

Assessment Manual
Student Learning Outcomes (SLOs)
Solano Community College

While the Accrediting Commission for Community and Junior Colleges (ACCJC) requires the assessment of Student Learning Outcomes to maintain our accreditation, there are several reasons for outcome assessment to be embraced: (1) It will lead to improved student success at the course and program levels by drilling down to find and remove their stumbling blocks. As a result of the Student Success Task Force, our funding is going to be tied to the number of students **that successfully complete our classes** rather than the number of students who initially enroll in them. (2) The District is now tying course and program assessments to the Integrated Planning Process (IPP) and Strategic Proposals to prioritize funding. So programs that are not assessed will likely not receive funding through the Strategic Proposal process. (3) Assessment of outcomes is now a critical component of our redesigned Program Review process. And (4) Assessments are now an obligation of faculty workload.

The District has provided significant resources of money and personnel to ensure that all faculty (full and part-time) continue to meet assessment expectations. Adjunct faculty can be paid up to two hours per semester for assessing their classes (Section 19.105 of the Collective Bargaining Agreement). The District is especially concerned about disciplines that are only taught by adjuncts as they have no full-time instructors to mentor them. But any faculty member who is unsure about assessing SLOs is encouraged to seek help from their school Coordinator or the SLO Coordinator, Gene Thomas. School Deans are another resource.

To complete assessments, follow these general steps:

- I. Find outcomes, success criteria, and assessment methods as established by discipline faculty.
- II. Use the assessment methods to determine the success of your students in meeting the outcomes.
- III. Fill out the “Individual Assessment Form” (page 10) and (1) send it to your School Coordinator or the SLO Coordinator so it can be added to the assessment database and (2) place a copy on your School’s shared drive/folder.

I. Find outcomes, success criteria, and assessment methods as established by discipline faculty.

The “Course Outcomes/Criteria/Methods” contains this information and is attached (it is also on the website). Accounting 001 is the first course to appear and is a good example. Here it is:

ACCT001 Prin/Acctng-Finan

Outcome Description:

Demonstrate the use of the accounting cycle to prepare the income statement, statement of owner’s equity, and balance sheet while applying the generally accepted accounting principles and concepts.

Success Criteria:

Complete the accounting cycle review problem at a “C” or better grade level.

Assessment Method

Project

So all faculty who teach Accounting 001 will be using the “accounting cycle review” project to assess the outcome; and if 70 percent or more of students complete the project with a grade of “C” or better, then the criteria have been met. Note that there is only one outcome for this course, but it includes a number of activities. This would suggest that once the outcome is mastered, then other outcomes may be developed and assessed.

Discipline faculty determine the outcomes, success criteria, and assessment methods for a course and then all faculty who teach that course use them. In other words, individual faculty do not make their own outcomes, etc. for the courses that they teach.

However, as faculty become more familiar with SLOs and their assessments, they may want to add/delete SLOs or modify them—something that is expected. Also, if all students routinely master an outcome, then faculty should probably be challenging them in another way.

Here is another example with Biology 014 (Microbiology):

BIO014 Principles of Microbiology

Outcome Description:	Success Criteria:	Assessment Method
1. Use examples of infections, treatment, and epidemiological control to compare and contrast the cellular characteristics of bacteria, fungi, protists, multicellular parasites, and viruses.	Ability of students to compare and contrast how the immune system fights off bacterial infections vs. larger parasites vs. viruses and to recommend appropriate prevention and treatment strategies.	Written Exam
2. Describe metabolic pathways found in microorganisms and describe their implications for food production and human disease.	Success Criteria: Students can identify products of respiration and fermentation and can describe photosynthesis.	Assessment Method Written Exam
3. Summarize basic bacterial genetic principles and analyze implications for mutation, genetic recombination, and bacterial control.	Success Criteria: Students can accurately describe transcription and translation and apply that knowledge to a new situation.	Assessment Method Written Exam Homework Assignment
4. Correctly perform microbiologic lab skills that include important techniques in microscopy, staining, and microbial culture techniques.	Success Criteria: Students can focus microscope with immersion oil, Gram stain, transfer cultures aseptically, quantify bacteria cultures, and identify Enteric bacteria using Enterotube.	Assessment Method Laboratory Exam Homework Assignment

So faculty who teach Bio 014 will assess their three lecture outcomes through written exams and homework assignments while the fourth SLO related to the lab component will be assessed with lab exams or homework assignments. Many faculty use embedded questions within their exams (described below), especially the final exam, to measure outcomes. One advantage of assessing at the end of a course is that students have had the maximum amount of time to master the outcomes.

II. Assess your outcomes and determine what you can change to help more students succeed.

- A. Simply reporting the grades that your students earned is not an assessment as it does not enable faculty to see where students are having difficulties. Instead, we need to measure how well our students did in gaining the knowledge or skills of the outcomes.

- B. Pick one or more of the Assessment Methods listed with your course and plan when you will use it/them during the semester.
 - 1. Your assessment should be a “significant” measure for the outcome, e.g., a paper, portfolio, an essay question; using several multiple choice questions is not enough.
 - 2. Many faculty assess their courses by embedding questions within their final exams. In the microbiology example above, a faculty member could put question(s) on the final exam related to the immune system to assess Outcome 1; questions about respiration, fermentation, and/or photosynthesis to assess Outcome 2; and questions about transcription and translation (how proteins are synthesized) to assess Outcome 3. Again, the benefit of assessing at the end of the semester is that students have the entire semester to master the material. Outcome 4 of microbiology is assessed in the laboratory component of the course. In this case, faculty would be assessing the ability of students to perform standard techniques in a microbiology lab. One way to assess this outcome is for faculty to observe students who have completed these techniques and then recording how well they did.

- C. Grade the assignment/exam in which the outcome is embedded.
 - 1. Notice that there is no additional work for this step as we’re all grading assignments of one form or another. For Outcome 4 of microbiology lab, the following assessment was made in the Spring of 2012: *Ninety-one percent of students could focus the microscope and Gram stain; 99 percent of students could transfer cultures aseptically; 92 percent could quantify cultures using the standard plate count, and 90 percent could identify enteric bacteria using Enterotube.* . Clearly students were successful. Record the results in the “Individual Assessment Form” on page 10 (also found under the “Forms” tab of the website).

 - 2. For a final exam with a number of embedded questions for each outcome, grade the final as you normally would. But now, split out the questions for each outcome and determine how well your students did. Pay particular attention to the ways in which students did NOT meet the expectations. For example, 70 percent of students could describe protein synthesis for Outcome 3 of microbiology, but they could not apply it to a new situation.

The faculty who taught Nursing 063 in Spring of 2013 did an exemplary job of determining why students were not successful. Here is a portion of their assessment for Outcome 1 (their entire assessment, used with their permission of the faculty, is on pages 11-18):

***SLO 1:** Provide safe, quality, humanistic, patient-centered, evidence-based nursing care for patients experiencing acute, complex conditions requiring medical/surgical interventions.*

→ ***Success criteria:** >85% of the students will successfully complete these assignments.*

→ ***Results:** 1) The drug dosage calculation exam was administered during the second week of the course this year. The faculty offered a brief tutorial on the types of equations that could be used on the exam outside of class time. The first exam we had 38 students take the exam and 21 (55%) passed and 17 (45%) failed. Types of questions students struggled with were IV'mL's, mcg/kg/min, mcg/min and mL/Hr drip rates. Version 2 of the exam was offered 1 week after the first exam with faculty remediation available to each student who failed the exam. Exam #2 we had 17 students take the exam and 16 (94%) passed and 1 (6%) failed. That one student scheduled a meeting to review their exam with the lead faculty member and it was identified that the student has struggled all along with the drug calculation exam. Remediation was provided and passed on their 3rd attempt. On version one of the exam there were 4 out of 20 questions that were high missed questions, test 2 there was only 1 out of 20 questions that were high missed. Each student was required to achieve 90% or greater on the exam to pass. 100% of the class was successful after three attempts.*

Note that these nursing faculty found out where their students were not performing very well, which they recorded in the requested format of the "Individual Assessment Form." (You might have noticed that "success" in this nursing course is much higher than in most SCC courses as the health care system cannot tolerate 70 percent as "passing" if 30 percent of patients died from under- or overdosed medicines!) It is also important to note that this assessment was completed by faculty with no administrative interference imposed. This makes the SLO work faculty driven.

3. Although many disciplines give numerical grades, **many assessments in the Liberal Arts and other disciplines are more qualitative than quantitative.** Therefore, assessments of student outcomes can also be more descriptive in nature. For example, in Art History 002, Outcome 3 addresses students' ability to use sources in analyses of artwork. Following is a sample assessment:

The use of a theme to help students understand metaphor is very challenging, but I think still quite necessary. If they understand the theme and its usefulness, students can utilize resources more effectively and organize their analyses--writing

more persuasive papers. Those students who could apply the theme and use the readings in the reader as sources were particularly successful. The good papers were really good – critical thinking at the highest level. Unfortunately, the bad papers missed the mark.

- D. Some faculty have very formal criteria, known as **rubrics**, for grading an assignment. Here is one from Theatre that is quite extensive (very few of us would use something so detailed):

A CHARACTER ANALYSIS FROM ROBERT BARTON

Character _____

Play and author _____

Character Past:

I come from:

My childhood was:

Family conditions were:

List 3 experiences making the most lasting impression on me:

- 1.
- 2.
- 3.

Five most important given circumstances are:

- 1.
- 2.
- 3.
- 4.
- 5.

Crucial events prior to this scene were:

Details on the moment just before my entrance include:

CHARACTER PRESENT

Immediate conditioning forces are:

Other characters and/or the playwright describe me as:

I describe others as:

In a group I tend to:

I would describe myself basically as:

My most distinguishing characteristics are:

My style of clothing and accessories include:

My temperament could be described as:

For example:

I am most interested in:

I am least interested in:

My physical life differs from the actor playing me in that:

In order to embody me, the actor playing me needs to:

My vocal life differs from the actor playing me in that:

The location of this scene can be described as:

In the most crucial moment in the scene, my cue, and rejected alternatives and then choice are:

(List all rejected alternatives and the final choice made!)

I made the following discovery in this scene:

My scene breaks down into the following beats: (number and label each)

My primary objective is:

Obstacles I face in achieving this are:

My future includes: (List best and worst possibilities)

Helpful Images in the abstract:

E. Assessment Quality

1. Some of the assessments that have been received to date do not meet quality standards of the District. For example, stating that “Students were successful” is not a significant measure of the outcome.
2. Again, one of the main motivations for assessing outcomes is to determine how students are NOT being successful; and “Students were successful” does not lead to planned actions that would help students who are performing below expectations.

F. Determine your “Action Plan” to help students who were not successful.

1. In Outcome 4 for microbiology given above, students clearly mastered the lab techniques and the faculty member did not feel he needed to make any changes, so this is what he recorded:

Planned action: Continue to allow students to practice skills before they are tested.

2. Here is the “Action Plan” for the nursing example above:

Planned action: 1) Continue with administering the drug calculation exam at the beginning of the semester. Faculty will review the exams for real world relevancy. 2) We will continue to monitor and gather more data before implementing any curriculum changes at this time. Will utilize a test blue print to develop course exams based off the NCSBN guidelines.

3. Here is the planned action for the Art History 002 course:

Planned actions: I want to focus on the students who find themselves in the deep end--those with limited reading comprehension skills and little understanding of metaphorical thinking. Cutting the readings into more manageable pieces--and injecting "cheat sheets" (that guide the students through the readings) should help give those students a stronger foothold.

4. Here is an assessment and Planned Action in a film course; **note that the Planned Action identifies resources that are needed for the course, which would be an important component of a Strategic Proposal:**

All students participated in hands-on application of equipment and oral and written evaluation of techniques of digital film principles. Ninety five percent of students completed short film assignments. Forty percent did exceptionally well. The lack of available equipment held others students back. With only three updated computer workstations available, and four cameras, for a full class of students, many students were forced to borrow or use personal cameras and home computers to complete projects.

Planned Action: I will continue to petition for additional cameras and updated computers for shooting and editing.

- G. Your “Planned Action” includes those things that a faculty member can control. More of our students would be successful if they came to all classes on time and had their textbooks at the beginning of the semester, but those are factors that faculty cannot control.

III. Fill out the “Individual Assessment Form” (on page 10, but also under the “Forms” tab on the website).

- A. Fill in the course department/number, semester of assessment, date of assessment (sometimes faculty assess outcomes in the fall but report them in the spring), and your name.
- B. Cut and paste the outcomes and success criteria from the “Course Outcomes/Criteria/Methods.”
- C. Then add your results and planned actions.
- D. The “Data/Evidence” section is provided to include exam questions, rubrics that were used for scoring a project or portfolio, or individual grades. PLEASE DO NOT INCLUDE STUDENT NAMES OR IDs WHEN REPORTING ASSESSMENTS OR DATA/EVIDENCE!
- E. Finally:
1. Change the name of the file to “CourseDeptAndNumber_FacultyName_SemesterOfAssessment. PLEASE SAVE THIS FILE SOMEWHERE ON YOUR COMPUTER! If you haven’t done so already, you may want to add an “SLO” folder to your desktop to store your work. Under the best of circumstances, files do get lost or corrupted so please keep this backup copy somewhere you can easily access it.
 2. Send your assessment to your School Coordinator or the SLO Coordinator; you may want to copy your School dean. The assessment results and planned actions get added to the SLO database; data/evidence does not.
 3. Add your assessment to your School’s shared drive/folder. When ACCJC asks us to prove that we’ve done our assessments, we can point them to the shared folders of any of the schools to get information on any of the courses.
 4. You’re done!
 5. Adjunct faculty do NOT need to fill out any form to be paid. Instead, the SLO Coordinator, with the expert help of the Dean of Research and Planning, will compile a list of adjuncts to be paid; the VP of Academic Affairs approves it; and then it goes to payroll. Easy! But note

that adjuncts do not get paid until their assessments are in the database; if there is a delay in this step, e.g, a file is lost or an email goes astray, there will be a delay in getting paid.

Individual Assessment Form

Course number/name: _____

Semester of course: _____

Date of assessment: _____

Assessor's name: _____

SLO 1: (insert here)

- ➔ Success criteria:
- ➔ Results:
- ➔ Planned action: (changes, new ideas, or no changes?)

SLO 2: (insert here)

- ➔ Success criteria:
- ➔ Results:
- ➔ Planned action: (changes, new ideas, or no changes?)

SLO 3: (insert here)

- ➔ Success criteria:
- ➔ Results:
- ➔ Planned action: (changes, new ideas, or no changes?)

DATA/EVIDENCE:

Any data or evidence (sample questions from exams, lab reports, homework, etc.) you would like to attach can be embedded/scanned/copied/pasted at the end of this document (or attached as an email attachment).

Individual Assessment Form

Course number/name: NURS 063

Semester of course: Spring 2013

Date of assessment: 5/1/2013

Assessor's name: Glenn Burgess, Lynn Denham-Martin, Michelle Starbuck, Tracy Johnson

SLO 1: Provide safe, quality, humanistic, patient-centered, evidence-based nursing care for patients experiencing acute, complex conditions requiring medical / surgical interventions.

- ➔ **Success criteria:** >85% of the students will successfully complete these assignments.
- ➔ **Results:** 1) The drug dosage calculation exam was administered during the second week of the course this year. The faculty offered a brief tutorial on the types of equations that could be used on the exam outside of class time. The first exam we had 38 students take the exam and 21 (55%) passed and 17 (45%) failed. Types of questions students struggled with were IV' mL's, mcg/kg/min, mcg /min and mL/Hr drip rates. Version 2 of the exam was offered 1 week after the first exam with faculty remediation available to each student who failed the exam. Exam #2 we had 17 students take the exam and 16 (94%) passed and 1 (6%) failed. That one student scheduled a meeting to review their exam with the lead faculty member and it was identified that the student has struggled all along with the drug calculation exam. Remediation was provided and passed on their 3rd attempt. On version one of the exam there were 4 out of 20 questions that were high missed questions, test 2 there was only 1 out of 20 questions that were high missed. Each student was required to achieve 90% or greater on the exam to pass. 100% of the class was successful after three attempts.

- 2) The students have taken the Kaplan Comprehensive Medical Surgical Integrated exam at the end of the semester. The client needs category for safety and infection control data are as follows.

	May 2012	May 2013	
ClientNeedCategory	% Correct	% Correct	
Safety and infection control	60.6	63.8	+3.2
AccreditationCategories	% Correct	% Correct	
Safety	74.0	72.3	-1.7
Evidence Based Practice	83.2	77.0	-6.2
Patient Centered Care	59.6	60.5	+0.9

- ➔ **Planned action:** 1) Continue to with administering the drug calculation exam at the beginning of the semester. Faculty will review the exams for real world relevancy. 2) We will continue to monitor and gather more data before implementing any curriculum changes at this time. Will utilize a test blue print to develop course exams based off the NCSBN guidelines

SLO 2: Engage in critical thinking necessary to provide quality patient care for patients experiencing acute, complex conditions requiring medical / surgical interventions.

- ➔ **Success criteria:** >85% of the students will successfully complete these assignments.
- ➔ **Results:** 1) This semester we piloted the EMR instead of the IPOC with the 4th semester students. Through the use of this tool it was difficult for the faculty to identify the the flow of thinking used by the student, except for the use of the prioritization of the care plan. In looking at the care plan students seemed to struggle with being able to prioritize each problem, this could have been due to the use of the new product. Also since there are set responses students chose to use the standard responses versus adding their own in most situations to individualize the care plan to their assigned patient. Anecdotaly the students seemed to struggle with individualizing their interventions. Students were able to utilize the tools in the program to research the rationale for each intervention.
- 2) 100% of the students were successful in meeting the standards for communication on the Clinical evaluation tool used by the program for 4th semester students.
- 3) The Kaplan Comprehensive Medical Surgical Integrated exam revealed the following data in two areas we looked at for this SLO were the use of the Nursing Process, Critical Thinking and Clinical Concept results as follows.

	May 2012	May 2013	
NursingProcess	% Correct	% Correct	
Assessment	79.1	73.8	-5.3
Diagnose	70.1	74.3	+4.2
Planning	74.2	72.0	-2.2
Implementation	69.5	65.4	-4.1
Evaluation	76.5	76.3	-0.2
CriticalThinking	% Correct	% Correct	
Identify missing information	75.4	78.4	+3.0
Identify patterns	79.7	84.6	+4.9
Draw valid conclusions	68.2	63.9	-4.3
Set priorities	67.3	74.3	+7.0
Evaluate and/or revise thinking	65.4	66.4	+1.0
ClinicalConcept	% Correct	% Correct	
Critical thinking	63.7	62.0	-1.7
LevelOfDifficulty	% Correct	% Correct	
Recalling/recognizing information	78.5	76.8	-1.7
Understanding concepts	72.9	68.6	-4.3
Setting priorities	75.6	71.9	-3.7
Making nursing judgments	76.0	77.1	+1.1

- ➔ **Planned action:** 1) Continue to use the EMR in the second year of the program, introducing it in the 3rd semester in smaller sections. Provide constructive critiques to students. Develop a grading rubric for faculty to use in the 3rd and 4th semesters. Plan to implement earlier in the program in the future.
- 2) Continue with the use of the clinical evaluation tool for evaluating students each semester.
- 3) We will continue to monitor and gather more data before implementing any curriculum changes at this time. Will utilize a test blue print to develop course exams based off the NCSBN guidelines

SLO 3: Communicate and collaborate with members of the community, interprofessional team, the patient, and families to provide and improve patient care for patients experiencing acute, complex conditions requiring medical / surgical interventions.

- ➔ **Success criteria:** >85% of the students will successfully complete these assignments.
- ➔ **Results:** 1) SBAR reporting. Students still continued to struggle at the beginning with giving a well organized patient report in each of the clinical groups. Some of the identified issues were lack the use of medical terminology, being too wordy, use of lay terms, not being organized with their thought process. Students did show progress in the use of SBAR reports from 3rd semester to 4th anecdotally but at this time we don't have a standard grading rubric used by all 4 semesters.
- 2) Final exam there were a minimum of 9 communication questions identified the students range was from 39% to 97% correct (average 80%, median, 87%, mode 92%).
- 3) The Kaplan Comprehensive Medical Surgical Integrated exam revealed the following data in one area we looked at for this SLO was the Clinical Concept area for communication.

	May 2012	May 2013	
Clinical Concept	% Correct	% Correct	
Communication	67.3	67.8	+0.5

- ➔ **Planned action:** 1) Discuss in our nursing curriculum meeting regarding the adoption a uniform format and rubric to be utilized throughout the curriculum. Continue to monitor and review.
- 2) Continue to review and examine types of communication techniques used and identify the differences between therapeutic and professional communication questions.
- 3) Students show a slight improvement from the May 2012 cohort and the May 2013.

SLO 4: Provide leadership in the medical surgical and community settings for diverse patient populations.

- ➔ **Success criteria:** >85% of the students will successfully complete these assignments.
- ➔ **Results:** 1) Each student was assigned to a leadership day. During this time the faculty was able to discuss leadership responsibilities with each student. They were also required to assign their peers to the assigned resource nurse for the day, develop a 2 week schedule, complete an assignment / delegation activity, as well as run their daily conference. 100% of the students successfully completed each of the assignments . Each student successfully organized and ran the post conference. Some of the identified issues were with the scheduling was not meeting the assigned FTE’s, not scheduling staff to every other weekends, not assigning core staff each day.
- 2) Each student was assigned to a community agency to complete a needs assessment, develop a corrective plan of action for identified needs, implement their action plan. Students were assigned to homeless shelters, after school programs, senior lunch programs and / or community centers. At the end of the semester each group was required to put together a 15 – 20 minute presentation regarding what they learned as well as well as what services their agency provided to the community. 100% of the groups either developed a well thought out video or power point presentation to present their agency to the entire class.
- 3) On the final exam there were a minimum of 17 leadership questions, 4 delegation, and 31 prioritization type questions. Of the leadership 17 leadership questions they ranged from 58% to 95% (average 82%, median 87%, mode 92%), 4 delegation questions they ranged from 71% to 97% (average 87%, median 89%, mode NA) and the 31 prioritization questions ranged from 11% to 97% (average 78%, median 85%, mode 92%). According to the data the students fell below the 85% in both the leadership and prioritization questions.
- 4) The Kaplan Comprehensive Medical Surgical Integrated exam revealed the following data in one area we looked at for this SLO was the Accreditation Categories of Leadership, population health and clinical judgment.

AccreditationCategories	May 2012	May 2013	
	% Correct	% Correct	
Leadership	50.0	26.3	-23.7
Population Health	88.5	63.2	-25.3
Clinical Judgment	67.3	65.1	-2.2

- ➔ **Planned action:** 1) Continue with the assignment. 2) Continue with the assignment. 3) Continue to focus on leadership and prioritization in the 4th semester of the program. We will aslo discuss implementing more prioritization type questions earlier in the program. 4) Will continue to monitor and utilize a test blue print to develop course exams based off the NCSBN guidelines.

SLO 5: Use information technology to communicate, manage knowledge, mitigate error and support decision-making.

- ➔ **Success criteria:** >85% of the students will successfully complete these assignments.
- ➔ **Results:** 1) This semester we piloted an electronic medical record with the class. Some of the identified issues mostly were with it being new. Delays in inputting the data, not being able to find the data after it was charted, learning the system, printing large documents. We had the students complete 2 EHR's on a clinical experience and 2 EHR's on their two skills performed in the skills lab. Identified issues that faculty addressed were: We required too much for using a new product, charting issues contradicting one self, issues with the use of the nursing process, limited options for the nursing process, initially faculty could not review until documents were submitted (this has been resolved) . Some of the benefits of utilizing this product is that the students were able to practice inputting verbal / telephone orders, Students really had to research their medications and lab results to complete each data field, the ability for faculty to identify discrepancies in their charting and to give constructive feedback. Each student was also required to use information technology at each of the clinical facilities in which they were assigned without any issues (i.e. Electronic medical records, IV pumps, Pyxis, e-MAP, internet resources used at the facility).
2) The Kaplan Comprehensive Medical Surgical Integrated exam revealed that the information technology categories were not assessed.
- ➔ **Planned action:** Continue to use the product but implement it earlier in the program. We will start with the 3rd semester students and eventually move to the first semester students.

SLO 6: Assimilate professional ethical, and legal guidelines in practice.

- ➔ **Success criteria:** >85% of the students will successfully complete these assignments.
- ➔ **Results:** 1) 100% of all students successfully completed hospital orientation on the first attempt. 100% of all students successfully passed the course expected outcome #8: Legal, ethical and professional practice. There were no identified issues throughout the semester.
2) The Kaplan Comprehensive Medical Surgical Integrated exam revealed that the ethical and legal categories were not assessed.
- ➔ **Planned action:** Continue no actions at this point.

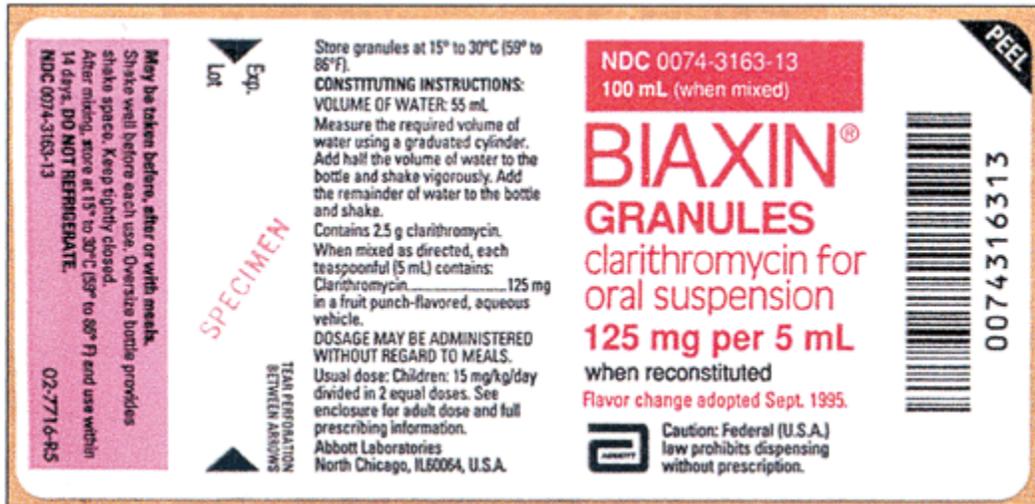
DATA/EVIDENCE:

Any data or evidence (sample questions from exams, lab reports, homework, etc.) you would like to attach can be embedded/scanned/copied/pasted at the end of this document (or attached as an email attachment).

Sample Drug Calculation Exam Questions:

Order: Biaxin 75 mg p.o. q12h

Available:



How many mL(s) will you administer per dose: _____ mL

Order: Dobutamine 2.0 mcg/kg/min for a client who weighs 172 lb

Available: Dobutamine 250 mg in 250 mL D5W

Calculate the rate in mL/hr required to infuse 2 mcg/kg/min: _____

CURRICULUM OUTCOME 4: *CRITICAL THINKING*

<u>1st Semester Objective</u>	<u>2nd Semester Objective</u>	<u>3rd Semester Objective</u>	<u>4th Semester Objective</u>
<p>Objective: Identifies elements of critical thinking in each step of the nursing process by consistently demonstrating the following behaviors:</p> <ol style="list-style-type: none"> 1. Performs/documents an accurate patient assessment. 2. Uses the nursing process to develop a plan of care. 3. Documents assessments, interventions, and patient responses, and appropriately communicates findings. 4. Seeks appropriate help as needed. 5. Identifies relevant information needed for making clinical decisions. 6. Develops NANDA nursing diagnoses that reflect patient's current status. 7. Develops appropriate nursing interventions. 8. Applies theory based knowledge to the care of the patient. 9. Sets priorities for the accomplishment of duties within time allowed. 	<p>Objective: Utilizes the nursing process to construct a plan of care while consistently demonstrating the following behaviors:</p> <ol style="list-style-type: none"> 1. Continues to maintain critical thinking behaviors from previous semester. 2. Applies nursing process to the care of the patient across the life span. 3. Identifies individualized, age-appropriate interventions that are based on stated goals and aimed toward problem resolution. 4. Is prepared to give patient care aimed at progress toward optimum functioning and prevention of complications. 5. Evaluates effectiveness of pain management and patient's response to nursing interventions. 6. Identifies patterns and examines assumptions when making clinical decisions. 7. Identifies and prioritizes alterations in health status. 8. Sets realistic short/long term goals based on individualized assessments. 9. Incorporates family into plan of care. 10. Seeks confirmation of decisions related to new/complex problems. 11. Identifies appropriate resources for pediatric patients and families. 	<p>Objective: Participates in collaborative / interdisciplinary care planning by consistently demonstrating the following behaviors:</p> <ol style="list-style-type: none"> 1. Continues to maintain critical thinking behaviors from previous semesters. 2. Demonstrates critical thinking (problem solving, predicting outcomes, synthesizing, analyzing, and evaluating) when collaborating with others in managing patient care. 3. Actively participates in interdisciplinary care conferences to effectively coordinate and evaluate patient care. 4. Demonstrates ability to accurately identify priority assessments and interventions based on patient needs: <ol style="list-style-type: none"> a. When caring for multiple patients. b. In written nursing care plan assignments. 5. Analyzes patients' lab and diagnostic test results and is able to correlate with the patient's disease processes and treatments. 	<p>Objective: Demonstrates critical thinking skills when managing the plan of care for complex patients by consistently demonstrating the following behaviors:</p> <ol style="list-style-type: none"> 1. Continues to maintain critical thinking behaviors from previous semesters. 2. Demonstrates the use of critical thinking processes when making clinical decisions. 3. Generates options and choices of action when making clinical decisions. 4. Utilizes decision making guides (Ex: algorithms, critical pathways). 5. Evaluates multiple/complex patient responses to plan of care and makes revisions as needed. 6. Verbalizes possible outcomes for multiple/complex patients. 7. Identifies incompatibilities among multiple infusing IVs. 8. Identify and respond appropriately to critical values and critical assessment data. 9. Attends interdisciplinary care meetings. 10. Incorporates a comprehensive health assessment and nursing history into patient assessment.

CURRICULUM OUTCOME 8: *LEGAL, ETHICAL, and PROFESSIONAL PRACTICE*

<u>1st Semester Objective</u>	<u>2nd Semester Objective</u>	<u>3rd Semester Objective</u>	<u>4th Semester Objective</u>
<p>Objective: Identifies and applies the legal, ethical and professional foundations of nursing practice by consistently demonstrating the following behaviors:</p> <ol style="list-style-type: none"> 1. Reports unsafe practices. 2. Exhibits honesty, reliability, and accountability. 3. Demonstrates punctuality and preparation in meeting scheduled assignments. 4. Adheres to all BRN, SCC, and health care agency rules and regulations at all times. 5. Seeks supervision from instructor when appropriate. 6. Maintains legal/ethical responsibilities as outlined in the nursing student handbook. 7. Assesses patients for possible elder abuse and states the nurse's role in reporting abuse. 8. Recognizes and supports patients' rights. 9. Follows SCC student dress code. 10. Practices within appropriate professional boundaries. 11. Identifies roles and functions of other disciplines and collaborates appropriately. 12. Recognizes the ethical and legal implications of medication errors. 	<p>Objective: Expands on the legal, ethical, and professional role of the nurse including the role of patient advocate by consistently demonstrating the following behaviors:</p> <ol style="list-style-type: none"> 1. Continues to maintain legal, ethical and professional behaviors from previous semester. 2. Demonstrates legal, ethical and professional practice standards. 3. Demonstrates interest and actively seeks out learning opportunities. 4. Demonstrates appropriate self-confidence. 5. Accepts constructive criticism and modifies behaviors appropriately. 6. Identifies roles and scope of practice of other health providers and collaborates appropriately. 	<p>Objective: Utilizes complex legal, ethical, and professional guidelines in providing patient care by consistently demonstrating the following behaviors:</p> <ol style="list-style-type: none"> 1. Continues to maintain legal, ethical and professional behaviors from previous semesters. 2. Promptly reports any deviations in practice standards (deviations by self and others). 	<p>Objective: Models the legal, ethical and professional behaviors of the registered nurse by consistently demonstrating the following behaviors:</p> <ol style="list-style-type: none"> 1. Continues to maintain legal, ethical, and professional behaviors from previous semesters. 2. Ensures multiple/complex patients' rights. 3. Practices within the scope of practice of the RN and assumes responsibility for competent performance. 4. Assists multiple/complex patients and families faced with ethical choices. 5. Applies nursing theory to multiple/complex patient care. 6. Initiates patient advocacy activities. 7. Appropriately delegates care to other healthcare providers according to scope of practice and patient care needs.