidence prior to submission of the map.</p> <p>Related Documents: Concept Map Evaluation Form.docx</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: No Pediatric Map: 43.8% of the students selected the appropriate nursing diagnosis, etiology, and evidence (defining characteristics) in the first submission of the final concept map for the pediatric patient.</p> <p>Analysis: Each clinical instructor presented a post conference session reviewing how to use the NANDA book for the selection of appropriate diagnoses pertinent to the obstetric and pediatric patients. Students were encouraged to pay particular attention to the NANDA definition, related to factors, and defining characteristics. Examples of NANDAs were used during the post conference time as appropriate.</p> <p>Anecdotally, one clinical instructor asked the students to meet with her during office hours before the concept map was due the following week to review the NANDA statement. Students had to identify the goal and appropriate nursing implementations. This instructor evaluated that 90% of her students met the outcome most likely due to these interactions.</p> <p>(06/11/2016) Related Documents: Concept Map Evaluation Form.docx</p>	<p>Action: In the Fall 2016 semester, all students will be encouraged to speak with their clinical instructor (before submitting the concept map) about selection of the appropriate NANDA statement reflective of assessment data.</p> <p>Continue the same method of assessment. (06/11/2016) Follow-Up: In the Fall 2016 semester, all students were encouraged to speak with their clinical instructor (before submitting the concept map) about selection of the appropriate NANDA statement reflective of assessment data. 100% of students met with their clinical instructors regarding their selected NANDA prior to submitting their concept map. A considerable improvement was noted in the NANDA selection for appropriateness and accuracy. 92% (37/40) students successfully submitted NANDAs on the last concept map without requiring revisions. (12/16/2016)</p>
<p>NRN-102L - Nursing Actions: Women, Parents and Children (Section# 12683, 12684, 12685, 12686. 12687, 12688) = Communication - By the end of this course, the student will be able to demonstrate effective, accurate, and congruent transfer of information using therapeutic verbal and non-verbal communication with</p>	<p>Performance/Presentation - Live bedside patient teaching will be used as a new method of assessment during the obstetrical and pediatric rotation. Students will be asked to select a simple concept to teach patient/families notifying the instructor of the bedside teaching. Students will be evaluated</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: Yes Bedside Teaching: 100% of the students participated in live bedside teaching experiences in obstetrics and pediatrics.</p> <p>Analysis: Topics that were taught included breastfeeding, episiotomy care, diaper change and cord care, bathing the newborn, breathing techniques during labor and</p>	<p>Action: The RN102L team has decided to continue the same method of assessment and use the live bedside teaching to evaluate the SLO communication. This will also give the ESL students more opportunities to practice English. (06/11/2016)</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>patients, and families, and the healthcare team in maternal/newborn, pediatric, and community-based nursing settings.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>on the accuracy of the information provided and the patient's understanding of the material presented. Evaluation for the bedside teaching will be reflected on the Clinical Evaluation Tool under the section "Health Care Teaching".</p> <p>Criterion/Target: 80% of the students will participate in effective live bedside teaching in obstetrics and pediatrics.</p>	<p>postoperatively, use of incentive spirometer post op, ambulating postop, diabetic teaching, and checking blood glucose. The students alerted their professors that the teaching opportunities were available and they reviewed the topics very briefly with the instructors before going live by the bedside. The students used appropriate language especially with pediatric patients. The students stated anecdotally that they felt the "teaching" nurse actions really made them feel part of the health care team.</p> <p>(06/11/2016)</p> <p>Related Documents: RN102 Oral teaching Project Rubric.doc</p>	<p>Follow-Up: In Fall 2016, students were asked to notify the instructor when an opportunity arose for bedside teaching. Students were then asked to invite their instructor to join them at the bedside to support and guide them in patient teaching. 97% of student were successful in using age-appropriate communication regarding all aspects of patient care.</p> <p>(12/16/2016)</p>
<p>NRN-102L - Nursing Actions: Women, Parents and Children (Section# 12683, 12684, 12685, 12686, 12687, 12688) = Careers - By the end of this course the student will implement the role of the professional nurse within the community as defined by the California Nurse Practice Act and standards of nursing practice.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Performance/Presentation - Community Staff Input Form: 100% of students will demonstrate the role of the professional nurse. Since community networks and affiliations are so vital to the SAC Nursing Program, the NRN 102 team decided to evaluate student professional behaviors by receiving a verbal/written report of professional behaviors from the community staff during community visits.</p> <p>Criterion/Target: The benchmark is set at 100% of students receiving positive staff feedback regarding their community clinical professional performance.</p> <p>Notes: Since community networks and affiliations are so vital to the SAC Nursing Program, the NRN 102 team has decided to continue with this method of assessment. The faculty will emphasize receiving a verbal/written report of professional behaviors from the community staff during community visits.</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: Yes Community Staff Input Form: 100% of students were successful in demonstrating the role of the professional nurse.</p> <p>Analysis: Faculty visited the community settings each week and made contact with the nurse working with the student for the day. The nurse was asked privately how the student was performing and how they were demonstrating the role of the professional nurse. In several instances, the students received a written evaluation from their nurse. 100% of the time, the nurses indicated that the students exhibited excellent professional behaviors.</p> <p>(06/11/2016)</p>	<p>Action: In the Fall 2016 the RN 102L team will invite appropriate and available hospital team members to speak to students during a post conference about professionalism and the qualities that are weighed heavily when seeking employment as an RN. The students will then be asked to write a simple one page reflection paper about how they best exhibit these qualities. This reflection can be a part of their Clinical Evaluation Tool for professional role development (06/11/2016)</p> <p>Follow-Up: In Fall 2016, Due to time constraints in post conference, and due to NRN 102L clinical assignments, the team was not able to accommodate a speaker during the post conference time. Instead the NRN 102L team developed a grading rubric for the community clinical journals. The rubric requires the student to explain what the role of the RN is in the community setting. Students are</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>NRN-102L - Nursing Actions: Women, Parents and Children (Section #25028, 25029, 25030, 25031)= Thinking and Reasoning_1 - By the end of this course, the student will be able to employ identified theoretical concepts in using the nursing process for the care of patients and families in maternal/newborn pediatric and community-based settings.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015-2016 (Fall 2016)</p> <p>Start Date: 08/22/2016</p>	<p>Written Assignment - Pediatric Map: 80% of the students will identify the appropriate nursing diagnosis, related to factors and defining characteristics in the first submission of the final concept map for the pediatric patient.</p> <p>Criterion/Target: The benchmark is set as 80% for students to meet.</p> <p>Notes: The 102 team will present a seminar teaching students how to use the NANDA book for OB and pediatric patients during the first few weeks of the semester. Students will also be required to meet with the clinical instructor to review the selected NANDA, etiology and evidence prior to submission of the map.</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016)</p> <p>Criterion/Target Met: Yes</p> <p>100% of students met with their clinical instructors regarding their selected NANDA prior to submitting their concept map. A considerable improvement was noted in the NANDA selection for appropriateness and accuracy. 92% (37/40) students successfully submitted NANDAs on the last concept map without requiring revisions. (12/16/2016)</p> <p>Related Documents: Concept Map Evaluation Form.docx</p>	<p>asked to reflect on their perception of the community RN role and professional behaviors and discuss any impact the experience had for their own professional development and future career as an RN. (12/16/2016)</p> <p>Action: In Spring 2017 semester, NRN 102L continue with the same method of assessment. NRN 102L students are continuing to familiarize themselves with the critical thinking process as a whole. However, the selecting and righting the correct NANDA is vital to developing appropriate planning, implementation, and evaluating the nursing process. (12/16/2016)</p>
<p>NRN-102L - Nursing Actions: Women, Parents and Children (Section #25028, 25029, 25030, 25031) = Communication_1 - By the end of this course, the student will be able to demonstrate effective, accurate, and congruent transfer of information using therapeutic verbal and non-verbal communication with patients,</p>	<p>Performance/Presentation - Live bedside patient teaching will be used as a new method of assessment during the obstetrical and pediatric rotation. Students will be asked to select a simple concept to teach patient/families notifying the instructor of the bedside teaching. Students will be evaluated</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016)</p> <p>Criterion/Target Met: Yes</p> <p>97% of student were successful in using age-appropriate communication regarding all aspects of patient care. Examples of topics for obstetrics included general postpartum care, nutrition, pain management, rest and exercise needs, newborn care, and breastfeeding.</p> <p>Topics for pediatrics included placing and NG-tube,</p>	<p>Action: In Spring 2017 semester, the NRN 102L team will require students to 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</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>and families, and the healthcare team in maternal/newborn, pediatric, and community-based nursing settings. Course SLO Status: Active Course Assessment Cycle: 2015-2016 (Fall 2016) Start Date: 08/22/2016</p>	<p>on the accuracy of the information provided and the patient's understanding of the material presented. Evaluation for the bedside teaching will be reflected on the Clinical Evaluation Tool under the section "Health Care Teaching".</p> <p>Criterion/Target: 80% of the students will participate in effective live bedside teaching in obstetrics and pediatrics.</p>	<p>explaining pathophysiology of a diseases, medications, pain management, importance of ambulation, nutrition needs, and using the incentive spirometer. (12/16/2016)</p> <p>Related Documents: Oral Presentation Rubric 1.doc RN102 Oral teaching Project Rubric.doc</p>	<p>practice for nursing, students are expected to grow their interprofessional skills. (12/16/2016)</p>
<p>NRN-102L - Nursing Actions: Women, Parents and Children (Section #25028, 25029, 25030, 25031) = Careers_1 - By the end of this course the student will implement the role of the professional nurse within the community as defined by the California Nurse Practice Act and standards of nursing practice.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015-2016 (Fall 2016) Start Date: 08/22/2016</p>	<p>Written Assignment - In the Fall 2016 the NRN 102L team will invite appropriate and available hospital team members to speak to students during a post conference about professionalism and the qualities that are weighed heavily when seeking employment as an RN. The students will then be asked to write a simple one page reflection paper about how they best exhibit these qualities. This reflection can be a part of their Clinical Evaluation Tool for professional role development.</p> <p>Criterion/Target: 100% of students will demonstrate the role of the professional nurse.</p> <p>Related Documents: NRN102L Community Based Nursing Journal Grading Rubric.docx</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016) Criterion/Target Met: Yes</p> <p>Due to time constraints in post conference, and due to NRN 102L clinical assignments, the team was not able to accommodate a speaker during the post conference time. Instead the NRN 102L team developed a grading rubric for the community clinical journals. The rubric requires the student to explain what the role of the RN is in the community setting. Students are asked to reflect on their perception of the community RN role and professional behaviors and discuss any impact the experience had for their own professional development and future career as an RN.</p> <p>100% of students acknowledged the professional role of the community RN based on journal feedback. (12/16/2016)</p>	<p>Action: For Spring 2017 semester, the NRN 102L team will require the students by week 14 to complete a minimum 1 page reflection paper on examples of how the student has grown professionally since 1st semester. (12/16/2016)</p>

NRN-103:Pharmacological Concepts of Nursing

Course SLOs	Methods of Assessment	Results	Actions
<p>NRN-103 - Pharmacological Concepts of Nursing (Section# 12679) = Thinking and Reasoning - By the end of the Pharmacological Concepts of Nursing Course, the student will be able to apply the nursing process to administration of medication.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Exam/Quiz - In Course - The SLO will be evaluated by looking at students' responses to five (5) questions selected from the final exam reflecting the stages of the nursing process:</p> <ol style="list-style-type: none"> 1. Assessment 2. Diagnosis 3. Planning 4. Implementation 5. Evaluation <p>Responses to five questions will be analyzed and percentages of correct answers will be recorded.</p> <p>Criterion/Target: 80% of students will correctly respond to questions related to the nursing process. Notes: Multiple resources are used to teach administration of medication using the nursing process approach.</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: Yes</p> <p>61 students took the final exam in RN103 with the following results for the five questions:</p> <p>Assessment Q#64 75% chose the correct answer</p> <p>Planning Q#25 78.57% chose the correct answer</p> <p>Diagnosis Q#45 89.29% chose the correct answer</p> <p>Implementation Q#86 73.21% chose the correct answer</p> <p>Evaluation Q#67 89.29% chose the correct answer</p> <p>Analysis: Overall class performance= 81.02% correctly responded to questions related to the nursing process.</p> <p>(06/03/2016)</p>	<p>Action: Compared to Fall semester, students scored higher in areas of diagnosing and evaluation and lower in areas of assessment, and implementation, while scores for the planning stage of the NP remained the same.</p> <p>Will use the same questions in the Fall and devote more classroom time to practicing assessment before medications are given and discuss specific actions nurses must do while caring for patients.</p> <p>(06/03/2016)</p> <p>Follow-Up: The fall 2016 semester overall results are almost identical to results from spring 2016 semester. More classroom time was devoted to discussing and providing examples of the nursing process with a specific assignment where students had to develop a plan of care using the nursing process.</p> <p>This SLO will be reevaluated in the spring 2017 as we transition to the concept based curriculum. Although we will address the nursing process, we may use different method of evaluation.</p> <p>(12/12/2016)</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>NRN-103 - Pharmacological Concepts of Nursing (Section# 12679) = Communication - By the end of the course, the student will be able to effectively communicate the nursing implications of medication administration using the nursing process.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Group Project - Oral presentation To evaluate this SLO, students will be assigned into groups of 4 and given specific medication they had to present to the class using the following format: Use, Action, Side Effects, Nursing Implications: Assess, administer, teach, evaluate.</p> <p>Students will be graded based on a Rubric.</p> <p>Criterion/Target: 80% of the students will achieve 3 points or better. Notes: Multiple resources are used to teach content related to the nursing implication of medication administration</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: Yes Using a Rubric to evaluate student communication skills, points were assigned as follows: 1 =absent 2 = poor 3= Fair 4=good</p> <p>55 students participated in this assignment. 0 students received 1 point or absent 3 students received 2 points = Poor or 0.05% 17 students received 3 points = Fair or 30.9% 35 students received 4 points = Good or 63.6% of the class.</p> <p>Analysis: Delivery of the topic was very successful. Students enjoyed working in teams which helped to decrease anxiety and prepare them for teaching patients in the clinical setting. More time was devoted to this assignment and scores were higher as compared to Fall semester. 94% of the students demonstrated the required communication skills. (06/03/2016)</p> <p>Related Documents: Rubric for Communication RN 103.docx</p>	<p>Action:</p> <p>Faculty will continue to use patient teaching scenarios and provide multiple opportunities for in-class presentations.</p> <p>(06/03/2016)</p> <p>Follow-Up: In the fall 2016 semester, the percentage of students scoring 3 points (fair) was higher, while percentage of students scoring 4 points (good) was considerably lower. In addition, students were much less creative in presenting the information although the benchmark was exceeded at 88%. (12/12/2016)</p>
<p>NRN-103 - Pharmacological Concepts of Nursing (Section# 12679) = Careers - By the end of the Pharmacological Concepts of Nursing course, the student will be able to define the role of the professional nurse as defined by the California Nurse Practice Act and standards of nursing practice.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Exam/Quiz - In Course - This SLO will be evaluated by looking at 3 questions on the final course exam addressing the role of the nurse as a patient advocate and legal/ethical obligations of a nurse.</p> <p>Criterion/Target: 80% of the students will select the appropriate answers on the final exam addressing the role of the nurse and legal /ethical obligations.</p> <p>Notes: Multiple resources are used to teach content related to the role of professional nurse. Faculty will review questions from this module, engage students in discussion during</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: Yes 58 student took the final exam with the following results to the three questions: Q# 77 96.43% chose the correct answer Q#78 85.71% chose the correct answer Q#79 69.64% chose the correct answer.</p> <p>Analysis: Overall class response: 88.9% of students correctly responded to questions addressing the role of the nurse and legal/ethical principles of drug administration which is a higher percentage</p>	<p>Action: Faculty will continue to use the unit exam to evaluate this outcome but will look at alternate format questions to stimulate critical thinking and prepare students for NCLEX style questions. (06/03/2016)</p> <p>Follow-Up: In Fall 2016, more examples of nursing responsibilities as patient advocate and their legal/ethical role was discussed in class with question examples incorporated in the power point presentation.</p> <p>Overall class performance for fall</p>

Course SLOs	Methods of Assessment	Results	Actions
	<p>lecture and give an additional in-class quiz addressing the role of a nurse and his/her legal obligations.</p>	<p>compared to scores from previous semester.</p> <p>(06/03/2016)</p>	<p>2016: 82.9% of students responded correctly to those questions. The overall percentage dropped from Spring 2016 to Fall 2016. the scored in the Spring semester were much higher than previous semesters. This was a very intellectual group of students.</p> <p>Due to implementation of the concept based curriculum, this assignment will be reevaluated and possibly revised in the spring 2017 semester. (12/12/2016)</p>
<p>NRN-103 - Pharmacological Concepts of Nursing (Section #25025) = Thinking and Reasoning_1 - By the end of the Pharmacological Concepts of Nursing Course, the student will be able to apply the nursing process to administration of medication.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015-2016 (Fall 2016) Start Date: 08/22/2016</p>	<p>Exam/Quiz - In Course - The SLO will be evaluated by looking at students' responses to five (5) questions selected from the final exam reflecting the stages of the nursing process:</p> <ol style="list-style-type: none"> 1. Assessment 2. Diagnosis 3. Planning 4. Implementation 5. Evaluation <p>Responses to five questions will be analyzed and percentages of correct answers will be recorded.</p> <p>Criterion/Target: 80% of students will correctly respond to questions related to the nursing process.</p> <p>Notes: Multiple resources are used to teach administration of medication using the nursing process approach.</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016) Criterion/Target Met: Yes</p> <p>45 students took the final exam in RN103 with the following results:</p> <p>Assessment: Q# 50 72% answered correctly.</p> <p>Planning Q#55 88.4% answered correctly</p> <p>Diagnosis Q#34 93% answered correctly</p> <p>Implementation Q#9 69.8% answered correctly.</p> <p>Evaluation Q#47 83.7% answered correctly.</p> <p>Overall class performance: 81.32% of class responded correctly to questions related to the Nursing Process. (12/12/2016)</p>	<p>Action: This SLO will be reevaluated in the spring as we transition to the concept based curriculum. Although we will address the nursing process, we may use a different method of evaluation.</p> <p>This semester overall results are almost identical to results from spring semester.</p> <p>More classroom time was devoted to discussing and providing examples of the nursing process with a specific assignment where students had to develop a plan of care using the nursing process. (12/12/2016)</p>
<p>NRN-103 - Pharmacological Concepts of Nursing (Section #25025) =</p>	<p>Group Project - Oral presentation To evaluate this SLO, students will be</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016) Criterion/Target Met: No</p>	<p>Action: Due to the implementation of the concept based curriculum, this</p>

<i>Course SLOs</i>	<i>Methods of Assessment</i>	<i>Results</i>	<i>Actions</i>
<p>Communication_1 - By the end of the course, the student will be able to effectively communicate the nursing implications of medication administration using the nursing process.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015-2016 (Fall 2016)</p> <p>Start Date: 08/22/2016</p>	<p>assigned into groups of 4 and given specific medication they had to present to the class using the following format: Use, Action, Side Effects, Nursing Implications: Assess, administer, teach, evaluate.</p> <p>Students will be graded based on a Rubric.</p> <p>Criterion/Target: 80% of the students will achieve 3 points or better.</p> <p>Notes: Multiple resources are used to teach content related to the nursing implication of medication administration</p>	<p>The same assignment was used to evaluate this SLO. Benchmark was set at 80% of students will achieve 3 points or better. Based on the rubric, the points were assigned as follows: 1 =Absent 2 = Poor 3= Fair 4=Good</p> <p>45 students participated in the assignment with the following results:</p> <p>0 students received 1 point 5 students received 2 points =11% 29 students received 3 points = 64% 11 students received 4 points = 24%.</p> <p>Based on these results, the majority of students demonstrated ability to communicate effectively with their patients. Percentage of students scoring 3 points (fair) was higher this semester, while percentage of students scoring 4 points (good) was considerably lower. In addition, students were much less creative in presenting the information although the benchmark was exceeded at 88%. Students did state that the assignment was very helpful in developing team work and sharing information within a group. (12/12/2016)</p>	<p>assignment will be reevaluated in the spring. (12/12/2016)</p>
<p>NRN-103 - Pharmacological Concepts of Nursing (Section #25025) = Careers_1 - By the end of the Pharmacological Concepts of Nursing course, the student will be able to define the role of the professional nurse as defined by the California Nurse Practice Act and standards of nursing practice.</p> <p>Course SLO Status: Active</p>	<p>Exam/Quiz - In Course - This SLO will be evaluated by looking at 3 questions on the final course exam addressing the role of the nurse as a patient advocate and legal/ethical obligations of a nurse.</p> <p>Criterion/Target: 80% of the students will select the appropriate answers on the final exam addressing the role of the nurse and legal /ethical obligations.</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016)</p> <p>Criterion/Target Met: Yes</p> <p>45 students took the final exam with the following results.</p> <p>Q#60 67.4% selected correct answer related to the role of the nurse as patient's advocate</p> <p>Q#61 95.4% selected correct answer related to legal responsibility of the nurse</p> <p>Q#62</p>	<p>Action: Due to implementation of the concept based curriculum, this assignment will be reevaluated in the spring 2017. (12/12/2016)</p>

<i>Course SLOs</i>	<i>Methods of Assessment</i>	<i>Results</i>	<i>Actions</i>
<p>Course Assessment Cycle: 2015-2016 (Fall 2016) Start Date: 08/22/2016</p>	<p>Notes: Multiple resources are used to teach content related to the role of professional nurse. Faculty will review questions from this module, engage students in discussion during lecture and give an additional in-class quiz addressing the role of a nurse and his/her legal obligations.</p>	<p>86% selected correct answer related to the ethical/legal responsibility of the nurse</p> <p>Overall class performance: 82.9% of students responded correctly to those questions.</p> <p>More examples of nursing responsibilities as patient advocate and their legal/ethical role was discussed in class with question examples incorporated in the power point presentation. (12/12/2016)</p>	

NRN-106:Health Sciences Skills Laboratory -First Year

Course SLOs	Methods of Assessment	Results	Actions
<p>NRN-106 - Health Sciences Skills Laboratory -First Year (Sections # 12705, 12707, 12708, 12709) = Thinking and Reasoning - By the end of this course, the student will be able to think critically by applying the nursing process in clinical situations related to nursing fundamentals, maternal-child nursing, and/or principles of nursing in a simulated environment.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Survey - General Simulation Experience with on-line survey. This is an anonymous survey asked of all students who participate in simulation. It does not separate out students in specific semesters. The survey will include the following question: At completion of this course, I am more confident that I am able to consistently think critically by integrating the nursing process in clinical situations. Criterion/Target: The overall target would be to have 100% of the students demonstrate the ability of applying critical thinking skills in a simulated healthcare environment consistently. Notes: Simulated patient care experiences, with an emphasis on nursing fundamentals, maternal-child health issues, and basic to intermediate principles of nursing practice, with the use of high-fidelity mannequins and electronic devices. Case-based scenarios, emphasizing the nursing process in the care of adult and geriatric patients, women, parents, and children, of diverse cultures with non-critical biological and psychosocial system needs deficits, with the use of mid-fidelity mannequins. Related Documents: Spring 2016 SLO Survey Results -- Overview.html</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: No The online survey was launched in the beginning of the semester and students were asked to complete the survey following each simulation experience.</p> <p>The question “After simulation, I am able to consistently think critically and make competent clinical decisions for my patients in clinical situations” was analyzed using a likert rating scale of: strongly agree, agree, neutral, disagree, strongly disagree.</p> <p>Results: Of the 99 respondents, 56% (55) strongly agreed and 38% (38) agreed they felt more confident in their ability to think critically by applying the nursing process in clinical situations in the lab environment. 3% (3) of the respondents reported a neutral response. No comments as to why the neutral response was offered. 3% (3) of the respondents strongly disagreed with feeling confident with the application of critical thinking utilizing the nursing process. No comments were offered as to why these students strongly disagreed. Perhaps on future survey questions, we could add a comment box for those students that choose strongly disagree or disagree to offer feedback.</p> <p>Based on these results, the majority of students utilizing the simulated healthcare lab are able to apply critical thinking skills to clinical situations.</p> <p>The overall goal would be to have 100% of the students demonstrate the ability of applying critical thinking skills in a simulated healthcare environment consistently (05/16/2016) Related Documents: Spring 2016 SLO Survey Results -- Overview.html</p>	<p>Action: This is an ongoing outcome that will need to be assessed every semester.</p> <p>The staff in the lab will continue to offer experiences, such as high fidelity simulation and mid-fidelity case scenarios, that necessitate applying critical thinking with the decision making process.</p> <p>The survey questions will be launched again in the Fall following each simulation experience. (05/16/2016) Type of resource requested: Supplies Resource Request: The lab is in constant need of updated supplies to assist student learning that mimics a real hospital environment. Follow-Up: There was an increase in simulation experiences this semester for the students. The simulations focused on thinking and reasoning thru multitude of exercises. (11/23/2016)</p>

NRN-106 - Health Sciences Skills	Survey - General Simulation	Semester of Assessment: 2015 - 16 (Spring 2016)	Action: This is an ongoing outcome
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Course SLOs	Methods of Assessment	Results	Actions
<p>Laboratory -First Year (Sections # 12705, 12707, 12708, 12709) = Communication - By the end of the course, the student will be able to demonstrate effective, accurate, and congruent transfer of information related to nursing fundamentals, maternal-child nursing, and/or principles of nursing, using therapeutic verbal and non-verbal communication in a simulated healthcare environment.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>Experience with an on-line survey. This is an anonymous survey asked of all students who participate in simulation. It does not separate out students in specific semesters. The survey will include the following question: After simulation, I can differentiate effective, accurate, and congruent transfer of information using therapeutic verbal and non-verbal communication skills effectively with patients, family members, and health care team members to achieve quality patient care.</p> <p>Criterion/Target: The target is to have 100% of the students demonstrate and differentiate effective and accurate transfer of healthcare information. This is an outcome that will be ongoing.</p> <p>Notes: Simulated patient care experiences, with an emphasis on nursing fundamentals, maternal-child nursing, and/or principles of nursing, with the use of high-fidelity mannequins and electronic devices. Case-based scenarios, emphasizing the nursing process in the care of adult and geriatric, maternal-child patients of diverse cultures with non-critical biological and psychosocial system needs deficits, with the use of mid-fidelity mannequins.</p> <p>Related Documents: Spring 2016 SLO Survey Results -- Overview.html</p>	<p>Criterion/Target Met: No</p> <p>The online survey was launched in the beginning of the semester and students were asked to complete the survey following each simulation experience.</p> <p>The question “After simulation, I can differentiate effective, accurate, and congruent transfer of information using therapeutic verbal and non-verbal communication skills effectively with patients, family members, and health care team members to achieve quality patient care” was analyzed using a likert rating scale of: strongly agree, agree, neutral, disagree, strongly disagree.</p> <p>Results: Of the 99 respondents, 62% (61) strongly agreed and 31% (31) agreed that they were able to differentiate effective, accurate, and congruent transfer of information in the simulated environment. 4% (4) of the respondents reported a neutral response. No comments as to why the neutral response was offered. 3% (3) strongly disagreed that they were able to differentiate effective, accurate, and congruent transfer of information in the simulated environment. No comments as to why they strongly disagreed were offered. Perhaps on future survey questions, we could add a comment box for those students that choose strongly disagree or disagree to offer feedback.</p> <p>Appropriate and accurate communication is a necessity when working in any healthcare environment. The goal is to have 100% of the students demonstrate and differentiate effective and accurate transfer of healthcare information. This is an outcome that will be ongoing. (05/16/2016)</p> <p>Related Documents: Spring 2016 SLO Survey Results -- Overview.html</p>	<p>that will need to be assessed every semester.</p> <p>The skills lab staff will continue to provide simulated experiences that promote effective communication skills such as the delivery and receiving of a patient care report, verbalization of lab and diagnostic findings, articulation of teaching plan to patient and family members. (05/16/2016)</p> <p>Type of resource requested: Supplies</p> <p>Resource Request: The lab is in constant need of updated supplies to assist student learning that mimics a real hospital environment.</p> <p>Follow-Up: There was an increase in simulation experiences this semester for the students. The simulations focused on communication thru multitude of exercises. (11/23/2016)</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>Laboratory -First Year (Sections # 12705, 12707, 12708, 12709) = Careers - By the end of this course, the student will apply the principles of the role of the professional nurse within the simulated fundamentals, maternal-child nursing, and/or principles of nursing lab setting as defined by the California Nurse Practice Act and Standards of Nursing Practice.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>Experience on-line survey. This is an anonymous survey asked of all students who participate in simulation. It does not separate out students in specific semesters. This survey will include the following question: After simulation, I am able to apply the principles of the role of the professional nurse.</p> <p>Criterion/Target: One hundred percent of students who complete the Registered Nursing Program for Santa Ana College need to be able to function knowledgeably, safely, and effectively in nursing practice within a variety of health care settings and will be qualified for the licensure examination.</p> <p>Notes: Simulated patient care experiences, with an emphasis on nursing fundamentals, maternal-child nursing, and/or principles of nursing, with the use of high-fidelity mannequins and electronic devices. Case-based scenarios, emphasizing the nursing process in the care of adult, geriatric, and maternal-child patients of diverse cultures with non-critical biological and psychosocial system needs deficits, with the use of mid-fidelity mannequins</p> <p>Related Documents: Spring 2016 SLO Survey Results -- Overview.html</p>	<p>Criterion/Target Met: No</p> <p>The online survey was launched in the beginning of the semester and students were asked to complete the survey following each simulation experience.</p> <p>The question “After simulation, I am able to apply the principles of the role of the professional nurse” was analyzed using a likert rating scale of: strongly agree, agree, neutral, disagree, strongly disagree.</p> <p>Of the 99 respondents, 64% (63) strongly agreed and 32% (32) agreed that they are able to apply the principles of the role of the professional nurse while delivering healthcare. 2% (2) respondents reported “neutral” response. No comments as to why the neutral response was offered. 2% (2) strongly disagreed that they are able to apply the principles of the role of the professional nurse while delivering healthcare. No comments were made as to why 2 students chose strongly disagree. However, in the comments section at end of survey one student reported the following: “As a first semester student, I am still very unfamiliar with what falls into hospital protocol for a number of different situations. If I come across a nursing action that I am unsure about performing and I ask the charge nurse, physician, other personnel present for help/guidance and they brush me off for the sake of letting me learn by trial and error, I find it distracting for the rest of the SIM. I am preoccupied with whether that action will be causing harm to my patient without my knowing it or leave me vulnerable to liability. I would retain the right nursing action information more strongly if I received the information I was seeking after going to the appropriate resource, as that is (hopefully!!) what would happen in the hospital.”</p> <p>All students who complete the Registered Nursing Program for Santa Ana College need to be able to function knowledgeably, safely, and effectively in nursing practice within a variety of health care settings and will be qualified for the licensure examination. (05/16/2016)</p>	<p>that will need to be assessed every semester.</p> <p>The skills lab staff will continue to provide simulated experiences that will allow the students to immerse themselves in the principles of the role of the professional nurse. (05/16/2016)</p> <p>Type of resource requested: Supplies</p> <p>Resource Request: The lab is in constant need of updated supplies to assist student learning that mimics a real hospital environment.</p> <p>Follow-Up: There was an increase in simulation experiences this semester for the students. The simulations focused on the principles of the professional nurse thru multitude of exercises and scenarios. (11/23/2016)</p>

<i>Course SLOs</i>	<i>Methods of Assessment</i>	<i>Results</i>	<i>Actions</i>
<p>NRN-106 - Health Sciences Skills Laboratory -First Year (Sections #25034, 25395, 25036, 25038) = Thinking and Reasoning_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.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015-2016 (Fall 2016)</p> <p>Start Date: 08/22/2016</p>	<p>Survey - General Simulation Experience with on-line survey. This is an anonymous survey asked of all students who participate in simulation. It does not separate out students in specific semesters. The survey will include the following question: At completion of this course, I am more confident in my ability to think critically and make competent clinical decisions for my patients in clinical situations.</p> <p>Criterion/Target: The overall target would be to have 100% of the students demonstrate the ability of applying critical thinking skills in a simulated healthcare environment consistently.</p> <p>Notes: Simulated patient care experiences, with an emphasis on nursing fundamentals, maternal-child health issues, and basic to intermediate principles of nursing practice, with the use of high-fidelity mannequins and electronic devices. Case-based scenarios, emphasizing the nursing process in the care of adult and geriatric patients, women, parents, and children, of diverse cultures with non-critical biological and psychosocial system needs deficits, with the use of mid-fidelity mannequins.</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016)</p> <p>Criterion/Target Met: No</p> <p>Of the 112 respondents, 68% (76) strongly agreed and 30% (34) agreed that they are able to identify some principles of the role of the professional nurse while delivering healthcare. 1% (1) strongly disagreed that he or she was able to identify principles of the role of the professional nurse while delivering healthcare. No comments were made as to why this student chose to disagree.</p> <p>All students who complete the Registered Nursing Program for Santa Ana College need to be able to function knowledgeably, safely, and effectively in nursing practice within a variety of health care settings and will be qualified for the licensure examination. (12/05/2016)</p> <p>Related Documents: NRN 106 and NRN 206 SLO Survey Results Fall 2016.docx</p>	<p>Action: This is an ongoing outcome that will need to be assessed every semester.</p> <p>The skills lab/simulation staff will continue to provide simulated experiences that will allow the students to immerse themselves in the principles of the role of the professional nurse. (12/05/2016)</p> <p>Type of resource requested: Equipment</p> <p>Resource Request: The skills lab and the simulation lab need updated equipment that simulates the current trends in the healthcare environments. This allows students to practice on the equipment and become familiar with it before practicing in the healthcare setting.</p>
<p>NRN-106 - Health Sciences Skills Laboratory -First Year (Sections #25034, 25395, 25036, 25038) = Communication_1 - By the end of the course, the student will be able to demonstrate effective, accurate, and</p>	<p>Survey - General Simulation Experience with an on-line survey. This is an anonymous survey asked of all students who participate in simulation. It does not separate out students in specific semesters.</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016)</p> <p>Criterion/Target Met: Yes</p> <p>Of the 112 respondents, 61% (68) strongly agreed and 39% (44) agreed that they were able to differentiate effective, accurate, and congruent transfer of information in the simulated environment.</p>	<p>Action: This is an ongoing outcome that will need to be assessed every semester.</p> <p>The skills lab staff will continue to provide simulated experiences that</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>congruent transfer of information related to nursing fundamentals, maternal-child nursing, and/or principles of nursing, using therapeutic verbal and non-verbal communication in a simulated healthcare environment.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015-2016 (Fall 2016)</p> <p>Start Date: 08/22/2016</p>	<p>The survey will include the following question: After simulation, I can identify effective and therapeutic verbal and non-verbal communication skills effectively with patients, family members, and health care team members.</p> <p>Criterion/Target: The target is to have 100% of the students demonstrate and differentiate effective and accurate transfer of healthcare information. This is an outcome that will be ongoing.</p> <p>Notes: Simulated patient care experiences, with an emphasis on nursing fundamentals, maternal-child nursing, and/or principles of nursing, with the use of high-fidelity mannequins and electronic devices. Case-based scenarios, emphasizing the nursing process in the care of adult and geriatric, maternal-child patients of diverse cultures with non-critical biological and psychosocial system needs deficits, with the use of mid-fidelity mannequins.</p>	<p>Appropriate and accurate communication is a necessity when working in any healthcare environment. The goal is to have 100% of the students demonstrate and differentiate effective and accurate transfer of healthcare information. We met that goal this semester. This is an outcome that will be ongoing. (12/05/2016)</p> <p>Related Documents: NRN 106 and NRN 206 SLO Survey Results Fall 2016.docx</p>	<p>promote effective communication skills such as the delivery and receiving of a patient care report, verbalization of lab and diagnostic findings, articulation of teaching plan to patient and family members. (12/05/2016)</p> <p>Type of resource requested: Supplies</p> <p>Resource Request: Updated supplies are necessary to conduct these simulated exercises.</p>

<p>NRN-106 - Health Sciences Skills Laboratory -First Year (Sections #25034, 25395, 25036, 25038) = Careers_1 - By the end of this course, the student will apply the principles of the role of the professional nurse within the simulated fundamentals, maternal-child nursing, and/or principles of nursing lab setting as defined by the California Nurse Practice Act and Standards of Nursing Practice.</p>	<p>Survey - General Simulation Experience on-line survey. This is an anonymous survey asked of all students who participate in simulation. It does not separate out students in specific semesters. This survey will include the following question: After simulation, I am able to identify some principles of the role of the professional nurse.</p> <p>Criterion/Target: One hundred</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016)</p> <p>Criterion/Target Met: No</p> <p>Of the 112 respondents, 68% (76) strongly agreed and 30% (34) agreed that they are able to identify some principles of the role of the professional nurse while delivering healthcare. 1% (1) strongly disagreed that he or she was able to identify principles of the role of the professional nurse while delivering healthcare. No comments were made as to why this student chose to disagree.</p> <p>All students who complete the Registered Nursing Program</p>	<p>Action: This is an ongoing outcome that will need to be assessed every semester.</p> <p>The skills lab staff will continue to provide simulated experiences that will allow the students to immerse themselves in the principles of the role of the professional nurse. (12/05/2016)</p> <p>Type of resource requested: Staff</p>
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<i>Course SLOs</i>	<i>Methods of Assessment</i>	<i>Results</i>	<i>Actions</i>
<p>Course SLO Status: Active Course Assessment Cycle: 2015-2016 (Fall 2016) Start Date: 08/22/2016</p>	<p>percent of students who complete the Registered Nursing Program for Santa Ana College need to be able to function knowledgeably, safely, and effectively in nursing practice within a variety of health care settings and will be qualified for the licensure examination.</p> <p>Notes: Simulated patient care experiences, with an emphasis on nursing fundamentals, maternal-child nursing, and/or principles of nursing, with the use of high-fidelity mannequins and electronic devices. Case-based scenarios, emphasizing the nursing process in the care of adult, geriatric, and maternal-child patients of diverse cultures with non-critical biological and psychosocial system needs deficits, with the use of mid-fidelity mannequins</p>	<p>for Santa Ana College need to be able to function knowledgeably, safely, and effectively in nursing practice within a variety of health care settings and will be qualified for the licensure examination. (12/05/2016)</p> <p>Related Documents: NRN 106 and NRN 206 SLO Survey Results Fall 2016.docx</p>	<p>Resource Request: staff is needed to assist with mid-fidelity and high fidelity simulation exercises. Learning facilitators are needed to assist students with lab assignments and exercises.</p>

NRN-112:Nursing Concepts

Course SLOs	Methods of Assessment	Results	Actions
<p>NRN-112 - Nursing Concepts (Section# 12680) = Thinking and Reasoning - By the end of the course, the student will be able to use thinking and reasoning to explain the steps of the nursing process.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>Exam/Quiz - In Course - Final exam questions using thinking and reasoning. A random selection of 4 objective questions in the area of critical thinking and reasoning will be answered correctly by 75% or greater of the class members. These questions will be at Bloom's level of application or analysis.</p> <p>Criterion/Target: A random selection of 4 objective questions in the area of critical thinking and reasoning will be answered correctly by 75% or greater of the class members.</p> <p>Notes: TEST TAKING STRATEGIES: Analysis of questions, analysis of answers, National Council Licensing Exam for Registered Nurses.</p> <p>NURSING PROCESS: assessment nursing diagnosis, planning, implementations, evaluation.</p> <p>MEDICAL TERMINOLOGY: prefixes, roots, suffixes, abbreviations.</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: Yes</p> <p>Out of 44 students: 98% correctly answered questions related to the assessment phase of the nursing process (Versions B, C, D #'s 2, 31, 45 respectively); 100% correctly answered questions related to the diagnosis phase of the nursing process (Versions B, C, D #'s 22, 24, 99 respectively); 95% correctly answered questions about the planning phase of the nursing process (Versions B, C, D # 89, 62, 4 respectively); 91% correctly answered questions related to the implementation phase of the nursing process (Versions B, C, D #'s 23, 23, 75 respectively); and 91% correctly answered questions about the evaluation phase of the nursing process (Versions B, C, D # 's 72, 52, 92 respectively).</p> <p>Collective average 95%.</p> <p>Analysis: Assessment = One student was not able to relate nursing actions that exemplify this phase. Diagnosis = All students were able distinguish this phase of the nursing process. Planning = Two students were not able to identify a correct goal statement. Implementation = Four students were not able to select a 'monitor' nursing activity. Evaluation = Four students were not able recognize the purpose of this phase.</p> <p>(06/07/2016)</p>	<p>Action: The nursing process is the theoretical framework for the practice of nursing so it is imperative that 100% of the students' understand this concept.</p> <p>Plan: Increased homework activities and/or classroom discussion on understanding nursing actions associated with patient assessment; construction of patient goal(s) derived from PES; differentiate nursing activities such as monitor, manage, teach; and recognize the importance of evaluating nursing activities planned in order to determine effectiveness. (06/07/2016)</p> <p>Follow-Up: There was more in-class discussion about the nursing process. The final exam was utilized as the method of assessment again in the Fall semester. The results were very similar to the results of Spring 2016. Due to the implementation of concept-based curriculum in the Spring 2017, This course will no longer exist. It will be integrated into NRN 161. Therefore, the faculty will be changing the method of assessment. This method is yet to be determined. (12/13/2016)</p>
<p>NRN-112 - Nursing Concepts (Section# 12680) = Communication -</p>	<p>Exam/Quiz - In Course - Final exam questions on communication. A</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: Yes</p>	<p>Action: Dialogue in various forms is essential in the professional role of</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>By the end of the course, the student will be able to recognize therapeutic and non-therapeutic communication techniques.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>random selection of 4 objective questions in the area of communication will be answered correctly by 75% or greater of the class members.</p> <p>Criterion/Target: A random selection of 4 objective questions in the area of communication will be answered correctly by 75% or greater of the class members.</p> <p>Notes: COMMUNICATION: written, verbal, non-verbal, therapeutic vs. non-therapeutic communication.</p>	<p>Out of 44 students: 98% correctly answered questions about blocked communication (Version B-#'s 91 and 37; Version C -#'s 65 and 66; Version D -#'s 61 and 93); 70% correctly answered a question related to therapeutic communication techniques (Version B #73, Version C #97, Version D #87); and 82% correctly answered another question related to therapeutic communication techniques (Version B #19, Version C #11 Version D #29).</p> <p>Collective average 87%.</p> <p>Analysis: One student for each of the two communication block questions was not able to identify non-therapeutic techniques. Thirteen students were not able to identify an open-ended therapeutic response. Eight students were not able to identify a therapeutic communication technique question. (06/07/2016)</p>	<p>nursing. A vital skill of nursing action requests 100% of the students' recognition of this concept.</p> <p>Plan: Increased homework activities and/or classroom discussion on understanding both therapeutic and non-therapeutic communication techniques.</p> <p>(06/07/2016) Follow-Up: There was more in-class discussion about communication. The final exam was utilized as the method of assessment again in the Fall semester. The results were very similar to the results of Spring 2016. Due to the implementation of concept-based curriculum in the Spring 2017, This course will no longer exist. It will be integrated into NRN 161. Therefore, the faculty will be changing the method of assessment. This method is yet to be determined. (12/13/2016)</p>
<p>NRN-112 - Nursing Concepts (Section# 12680) = Careers - By the end of this course the student will be able to describe the roles of the R.N.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Exam/Quiz - In Course - Final exam questions on nursing role. A random selection of 4 objective questions in the area of the nursing role will be answered correctly by 75% or greater of the class members.</p> <p>Criterion/Target: A random selection of 4 objective questions in the area of the nursing role will be answered correctly by 75% or</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: No Out of 20 students: 75% correctly answered a question about the role of the nurse (Versions B #46, Version C #84, Version D #53); 80% correctly answered a question about the SAC conceptual framework (Version B #52, Version C #71, Version D #78); 57% correctly answered a question pertaining to legal issues (Version B #53, Version C #90 Version D #81); and 84% correctly answered an ethical issues question (Version B #77, Version C #92, Version D # 86).</p>	<p>Action: Developing a competent nurse in preparation for licensed practice requires 100% of the students' awareness in concepts associated with the nursing role.</p> <p>Plan: Increased homework activities and/or classroom discussion on nursing role (scope of practice), conceptual framework (nursing metaparadigm), legal (informed</p>

Course SLOs	Methods of Assessment	Results	Actions
	<p>greater of the class members.</p> <p>Notes: NURSING ROLE: As member of the health care team, student nurse role.</p> <p>CONCEPTUAL FRAMEWORKS IN NURSING: SAC Conceptual Framework for Nursing</p> <p>LEGAL AND ETHICAL CONCEPTS IN HEALTH CARE: Legal principles, Documentation, Confidentiality, Ethical principles, Kohlberg, Professionalism, California Nurse Practice Act, ANA Code for Nurses</p> <p>NUTRITION: Across the life span, cultural aspects, digestion, absorption, metabolism, excretion,</p>	<p>Collective average 74%.</p> <p>Analysis: Eleven students missed a nursing role question regarding continuing education. Nine students missed a question about nursing meta paradigm Nineteen students missed a question on informed consent. Seven students missed a question concerning moral principles in health care. (06/07/2016)</p>	<p>consent) and ethical issues (moral principles) in health care. (06/07/2016)</p> <p>Follow-Up: There was more in-class discussion about the role of the nurse and ethical issues. The final exam was utilized as the method of assessment again in the Fall semester. The results were very similar to the results of Spring 2016. Due to the implementation of concept-based curriculum in the Spring 2017, This course will no longer exist. It will be integrated into NRN 161. Therefore, the faculty will be changing the method of assessment. This method is yet to be determined. (12/13/2016)</p>

<p>NRN-112 - Nursing Concepts (Section #25026) = Thinking and Reasoning_1</p> <p>- By the end of the course, the student will be able to use thinking and reasoning to explain the steps of the nursing process.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015-2016 (Fall 2016)</p> <p>Start Date: 08/22/2016</p>	<p>Exam/Quiz - In Course - Final exam questions using thinking and reasoning. A random selection of 4 objective questions in the area of critical thinking and reasoning will be answered correctly by 75% or greater of the class members. These questions will be at Bloom's level of application or analysis.</p> <p>Criterion/Target: A random selection of 4 objective questions in the area of critical thinking and reasoning will be answered correctly by 75% or greater of the class members.</p> <p>Notes: TEST TAKING STRATEGIES: Analysis of questions, analysis of answers, National Council Licensing Exam for Registered Nurses.</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016)</p> <p>Criterion/Target Met: Yes</p> <p>Out of 29 students: 96% correctly answered questions about the assessment phase of the nursing process (versions B,C,D #'s 4,3,51 respectively) ; 96% correctly answered questions pertaining to the diagnosis phase of the nursing process (versions B,C,D #'s 59,72,16 respectively); 86% correctly answered questions related to the planning phase of the nursing process (versions B,C,D #'s 54,87,15 respectively); 100% correctly answered questions about the implementation phase of the nursing process (versions B,C,D #'s 1,28,34 respectively); and 75% correctly answered questions related to the evaluation phase of the nursing process (versions B,C,D #'s 85,94,66 respectively).</p> <p>Analysis: Assessment = One student was not able to relate nursing</p>	<p>Action: Faculty will increase in-class activities and/or classroom care plans/and case studies to identify the distinction of different phases of the nursing process in specific scenarios. (12/13/2016)</p>
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Course SLOs	Methods of Assessment	Results	Actions
	<p>NURSING PROCESS: assessment nursing diagnosis, planning, implementations, evaluation.</p> <p>MEDICAL TERMINOLOGY: prefixes, roots, suffixes, abbreviations.</p>	<p>actions that exemplify this phase. Diagnosis = One student was not able to distinguish the phase of nursing process. Planning = Four students were not able to identify establishing goals and desired outcomes as part of the planning phase. Implementation = All students were able to distinguish the implementation phase of the nursing process. Evaluation = Six students were not able to recognize the purpose of this phase.</p> <p>(12/13/2016)</p>	
<p>NRN-112 - Nursing Concepts (Section #25026) = Communication_1 - By the end of the course, the student will be able to recognize therapeutic and non-therapeutic communication techniques. Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) , 2015-2016 (Fall 2016) Start Date: 08/22/2016</p>	<p>Exam/Quiz - In Course - Final exam questions on communication. A random selection of 4 objective questions in the area of communication will be answered correctly by 75% or greater of the class members.</p> <p>Criterion/Target: A random selection of 4 objective questions in the area of communication will be answered correctly by 75% or greater of the class members.</p> <p>Notes: COMMUNICATION: written, verbal, non-verbal, therapeutic vs. non-therapeutic communication.</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016) Criterion/Target Met: Yes Out of 29 students: 96% correctly answered questions on barriers to communication (Versions B,C,D; question #'s 65,61,28 respectively); 100% correctly answered questions regarding blocked communication (Versions B,C,D, #'s 51,12,44 respectively); 100% correctly answered questions on a therapeutic communication techniques (Versions B,C,D #'s 60,36,55 respectively); and 93% correctly answered questions identifying therapeutic communication (Versions B,C,D.#'s 78,49,64 respectively).</p> <p>Analysis: One student did not recognize a barrier in communication. All students were able to recognize blocking in non therapeutic communication. Eleven students were able to recognize therapeutic communication technique, in two different questions. (12/13/2016)</p>	<p>Action: Homework specific to defining and giving examples of therapeutic and non therapeutic communication techniques was assigned to students. Method of presentation: Short answer, essay questions. For Spring 2017, this course will no longer exist due to change in curriculum. The nursing department will be implementing concept-based curriculum. This course will be integrated into NRN 161. (12/13/2016)</p>
<p>NRN-112 - Nursing Concepts (Section #25026) = Careers_1 - By the end of this course the student will be able to describe the roles of the R.N. Course SLO Status: Active Course Assessment Cycle: 2015-2016 (Fall 2016)</p>	<p>Exam/Quiz - In Course - Final exam questions on nursing role. A random selection of 4 objective questions in the area of the nursing role will be answered correctly by 75% or greater of the class members.</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016) Criterion/Target Met: Yes Out of 29 student: 82% correctly answered questions pertaining to the role of the nurse (Versions B,C,D- #'s 26,78,54 respectively); 82% correctly answered questions related to the</p>	<p>Action: NRN 112 course concepts will be integrated into concept-based curriculum course NRN 161 for Spring 2017, through a variety of flipped class room techniques. Examples include class quizzes, group</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>Start Date: 08/22/2016</p>	<p>Criterion/Target: A random selection of 4 objective questions in the area of the nursing role will be answered correctly by 75% or greater of the class members.</p> <p>Notes: NURSING ROLE: As member of the health care team, student nurse role. CONCEPTUAL FRAMEWORKS IN NURSING: SAC Conceptual Framework for Nursing LEGAL AND ETHICAL CONCEPTS IN HEALTH CARE: Legal principles, Documentation, Confidentiality, Ethical principles, Kohlberg, Professionalism, California Nurse Practice Act, ANA Code for Nurses NUTRITION: Across the life span, cultural aspects, digestion, absorption, metabolism, excretion,</p>	<p>conceptual framework (Versions B,C,D- #'s 25,48,65 respectively); 55% correctly answered questions regarding ethical issues (Versions B,C,D- #'s 100,75,24 respectively); 89% correctly answered questions about legal issues (Versions B,C,D #'s 53,90,81 respectively);</p> <p>Collective average= 77%</p> <p>Analysis: Five students missed the questions pertaining to the role of the nursing role and patient advocacy. Five students missed the question about the Santa Ana College conceptual framework. Three students missed the questions regarding violation of patient privacy . Thirteen students missed the questions regarding informed consent. (12/13/2016)</p>	<p>activities/ student interaction in prioritizing steps to nursing process in case study scenarios. These techniques will be considered for methods of assessment for the SLO evaluation of NRN 161. (12/13/2016)</p>

NRN-200:Role Transition

Course SLOs	Methods of Assessment	Results	Actions
<p>NRN-200 - Role Transition = Thinking and Reasoning - By the end of this course the student will be able to demonstrate utilization of the nursing process through the development of an individual and group concept map. Course SLO Status: Inactive Course Assessment Cycle: 2015 - 2016 (Fall 2015) Inactive Date: 02/08/2016</p>			
<p>NRN-200 - Role Transition = Communication - By the end of this course the student will be able to demonstrate therapeutic communication. Course SLO Status: Inactive Course Assessment Cycle: 2015 - 2016 (Fall 2015) Inactive Date: 02/08/2016</p>			
<p>NRN-200 - Role Transition = Careers - Students will develop the knowledge and skills necessary to select and develop careers. Course SLO Status: Inactive Course Assessment Cycle: 2015 - 2016 (Fall 2015) Inactive Date: 02/08/2016</p>			
<p>NRN-200 - Role Transition (Section #25039) = Thinking and Reasoning_1 - By the end of this course the student will be able to demonstrate utilization of the nursing process through the development of an individual and group concept map. Course SLO Status: Active Course Assessment Cycle: 2015-2016 (Fall 2016)</p>	<p>Written Assignment - An individual concept map using the concept map instructions and grading rubric. Criterion/Target: 100% of the students will successfully complete an individual concept map using the concept map instructions and grading rubric. Notes: Students will submit a concept map on a fictitious</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016) Criterion/Target Met: Yes 100% of the students submitted a satisfactory concept map (a score of at least 30 points) using the concept map instructions and grading criteria. All students were required to do a revision on the map. All aspects of the concept map were thoroughly explained in class during explanation and discussion periods. Students were also given one class period to work on the concepts</p>	<p>Action: Role transition is a course that is assisting incoming student to acclimate to the procedures required at SAC. Since the concept map is a substantial part of the clinical course, student in NRN 200 must have an opportunity to complete an individualized map. This experience will be continued in Fall 2017; however, a new patient scenario will</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>Start Date: 08/22/2016</p>	<p>medical/surgical patient. Information about the biological and psychosocial systems assessment, labs, meds, diagnostics tests, etc. will be provided in a narrative format. The students are required to transfer that patient information and data to the physical and psychosocial assessment form and complete the concept map using the concept map instructions. The concept map will be graded using the concept map grading rubric. One revision of the map is required for any area scoring "0" or "1". A final score of at least 30 points is required to satisfactorily meet this course requirement.</p> <p>Related Documents: Concept Map Evaluation Form.docx</p>	<p>maps individually, while seeking input from their peers and instructor as appropriate.</p> <p>The instructor was also available at least two weeks before the maps were due to consult individually with any student needing assistance. (12/16/2016)</p>	<p>be designed. (12/16/2016)</p>
<p>NRN-200 - Role Transition (Section #25039)= Communication_1 - By the end of this course the student will be able to demonstrate therapeutic communication.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015-2016 (Fall 2016)</p> <p>Start Date: 08/22/2016</p>	<p>Performance/Presentation - Students will participate in a variety of class exercises emphasizing therapeutic and professional communication.</p> <p>Criterion/Target: 100% of the students will participate in a variety of exercises that emphasize the importance of therapeutic and professional communication.</p> <p>Notes: 100% students are required to complete skills testing satisfactorily prior to entering the nursing program. Students entering into the second semester are required to demonstrate urinary catheterization, nasogastric tube placement, tracheostomy care, and suctioning. Students entering the third semester are required to all of the above while adding the</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016)</p> <p>Criterion/Target Met: Yes</p> <p>100% of the students participated in a variety of exercises that emphasized the importance of therapeutic and professional communication.</p> <p>One exercise in particular require the students to consider their top five professional behaviors that they felt were most important in their development of the professional nursing role. Students wrote those behaviors on the board and then explained what that professional behavior meant to them.</p> <p>Students also worked together in groups to share ideas about concept mapping and dimensional analysis problems. (12/16/2016)</p> <p>Related Documents: Oral Presentation Rubric 1.doc</p>	<p>Action: Group activities emphasizing communication will be continued. (12/16/2016)</p>

Course SLOs	Methods of Assessment	Results	Actions
	<p>intravenous skill of correctly identifying the appropriate time for medication administration via the intravenous infusion pump and then actually setting the pump for infusion on a selected medication. Students entering the fourth semester do all that is required of second and third semester students while adding the skills of intravenous insertion.</p> <p>Students are awarded a maximum of 10 points for satisfactory skills testing. If a student is not successful the first demonstration time, the student can successfully remediate in approximately two weeks and still earn the 10 points towards course completion.</p> <p>All students are provided at least six weeks of practice before the skills must be demonstrated for grading by a volunteer group of nursing faculty.</p>		
<p>NRN-200 - Role Transition (Section #25039) = Careers_1 - Students will develop the knowledge and skills necessary to select and develop careers.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015-2016 (Fall 2016)</p> <p>Start Date: 08/22/2016</p>	<p>Performance/Presentation - Accuracy of skills preparation and demonstration during a graded simulation.</p> <p>Criterion/Target: 100% students are required to complete skills testing satisfactorily.</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016)</p> <p>Criterion/Target Met: Yes</p> <p>Five (5) of 17 students (29%) did not pass the skills testing on the first attempt. Four of the five students are awaiting entry into the 4th semester.</p> <p>All five students remediated successfully. One of the five students, however, spent very little time in the lab practicing any skills. (12/16/2016)</p>	<p>Action: Skills testing will continue as planned, adding one more skill of administering intramuscular injections.</p> <p>Plan to assign points to each skill based on the level of difficulty. Points for skill demonstration will be awarded on the first demonstration attempt; instead of after remediation for anyone who was not successful the first time. If the student fails any skills demonstration, "0" points will be awarded for that particular skill.</p>

<i>Course SLOs</i>	<i>Methods of Assessment</i>	<i>Results</i>	<i>Actions</i>
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Any student scoring a "0" on any skill will be given an opportunity for remediation, and re-demonstration, however, the student is not able to earn any further points toward the course grade. All skills must be demonstrated successfully to pass the course. (12/16/2016)

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

Course SLOs	Methods of Assessment	Results	Actions
<p>NRN-201 - Nursing Process: Critical Biological & Psychosocial System Needs I (Section# 12690) = Thinking and Reasoning - By the end of this course the student will be able to analyze the identified theoretical course concepts used in the nursing process to care for the critically ill adult medical/surgical and mental health patient.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>Exam/Quiz - In Course - Final exam questions that are representative of the assessment, planning, implementation, and evaluation phases of the Nursing Process.</p> <p>Criterion/Target: 80% of students will be able to correctly answer questions from the final exam that are representative of the assessment, planning, implementation, and evaluation phases of the Nursing Process</p> <p>Notes: Concepts of mental health/mental illness; therapeutic relationships/role of the mental health nurse; communication; culture, diversity & self-awareness in Mental Health; mental status exam; legal and ethical issues in mental health; concepts of personality development; psychopharmacology; anxiety disorders; mood disorders; personality disorders; thought disorders; substance related disorders; treatment modalities; biological implications of Mental Health Nursing; violence & trauma; eating disorders; Nursing process related to circulation, oxygenation, immune and neurosensory deficits.</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: No</p> <p>Final Exam Questions: Assessment = 92% of students correctly answered questions from the final exam that are representative of the assessment phase of the Nursing Process</p> <p>Planning = 72% of students correctly answered questions from the final exam that are representative of the planning phase of the Nursing Process</p> <p>Implementation = 36% of students correctly answered questions from the final exam that are representative of the implementation phase of the Nursing Process</p> <p>Evaluation = 33% of students correctly answered questions from the final exam that are representative of the evaluation phase of the Nursing Process</p> <p>Analysis: Assessment type questions continue to be the easiest for the students to grasp. The percentage for the Assessment question continues to rise and has been consistently above the benchmark. The other phases of the nursing process are not at the benchmark this semester. The planning and implementation questions are new and so will be trended for the next few semesters. The Evaluation question is not new. The percentage of students answering the question correctly decreased from 48% to 33 % this semester. This area continues to be difficult for the students. Students have difficulty discerning what the question is actually asking. More NCLEX style practice questions will be inserted into the lecture presentation to give students practice analyzing this type of question. (06/07/2016)</p>	<p>Action: The same method of evaluation will continue until all phases of the nursing process are consistently achieving the benchmark. (06/07/2016)</p> <p>Follow-Up: In Fall 2016, more NCLEX style practice questions were inserted into the lecture presentation to give students practice analyzing this type of question. The outcomes were better, which was reflected in increased percentages for all categories, except assessment slightly decreased but still remains above the benchmark, however, implementation and evaluation increased significantly but still are not meeting the benchmark. (12/16/2016)</p>
<p>NRN-201 - Nursing Process: Critical Biological & Psychosocial System Needs I (Section# 12690) = Communication - By the end of this</p>	<p>Exam/Quiz - In Course - Selected questions dealing with therapeutic communication from Exam #1.</p> <p>Criterion/Target: 80% of students</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: No</p> <p>Exam Questions: Question #1 = 88% of students were able to correctly</p>	<p>Action: The team will continue with the same method of evaluation utilizing the same questions for the next several semesters or until the</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>course the student will be able to analyze written communication in relationship to the mental health and medical/surgical settings</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>will be able to correctly answer selected questions dealing with therapeutic communication from Exam #1.</p> <p>Notes: Concepts of mental health/mental illness; therapeutic relationships/role of the mental health nurse; communication; culture, diversity & self- awareness in Mental Health; mental status exam; legal and ethical issues in mental health; concepts of personality development; psychopharmacology; anxiety disorders; mood disorders; personality disorders; though disorders; substance related disorders; treatment modalities; biological implications of Mental Health Nursing; violence & trauma; eating disorders; Nursing process related to circulation, oxygenation, immune and neurosensory deficits.</p>	<p>answer selected questions dealing with therapeutic communication from Exam #1.</p> <p>Question #2 = 70% of students were able to correctly answer selected questions dealing with therapeutic communication from Exam #1.</p> <p>Question #3 = 55% of students were able to correctly answer selected questions dealing with therapeutic communication from Exam #1.</p> <p>Overall the average of the three questions was 71%</p> <p>Analysis: Since the benchmark was met with the previously used questions, new questions were used this semester to assess the Communication SLO. One question achieved the benchmark, but the other two did not. The same questions will be trended for the next several semesters or until the benchmark is achieved for each question.</p> <p>(06/07/2016)</p>	<p>benchmark is achieved for each question.</p> <p>(06/07/2016)</p> <p>Follow-Up: In Fall 2016, the same questions were trended. The outcome for question #1 was essentially the same. Question #2 displayed a 11% improvement. Question #3 displayed a 24% improvement. Question #3 remains one percentage point below the benchmark.</p> <p>(12/16/2016)</p>
<p>NRN-201 - Nursing Process: Critical Biological & Psychosocial System Needs I (Section# 12690) = Careers -</p> <p>By the end of this course the student will be able to implement the role of the professional nurse within the community as defined by the California Nurse Practice Act and the Standards of Nursing Practice.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>Exam/Quiz - In Course - Selected test questions that reflect the professional role of the nurse.</p> <p>Criterion/Target: 80% of students will correctly answer selected test questions that reflect the professional role of the nurse.</p> <p>Notes: Concepts of mental health/mental illness; therapeutic relationships/role of the mental health nurse; communication; culture, diversity & self- awareness in Mental Health; mental status exam; legal and ethical issues in mental health; concepts of personality development; psychopharmacology; anxiety</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: No</p> <p>Exam #1 = 78% of students correctly answered selected test questions that reflect the professional role of the nurse.</p> <p>Exam #2 = 70% of students correctly answered selected test questions that reflect the professional role of the nurse.</p> <p>Exam #3 = 69% of students correctly answered selected test questions that reflect the professional role of the nurse.</p> <p>Exam #4 = 83% of students correctly answered selected test questions that reflect the professional role of the nurse.</p> <p>Exam #5 = 74% of students correctly answered selected test questions that reflect the professional role of the nurse.</p> <p>Average for all 5 questions is 75%</p> <p>While the overall average for the 5 questions related to Professional Role Development remains at 75%, the</p>	<p>Action: These are the best questions that reflect the role of the nurse and will continue to be monitored. Clinical reasoning case studies will continue to be utilized in the lecture course.</p> <p>(06/07/2016)</p> <p>Follow-Up: In Fall 2016, clinical reasoning case studies continued to be utilized in the lecture course. The questions continued to be utilized. The average is improving with the exception of the question on exam #3.</p> <p>(12/16/2016)</p>

Course SLOs	Methods of Assessment	Results	Actions
	<p>disorders; mood disorders; personality disorders; though disorders; substance related disorders; treatment modalities; biological implications of Mental Health Nursing; violence & trauma; eating disorders; Nursing process related to circulation, oxygenation, immune and neurosensory deficits</p>	<p>individual questions vary. The questions on Exam #1 and #2 are new and so they will need to be trended over the course of several semesters. Questions from Exams #3, 4, and 5 are the same. Two decreased and one question increased in the number of students who answered correctly. "Which patient to see first" type of questions are high level questions. Students have a tendency to assume things that are not in the question causing them to answer incorrectly. These are the best questions that reflect the role of the nurse and will continue to be monitored. Clinical reasoning case studies will continue to be utilized in the lecture course.</p> <p>(06/07/2016)</p>	
<p>NRN-201 - Nursing Process: Critical Biological & Psychosocial System Needs I (Section #25044, 25040) = Thinking and Reasoning_1 - By the end of this course the student will be able to analyze the identified theoretical course concepts used in the nursing process to care for the critically ill adult medical/surgical and mental health patient.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015-2016 (Fall 2016)</p> <p>Start Date: 08/22/2016</p>	<p>Exam/Quiz - In Course - Final exam questions that are representative of the assessment, planning, implementation, and evaluation phases of the Nursing Process.</p> <p>Criterion/Target: 80% of students will be able to correctly answer questions from the final exam that are representative of the assessment, planning, implementation, and evaluation phases of the Nursing Process</p> <p>Notes: Concepts of mental health/mental illness; therapeutic relationships/role of the mental health nurse; communication; culture, diversity & self- awareness in Mental Health; mental status exam; legal and ethical issues in mental health; concepts of personality development; psychopharmacology; anxiety disorders; mood disorders; personality disorders; though disorders; substance related disorders; treatment modalities;</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016)</p> <p>Criterion/Target Met: No</p> <p>Assessment = 85% of the students correctly answered questions representative of the assessment phase of the Nursing Process.</p> <p>Planning = 81% of the students correctly answered questions representative of the planning phase of the Nursing Process.</p> <p>Implementation = 79% of the students correctly answered questions representative of the implementation phase of the Nursing Process.</p> <p>Evaluation = 56% of the students correctly answered questions representative of the evaluative phase of the Nursing Process.</p> <p>75% of the students collectively answered questions correctly from the final exam that were representative of the assessment, planning, implementation, and evaluation phases of the Nursing Process.</p> <p>The outcomes were better, which was reflected in increased percentages for all categories, except assessment slightly decreased but still remains above the benchmark, however, implementation and evaluation increased significantly but still are not meeting the benchmark. We will</p>	<p>Action: We will continue to use this type of assessment since it accurately reflects student achievement.</p> <p>(12/16/2016)</p>

Course SLOs	Methods of Assessment	Results	Actions
	<p>biological implications of Mental Health Nursing; violence & trauma; eating disorders; Nursing process related to circulation, oxygenation, immune and neurosensory deficits.</p>	<p>continue to utilize the same questions until all categories have consistently met the benchmark. (12/16/2016)</p>	
<p>NRN-201 - Nursing Process: Critical Biological & Psychosocial System Needs I (Section #25044, 25040) = Communication_1 - By the end of this course the student will be able to analyze written communication in relationship to the mental health and medical/surgical settings Course SLO Status: Active Course Assessment Cycle: 2015-2016 (Fall 2016) Start Date: 08/22/2016</p>	<p>Exam/Quiz - In Course - Selected questions dealing with therapeutic communication from Exam #1. Criterion/Target: 80% of students will be able to correctly answer selected questions dealing with therapeutic communication from Exam #1. Notes: Concepts of mental health/mental illness; therapeutic relationships/role of the mental health nurse; communication; culture, diversity & self- awareness in Mental Health; mental status exam; legal and ethical issues in mental health; concepts of personality development; psychopharmacology; anxiety disorders; mood disorders; personality disorders; thought disorders; substance related disorders; treatment modalities; biological implications of Mental Health Nursing; violence & trauma; eating disorders; Nursing process related to circulation, oxygenation, immune and neurosensory deficits.</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016) Criterion/Target Met: Yes Question #1 = 87% of students correctly answered this question. Question #2 = 81% of students correctly answered this question. Question #3 = 79% of students correctly answered this question.</p> <p>Overall the average of the three questions was 82%</p> <p>The outcome for question #1 is essentially the same. Question #2 displayed a 11% improvement. Question #3 displayed a 24% improvement. Question #3 remains one percentage point below the benchmark. (12/16/2016)</p>	<p>Action: Two additional questions will be added regarding specific nomenclature to therapeutic communication. (12/16/2016)</p>
<p>NRN-201 - Nursing Process: Critical Biological & Psychosocial System Needs I (Section #25044, 25040) = Careers_1 - By the end of this course the student will be able to implement the role of the professional nurse within the community as defined by</p>	<p>Exam/Quiz - In Course - Selected test questions that reflect the professional role of the nurse. Criterion/Target: 80% of students will correctly answer selected test questions that reflect the professional role of the nurse.</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016) Criterion/Target Met: No Exam #1 = 83% of students correctly answered selected test questions that reflect the professional role of the nurse. Exam #2 = 82% of students correctly answered selected test questions that reflect the professional role of the nurse. Exam #3 = 66% of students correctly answered selected test</p>	<p>Action: The questions will continue to be utilized until the benchmark has been met consistently. The average is improving with the exception of the question on exam #3 this semester. (12/16/2016)</p>

<i>Course SLOs</i>	<i>Methods of Assessment</i>	<i>Results</i>	<i>Actions</i>
<p>the California Nurse Practice Act and the Standards of Nursing Practice.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015-2016 (Fall 2016)</p> <p>Start Date: 08/22/2016</p>	<p>Notes: Concepts of mental health/mental illness; therapeutic relationships/role of the mental health nurse; communication; culture, diversity & self- awareness in Mental Health; mental status exam; legal and ethical issues in mental health; concepts of personality development; psychopharmacology; anxiety disorders; mood disorders; personality disorders; thought disorders; substance related disorders; treatment modalities; biological implications of Mental Health Nursing; violence & trauma; eating disorders; Nursing process related to circulation, oxygenation, immune and neurosensory deficits</p>	<p>questions that reflect the professional role of the nurse.</p> <p>Exam #4 = 82% of students correctly answered selected test questions that reflect the professional role of the nurse.</p> <p>Exam #5 = 84% of students correctly answered selected test questions that reflect the professional role of the nurse.</p> <p>Average student response for all 5 questions is 79%.</p> <p>The questions on exam #1 and exam #2 have only been utilized for two semesters this necessitates a longer trending period. Questions from exams #3, #4 and #5 are the same questions because these questions best reflect the professional role of the nurse. (12/16/2016)</p>	

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

Course SLOs	Methods of Assessment	Results	Actions
<p>NRN-201L - Nurse Actions: Critical Biological and Psychosocial System Needs I (Section# 12691, 12692, 12693, 12694) = Thinking and Reasoning - By the end of this course the student will be able to employ the identified theoretical course concepts using the nursing process to care for the critically ill adult medical/surgical and mental health patients.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>Concept Mapping - Identify 90% of appropriate interventions related to the NANDA on the 2nd Concept Map</p> <p>Criterion/Target: 95% of students will identify 90% of appropriate interventions related to the NANDA on their 2nd Concept Map</p> <p>Notes: Module - Nursing Process Assess the patient's biological and psychosocial system assets and deficits. Formulate priority nursing diagnoses according to NANDA format for patients with psychosocial and medical-surgical deficit. Employ nursing implementations. Module - Application of Theory Apply knowledge of theoretical concepts to mental health patients with various psychosocial deficits. Identify alterations in normal body structure and function. Apply nursing interventions for patients with physiological deficits.</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: No</p> <p>Interventions: 93 % (37/40) of the students achieved this goal. This result is a 1% improvement over the previous reporting period. (06/07/2016)</p> <p>Related Documents: Concept Map Evaluation Form.docx</p>	<p>Action: The trend is going in the right direction. Each clinical instructor will again go over the changes in Concept Mapping emphasizing the importance of including appropriate interventions and having complete lists of appropriate interventions. This will again ensure capture of 100% of the class. We will continue with the same assessment criteria until the benchmark is consistently met. (06/07/2016)</p> <p>Follow-Up: In Fall 2016, each clinical instructor reviewed the changes in Concept Mapping emphasizing the importance of including appropriate interventions and having complete lists of appropriate interventions. Class average was 84%. Outcome is a 9% decrease. The larger class size with more part-time faculty resulted in more variability in the grading of the concept maps. (12/16/2016)</p>
<p>NRN-201L - Nurse Actions: Critical Biological and Psychosocial System Needs I (Section# 12691, 12692, 12693, 12694) = Communication - By the end of this course the student will be able to employ written and verbal communication skills with patients, families, and the healthcare team in the care of critically ill adult medical/surgical and mental health patients.</p>	<p>Written Assignment - Communication Analysis</p> <p>Criterion/Target: 90 % of students will correctly analyze their second Communication Analysis with 85% accuracy indicated by 17 out of 20 exchanges labeled correctly.</p> <p>Notes: Interpret verbal and written</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: Yes</p> <p>Communication Analysis #2: Overall class average = 90% (36/40) of students correctly analyzed their second Communication Analysis with 85% accuracy indicated by 17 out of 20 exchanges labeled correctly. (06/07/2016)</p> <p>Related Documents: Communication Analysis (1).doc</p>	<p>Action: Since the benchmark was achieved for the last two reporting periods, we will raise the benchmark to 92%. The same assessment criteria will be utilized. (06/07/2016)</p> <p>Follow-Up: In Fall 2016, the benchmark was raised to 92%. Overall, class average for Fall 2016 was 91.3%. (12/16/2016)</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>orders correctly. Employ effective verbal and written communication with the patient and the health care team.</p>		
<p>NRN-201L - Nurse Actions: Critical Biological and Psychosocial System Needs I (Section# 12691, 12692, 12693, 12694) = Careers - By the end of this course the student will be able to implement the role of the professional nurse within the community as defined by the California Nurse Practice Act and the Standards of Nursing Practice. Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Performance/Presentation - End-Of-Shift Report Criterion/Target: 90% of students will demonstrate a thorough end-of-shift report by the end of the semester</p> <p>Notes: Module – Professional Role Development Operate within the standards as defined by the California Nurse Practice Act and the American Nurses Association Code for Nurses. Module – Advocacy Operate as a patient advocate. Maintain patient privacy and confidentiality. Module - Accountability and Responsibility Demonstrate responsibility for nursing interventions including any error or omission in care. Evaluate one's feelings, behaviors, and nursing practice objectively. Interpret legal, ethical, and confidentiality issues.</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: Yes End-of-Shift Report: Overall average is 93% (37/40) of students demonstrated a thorough end-of-shift report by the end of the semester (06/07/2016)</p>	<p>Action: Since the benchmark is being consistently met with the current assessment criteria, faculty will change the method of assessment and benchmark to: 90% of students will demonstrate appropriate discharge teaching as evidenced by direct observation by instructor or facility RN utilizing a discharge checklist. (06/07/2016) Follow-Up: In Fall 2016, the discharge teaching tool was utilized. The outcome was 88%; though this was acceptable, we didn't achieve the benchmark of 90%. Will continue to use this tool until the identified benchmark has been met. (12/16/2016)</p>
<p>NRN-201L - Nurse Actions: Critical Biological and Psychosocial System Needs I (Section #25042, 25043, 25045, 25046, 25048, 25049) = Thinking and Reasoning_1 - By the end of this course the student will be able to employ the identified theoretical course concepts using the nursing process to care for the</p>	<p>Concept Mapping - Identify 90% of appropriate interventions related to the NANDA on the 2nd Concept Map Criterion/Target: 95% of students will identify 90% of appropriate interventions related to the NANDA on their 2nd Concept Map</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016) Criterion/Target Met: No Mike's clinical group = 9/10 (0.9%) of the students identified appropriate interventions related to the NANDA on the 2nd concept map. Robert's clinical group = 8/10 (80%) of the students identified appropriate interventions related to the NANDA</p>	<p>Action: A new grading standard will be implemented in Spring, 2017. The grade will be awarded on the student's first submission of the concept map. Each clinical instructor will thoroughly explain the grading criteria for the concept maps. (12/16/2016)</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>critically ill adult medical/surgical and mental health patients. Course SLO Status: Active Course Assessment Cycle: 2015-2016 (Fall 2016) Start Date: 08/22/2016</p>	<p>Notes: Module - Nursing Process Assess the patient's biological and psychosocial system assets and deficits. Formulate priority nursing diagnoses according to NANDA format for patients with psychosocial and medical-surgical deficit. Employ nursing implementations. Module - Application of Theory Apply knowledge of theoretical concepts to mental health patients with various psychosocial deficits. Identify alterations in normal body structure and function. Apply nursing interventions for patients with physiological deficits.</p>	<p>on the 2nd concept map.</p> <p>Rowena's clinical group = 7/10 (70%) of the students identified appropriate interventions related to the NANDA on the 2nd concept map.</p> <p>JoAnn's clinical group = 7/8 (80%) of the students identified appropriate interventions related to the NANDA on the 2nd concept map.</p> <p>Sheila's clinical group = 10/10 (100%) of the students identified appropriate interventions related to the NANDA on the 2nd concept map.</p> <p>Sonia's clinical group = 8/10 (80%) of the students identified appropriate interventions related to the NANDA on the 2nd concept map.</p> <p>Out of 58 students, 49 correctly identified appropriate interventions related to the NANDA. Class average is 84%</p> <p>Outcome is a 9% decrease from Spring 2016. The larger class size with more part-time faculty resulted in more variability in the grading of the concept maps. (12/16/2016)</p>	
<p>NRN-201L - Nurse Actions: Critical Biological and Psychosocial System Needs I (Section #25042, 25043, 25045, 25046, 25048, 25049) = Communication_1 - By the end of this course the student will be able to employ written and verbal communication skills with patients, families, and the healthcare team in the care of critically ill adult medical/surgical and mental health patients. Course SLO Status: Active Course Assessment Cycle: 2015-2016 (Fall 2016) Start Date: 08/22/2016</p>	<p>Written Assignment - Communication Analysis</p> <p>Criterion/Target: 92 % of students will correctly analyze their second Communication Analysis with 85% accuracy indicated by 17 out of 20 exchanges labeled correctly.</p> <p>Notes: Interpret verbal and written orders correctly. Employ effective verbal and written communication with the patient and the health care team.</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016) Criterion/Target Met: No Robert's clinical group = 18/20 (90%) of students correctly analyzed their second Communication Analysis with 85% accuracy indicated by 17 out of 20 exchanges labeled correctly.</p> <p>Rowena's clinical group = 19/20 (95%) of students correctly analyzed their second Communication Analysis with 85% accuracy indicated by 17 out of 20 exchanges labeled correctly.</p> <p>Wilma's clinical group = 9/10 (90%) of students correctly analyzed their second Communication Analysis with 85% accuracy indicated by 17 out of 20 exchanges labeled correctly.</p>	<p>Action: Since the benchmark was met in Spring 2016 and nearly met with the new benchmark of 92% for Fall 2016, a new method of assessment will be utilized in Spring 2017. A clinical mystery presentation will be utilized as the assessment tool. (12/16/2016)</p>

Course SLOs	Methods of Assessment	Results	Actions
		<p>JoAnn's clinical group = 7/8 (87%) of students correctly analyzed their second Communication Analysis with 85% accuracy indicated by 17 out of 20 exchanges labeled correctly.</p> <p>Overall class average = 91.3% (12/16/2016)</p> <p>Related Documents: Communication Analysis (1).doc</p>	
<p>NRN-201L - Nurse Actions: Critical Biological and Psychosocial System Needs I (Section #25042, 25043, 25045, 25046, 25048, 25049) = Careers_1 - By the end of this course the student will be able to implement the role of the professional nurse within the community as defined by the California Nurse Practice Act and the Standards of Nursing Practice.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015-2016 (Fall 2016)</p> <p>Start Date: 08/22/2016</p>	<p>Performance/Presentation - 90% of students will demonstrate appropriate discharge teaching as evidenced by direct observation by instructor or facility RN utilizing a discharge checklist.</p> <p>Criterion/Target: 90% of students will demonstrate appropriate discharge teaching as evidenced by direct observation by instructor or facility RN.</p> <p>Notes: Module – Professional Role Development</p> <p>Operate within the standards as defined by the California Nurse Practice Act and the American Nurses Association Code for Nurses.</p> <p>Module – Advocacy</p> <p>Operate as a patient advocate. Maintain patient privacy and confidentiality.</p> <p>Module - Accountability and Responsibility</p> <p>Demonstrate responsibility for nursing interventions including any error or omission in care.</p> <p>Evaluate one's feelings, behaviors, and nursing practice objectively.</p> <p>Interpret legal, ethical, and confidentiality issues.</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016)</p> <p>Criterion/Target Met: No</p> <p>Robert's clinical group = 9/10 (90%) of the students demonstrated appropriate discharge teaching as evidenced by direct observation by instructor or facility RN.</p> <p>Rowena's clinical group = 8/10 (80%) of the students demonstrated appropriate discharge teaching as evidenced by direct observation by instructor or facility RN.</p> <p>Mike's clinical group = 9/10 (90%) of the students demonstrated appropriate discharge teaching as evidenced by direct observation by instructor or facility RN.</p> <p>JoAnn's clinical group = 5/8 (62%) of the students demonstrated appropriate discharge teaching as evidenced by direct observation by instructor or facility RN.</p> <p>Sheila's clinical group = 10/10 (100%) of the students demonstrated appropriate discharge teaching as evidenced by direct observation by instructor or facility RN.</p> <p>Sonia's clinical group = 10/10 (100%) of the students demonstrated appropriate discharge teaching as evidenced by direct observation by instructor or facility RN.</p> <p>Overall average: 88% of the students demonstrated appropriate discharge teaching as evidenced by direct observation by instructor or facility RN.</p> <p>The was the first semester that the discharge teaching tool</p>	<p>Action: The discharge tool will again be utilized until the benchmark is achieved. (12/16/2016)</p>

<i>Course SLOs</i>	<i>Methods of Assessment</i>	<i>Results</i>	<i>Actions</i>
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was utilized. The outcome at 88% was acceptable, however, didn't achieve the benchmark of 90% (12/16/2016)

Related Documents:

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

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

Course SLOs	Methods of Assessment	Results	Actions
<p>NRN-202 - Nursing Process: Critical Biological And Psychosocial System Needs II (Section# 12695) = Thinking and Reasoning - By the end of this course the student will be able to examine the identified theoretical concepts in using the nursing process to care for hemodynamically unstable adult/geriatric patients.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>Exam/Quiz - In Course - Four unit exams plus the cumulative course final exam with random selection of 5 questions out of the 100 questions. The questions will be at the analysis, implementation & synthesis level. One question will be selected for each of the 5 phases of the nursing process:</p> <p>Assessing Diagnosing Planning Implementing Evaluating</p> <p>Once the questions are selected the faculty will look at the statistical outcomes of each question to look at the percent of students who chose the correct response in each of the 5 areas.</p> <p>Criterion/Target: 100% of the students will answer 80% of each category of questions correct.</p> <p>Notes: Multiple resources are used to teach content related to advanced deficits in : Circulation, Neurosensory, Oxygenation, Hormone regulation, Emergency Care, & Leadership. These deficits are discussed using the nursing process.</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: No</p> <p>Results:</p> <p>Assessing: 89% chose the correct response.</p> <p>Diagnosing: 87.6% chose the correct response.</p> <p>Planning: 87% chose the correct response.</p> <p>Implementing: 80% chose the correct response.</p> <p>Evaluating: 79.6% chose the correct response.</p> <p>Overall the students achieved: 84.6% correct selection of the questions related to the Nursing Process.</p> <p>Analyze: There is a deficit of questions r/t diagnosing. The faculty will increase attention to nursing diagnosis in lecture, discussion, and exams. Student performance in implementing improved over the semester. This is probably r/t increased student experiences in their clinical course. Faculty will give more time to student participation in selecting correct implementations earlier in the semester. (06/02/2016)</p>	<p>Action: Continue assessing the 4 unit exams and the final exam for students' expertise in selecting the correct answer in all 5 areas of the nursing process.</p> <p>(06/02/2016)</p> <p>Follow-Up: Faculty increased focus on the nursing diagnosis. Continue to assess the five components of the nursing process to assess thinking and reasoning. (11/23/2016)</p>
<p>NRN-202 - Nursing Process: Critical Biological And Psychosocial System Needs II (Section# 12695) = Communication - By the end of the course, the student will be able to formulate effective, accurate and congruent transfer of information</p>	<p>Exam/Quiz - In Course - Cumulative Final Exam: 5 random communication questions will be selected. These questions will be at the analysis, implementation & synthesis level.</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: No</p> <p>Results:</p> <p>Question #52: 67% chose the correct response.</p> <p>Question #82:</p>	<p>Action: Instead of using just the final exam, the team will measure this SLO on each of the 4 exams plus the final exam. This is expected to increase reliability in measuring communication skills. When the nursing curriculum changes to</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>using therapeutic verbal and nonverbal communication with the patient, family, and health care team.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>Criterion/Target: At least 80% of the students will select the correct communication implementation</p> <p>Notes: Multiple resources are used to teach content related to advanced deficits in : Circulation, Neurosensory, Oxygenation, Hormone regulation, Emergency Care, & Leadership. These deficits are discussed highlighting effective communication with the patient, family, and health care team.</p>	<p>68% chose the correct response.</p> <p>Question #87: 62% chose the correct response.</p> <p>Question #89: 98% chose the correct response.</p> <p>Question #40: 75% chose the correct response.</p> <p>The class averaged 74% on communication questions.</p> <p>Students need to improve their understanding and use of communication in this course. Faculty will increase communication discussion and testing throughout the course and will insert more communication information into assignments, quizzes, small group discussions, and exams. (06/02/2016)</p>	<p>concept-based and flipped classroom style, students will have greater opportunities to practice communication styles and experiment with different approaches to communicating with patients, their families and the health care team.</p> <p>Follow-up: (06/02/2016)</p> <p>Follow-Up: Faculty increased their communication discussion and testing throughout the course and inserted more communication questions into quizzes and small group discussions. No further action needed at this time. (11/23/2016)</p>
<p>NRN-202 - Nursing Process: Critical Biological And Psychosocial System Needs II (Section# 12695) = Careers -</p> <p>By the end of this course the student will be able to implement the role of the professional nurse within the community as defined by the California Nurse Practice act and the standards of nursing practice.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>Performance/Presentation - The students who complete RN 202 will move into the final section of RN 202L Preceptorship. Completion of the Preceptorship will give the student a passing grade in RN 202L, thus making the graduate eligible for the NCLEX-RN examination. This will lead to a career as a registered nurse.</p> <p>Criterion/Target: 100% of the students will demonstrate successful completion of the preceptorship.</p> <p>Notes: Multiple resources are used to teach content related to advanced deficits in : Circulation, Neurosensory, Oxygenation, Hormone Regulation, Emergency Care, & Leadership.</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: No</p> <p>Spring 2016 RN 202 and RN 202L started with a class of 60 students enrolled in both classes. Following the final exam in RN 202 at the end of week twelve (12), 55 students passed RN 202 and moved forward into the RN 202L Preceptorship. 5 students did not complete RN 202 (4 who did not pass the course and 1 who took a health-related incomplete). At the end of the four (4), week Preceptorship 55 students successfully completed the Preceptorship and graduated from the nursing program.</p> <p>Success = 92%</p> <p>Although all students who entered the preceptorship completed it, only 92% of the students entering the class completed it. According to the Nursing Department's Systemic Evaluation Plan 6.4.2, "80% of those students who enter a course will pass the course (course retention rate)". The 80% retention rate should be the new criterion for</p>	<p>Action: There will be a major curriculum change to be phased in starting spring 2017. This change will affect RN 202 in fall 2018. The subjects covered in RN 202 will be concept-based and fewer in number allowing greater depth of discussion and learning. Classroom teaching techniques will move to the flipped classroom style of instruction changing the locus of responsibility for learning to the student. Faculty will continue to monitor students who are not doing well in RN 202 and will meet with them to develop a plan of study. This may include tutoring, evaluation of study and learning skills in the SAC Learning Resource Center, use of the Nursing Department Skills lab to check out NCLEX books, use nursing computer</p>

Course SLOs	Methods of Assessment	Results	Actions
	<p>Discussion of content in these areas will emphasize accountability, responsibility, professionalism and patient advocacy.</p> <p>Discussion of content in the areas of advanced deficits will continue to emphasize accountability, responsibility, professionalism and patient advocacy.</p>	<p>meeting this SLO. Under this criterion, this SLO is successful.</p> <p>Students who fail RN 202 are given a plan for remediation before the student re-enters the course. This plan is tailored to the individual student's needs and is designed to ensure success in a future attempt at this course.</p> <p>(06/02/2016)</p>	<p>programs, and attend simulations.</p> <p>(06/02/2016)</p> <p>Type of resource requested: Staff</p> <p>Resource Request: There seems to be an increase need for tutors in the nursing program. Additionally, there is a great need to update computers in skills lab to remain current with healthcare industry technology.</p> <p>Follow-Up: From July 1, 2016 through September 30, 2016, there was a 95% (N=37) success rate for those who have taken their national nursing exam (NCLEX-RN). (11/23/2016)</p>

<p>NRN-202 - Nursing Process: Critical Biological And Psychosocial System Needs II (Section #25050) = Thinking and Reasoning_1 - By the end of this course the student will be able to examine the identified theoretical concepts in using the nursing process to care for hemodynamically unstable adult/geriatric patients.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015-2016 (Fall 2016)</p> <p>Start Date: 08/22/2016</p>	<p>Exam/Quiz - In Course - Four unit exams plus the cumulative course final exam with random selection of 5 questions out of the 100 questions. The questions will be at the analysis, implementation & synthesis level. One question will be selected for each of the 5 phases of the nursing process:</p> <ul style="list-style-type: none"> Assessing Diagnosing Planning Implementing Evaluating <p>Once the questions are selected the faculty will look at the statistical outcomes of each question to look at the percent of students who chose the correct response in each of the 5 areas.</p> <p>Criterion/Target: 100% of the students will answer 80% of each category of questions correct.</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016)</p> <p>Criterion/Target Met: Yes</p> <p>Results:</p> <p>Assessing: 95% chose the correct response.</p> <p>Diagnosing: 80% chose the correct response.</p> <p>Planning: 88% chose the correct response.</p> <p>Implementing: 85% chose the correct response.</p> <p>Evaluating: 88% chose the correct response.</p> <p>Overall the students achieved: 87% correct selection of the questions related to the Nursing Process.</p> <p>There is a balance across all 5 phases of the nursing process.</p> <p>The faculty increased attention to diagnosing in lecture and exams. More attention was given in lecture to discussion of the correct implementations to select for patient problems.</p>	<p>Action: The faculty increased attention to diagnosing in lecture and exams. More attention was given in lecture to discussion of the correct implementations to select for patient problems.</p> <p>Action: no action required at this time. (11/23/2016)</p>
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Course SLOs	Methods of Assessment	Results	Actions
	<p>Notes: Multiple resources are used to teach content related to advanced deficits in : Circulation, Neurosensory, Oxygenation, Hormone regulation, Emergency Care, & Leadership. These deficits are discussed using the nursing process.</p>	<p>(11/23/2016)</p>	
<p>NRN-202 - Nursing Process: Critical Biological And Psychosocial System Needs II (Section #25050) = Communication_1 - By the end of the course, the student will be able to formulate effective, accurate and congruent transfer of information using therapeutic verbal and nonverbal communication with the patient, family, and health care team. Course SLO Status: Active Course Assessment Cycle: 2015-2016 (Fall 2016) Start Date: 08/22/2016</p>	<p>Exam/Quiz - In Course - The RN 202 team selected 3 random communication questions on each of the 4 exams plus the final exam. These questions were at the analysis, implementation & synthesis level. Criterion/Target: At least 80% of the students will select the correct communication implementation Notes: Multiple resources are used to teach content related to advanced deficits in : Circulation, Neurosensory, Oxygenation, Hormone regulation, Emergency Care, & Leadership. These deficits are discussed highlighting effective communication with the patient, family, and health care team.</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016) Criterion/Target Met: Yes Results: Exam 1: questions #8 (80% correct), 34 (93%), 44 (58%) = 77% average. Exam 2: Questions #25 (93%), 35 (100%), 26 (88%) = 94% average. Exam 3: Questions #28 (80%), 34 (75%), 35 (100%) = 85% average Exam 4: Questions #11 (75%), 32 (55%), 10 (90%) = 73% average Final Exam: Questions # 85 (67%), 92 (95%), 78 (75%) = 79% average Overall average = 82% of communication questions answered correctly. (11/23/2016)</p>	<p>Action: Actions: Faculty increased their communication discussion and testing throughout the course and inserted more communication questions into quizzes and small group discussions. Plan: Will continue to include communication discussion & analyze effect on exams. (11/23/2016)</p>
<p>NRN-202 - Nursing Process: Critical Biological And Psychosocial System Needs II (Section #25050) = Careers_1 - By the end of this course the student will be able to implement the role of the professional nurse within the community as defined by the California Nurse Practice act and the standards of nursing practice. Course SLO Status: Active</p>	<p>Performance/Presentation - The students who complete RN 202 will move into the final section of RN 202L Preceptorship. Completion of the Preceptorship will give the student a passing grade in RN 202L, thus making the graduate eligible for the NCLEX-RN examination. This will lead to a career as a registered nurse.</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016) Criterion/Target Met: Yes Fall 2016 RN 202 and RN 202L started with a class of 40 students enrolled in both classes. Following the final exam in RN 202 at the end of week 12, 40 students moved forward into the RN 202L preceptorship. An additional student (the one who took a health-related incomplete in spring 2016) joined the class for the preceptorship. At the end of the four week preceptorship, 40 students,</p>	<p>Action: Continue with this method of evaluating the SLO of Careers. (12/01/2016)</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>Course Assessment Cycle: 2015-2016 (Fall 2016) Start Date: 08/22/2016</p>	<p>Criterion/Target: 100% of the students will demonstrate successful completion of the preceptorship.</p> <p>Notes: Multiple resources are used to teach content related to advanced deficits in : Circulation, Neurosensory, Oxygenation, Hormone Regulation, Emergency Care, & Leadership. Discussion of content in these areas will emphasize accountability, responsibility, professionalism and patient advocacy. Discussion of content in the areas of advanced deficits will continue to emphasize accountability, responsibility, professionalism and patient advocacy.</p>	<p>100% of those starting the course, successfully completed the preceptorship. Depending on completion of general education requirements and clearing the Department of Justice (DOJ) check, these students are now eligible to sit for the NCLEX-RN examination.</p>	<p>Followup: No action required as 100% of those who started these classes completed them. This exceeds the Nursing Department standard. (12/01/2016)</p>

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

Course SLOs	Methods of Assessment	Results	Actions
<p>NRN-202L - Nursing Action: Critical Biological and Psychosocial System Needs II (Section# 12697, 12698, 12700, 12701, 12702, 12704) = Thinking and Reasoning - By the end of this course the student will be able to apply the identified theoretical concepts in using the nursing process to care for hemodynamically unstable adult/geriatric patients.</p> <p>Course SLO Status: Active Course Assessment Cycle: 2015 - 16 (Spring 2016) Start Date: 02/08/2016</p>	<p>Written Assignment - Concept Mapping skills using the Concept Map Evaluation Tool, the students are evaluated focusing on the topics of:</p> <ul style="list-style-type: none"> -nursing diagnosis (NANDA), -planning (goal), -implementation of plan <p>Once the nursing diagnosis has been determined, the student writes a plan & develops implementations to accomplish the plan.</p> <p>Of 2 concept maps, evaluations from the 1st map, 1st submission are compared to the 2nd map, 1st submission.</p> <p>The mean score for all students is determined to see if there is a difference in scores after receiving instructor feedback from map #1.</p> <p>Computation method: on each concept map, the total points in each area (NANDA, Goal, Implementations)are divided by the number of maps submitted. This result for map 1 is compared to the same result for map 2.</p> <p>Throughout the process the student must use thinking and reasoning to be successful.</p> <p>Criterion/Target: 80% of the students will improve their scores in each of the 3 areas between the 1st and 2nd map scores.</p> <p>Notes: Application of leadership</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016) Criterion/Target Met: No</p> <p>Results: 60 students were evaluated on Map #1 first submission, and 60 students on Map #2 first submission. Three areas were evaluated and the results are as follows based on the below grading scale:</p> <ul style="list-style-type: none"> 0= unsatisfactory 1= needs improvement 2= satisfactory 3= excellent <p>Concept Map 1 NANDA= 1.43 Goal= 1.40 Implementations= 1.33</p> <p>Concept Map 2 NANDA= 1.71 Goal= 1.59 Implementations= 1.71</p> <p>Analysis: As a whole, the class improved in their concept mapping skills. 3rd semester maps of all students were reviewed by faculty who then met with each student to highlight areas for improvement. After grading the first concept map, faculty met with students individually to go over the areas needing improvement. Students then made corrections and resubmitted their maps for re-evaluation. This same process was followed for the second concept map. If the student was unable to make sufficient corrections, a third map was required. Use of the nursing process was discussed on each clinical day with each student related to his/her patients assigned that day. (06/02/2016)</p>	<p>Action: There was a cohort of advanced-placed students who had more difficulty than students who had 4 semesters of concept mapping experience. These advance placed students were given a Self-learning module (SLM) on concept mapping between map #1 submission and map #2 submission. In the future, all advance-placed students will be given this module before submitting map #1.</p> <p>Follow-up: Analyze concept mapping skills of advanced-placed students separately from generic students next semester. (06/02/2016)</p> <p>Follow-Up: Analyze concept mapping skills of advanced-placed students separately from generic students next semester. (12/01/2016)</p>

Course SLOs	Methods of Assessment	Results	Actions
	<p>theory and nursing process to adult and geriatric patients of diverse cultures with critical psychosocial and biological system needs deficits. Application of cognitive content and practice of psychomotor skills with emphasis in the areas of: nursing process, application of theory, delegation of care.</p> <p>In spring 2016, faculty will continue to work closely with students on their preliminary maps, especially in the area of NANDA selection. The team continues to believe the most significant area is implementations as this reflects the student's knowledge of how to correctly care for their patients. Since this area had the highest improvement, the faculty will continue with current strategies in teaching implementations.</p> <p>Related Documents: Concept Map Evaluation Form.docx</p>		
<p>NRN-202L - Nursing Action: Critical Biological and Psychosocial System Needs II (Section# 12697, 12698, 12700, 12701, 12702, 12704) = Communication - By the end of this course the student will be able to manage effective, accurate and congruent transfer of information using therapeutic verbal and nonverbal communication with the patient, family, and health care team.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>Performance/Presentation - Clinical Mystery project to evaluate the students' ability to communicate well in the areas of interaction, leading a group in an activity, and organization in their process & presentations. The students are paired up to work on a research-based patient case presentation to their fellow students. The concepts evaluated are:</p> <ul style="list-style-type: none"> -interactions between the two students presenting, -leadership: how the two students 	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: Yes</p> <p>60 students were evaluated on three graded areas and the results are as follows.</p> <p>0=unsatisfactory, 1=needs improvement, 2=satisfactory, 3= excellent</p> <p>Report:</p> <p>0= 0 1= 0 2= 54 3= 6</p> <p>100% of the students were graded at satisfactory level or</p>	<p>Action: The team will continue to use the clinical mystery to measure communication skills. (06/02/2016)</p> <p>Follow-Up: The team will continue to use the clinical mystery to measure communication skills using the newly formatted grading rubric. (12/01/2016)</p>

Course SLOs	Methods of Assessment	Results	Actions
	<p>control the activity for the group during the presentation, & -their ability to present the clinical mystery in an organized manner. Will use clinical mystery evaluation tool and the oral presentation rubric.</p> <p>Criterion/Target: 80% of the students will score a 2 or 3 in each of the 3 areas evaluated.</p> <p>Notes: Application of leadership theory and nursing process to adult and geriatric patients of diverse cultures with critical psychosocial and biological system needs deficits. Application of cognitive content and practice of psychomotor skills with emphasis in the areas of: Communication & Health Care Teaching.</p> <p>Related Documents: clinical mystery evaluation tool.doc</p>	<p>higher.</p> <p>Leadership: 0= 0 1= 0 2= 44 3= 16</p> <p>100% of the students were graded at satisfactory level or better.</p> <p>Organization: 0= 0 1= 0 2= 43 3= 17</p> <p>100% of the students were graded at satisfactory level or better.</p> <p>Analysis: This measure of communication skills is working well. (06/02/2016)</p>	

<p>NRN-202L - Nursing Action: Critical Biological and Psychosocial System Needs II (Section# 12697, 12698, 12700, 12701, 12702, 12704) = Careers - By the end of this course the student will be able to implement the role of the professional nurse within the community as defined by the California Nurse Practice act and the standards of nursing practice.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>Performance/Presentation - The students who complete RN 202 will move into the final section of RN 202L Preceptorship. Completion of the Preceptorship will give the student a passing grade in RN 202L, thus making the graduate eligible for the NCLEX-RN examination. This will lead to a career as a registered nurse.</p> <p>Criterion/Target: 100% of the students will successfully complete the preceptorship.</p> <p>Notes: Application of leadership theory and nursing process to adult and geriatric patients of diverse cultures with critical psychosocial</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: No</p> <p>Spring 2016 RN 202 and RN 202L started with a class of 60 students enrolled in both classes. Following the final in RN 202 at the end of week 12, 55 students moved forward into the RN 202L Preceptorship. 5 students did not complete RN 202 (4 who did not pass the course and 1 who took a health-related incomplete).</p> <p>At the end of the four (4) week Preceptorship 55 students, 92% of those starting the course, successfully completed the preceptorship and graduated from the nursing program and are now eligible to sit for the NCLEX-RN examination.</p> <p>Analysis: Although all students who entered the preceptorship completed it, only 92% of the students entering the class completed it. According to the Nursing Department's Systemic Evaluation Plan 6.4.2, "80% of those</p>	<p>Action: There will be a major curriculum change to be phased in starting spring 2017. This change will affect RN 202 in fall 2018. The subjects covered in RN 202 will be concept-based and fewer in number allowing greater depth of discussion and learning. Classroom teaching techniques will move to the flipped classroom style of instruction changing the locus of responsibility for learning to the student. Faculty will continue to monitor students who are not doing well in RN 202 and will meet with them to develop a plan of study. This may include tutoring, evaluation of study and learning skills in the SAC Learning</p>
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Course SLOs	Methods of Assessment	Results	Actions
	<p>and biological system needs deficits. Application of cognitive content and practice of psychomotor skills with emphasis in the areas of:</p> <p>Accountability & Responsibility, Professional Role Development, and Advocacy.</p>	<p>students who enter a course will pass the course (course retention rate)". The 80% retention rate should be the new criterion for meeting this SLO. Under this criterion, this SLO is successful.</p> <p>(06/02/2016)</p>	<p>Resource Center, use of the Nursing Department Skills lab to check out NCLEX books, use nursing computer programs, and attend simulations.</p> <p>(06/02/2016)</p> <p>Type of resource requested: Supplies</p> <p>Resource Request: Health Science Skills Lab will need to purchase additional books R/T NCLEX-RN Examination preparation for students to check out and utilize.</p> <p>Follow-Up: Continue to monitor successful completion of preceptorship. (12/01/2016)</p>
<p>NRN-202L - Nursing Action: Critical Biological and Psychosocial System Needs II (Section #25052, 25053, 25055, 25056) = Thinking and Reasoning_1 - By the end of this course the student will be able to apply the identified theoretical concepts in using the nursing process to care for hemodynamically unstable adult/geriatric patients.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015-2016 (Fall 2016)</p> <p>Start Date: 08/22/2016</p>	<p>Written Assignment - Concept Mapping skills using the Concept Map Evaluation Tool, the students are evaluated focusing on the topics of:</p> <ul style="list-style-type: none"> -nursing diagnosis (NANDA), -planning (goal), -implementation of plan <p>Once the nursing diagnosis has been determined, the student writes a plan & develops implementations to accomplish the plan.</p> <p>Of 2 concept maps, evaluations from the 1st map, 1st submission are compared to the 2nd map, 1st submission.</p> <p>The mean score for all students is determined to see if there is a difference in scores after receiving instructor feedback from map #1.</p> <p>Computation method: on each concept map, the total points in</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016)</p> <p>Criterion/Target Met: No</p> <p>Results: 40 students were evaluated on Map #1 first submission, and 60 students on Map #2 first submission. Three areas were evaluated and the results are as follows based on the below grading scale:</p> <ul style="list-style-type: none"> 0= unsatisfactory 1= needs improvement 2= satisfactory 3= excellent <p>Concept Map 1</p> <p>NANDA = 1.95 (The average score for the 40 students on a scale from 0-3)</p> <p>Goal = 1.73 (The average score for the 40 students on a scale from 0-3)</p> <p>Implementations = 1.75 (The average score for the 40 students on a scale from 0-3)</p> <p>Concept Map 2</p> <p>NANDA = 2.2 (The average score for the 40 students on a scale from 0-3)</p> <p>Goal = 1.93 (The average score for the 40 students on a scale from 0-3)</p>	<p>Action: Faculty will consider revising the criterion/target number. (12/01/2016)</p>

Course SLOs	Methods of Assessment	Results	Actions
	<p>each area (NANDA, Goal, Implementations) are divided by the number of maps submitted. This result for map 1 is compared to the same result for map 2.</p> <p>Throughout the process the student must use thinking and reasoning to be successful.</p> <p>Criterion/Target: There will be an increase of 0.5 points improvement in the overall average of the students from map 1 to map 2.</p> <p>Notes: Application of leadership theory and nursing process to adult and geriatric patients of diverse cultures with critical psychosocial and biological system needs deficits. Application of cognitive content and practice of psychomotor skills with emphasis in the areas of: nursing process, application of theory, delegation of care.</p> <p>In spring 2016, faculty will continue to work closely with students on their preliminary maps, especially in the area of NANDA selection. The team continues to believe the most significant area is implementations as this reflects the student's knowledge of how to correctly care for their patients. Since this area had the highest improvement, the faculty will continue with current strategies in teaching implementations.</p> <p>Related Documents: NRN 202L Evaluation Clinical</p>	<p>Implementations = 2.3 (The average score for the 40 students on a scale from 0-3)</p> <p>Findings: For both concept maps in all 3 areas, scores improved remarkably over last spring. This is probably because of a new procedure for map submission this fall - as stated in the course overview on the first class day: "If a map needs revision, the grade on the map will be unchanged from the first submission." Since students could no longer improve the grade with a revision, the team believed more effort would be put into the first submission. Revisions were still required to meet course objectives, but the grade was not raised. The statistics bear out the team's projections. There were no new advance-placed students this semester who were newly learning the concept mapping process.</p> <p>In conclusion: it was identified that the new grading criteria stimulated much higher scores on concept maps received in fall 2016 than were seen in concept maps of spring 2016 indicating that the increase in rigor had a positive affect. For Fall 2016, there continued to be an improvement from map 1 to map 2- not completely meeting the benchmark. (12/01/2016)</p>	

Course SLOs	Methods of Assessment	Results	Actions
<p>NRN-202L - Nursing Action: Critical Biological and Psychosocial System Needs II (Section #25052, 25053, 25055, 25056) = Communication_1 -</p> <p>By the end of this course the student will be able to manage effective, accurate and congruent transfer of information using therapeutic verbal and nonverbal communication with the patient, family, and health care team.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015-2016 (Fall 2016)</p> <p>Start Date: 08/22/2016</p>	<p>Performance/Presentation - Clinical Mystery project to evaluate the students' ability to communicate well in the areas of interaction, leading a group in an activity, and organization in their process & presentations. The students are paired up to work on a research-based patient case presentation to their fellow students. The concepts evaluated are:</p> <ul style="list-style-type: none"> -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. <p>Will use clinical mystery evaluation tool and the oral presentation rubric.</p> <p>Criterion/Target: 80% of the students will score a 2 or 3 in each of the 3 areas evaluated.</p> <p>Notes: Application of leadership theory and nursing process to adult and geriatric patients of diverse cultures with critical psychosocial and biological system needs deficits. Application of cognitive content and practice of psychomotor skills with emphasis in the areas of:</p> <p>Communication & Health Care Teaching.</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016)</p> <p>Criterion/Target Met: Yes</p> <p>Results: 40 students were evaluated on three graded areas and the results are as follows.</p> <p>0=unsatisfactory, 1=needs improvement, 2=satisfactory, 3= excellent</p> <p>Report:</p> <p>0= 0 1= 4 2= 34 3= 2</p> <p>99% of the students were graded at satisfactory level or higher.</p> <p>Leadership:</p> <p>0= 0 1= 2 2= 28 3= 10</p> <p>>99% of the students were graded at satisfactory level or better.</p> <p>Organization:</p> <p>0= 0 1= 2 2= 26 3= 12</p> <p>>99% of the students were graded at satisfactory level or better.</p> <p>Followup: We have added a rubric to this measure – giving the instructor a measurable method of evaluation has yielded a more accurate measure. (12/01/2016)</p> <p>Related Documents:</p> <p>NRN 202L Evaluation Clinical Mystery Rubric Fall 2016.doc</p>	<p>Action: This measure of communication skills is working well. Will continue to use this procedure next semester. (12/01/2016)</p>
<p>NRN-202L - Nursing Action: Critical</p>	<p>Performance/Presentation - The</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016)</p>	<p>Action: Continue with this method of</p>

<i>Course SLOs</i>	<i>Methods of Assessment</i>	<i>Results</i>	<i>Actions</i>
<p>Biological and Psychosocial System Needs II (Section #25052, 25053, 25055, 25056) = Careers_1 - By the end of this course the student will be able to implement the role of the professional nurse within the community as defined by the California Nurse Practice act and the standards of nursing practice.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015-2016 (Fall 2016)</p> <p>Start Date: 08/22/2016</p>	<p>students who complete RN 202 will move into the final section of RN 202L Preceptorship.</p> <p>Completion of the Preceptorship will give the student a passing grade in RN 202L, thus making the graduate eligible for the NCLEX-RN examination. This will lead to a career as a registered nurse.</p> <p>Criterion/Target: 100% of the students will successfully complete the preceptorship.</p> <p>Notes: Application of leadership theory and nursing process to adult and geriatric patients of diverse cultures with critical psychosocial and biological system needs deficits. Application of cognitive content and practice of psychomotor skills with emphasis in the areas of: Accountability & Responsibility, Professional Role Development, and Advocacy.</p>	<p>Criterion/Target Met: Yes</p> <p>Fall 2016 RN 202 and RN 202L started with a class of 40 students enrolled in both classes. Following the final exam in RN 202 at the end of week 12, 40 students moved forward into the RN 202L preceptorship. An additional student (the one who took a health-related incomplete in spring 2016) joined the class for the preceptorship.</p> <p>At the end of the four week preceptorship, 40 students, 100% of those starting the course, successfully completed the preceptorship. Depending on completion of general education requirements and clearing the Department of Justice (DOJ) check, these students are now eligible to sit for the NCLEX-RN examination.</p> <p>Followup: No action required as 100% of those who started these classes completed them. This exceeds the Nursing Department standard.</p> <p>(12/01/2016)</p> <p>Related Documents:</p> <p>NRN 202L Clinical Evaluation Tool 202L 2016 revised.doc</p> <p>NRN 202L Supplemental Documentation for Clinical Evaluations.docx</p>	<p>evaluating the SLO of Careers. (12/01/2016)</p>

NRN-206:Health Sciences Skills Laboratory -Second Year

Course SLOs	Methods of Assessment	Results	Actions
<p>NRN-206 - Health Sciences Skills Laboratory -Second Year (Sections # 12710, 12711, 12712) = Thinking and Reasoning - By the end of this course, the student will be able to think critically by integrating the nursing process in clinical situations related to mental health nursing, advanced medical/surgical nursing concepts, and/or nursing theoretical knowledge necessary for transition into clinical practice , in a simulated environment.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>Survey - General Simulation Experience with an on-line survey. This is an anonymous survey asked of all students who participate in simulation. It does not separate out students in specific semesters. The survey will include the following question: At completion of this course, I am more confident that I am able to consistently think critically by integrating the nursing process in clinical situations.</p> <p>Criterion/Target: 100% of the students will report that they can think critically by integrating the nursing process in clinical situations.</p> <p>Notes: Participating in simulated patient care experiences, with an emphasis on mental health nursing, advanced medical/surgical nursing concepts, and/or advanced to complex principles of nursing practice, with the use of high-fidelity mannequins and electronic devices. Participating in case-based scenarios, emphasizing the nursing process in the care of adult and geriatric patients of diverse cultures with mental health needs deficits, with the use of mid-fidelity mannequins.</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: No</p> <p>The online survey was launched in the beginning of the semester and students were asked to complete the survey following each simulation experience.</p> <p>The question “After simulation, I am able to consistently think critically and make competent clinical decisions for my patients in clinical situations” was analyzed using a likert rating scale of: strongly agree, agree, neutral, disagree, strongly disagree.</p> <p>Results: Of the 99 respondents, 56% (55) strongly agreed and 38% (38) agreed they felt more confident in their ability to think critically by applying the nursing process in clinical situations in the lab environment. 3% (3) of the respondents reported a neutral response. No comments as to why the neutral response was offered. 3% (3) of the respondents strongly disagreed with feeling confident with the application of critical thinking utilizing the nursing process. No comments were offered as to why these students strongly disagreed. Perhaps on future survey questions, we could add a comment box for those students that choose strongly disagree or disagree to offer feedback.</p> <p>Based on these results, the majority of students utilizing the simulated healthcare lab are able to apply critical thinking skills to clinical situations.</p> <p>The overall goal would be to have 100% of the students demonstrate the ability of applying critical thinking skills in a simulated healthcare environment consistently (05/16/2016)</p> <p>Related Documents: Spring 2016 SLO Survey Results -- Overview.html</p>	<p>Action: This is an ongoing outcome that will need to be assessed every semester.</p> <p>The staff in the lab will continue to offer experiences, such as high fidelity simulation and mid-fidelity case scenarios, that necessitate applying critical thinking with the decision making process.</p> <p>The survey questions will be launched again in the Fall following each simulation experience. (05/16/2016)</p> <p>Type of resource requested: Equipment</p> <p>Resource Request: The skills lab/simulation lab are in constant need of updated equipment to keep current with best practices in healthcare settings.</p> <p>Follow-Up: There was an increase in simulation experiences this semester for the students. The simulations focused on thinking and reasoning thru multitude of exercises. Second year students showed an improvement in their progression of thinking and reasoning skills. (11/23/2016)</p>
<p>NRN-206 - Health Sciences Skills Laboratory -Second Year (Sections #</p>	<p>Survey - General Simulation Experience with on-line survey. This</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: No</p>	<p>Action: This is an ongoing outcome that will need to be assessed every</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>12710, 12711, 12712) = Communication - By the end of this course, the student will be able to differentiate between effective, accurate, and congruent transfer of healthcare information and non-effective, inaccurate, and incongruent transfer of healthcare information related to mental health nursing concepts, advanced medical/surgical nursing concepts, and/or nursing theoretical knowledge necessary for transition into clinical practice in a simulated healthcare environment.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>is an anonymous survey asked of all students who participate in simulation. It does not separate out students in specific semesters.</p> <p>The survey will include the following question: After simulation, I can differentiate effective, accurate, and congruent transfer of information using therapeutic verbal and non-verbal communication skills effectively with patients, family members, and health care team members to achieve quality patient care.</p> <p>Criterion/Target: 100% of the students will report they can differentiate effective, accurate, and congruent transfer of information.</p> <p>Notes: Intermediate psychomotor nursing skills such as EKG rhythm identification, suctioning thru a closed ventilatory system, changing peripheral venous access dressings, wound care, initiation of peripheral intravenous access, intravenous medication administration- changing IV solutions container and administration sets. Simulated patient care experiences, with an emphasis on advanced medical/surgical nursing concepts, and advanced to complex principles of nursing practice, with the use of high-fidelity mannequins and electronic devices. Participating in case-based scenarios, emphasizing the nursing process in the care of adult and geriatric patients of diverse cultures with critical biological and psychosocial system needs deficits,</p>	<p>The online survey was launched in the beginning of the semester and students were asked to complete the survey following each simulation experience.</p> <p>The question “After simulation, I can differentiate effective, accurate, and congruent transfer of information using therapeutic verbal and non-verbal communication skills effectively with patients, family members, and health care team members to achieve quality patient care” was analyzed using a likert rating scale of: strongly agree, agree, neutral, disagree, strongly disagree.</p> <p>Results: Of the 99 respondents, 62% (61) strongly agreed and 31% (31) agreed that they were able to differentiate effective, accurate, and congruent transfer of information in the simulated environment. 4% (4) of the respondents reported a neutral response. No comments as to why the neutral response was offered. 3% (3) strongly disagreed that they were able to differentiate effective, accurate, and congruent transfer of information in the simulated environment. No comments as to why they strongly disagreed were offered. Perhaps on future survey questions, we could add a comment box for those students that choose strongly disagree or disagree to offer feedback.</p> <p>Appropriate and accurate communication is a necessity when working in any healthcare environment. The goal is to have 100% of the students demonstrate and differentiate effective and accurate transfer of healthcare information. This is an outcome that will be ongoing. (05/16/2016)</p> <p>Related Documents: Spring 2016 SLO Survey Results -- Overview.html</p>	<p>semester.</p> <p>The skills lab staff will continue to provide simulated experiences that promote effective communication skills such as the delivery and receiving of a patient care report, verbalization of lab and diagnostic findings, articulation of teaching plan to patient and family members. (05/16/2016)</p> <p>Type of resource requested: Equipment</p> <p>Resource Request: The skills lab/simulation lab are in constant need of updated equipment to keep current with best practices in healthcare settings.</p> <p>Follow-Up: There was an increase in simulation experiences this semester for the students. The simulations focused on communication thru multitude of exercises. Second year students showed an improvement in their progression of communication skills. (11/23/2016)</p>

Course SLOs	Methods of Assessment	Results	Actions
	with the use of mid-fidelity mannequins.		
<p>NRN-206 - Health Sciences Skills Laboratory -Second Year (Sections # 12710, 12711, 12712) = Careers - By the end of this course, the student will put into practice the principles of the role of the professional nurse within the simulated mental health, and/or advanced medical surgical nursing lab setting as defined by the California Nurse Practice Act and Standards of Nursing Practice.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015 - 16 (Spring 2016)</p> <p>Start Date: 02/08/2016</p>	<p>Survey - General Simulation Experience with an on-line survey. This is an anonymous survey asked of all students who participate in simulation. It does not separate out students in specific semesters. This survey will include the following question: After simulation, I am able to apply the principles of the role of the professional nurse</p> <p>Criterion/Target: 100% of the students will report that they are able to apply the principles of the role of the professional nurse.</p> <p>Notes: Intermediate psychomotor nursing skills such as EKG rhythm identification, suctioning thru a closed ventilatory system, changing peripheral venous access dressings, wound care, initiation of peripheral intravenous access, intravenous medication administration- changing IV solutions container and administration sets. Simulated patient care experiences, with an emphasis on advanced medical/surgical nursing concepts, and/or advanced to complex principles of nursing practice, with the use of high-fidelity mannequins and electronic devices. Participating in case-based scenarios, emphasizing the nursing process in the care of adult and geriatric patients of diverse cultures with critical biological and psychosocial system needs deficits, with the use of mid-fidelity</p>	<p>Semester of Assessment: 2015 - 16 (Spring 2016)</p> <p>Criterion/Target Met: No</p> <p>The online survey was launched in the beginning of the semester and students were asked to complete the survey following each simulation experience.</p> <p>The question “After simulation, I am able to apply the principles of the role of the professional nurse” was analyzed using a likert rating scale of: strongly agree, agree, neutral, disagree, strongly disagree.</p> <p>Of the 99 respondents, 64% (63) strongly agreed and 32% (32) agreed that they are able to apply the principles of the role of the professional nurse while delivering healthcare. 2% (2) respondents reported “neutral” response. No comments as to why the neutral response was offered. 2% (2) strongly disagreed that they are able to apply the principles of the role of the professional nurse while delivering healthcare. No comments were made as to why 2 students chose strongly disagree. However, in the comments section at end of survey one student reported the following: “As a first semester student, I am still very unfamiliar with what falls into hospital protocol for a number of different situations. If I come across a nursing action that I am unsure about performing and I ask the charge nurse, physician, other personnel present for help/guidance and they brush me off for the sake of letting me learn by trial and error, I find it distracting for the rest of the SIM. I am preoccupied with whether that action will be causing harm to my patient without my knowing it or leave me vulnerable to liability. I would retain the right nursing action information more strongly if I received the information I was seeking after going to the appropriate resource, as that is (hopefully!!) what would happen in the hospital.”</p> <p>All students who complete the Registered Nursing Program</p>	<p>Action: This is an ongoing outcome that will need to be assessed every semester.</p> <p>The skills lab staff will continue to provide simulated experiences that will allow the students to immerse themselves in the principles of the role of the professional nurse. (05/16/2016)</p> <p>Type of resource requested: Equipment</p> <p>Resource Request: The skills lab/simulation lab are in constant need of updated equipment to keep current with best practices in healthcare settings.</p> <p>Follow-Up: There was an increase in simulation experiences this semester for the students. The simulations focused on the principles of the professional nurse thru multitude of exercises. Second year students showed an improvement in identifying and demonstrating aspects of the professional nurse. (11/23/2016)</p>

Course SLOs	Methods of Assessment	Results	Actions
	mannequins.	<p>for Santa Ana College need to be able to function knowledgeably, safely, and effectively in nursing practice within a variety of health care settings and will be qualified for the licensure examination. (05/16/2016)</p> <p>Related Documents: Spring 2016 SLO Survey Results -- Overview.html</p>	
<p>NRN-206 - Health Sciences Skills Laboratory -Second Year (Sections #25059, 25431, 25060, 25062) = Thinking and Reasoning_1 - By the end of this course, the student will be able to think critically by integrating the nursing process in clinical situations related to mental health nursing, advanced medical/surgical nursing concepts, and/or nursing theoretical knowledge necessary for transition into clinical practice , in a simulated environment. Course SLO Status: Active Course Assessment Cycle: 2015-2016 (Fall 2016) Start Date: 08/22/2016</p>	<p>Survey - General Simulation Experience with an on-line survey. This is an anonymous survey asked of all students who participate in simulation. It does not separate out students in specific semesters. The survey will include the following question: At completion of this course, I am more confident in my ability to think critically and make competent clinical decisions for my patients in clinical situations. Criterion/Target: 100% of the students will report that they can think critically by integrating the nursing process in clinical situations. Notes: Participating in simulated patient care experiences, with an emphasis on mental health nursing, advanced medical/surgical nursing concepts, and/or advanced to complex principles of nursing practice, with the use of high-fidelity mannequins and electronic devices. Participating in case-based scenarios, emphasizing the nursing process in the care of adult and geriatric patients of diverse cultures with mental health needs deficits, with the use of mid-fidelity mannequins.</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016) Criterion/Target Met: No Of the 112 respondents, 62% (70) strongly agreed and 36% (40) agreed they felt more confident in their ability to think critically by applying the nursing process in clinical situations in the lab environment. 2% (2) of the respondents strongly disagreed with feeling confident with the application of critical thinking utilizing the nursing process. No comments were offered as to why these students strongly disagreed. Perhaps on future survey questions, we could add a comment box for those students that choose strongly disagree or disagree to offer feedback.</p> <p>Based on these results, the majority of students utilizing the simulated healthcare lab are able to apply critical thinking skills to clinical situations.</p> <p>The overall goal would be to have 100% of the students demonstrate the ability of applying critical thinking skills in a simulated healthcare environment consistently (12/05/2016)</p> <p>Related Documents: NRN 106 and NRN 206 SLO Survey Results Fall 2016.docx</p>	<p>Action: This is an ongoing outcome that will need to be assessed every semester.</p> <p>The staff in the lab will continue to offer experiences, such as high fidelity simulation and mid-fidelity case scenarios, that necessitate applying critical thinking with the decision making process.</p> <p>The survey questions will be launched again in the Spring following each simulation experience. (12/05/2016) Type of resource requested: Equipment Resource Request: Healthcare equipment changes frequently, such as infusion pumps, medication dispensing machines, glucometers, computerized charting devices. It is imperative that the skills lab and simulation lab are provided with updated and current equipment that mimics the healthcare environments.</p>

Course SLOs	Methods of Assessment	Results	Actions
<p>NRN-206 - Health Sciences Skills Laboratory -Second Year (Sections #25059, 25431, 25060, 25062) = Communication_1 - By the end of this course, the student will be able to differentiate between effective, accurate, and congruent transfer of healthcare information and non-effective, inaccurate, and incongruent transfer of healthcare information related to mental health nursing concepts, advanced medical/surgical nursing concepts, and/or nursing theoretical knowledge necessary for transition into clinical practice in a simulated healthcare environment.</p> <p>Course SLO Status: Active</p> <p>Course Assessment Cycle: 2015-2016 (Fall 2016)</p> <p>Start Date: 08/22/2016</p>	<p>Survey - General Simulation Experience with on-line survey. This is an anonymous survey asked of all students who participate in simulation. It does not separate out students in specific semesters.</p> <p>The survey will include the following question: After simulation, I can identify effective and therapeutic verbal and non-verbal communication skills effectively with patients, family members, and health care team members.</p> <p>Criterion/Target: 100% of the students will report they can differentiate effective, accurate, and congruent transfer of information.</p> <p>Notes: Intermediate psychomotor nursing skills such as EKG rhythm identification, suctioning thru a closed ventilatory system, changing peripheral venous access dressings, wound care, initiation of peripheral intravenous access, intravenous medication administration- changing IV solutions container and administration sets. Simulated patient care experiences, with an emphasis on advanced medical/surgical nursing concepts, and advanced to complex principles of nursing practice, with the use of high-fidelity mannequins and electronic devices. Participating in case-based scenarios, emphasizing the nursing process in the care of adult and geriatric patients of diverse cultures with critical biological and</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016)</p> <p>Criterion/Target Met: Yes</p> <p>Of the 112 respondents, 61% (68) strongly agreed and 39% (44) agreed that they were able to differentiate effective, accurate, and congruent transfer of information in the simulated environment. Appropriate and accurate communication is a necessity when working in any healthcare environment. The goal is to have 100% of the students demonstrate and differentiate effective and accurate transfer of healthcare information. We met that goal this semester. This is an outcome that will be ongoing. (12/05/2016)</p> <p>Related Documents: NRN 106 and NRN 206 SLO Survey Results Fall 2016.docx</p>	<p>Action: This is an ongoing outcome that will need to be assessed every semester.</p> <p>The skills lab staff will continue to provide simulated experiences that promote effective communication skills such as the delivery and receiving of a patient care report, verbalization of lab and diagnostic findings, articulation of teaching plan to patient and family members.</p> <p>The survey will be launched again in the Spring semester following each simulation session. (12/05/2016)</p> <p>Type of resource requested: Supplies</p> <p>Resource Request: It is crucial that the skills lab and the simulation lab are provided with updated supplies that would be utilized in any healthcare setting. To ensure student success, if the students can familiarize themselves with the supplies that they may encounter in the healthcare setting, it allows for more productive and successful student.</p>

Course SLOs	Methods of Assessment	Results	Actions
	<p>psychosocial system needs deficits, with the use of mid-fidelity mannequins.</p>		
<p>NRN-206 - Health Sciences Skills Laboratory -Second Year (Sections #25059, 25431, 25060, 25062) = Careers_1 - By the end of this course, the student will put into practice the principles of the role of the professional nurse within the simulated mental health, and/or advanced medical surgical nursing lab setting as defined by the California Nurse Practice Act and Standards of Nursing Practice. Course SLO Status: Active Course Assessment Cycle: 2015-2016 (Fall 2016) Start Date: 08/22/2016</p>	<p>Survey - General Simulation Experience with an on-line survey. This is an anonymous survey asked of all students who participate in simulation. It does not separate out students in specific semesters. This survey will include the following question: After simulation, I am able to identify some principles of the role of the professional nurse Criterion/Target: 100% of the students will report that they are able to identify some principles of the role of the professional nurse. Notes: Intermediate psychomotor nursing skills such as EKG rhythm identification, suctioning thru a closed ventilatory system, changing peripheral venous access dressings, wound care, initiation of peripheral intravenous access, intravenous medication administration- changing IV solutions container and administration sets. Simulated patient care experiences, with an emphasis on advanced medical/surgical nursing concepts, and/or advanced to complex principles of nursing practice, with the use of high-fidelity mannequins and electronic devices. Participating in case-based scenarios, emphasizing the nursing process in the care of adult and geriatric patients of diverse cultures with critical biological and psychosocial system needs deficits,</p>	<p>Semester of Assessment: 2015-2016 (Fall 2016) Criterion/Target Met: No Of the 112 respondents, 68% (76) strongly agreed and 30% (34) agreed that they are able to identify some principles of the role of the professional nurse while delivering healthcare. 1% (1) strongly disagreed that he or she was able to identify principles of the role of the professional nurse while delivering healthcare. No comments were made as to why this student chose to disagree.</p> <p>All students who complete the Registered Nursing Program for Santa Ana College need to be able to function knowledgeably, safely, and effectively in nursing practice within a variety of health care settings and will be qualified for the licensure examination. (12/05/2016) Related Documents: NRN 106 and NRN 206 SLO Survey Results Fall 2016.docx</p>	<p>Action: This is an ongoing outcome that will need to be assessed every semester.</p> <p>The skills lab staff will continue to provide simulated experiences that will allow the students to immerse themselves in the principles of the role of the professional nurse.</p> <p>This survey will be launched again in the Spring following each simulation session. (12/05/2016) Type of resource requested: Staff Resource Request: Simulated exercises require a great deal of preparation, active involvement from several members of the teaching team during the simulation, and take down time. It is imperative that extra staff and learning facilitators are provided for the simulation activities and skills lab assistance in order to ensure overall student success.</p>

<i>Course SLOs</i>	<i>Methods of Assessment</i>	<i>Results</i>	<i>Actions</i>
	with the use of mid-fidelity mannequins.		