

| AAS.NUR   |   |  |                      |                              |
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| COURSE  | Course SLOs   | Program Goal   | Didactic or Clinical | Sem./Yr. in Assessment Cycle |
| NUR160<br>Introduction to Nursing (2-6-4)             | 1. Relates basic knowledge of the nursing process & critical thinking process to safely assist clients in meeting their basic human needs and maintaining an optimal level of wellness. | Professional Identity: Demonstrate the professional role of a nurse in a manner that reflects integrity, responsibility and ethical practice within an evidenced based practice utilizing open communication and collaboration and an evolving professional identity | D                    | Fall 2017                    |
| NUR160<br>Introduction to Nursing (2-6-4)             | 2. Explains basic clinical safety standards.  | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | D                    | Fall 2016                    |
| NUR160<br>Introduction to Nursing (2-6-4)             | 3. Describes the nursing process in the care of adults with common health problems.   | 4.1. Use data to monitor the outcomes of care processes and improve the quality and safety of health care systems  | D                    | Spring 2018                  |
| NUR160<br>Introduction to Nursing (2-6-4)             | 4. Describes the nursing process to identify appropriate nursing care for the client with pain.   | Scholarly Inquiry: Examine the evidence that underlies clinical nursing practice to improve the quality of care for patients, families, and groups.  | D                    | Spring 2019                  |
| NUR160<br>Introduction to Nursing (2-6-4)             | 5. Demonstrates communication skills and professional behaviors in the lab setting.   | Human Flourishing: Advocate for patients, families, and groups in ways that promote their self-determination, integrity and growth through the provision of patient-centered care.   | C                    | Spring 2019                  |
| NUR160<br>Introduction to Nursing (2-6-4)             | 6. Performs a basic health assessment on clients in a simulated lab environment.  | Professional Identity: Demonstrate the professional role of a nurse in a manner that reflects integrity, responsibility and ethical practice within an evidenced based practice utilizing open communication and collaboration and an evolving professional identity | C                    | Fall 2016                    |
| NUR160<br>Introduction to Nursing (2-6-4)             | 7. Provides evidence based client centered care using the nursing process.  | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | C                    | Fall 2017                    |
| NUR160<br>Introduction to Nursing (2-6-4)             | 8. Demonstrates safety and competence in fundamental clinical nursing skills.   | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | C                    | Spring 2017                  |
| NUR160<br>Introduction to Nursing (2-6-4)             | 9. Demonstrates culturally sensitive, compassionate and ethical care to clients in simulated lab environment.   | Human Flourishing: Advocate for patients, families, and groups in ways that promote their self-determination, integrity and growth through the provision of patient-centered care.   | C                    | Fall 2018                    |
| NUR160<br>Introduction to Nursing (2-6-4)             | 10. Demonstrates the standards for safe medication administration in the lab setting.   | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | C                    | Spring 2017                  |
| NUR162<br>Psychiatric & Mental Health Nursing (2-3-3) | 1. Compare and contrast therapeutic communication techniques and approaches to establishment of therapeutic relationship.   | Human Flourishing: Advocate for patients, families, and groups in ways that promote their self-determination, integrity and growth through the provision of patient-centered care.   | D                    | Spring 2017                  |
| NUR162<br>Psychiatric & Mental Health Nursing (2-3-3) | 2. Describe strategies for optimal mental health promotion.   | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | D                    | Spring 2018                  |
| NUR162<br>Psychiatric & Mental Health Nursing (2-3-3) | 3. Describe process for applying ethical principles and legal guidelines for care mental health clients and families.   | Professional Identity: Demonstrate the professional role of a nurse in a manner that reflects integrity, responsibility and ethical practice within an evidenced based practice utilizing open communication and collaboration and an evolving professional identity | D                    | Summer 2019                  |

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| <b>NUR162<br/>Psychiatric &amp;<br/>Mental Health<br/>Nursing (2-3-3)</b> | 4. Outline the appropriate care for patients experiencing mental health crisis and emergencies including definition, characterizations and triage.  | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | D | Spring 2018  |
| <b>NUR162<br/>Psychiatric &amp;<br/>Mental Health<br/>Nursing (2-3-3)</b> | 5. Identify and describe the prevalence, classification, etiology, and clinical manifestations of psychiatric and cognitive problems across diverse populations and their impact on clients, families, groups, and the community. | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | D | Spring 2017  |
| <b>NUR162<br/>Psychiatric &amp;<br/>Mental Health<br/>Nursing (2-3-3)</b> | 6. Describe current physical, pharmacologic, psychosocial and alternative treatment modalities used in mental health.   | Scholarly Inquiry: Examine the evidence that underlies clinical nursing practice to improve the quality of care for patients, families, and groups.                                | D | Summer 2017  |
| <b>NUR162<br/>Psychiatric &amp;<br/>Mental Health<br/>Nursing (2-3-3)</b> | 7. Uses and evaluates therapeutic communication with patients and families experiencing mental health problems in a variety of settings.  | Human Flourishing: Advocate for patients, families, and groups in ways that promote their self-determination, integrity and growth through the provision of patient-centered care. | C | Spring 2018  |
| <b>NUR162<br/>Psychiatric &amp;<br/>Mental Health<br/>Nursing (2-3-3)</b> | 8. Provides evidenced based mental health nursing assessment of patients utilizing accepted mental health (including the mental status exam) and physical assessment techniques.  | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | C | Summer 2018  |
| <b>NUR162<br/>Psychiatric &amp;<br/>Mental Health<br/>Nursing (2-3-3)</b> | 9. Utilize critical thinking skills and a systematic problem-solving process as a framework for providing care to clients and families experiencing mental health problems.   | Scholarly Inquiry: Examine the evidence that underlies clinical nursing practice to improve the quality of care for patients, families, and groups.                                | C | Summer 2019  |
| <b>NUR162<br/>Psychiatric &amp;<br/>Mental Health<br/>Nursing (2-3-3)</b> | 10. Practice therapeutic use of self while promoting recovery with diverse individuals, families, and communities experiencing mental health problems.  | Human Flourishing: Advocate for patients, families, and groups in ways that promote their self-determination, integrity and growth through the provision of patient-centered care. | C | Spring. 2019 |
| <b>NUR163 Nursing<br/>Across Lifespan I<br/>(2-0-2)</b>                   | 1. Explains appropriate therapeutic communication techniques when interacting with clients across the lifespan which includes caring, compassion, & cultural awareness.   | Human Flourishing: Advocate for patients, families, and groups in ways that promote their self-determination, integrity and growth through the provision of patient-centered care. | D | Fall 2017    |
| <b>NUR163 Nursing<br/>Across Lifespan I<br/>(2-0-2)</b>                   | 2. Identifies & explains how family and culture impacts the patient perception and nursing delivery of care   | Human Flourishing: Advocate for patients, families, and groups in ways that promote their self-determination, integrity and growth through the provision of patient-centered care. | D | Fall 2019    |
| <b>NUR163 Nursing<br/>Across Lifespan I<br/>(2-0-2)</b>                   | 3. Constructs holistic assessment plan which includes developmental, emotional, psychosocial, cultural, spiritual, and functional status of individuals within the context of the family.   | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | D | Fall 2018    |
| <b>NUR163 Nursing<br/>Across Lifespan I<br/>(2-0-2)</b>                   | 4. Assesses & links human, physical, financial, and technological resources necessary to meet patient needs throughout the lifespan.  | 4.1. Use data to monitor the outcomes of care processes and improve the quality and safety of health care systems  | D | Spring 2019  |
| <b>NUR163 Nursing<br/>Across Lifespan I<br/>(2-0-2)</b>                   | 5. Describes adaptations in care necessary to promote health & manage illness in the patient and family.  | 4.2. Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.  | D | Spring 2017  |

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| <b>NUR163 Nursing Across Lifespan I (2-0-2)</b>                  | 6. Identify the role of nurse in team approach to family-centered care.   | Professional Identity: Demonstrate the professional role of a nurse in a manner that reflects integrity, responsibility and ethical practice within an evidenced based practice utilizing open communication and collaboration and an evolving professional identity | D | Spring 2018 |
| <b>NUR165 Nursing Concepts &amp; Clinical Practice I (3-9-6)</b> | 1. Examines the use of evidence-based practice in the care of clients with alterations in health.   | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | D | Summer 2019 |
| <b>NUR165 Nursing Concepts &amp; Clinical Practice I (3-9-6)</b> | 2. Summarizes the nursing process to assess and select appropriate nursing care for surgical client.  | Scholarly Inquiry: Examine the evidence that underlies clinical nursing practice to improve the quality of care for patients, families, and groups.  | D | Spring 2018 |
| <b>NUR165 Nursing Concepts &amp; Clinical Practice I (3-9-6)</b> | 3. Relates clinical judgment to evidence-based practice for making appropriate clinical decisions for the adult clients in the rehabilitative and acute healthcare setting. | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | D | Spring 2019 |
| <b>NUR165 Nursing Concepts &amp; Clinical Practice I (3-9-6)</b> | 4. Identifies caring and cultural concepts in the care of adult clients.  | Human Flourishing: Advocate for patients, families, and groups in ways that promote their self-determination, integrity and growth through the provision of patient-centered care.   | D | Spring 2018 |
| <b>NUR165 Nursing Concepts &amp; Clinical Practice I (3-9-6)</b> | 5. Develops a client centered plan of care to promote self-care management and wellness.  | Scholarly Inquiry: Examine the evidence that underlies clinical nursing practice to improve the quality of care for patients, families, and groups.  | D | Spring 2017 |
| <b>NUR165 Nursing Concepts &amp; Clinical Practice I (3-9-6)</b> | 6. Performs nursing assessments and delivers appropriate care for assigned adult clients in the healthcare setting.   | 4.1. Use data to monitor the outcomes of care processes and improve the quality and safety of health care systems  | C | Summer 2017 |
| <b>NUR165 Nursing Concepts &amp; Clinical Practice I (3-9-6)</b> | 7. Builds a basic teaching plan for client/family based on health needs assessment.   | Human Flourishing: Advocate for patients, families, and groups in ways that promote their self-determination, integrity and growth through the provision of patient-centered care.   | C | Spring 2017 |
| <b>NUR165 Nursing Concepts &amp; Clinical Practice I (3-9-6)</b> | 8. Interacts appropriately through verbal, nonverbal, and written communication with patients, families, and members of the health care team.                               | Human Flourishing: Advocate for patients, families, and groups in ways that promote their self-determination, integrity and growth through the provision of patient-centered care.   | C | Summer 2018 |
| <b>NUR165 Nursing Concepts &amp; Clinical Practice I (3-9-6)</b> | 9. Provides compassionate culturally sensitive care for adult clients in the healthcare setting.  | Human Flourishing: Advocate for patients, families, and groups in ways that promote their self-determination, integrity and growth through the provision of patient-centered care.   | C | Summer 2018 |
| <b>NUR165 Nursing Concepts &amp; Clinical Practice I (3-9-6)</b> | 10. Demonstrates professional behaviors when caring for adult clients in the healthcare settings.   | Professional Identity: Demonstrate the professional role of a nurse in a manner that reflects integrity, responsibility and ethical practice within an evidenced based practice utilizing open communication and collaboration and an evolving professional identity | C | Spring 2019 |
| <b>NUR165 Nursing Concepts &amp; Clinical Practice I (3-9-6)</b> | 11. Demonstrates safety and competence in performing clinical nursing skills.   | 2.1. Minimize risk of harm to patients and providers through excellent communication, individual performance and optimal system effectiveness  | C | Summer 2017 |
| <b>NUR170 Nursing Applications (0-3-1)</b>                       | 1. Describe the standards of professional practice and the nurse's role in accountability for his/her own actions.  | Professional Identity: Demonstrate the professional role of a nurse in a manner that reflects integrity, responsibility and ethical practice within an evidenced based practice utilizing open communication and collaboration and an evolving professional identity | D | Fall 2018   |

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| <b>NUR170 Nursing Applications (0-3-1)</b>       | 2. Discuss the role of the nurse in collaborating with patients, peers, and other members of the healthcare team.  | Professional Identity: Demonstrate the professional role of a nurse in a manner that reflects integrity, responsibility and ethical practice within an evidenced based practice utilizing open communication and collaboration and an evolving professional identity | D | Spring 2018 |
| <b>NUR170 Nursing Applications (0-3-1)</b>       | 3. Identifies caring interventions that are based on knowledge and understanding of the natural sciences, behavioral sciences, nursing theory, and nursing research to improve delivery of care. | Scholarly Inquiry: Examine the evidence that underlies clinical nursing practice to improve the quality of care for patients, families, and groups.  | D | Fall 2019   |
| <b>NUR170 Nursing Applications (0-3-1)</b>       | 4. Applies ethical & legal concepts to nursing and health care practice.   | Professional Identity: Demonstrate the professional role of a nurse in a manner that reflects integrity, responsibility and ethical practice within an evidenced based practice utilizing open communication and collaboration and an evolving professional identity | D | Fall 2017   |
| <b>NUR170 Nursing Applications (0-3-1)</b>       | 5. Assesses the teaching needs of a patient to promote and facilitate learning.  | Human Flourishing: Advocate for patients, families, and groups in ways that promote their self-determination, integrity and growth through the provision of patient-centered care.   | D | Spring 2017 |
| <b>NUR170 Nursing Applications (0-3-1)</b>       | 6. Identifies appropriate resources to assist in clinical decision making skills for an assigned patient.  | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | D | Spring 2019 |
| <b>NUR263 Nursing Across Lifespan II (2-6-4)</b> | 1. Describe evidence based practices for the management of safe and effective nursing care for childbearing and pediatric clients and their families.  | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | D | Fall 2016   |
| <b>NUR263 Nursing Across Lifespan II (2-6-4)</b> | 2. Adapt communication techniques in caring for childbearing women, children, and their families   | Human Flourishing: Advocate for patients, families, and groups in ways that promote their self-determination, integrity and growth through the provision of patient-centered care.   | D | Summer 2017 |
| <b>NUR263 Nursing Across Lifespan II (2-6-4)</b> | 3. Identify and incorporate cultural concepts in the care of diverse maternal and pediatric populations.   | Human Flourishing: Advocate for patients, families, and groups in ways that promote their self-determination, integrity and growth through the provision of patient-centered care.   |   | Fall 2018   |
| <b>NUR263 Nursing Across Lifespan II (2-6-4)</b> | 4. Develop a client-centered teaching plans to promote self-care management and health.  | 1.1. Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs   | D | Summer 2019 |
| <b>NUR263 Nursing Across Lifespan II (2-6-4)</b> | 5. Integrate techniques of physical, psychosocial, spiritual, and developmental assessment of clients across the lifespan.   | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | D | Fall 2017   |
| <b>NUR263 Nursing Across Lifespan II (2-6-4)</b> | 6. Model professional behaviors when caring for clients across the lifespan.   | Professional Identity: Demonstrate the professional role of a nurse in a manner that reflects integrity, responsibility and ethical practice within an evidenced based practice utilizing open communication and collaboration and an evolving professional identity | C | Fall 2017   |
| <b>NUR263 Nursing Across Lifespan II (2-6-4)</b> | 7. Formulate preventative and wellness strategies for clients across the life spans that reflect current trends in health promotion and illness prevention.                                      | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | C | Fall 2016   |

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| <b>NUR263 Nursing Across Lifespan II (2-6-4)</b>  | 8. Provide developmentally appropriate nursing care to pediatric and obstetrical patients of various ages by utilizing the nursing process which emphasizes critical thinking and ongoing evaluation as a means to direct nursing activities | 4.1. Use data to monitor the outcomes of care processes and improve the quality and safety of health care systems  | C | Summer 2018 |
| <b>NUR263 Nursing Across Lifespan II (2-6-4)</b>  | 9. Accurately assess the growth and development of the pediatric patient and evaluate the significance of the data obtained.   | 4.1. Use data to monitor the outcomes of care processes and improve the quality and safety of health care systems  | C | Summer 2017 |
| <b>NUR264 Nursing Across Lifespan III (2-6-4)</b> | 1. Identify methods to assess, prioritize and diminish the pediatric and childbearing patient's risk of developing complications and/or dysfunctional health patterns related to treatments, procedures, and/or existing conditions.         | 4.1. Use data to monitor the outcomes of care processes and improve the quality and safety of health care systems  | D | Fall 2017   |
| <b>NUR264 Nursing Across Lifespan III (2-6-4)</b> | 2. Effectively apply the nursing process in the care process to promote functional health patterns for the mother, child, and family.  | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | D | Spring 2018 |
| <b>NUR264 Nursing Across Lifespan III (2-6-4)</b> | 3. Adapt patient teaching to the educational and developmental level of the childbearing woman and pediatric patient.  | Human Flourishing: Advocate for patients, families, and groups in ways that promote their self-determination, integrity and growth through the provision of patient-centered care.   | D | Spring 2019 |
| <b>NUR264 Nursing Across Lifespan III (2-6-4)</b> | 4. Analyze the psychosocial well-being of the childbearing woman, child, and their families in adapting to change.   | Human Flourishing: Advocate for patients, families, and groups in ways that promote their self-determination, integrity and growth through the provision of patient-centered care.   | D | Spring 2017 |
| <b>NUR264 Nursing Across Lifespan III (2-6-4)</b> | 5. Differentiate the roles and functions of the interdisciplinary team members in maternal-child and pediatric settings.   | Professional Identity: Demonstrate the professional role of a nurse in a manner that reflects integrity, responsibility and ethical practice within an evidenced based practice utilizing open communication and collaboration and an evolving professional identity | D | Fall 2019   |
| <b>NUR264 Nursing Across Lifespan III (2-6-4)</b> | 6. Examine evidence-based research and other references for quality improvement in the care of childbearing women, children, and their families.   | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | D | Fall 2018   |
| <b>NUR264 Nursing Across Lifespan III (2-6-4)</b> | 7. Communicate and collaborate effectively with patients, families, and/or groups in a variety of settings.  | Human Flourishing: Advocate for patients, families, and groups in ways that promote their self-determination, integrity and growth through the provision of patient-centered care.   | C | Spring 2017 |
| <b>NUR264 Nursing Across Lifespan III (2-6-4)</b> | 8. Utilize critical thinking skills and clinical reasoning strategies to provide safe, effective family centered to children, childbearing women and families.   | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | C | Fall 2017   |
| <b>NUR264 Nursing Across Lifespan III (2-6-4)</b> | 9. Assist patients to identify and adopt strategies that promote optimal health, demonstrating early detection of risks for health problems, and potential complications.  | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | C | Fall 2018   |

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| <b>NUR264 Nursing Across Lifespan III (2-6-4)</b>                 | 10. Make safe and appropriate clinical decisions for the childbearing woman, child, and their families in the healthcare setting using evidence based scientific knowledge.         | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | C | Spring 2019 |
| <b>NUR264 Nursing Across Lifespan III (2-6-4)</b>                 | 11. Develop a culturally sensitive discharge plan of care children, childbearing women, and families.   | Human Flourishing: Advocate for patients, families, and groups in ways that promote their self-determination, integrity and growth through the provision of patient-centered care. | C | Spring 2018 |
| <b>NUR265 Nursing Concepts &amp; Clinical Practice II (3-9-6)</b> | 1. Identify and appraise evidence based practices in caring for adults with alterations in the health including chronic and surgical care.  | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | D | Summer 2017 |
| <b>NUR265 Nursing Concepts &amp; Clinical Practice II (3-9-6)</b> | 2. Describe adaptations to teaching and learning process to reduce risks and incorporate patient preferences into care  | 4.2. Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.  | D | Fall 2016   |
| <b>NUR265 Nursing Concepts &amp; Clinical Practice II (3-9-6)</b> | 3. Relate evidence-based practices to clinical decision making for the adult with chronic illness.  | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | D | Fall 2017   |
| <b>NUR265 Nursing Concepts &amp; Clinical Practice II (3-9-6)</b> | 4. Identify and formulate interventions that promote optimal health, promote early detection of risks for health problems and/or potential complications in surgical acute care     | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | D | Summer 2018 |
| <b>NUR265 Nursing Concepts &amp; Clinical Practice II (3-9-6)</b> | 5. Identify evidence based practices and formulate interventions in caring for and educating the client who is experiencing acute and chronic health alterations                    | 4.1. Use data to monitor the outcomes of care processes and improve the quality and safety of health care systems  | D | Summer 2019 |
| <b>NUR265 Nursing Concepts &amp; Clinical Practice II (3-9-6)</b> | 6. Analyze and interpret patient data to create a comprehensive transitional care and discharge plan.   | Scholarly Inquiry: Examine the evidence that underlies clinical nursing practice to improve the quality of care for patients, families, and groups.                                | C | Fall 2017   |
| <b>NUR265 Nursing Concepts &amp; Clinical Practice II (3-9-6)</b> | 7. Advocate for assigned adult clients in the healthcare setting.   | Human Flourishing: Advocate for patients, families, and groups in ways that promote their self-determination, integrity and growth through the provision of patient-centered care. | C | Summer 2018 |
| <b>NUR265 Nursing Concepts &amp; Clinical Practice II (3-9-6)</b> | 8. Collaborate and effectively communicate with the health care team and patients to provide appropriate health promotion and safe, effective client centered condition management. | Human Flourishing: Advocate for patients, families, and groups in ways that promote their self-determination, integrity and growth through the provision of patient-centered care. | C | Fall 2018   |
| <b>NUR265 Nursing Concepts &amp; Clinical Practice II (3-9-6)</b> | 9. Provide competent, patient centered care that incorporates caring and cultural sensitivity in the delivery of individualized nursing care in acute and chronic care.             | Human Flourishing: Advocate for patients, families, and groups in ways that promote their self-determination, integrity and growth through the provision of patient-centered care. | C | Summer 2017 |
| <b>NUR265 Nursing Concepts &amp; Clinical Practice II (3-9-6)</b> | 10. Effectively manage clinical care with patients and appropriately prioritize needs.  | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | C | Fall 2018   |

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| <b>NUR266 Nursing Concepts &amp; Clinical Practice III (3-9-6)</b> | 1. Describe evidenced based standards for determining nursing care for adult patients with complex and/or multi system health problems in acute and critical care settings.   | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | D | Fall 2016   |
| <b>NUR266 Nursing Concepts &amp; Clinical Practice III (3-9-6)</b> | 2. Evaluate practice decisions using critical thinking in the context of complex health transitions.  | Scholarly Inquiry: Examine the evidence that underlies clinical nursing practice to improve the quality of care for patients, families, and groups.  | D | Fall 2017   |
| <b>NUR266 Nursing Concepts &amp; Clinical Practice III (3-9-6)</b> | 3. Identify and prioritize strategies to improve communication and clinical care in patients with major health transitions.   | Scholarly Inquiry: Examine the evidence that underlies clinical nursing practice to improve the quality of care for patients, families, and groups.  | D | Spring 2019 |
| <b>NUR266 Nursing Concepts &amp; Clinical Practice III (3-9-6)</b> | 4. Discuss effective therapeutic strategies for patients and their families that reduce risks for potential complications, to promote physiological and psychosocial health and to assist in end of life processes. | Human Flourishing: Advocate for patients, families, and groups in ways that promote their self-determination, integrity and growth through the provision of patient-centered care.   | D | Spring 2017 |
| <b>NUR266 Nursing Concepts &amp; Clinical Practice III (3-9-6)</b> | 5. Integrate principles of safety and quality into research-based interventions for adult patients and families with complex health needs and unpredictable outcomes.   | 2.1. Minimize risk of harm to patients and providers through excellent communication, individual performance and optimal system effectiveness  | D | Spring 2018 |
| <b>NUR266 Nursing Concepts &amp; Clinical Practice III (3-9-6)</b> | 6. Interact with peers, colleagues and interdisciplinary health team members to facilitate positive patient outcomes and a professional clinical environment.   | Professional Identity: Demonstrate the professional role of a nurse in a manner that reflects integrity, responsibility and ethical practice within an evidenced based practice utilizing open communication and collaboration and an evolving professional identity | C | Fall 2018   |
| <b>NUR266 Nursing Concepts &amp; Clinical Practice III (3-9-6)</b> | 7. Apply evidenced based standards to make appropriate decisions for adult patients with complex and/or multi system health problems in acute and critical care settings.   | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | C | Spring 2019 |
| <b>NUR266 Nursing Concepts &amp; Clinical Practice III (3-9-6)</b> | 8. Integrates advanced therapeutic communication skills when interacting with and educating patients and their families.  | Human Flourishing: Advocate for patients, families, and groups in ways that promote their self-determination, integrity and growth through the provision of patient-centered care.   | C | Fall 2016   |
| <b>NUR266 Nursing Concepts &amp; Clinical Practice III (3-9-6)</b> | 9. Demonstrate standards of moral, ethical, professional and legal conduct in the complex care setting.   | Professional Identity: Demonstrate the professional role of a nurse in a manner that reflects integrity, responsibility and ethical practice within an evidenced based practice utilizing open communication and collaboration and an evolving professional identity | C | Spring 2017 |
| <b>NUR266 Nursing Concepts &amp; Clinical Practice III (3-9-6)</b> | 10. Provide competent, patient centered care that incorporates caring and cultural sensitivity in the delivery of individualized nursing care in complex nursing situations.  | Human Flourishing: Advocate for patients, families, and groups in ways that promote their self-determination, integrity and growth through the provision of patient-centered care.   | C | Fall 2017   |
| <b>NUR267 Nursing Concepts &amp; Clinical Practice IV (1-15-6)</b> | 1. Develop a plan, identify & discuss approaches to be successful on the nursing licensure exam & prepare for employment as a registered nurse.   | Professional Identity: Demonstrate the professional role of a nurse in a manner that reflects integrity, responsibility and ethical practice within an evidenced based practice utilizing open communication and collaboration and an evolving professional identity | D | Spring 2017 |

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| <b>NUR267 Nursing Concepts &amp; Clinical Practice IV (1-15-6)</b> | 2. Dissect an effective team, including communication among members, resolution of conflict & principles of delegation.  | Professional Identity: Demonstrate the professional role of a nurse in a manner that reflects integrity, responsibility and ethical practice within an evidenced based practice utilizing open communication and collaboration and an evolving professional identity | D | Summer 2017 |
| <b>NUR267 Nursing Concepts &amp; Clinical Practice IV (1-15-6)</b> | 3. Describe care delivery strategies to deal with staffing & scheduling issues.  | Professional Identity: Demonstrate the professional role of a nurse in a manner that reflects integrity, responsibility and ethical practice within an evidenced based practice utilizing open communication and collaboration and an evolving professional identity | D | Spring 2019 |
| <b>NUR267 Nursing Concepts &amp; Clinical Practice IV (1-15-6)</b> | 4. Explain & discuss leadership & management principles as it applies to the registered nurse.   | Professional Identity: Demonstrate the professional role of a nurse in a manner that reflects integrity, responsibility and ethical practice within an evidenced based practice utilizing open communication and collaboration and an evolving professional identity | D | Spring 2017 |
| <b>NUR267 Nursing Concepts &amp; Clinical Practice IV (1-15-6)</b> | 5. Investigate principles of ethics & the scope of nursing practice, and demonstrate knowledge of nursing's social policy statement.                               | Professional Identity: Demonstrate the professional role of a nurse in a manner that reflects integrity, responsibility and ethical practice within an evidenced based practice utilizing open communication and collaboration and an evolving professional identity | D | Summer 2018 |
| <b>NUR267 Nursing Concepts &amp; Clinical Practice IV (1-15-6)</b> | 6. Explain principles of quality and risk management in healthcare.  | 2.1. Minimize risk of harm to patients and providers through excellent communication, individual performance and optimal system effectiveness  | D | Spring 2018 |
| <b>NUR267 Nursing Concepts &amp; Clinical Practice IV (1-15-6)</b> | 7. Perform safe, caring, patient-centered nursing care to diverse adult populations with complex acute & chronic health alterations using evidence-based practices | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | C | Summer 2019 |
| <b>NUR267 Nursing Concepts &amp; Clinical Practice IV (1-15-6)</b> | 8. Use critical thinking/clinical reasoning strategies when providing nursing care & implementing quality improvement related to patient care.                     | 2.1. Minimize risk of harm to patients and providers through excellent communication, individual performance and optimal system effectiveness  | C | Spring 2019 |
| <b>NUR267 Nursing Concepts &amp; Clinical Practice IV (1-15-6)</b> | 9. Engage in teamwork and collaboration with members of the interprofessional team.  | Professional Identity: Demonstrate the professional role of a nurse in a manner that reflects integrity, responsibility and ethical practice within an evidenced based practice utilizing open communication and collaboration and an evolving professional identity | C | Summer 2017 |
| <b>NUR267 Nursing Concepts &amp; Clinical Practice IV (1-15-6)</b> | 10. Employs informatics principles, techniques, and systems when providing nursing care.   | Scholarly Inquiry: Examine the evidence that underlies clinical nursing practice to improve the quality of care for patients, families, and groups.  | C | Summer 2018 |
| <b>NUR267 Nursing Concepts &amp; Clinical Practice IV (1-15-6)</b> | 11. Demonstrates leadership/management in a variety of healthcare situations for the purpose of providing & improving patient care                                 | Professional Identity: Demonstrate the professional role of a nurse in a manner that reflects integrity, responsibility and ethical practice within an evidenced based practice utilizing open communication and collaboration and an evolving professional identity | C | Summer 2019 |
| <b>NUR267 Nursing Concepts &amp; Clinical Practice IV (1-15-6)</b> | 12. Apply professional, ethical & legal principles relevant to the practice of a registered nurse.   | Professional Identity: Demonstrate the professional role of a nurse in a manner that reflects integrity, responsibility and ethical practice within an evidenced based practice utilizing open communication and collaboration and an evolving professional identity | C | Spring 2018 |



|   |  |  |   |             |
|---|--|--|---|-------------|
| <b>PHM115 Drug Classification I (2-0-2)</b> | 1. Differentiate major drug classifications in relation to their actions, uses, side effects, contraindications/precautions, & interactions in order to minimize risk of harm & provide safe quality care. | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | D | Fall 2017   |
| <b>PHM115 Drug Classification I (2-0-2)</b> | 2. Describe and explain nursing interventions and patient teaching opportunities for each major drug classification.   | Scholarly Inquiry: Examine the evidence that underlies clinical nursing practice to improve the quality of care for patients, families, and groups.  | D | Spring 2017 |
| <b>PHM115 Drug Classification I (2-0-2)</b> | 3. Compare and contrast gender, racial and cultural differences in regards to medication administration.   | 4.2. Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.  | D | Spring 2018 |
| <b>PHM115 Drug Classification I (2-0-2)</b> | 4. Explain special considerations in drug therapy, including OTC and herbal remedies and lifespan issues.  | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | D | Fall 2016   |
| <b>PHM115 Drug Classification I (2-0-2)</b> | 5. Discuss legal and ethical considerations of drug administration according to guidelines set by governing bodies and professional organizations.   | Professional Identity: Demonstrate the professional role of a nurse in a manner that reflects integrity, responsibility and ethical practice within an evidenced based practice utilizing open communication and collaboration and an evolving professional identity | D | Fall 2018   |
| <b>PHM115 Drug Classification I (2-0-2)</b> | 6. Accurately perform dosage and calculations for administration of medications.   | Nursing Judgment: Make evidenced-based nursing judgments in the provision of safe, quality care for patients, families, and groups   | D | Spring 2019 |

### Summary Sheet

| COURSE NUMBER | COURSE STUDENT LEARNING OUTCOME   | ASSESSMENT METHOD | BENCHMARK  | ACTUAL LEVEL OF ACHIEVEMENT & CLUSTER DISCUSSION         | ACTION PLAN & FOLLOW-UP   | TIME INTERVAL |
|---------------|---|-------------------|--|--|---|---------------|
| NUR 201       | Advocate for patients, families, and groups in the provision of patient-centered care with holistic health problems. (Human Flourishing)  | Exams:            | 95% of students will pass course with a 76% or higher                        | 56.3% of students passed the course with a 76% or higher | Incorporate more critical thinking into course that focuses more on transitioning thinking from an LPN to an RN | Fall 2015     |
|               | Demonstrate the professional role of a nurse within nursing and inter-professional teams utilizing open communication and collaboration an evolving professional identity (Professional Identity) | Teaching paper    | 95% of students will score a grade of 93% or above on teaching project paper | 43.8% of students scored a grade of 93% or higher        | Have clinical in an acute care setting  | Fall 2015     |

## Summary Sheet

Course Category:  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

### Program Student Learning Outcome:

Students will use critical thinking skills to identify potential and/or actual problems in adult and geriatric clients experiencing neurological/perceptual problems, alterations in endocrine function, digestion/metabolism, men and women's health, and renal/urinary function.

Professional Identity (PI): Demonstrate the professional role of a nurse in a manner that reflects integrity, responsibility, and ethical practices within an evidence-based practice utilizing open communication and collaboration and an evolving professional identity.

3.1 Function effectively within nursing and inter-professional teams using open communication and collaboration to achieve quality patient care

3.2 Demonstrate professional role behaviors and an evolving professional identity

| COURSE NUMBER | COURSE STUDENT LEARNING OUTCOME   | ASSESSMENT METHOD   | BENCHMARK     | ACTUAL LEVEL OF ACHIEVEMENT & CLUSTER DISCUSSION | ACTION PLAN & FOLLOW-UP  | TIME INTERVAL |
|---------------|---|---|---------------|--|--|---------------|
| NUR 265       | Identifies teaching and learning strategies to promote and maintain client health and to reduce risks for potential complications and/or actual problems in adults.                           | GI Evidence-Based Paper rubric <ul style="list-style-type: none"> <li>• 18 pts = 100% A</li> <li>• 17 pts = 93% A</li> <li>• 16 pts = 92% B</li> <li>• 15 pts = 85% B</li> <li>• 14 pts = 84% C</li> <li>• 13 pts = 76% C</li> <li>• 12 pts = 75% D</li> <li>• 11 pts = 70% D</li> <li>• 10 pts = 69% F</li> <li>• 9pts = 60% F</li> <li>• Below 9 pts = 0</li> </ul> | 76%           | Average 89.46% (High 100, Low 76)                | Followed up with detailed discussion with each student on actual results with recommendations.                                 | Summer 2016   |
|               |   |   |               | See Cluster Minutes                              |  |               |
| NUR 265       | Identifies best practices in caring for and educating the client who is experiencing acute and chronic alterations in nutrition, immune, gastrointestinal, hematologic, and hepatic function. | Discharge Planning Project rubric <ul style="list-style-type: none"> <li>• &lt;20 pts = 75 D</li> <li>• 20-25 pts = 84 C</li> <li>• 26-32 pts = 92 B</li> <li>• 30 pts = 100 A</li> </ul>   | 20-25 pts "C" | Average 98.24% (High 100, Low 84)                | Followed up with detailed discussion with each student on actual results with discussion on positive and negatives of project. | Summer 2016   |
|               |   |   |               | See Cluster Minutes                              |  |               |

## Summary Sheet

### Program Student Learning Outcome:

| COURSE NUMBER | COURSE STUDENT LEARNING OUTCOME   | ASSESSMENT METHOD  | BENCHMARK  | ACTUAL LEVEL OF ACHIEVEMENT & CLUSTER DISCUSSION   | ACTION PLAN & FOLLOW-UP   | TIME INTERVAL |
|---------------|---|--|--|--|---|---------------|
| NUR 266       | Class: Describe evidenced based standards for determining assessment and nursing care for adult patients with complex and/or multi system health problems in acute and critical care settings (HF). | ATI Medical-Surgical Proctored Exam.   | 80% of students will achieve a Level I or greater on proctored exam. 10% of students will achieve a Level II or greater on proctored exam. | 52 students out of 61 scored a level 1 or greater on the proctored exam. This will equal to 85% of students met the established benchmark              | Continue to monitor and make revisions as needed. Will follow-up during Spring 2017   | Fall 2016     |
|               |   |  |  | 24 students out 61 scored a level 2 or greater on the proctored exam. This will equal to a total of 39% of the students met the established benchmark. | Continue to monitor and make revisions as needed. Will follow-up during Spring 2017   |               |
|               |   | Formative: NCLEX style review questions on course topics with answers provided in class or posted on course learning system.<br><br>Planned and unplanned quizzes<br><br>ATI tutorial with post-test | Benchmark: 90% of students will score 76% or greater on quizzes and ATI Tutorial posttest.   | Benchmark of 100% met.   | Continue to monitor and make revisions as needed. Will follow-up during Spring 2017   |               |
|               |   |  |  | 85.24% of students met established benchmark on quizzes and 100% of students met the benchmark on the ATI Tutorial post test.                          | Continue to monitor and make revisions as needed. Will follow-up during Spring 2017   |               |
| NUR 266       | Clinical: Integrates advanced therapeutic communication skills when interacting with and education patients and their families. (NJ/SI/PI)  | Patient Teaching project generated for fourth semester students  | Benchmark: 90% of students will achieve a grade of 76 or greater on the assignment.  | 100% of students met the established benchmark   | Continue to monitor and make revisions as needed. Will follow-up during Spring 2017   | Fall 2016     |
|               |   |  |  |  |   |               |
|               |   | Formative: Weekly clinical packet completed on one patient.  | Each student will submit a clinical packet on an assigned patient during the day of care   | 100% of the students met the established benchmark.  | No action required, will monitor and make adjustments as needed, continue to monitor. |               |
|               |   |  |  | See minutes from discussions during cluster meeting on 11/7/16   |   |               |



## Summary Sheet

### Program Student Learning Outcome:

| COURSE NUMBER | COURSE STUDENT LEARNING OUTCOME  | ASSESSMENT METHOD   | BENCHMARK   | ACTUAL LEVEL OF ACHIEVEMENT & CLUSTER DISCUSSION   | ACTION PLAN & FOLLOW-UP   | TIME INTERVAL |
|---------------|--|---|---|--|---|---------------|
| NUR 266       | Class: Analyze nursing interventions to assure safe, effective care of the client with multi-system health problems. (NJ/SI) | ATI Pharmacological Proctored Exam  | 63.2% of the students will achieve the national mean of Level 1 or greater on the proctored exam. | 64.1% of the students achieved the national benchmark  | Continue to monitor and make revisions as needed. Will follow-up during Fall 2016 | Spring 2016   |
|               |  |   |   | Faculty discussion related to tool used as benchmark. See minutes from discussions during cluster meeting on 11/7/16 |   |               |
| NUR 266       | Clinical: Illustrates competency in the delivery of safe and effective client centered care. (HF)                            | Evidence-Based Paper written after Intensive Care Unit (ICU) rotation with a focus on a specific patient in the ICU setting | 95% of students with achieve the benchmark of 76% or greater on their Evidence-Based Paper        | 97.63 % of students achieved the established benchmark   | Continue to monitor and make revisions as needed. Will follow-up during Fall 2016 | Spring 2016   |
|               |  |   |   | Faculty discussion related to tool used as benchmark. See minutes from discussions during cluster meeting on 11/7/16 |   |               |
|               |  |   |   |  |   |               |

## Summary Sheet

### Program Student Learning Outcome:

| COURSE NUMBER | COURSE STUDENT LEARNING OUTCOME  | ASSESSMENT METHOD                                  | BENCHMARK   | ACTUAL LEVEL OF ACHIEVEMENT & CLUSTER DISCUSSION                                       | ACTION PLAN & FOLLOW-UP   | TIME INTERVAL |
|---------------|--|--|---|--|---|---------------|
| NUR 266       | Class: Demonstrate the professional role of a nurse within nursing and inter-professional teams utilizing open communication and collaboration and an evolving professional identity. (PI) | Group Teaching Project                             | 95% of students will achieve a score of 76 or greater on their team assignment.               | 100% of the student achieved the established benchmark on their presentation.          | Continue to monitor and make revisions as needed. Will follow-up during Spring 2016 | Fall 2015     |
|               |  |  |   | Faculty discussion held with faculty and agreement made to continue to monitor status. |   |               |
| NUR 266       | Differentiate the roles of the health care team to provide safe, effective culturally sensitive patient care.(HF/PI)   | Clinical evaluation at end of clinical experience. | 95% of students will receive a score of 3.5 or greater on their final evaluation in clinical. | 97.5 % of the students met the benchmark for Fall 2015                                 | Continue to monitor and make revisions as needed. Will follow-up during Spring 2016 | Fall 2015     |
|               |  |  |   | Faculty discussion held with faculty and agreement made to continue to monitor status. |   |               |
|               |  |  |   |  |   |               |

**Florence-Darlington Technical College  
Assessment-Systematic Evaluation Plan Detailed Report**

**Course Name:** NUR265 Nursing Concepts & Clinical Practice II (3-9-6)

**Faculty:** Alexis Utley MSN-Ed, RN, CNE  
Michael J. Collins MSN-Ed, RN

**Semester(s) Reported:** Fall 2015

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:** Advocate for patients, families, and groups in the provision of patient-centered care.

**Course Student Learning Outcome:**

1. Students will demonstrate mastery of Nutritional body of knowledge
2. Demonstrate critical thinking skills in the clinical environment

**Analysis of Results:**

**Strength in student performances:**

1. Students performed well on 2 practice standardized tests in preparation for the proctored final
2. Students performed all critical aspects as listed on the Role Specific Competency Tool (Bondy Scale).

**Weaknesses in student performances:**

1. Students performed just under the national average on the proctored standardized test.
2. No specific weakness identified.

**Recommended Action(s):**

1. Students implement Nutritional Module on self-paced basis.
2. Students continue to develop bedside nursing skills in on-site facilities as available.

**When Action will be implemented:**

1. Fall 2015
2. Fall 2015

**Data Comparison:**

|  | <b>2016<br/>Fall-</b>       | <b>2016<br/>Summer</b>      | <b>2015<br/>Fall</b>        | <b>20__</b>      |
|--|-----------------------------|-----------------------------|-----------------------------|------------------|
| <b>Measurement<br/>Instrument</b>              | <b>Benchmark</b>            | <b>Benchmark</b>            | <b>Benchmark</b>            | <b>Benchmark</b> |
| 1. Standardized Testing                        | National Average            | National Average            | National Average<br>63      |                  |
| 2. Role Specific Competency Tool (Bondy Scale) | 100% score of 3.0 or higher | 100% score of 3.0 or higher | 100% score of 3.0 or higher |                  |
|  |                             |                             |                             |                  |

**Impact of Changes Implemented As a Result of Previous Assessment Cycle:**  
Previous cycle not measured.



**Florence-Darlington Technical College**  
**Assessment-Systematic Evaluation Plan Detailed Report**

**Course Name:** Nursing Across Lifespan I [NUR163]

**Faculty:** Cary Pavnick-Dowdy, MSN, RN, CWCN

**Semester(s) Reported:** Fall 2015

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

**Human Flourishing (HF):** Advocate for patients, families, and groups in ways that promote their self-determination, integrity, and ongoing growth through the provision of patient-centered care

- 1.1 Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

**Course Student Learning Outcome:**

Identifies appropriate therapeutic communication skills when interacting with clients across the lifespan.

**Analysis of Results:**

Analysis of results revealed 100% student success in benchmark achievement.

**Strength in student performances:** Identification & utilization of therapeutic communication characteristics.

**Weaknesses in student performances:** Identification & use of open-ended communication.

**Recommended Action(s):**

Communication project focused on student competency use of open-ended communication as well as utilization of characteristics of therapeutic communication. Originally, competency was measured at this level due to rank of Mental Health course in curriculum. In future, competency will be measured in the Mental Health course. SLO was revised to better address critical thinking & not competency.

**When Action will be implemented:**

Fall 2016

**Course Name: Nursing Across Lifespan I [NUR163]**

**Faculty: Cary Pavnick-Dowdy, MSN, RN, CWCN**

**Semester(s) Reported: Fall 2015**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

**Human Flourishing (HF):** Advocate for patients, families, and groups in ways that promote their self-determination, integrity, and ongoing growth through the provision of patient-centered care

**1.1** Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

**Course Student Learning Outcome:**

Interprets the psychosocial and cultural influences on a client's health.

**Analysis of Results:**

Analysis of results revealed 100% student success in benchmark achievement. Prediction of success is related to topical assignments being mainstream within western medicine; therefore, not necessitating knowledge growth.

**Strength in student performances:** Acknowledgment of cultural topics affecting delivery of nursing care.

**Weaknesses in student performances:** Relevance of cultural topics to nursing care.

**Recommended Action(s):**

This SLO was revised for the Fall 2016 in order to develop a better measure of cultural diversity competence in the student population by assigning less conventional topics to challenge critical thinking.

**When Action will be implemented:**

Fall 2016

**Course Name: Nursing Across Lifespan I [NUR163]**

**Faculty: Cary Pavnick-Dowdy, MSN, RN, CWCN**

**Semester(s) Reported: Spring 2016**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

**Human Flourishing (HF):** Advocate for patients, families, and groups in ways that promote their self-determination, integrity, and ongoing growth through the provision of patient-centered care

**1.1** Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

**Course Student Learning Outcome:**

Explains the client's basic physiologic, psychosocial, sociocultural, developmental, and spiritual needs.

**Analysis of Results:**

Analysis of results revealed 60% student success in benchmark achievement. Prediction of success is related to topical content allowance not necessitating knowledge growth.

**Strength in student performances:** Lifespan growth.

**Weaknesses in student performances:** Lifespan development.

**Recommended Action(s):**

Lifespan content was divided into subcategories according to Growth Age Range to allow for better emphasis regarding nursing care within course.

**When Action will be implemented:**

Fall 2016

**Course Name: Nursing Across Lifespan I [NUR163]**

**Faculty: Cary Pavnick-Dowdy, MSN, RN, CWCN**

**Semester(s) Reported: Spring 2016**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

**Human Flourishing (HF):** Advocate for patients, families, and groups in ways that promote their self-determination, integrity, and ongoing growth through the provision of patient-centered care

**1.1** Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

**Course Student Learning Outcome:**

Explains how cultural diversity impacts client centered care.

**Analysis of Results:**

Analysis of results revealed 33% student group success in benchmark achievement; however, 50% of groups scored 75 on project. Prediction of success is related to generalize rubric.

**Strength in student performances:** Identifying cultural issues affecting healthcare.

**Weaknesses in student performances:** Relevance of cultural issues to delivery of nursing care.

**Recommended Action(s):**

Rubric was too general totaling 9 points. Rubric was revised to improve grading to total 18 point. Revision of rubric will allow clarity & credit that possibly was absent with previous rubric.

**When Action will be implemented:**

Fall 2016

**Course Name: Nursing Across Lifespan I [NUR163]**

**Faculty: Cary Pavnick-Dowdy, MSN, RN, CWCN**

**Semester(s) Reported: Fall 2015**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

Nursing Judgment (NJ): Make evidence-based nursing judgments in the provision of safe, quality care for patients, families, and groups.

2.1 Minimize risk of harm to patients and providers through excellent communication, individual performance and optimal system effectiveness.

**Course Student Learning Outcome:**

Identifies appropriate therapeutic communication skills when interacting with clients across the lifespan.

**Analysis of Results:**

Analysis of results revealed 100% student success in benchmark achievement.

**Strength in student performances:** Identification & utilization of therapeutic communication characteristics.

**Weaknesses in student performances:** Identification & use of open-ended communication.

**Recommended Action(s):**

Communication project focused on student competency use of open-ended communication as well as utilization of characteristics of therapeutic communication. Originally, competency was measured at this level due to rank of Mental Health course in curriculum. In future, competency will be measured in the Mental Health course. SLO was revised to better address critical thinking & not competency.

**When Action will be implemented:**

Fall 2016

**Course Name: Nursing Across Lifespan I [NUR163]**

**Faculty: Cary Pavnick-Dowdy, MSN, RN, CWCN**

**Semester(s) Reported: Fall 2015**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

Nursing Judgment (NJ): Make evidence-based nursing judgments in the provision of safe, quality care for patients, families, and groups.

2.1 Minimize risk of harm to patients and providers through excellent communication, individual performance and optimal system effectiveness.

**Course Student Learning Outcome:**

Interprets the psychosocial and cultural influences on a client's health.

**Analysis of Results:**

Analysis of results revealed 74% student success in benchmark achievement. Prediction of success is related to question taxonomy.

**Strength in student performances:**

**Weaknesses in student performances:** Success with higher level thinking questions.

**Recommended Action(s):**

11 questions were culture focused & 7 questions were family focused on Exam 2 weighing a total of 49% of exam; therefore, test items will be revised to address foundational level student outcomes. SLO revised to better measure cultural diversity competence within the student population.

**When Action will be implemented:**

Fall 2016

**Data Comparison:**

|  | <b>2016<br/>Fall -</b>  | <b>20__</b>      | <b>20__</b>      | <b>20__</b>      |
|--|---|------------------|------------------|------------------|
| <b>Measurement Instrument</b><br>Module Exam 1 - All of test questions were lifespan focused | <b>Benchmark</b><br>Benchmark - 80% of the students will score 76 or higher on the questions. | <b>Benchmark</b> | <b>Benchmark</b> | <b>Benchmark</b> |
| Cultural Project - Group (Rubric Assignment)   | Benchmark - 80% of the groups will score 76 or higher on project.                             |                  |                  |                  |
| Therapeutic Communication Project - Group (Rubric Assignment)                                | Benchmark - 80% or higher of the groups will score a 76 or higher on project.                 |                  |                  |                  |
| Module Exam 2- 30% of questions will be family and/or culture focused.                       | Benchmark - 80% of the students will be successful on 76% of the questions                    |                  |                  |                  |

**Impact of Changes Implemented As a Result of Previous Assessment Cycle:**

**Florence-Darlington Technical College**  
**Assessment-Systematic Evaluation Plan Detailed Report**

**Course Name:** Nursing Across Lifespan I [NUR163]

**Faculty:** Cary Pavnick-Dowdy, MSN, RN, CWCN

**Semester(s) Reported:** Fall 2015

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

**Human Flourishing (HF):** Advocate for patients, families, and groups in ways that promote their self-determination, integrity, and ongoing growth through the provision of patient-centered care

**1.1** Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

**Course Student Learning Outcome:**

Identifies appropriate therapeutic communication skills when interacting with clients across the lifespan.

**Analysis of Results:**

Analysis of results revealed 100% student success in benchmark achievement.

**Strength in student performances:** Identification & utilization of therapeutic communication characteristics.

**Weaknesses in student performances:** Identification & use of open-ended communication.

**Recommended Action(s):**

Communication project focused on student competency use of open-ended communication as well as utilization of characteristics of therapeutic communication. Originally, competency was measured at this level due to rank of Mental Health course in curriculum. In future, competency will be measured in the Mental Health course. SLO was revised to better address critical thinking & not competency.

**When Action will be implemented:**

Fall 2016

**Course Name: Nursing Across Lifespan I [NUR163]**

**Faculty: Cary Pavnick-Dowdy, MSN, RN, CWCN**

**Semester(s) Reported: Fall 2015**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

Human Flourishing (HF): Advocate for patients, families, and groups in ways that promote their self-determination, integrity, and ongoing growth through the provision of patient-centered care

- 1.1 Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

**Course Student Learning Outcome:**

Interprets the psychosocial and cultural influences on a client's health.

**Analysis of Results:**

Analysis of results revealed 100% student success in benchmark achievement. Prediction of success is related to topical assignments being mainstream within western medicine; therefore, not necessitating knowledge growth.

**Strength in student performances:** Acknowledgment of cultural topics affecting delivery of nursing care.

**Weaknesses in student performances:** Relevance of cultural topics to nursing care.

**Recommended Action(s):**

This SLO was revised for the Fall 2016 in order to develop a better measure of cultural diversity competence in the student population by assigning less conventional topics to challenge critical thinking.

**When Action will be implemented:**

Fall 2016



**Course Name: Nursing Across Lifespan I [NUR163]**

**Faculty: Cary Pavnick-Dowdy, MSN, RN, CWCN**

**Semester(s) Reported: Spring 2016**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

Human Flourishing (HF): Advocate for patients, families, and groups in ways that promote their self-determination, integrity, and ongoing growth through the provision of patient-centered care

- 1.1 Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

**Course Student Learning Outcome:**

Explains the client's basic physiologic, psychosocial, sociocultural, developmental, and spiritual needs.

**Analysis of Results:**

Analysis of results revealed 60% student success in benchmark achievement. Prediction of success is related to topical content allowance not necessitating knowledge growth.

**Strength in student performances:** Lifespan growth.

**Weaknesses in student performances:** Lifespan development.

**Recommended Action(s):**

Lifespan content was divided into subcategories according to Growth Age Range to allow for better emphasis regarding nursing care within course.

**When Action will be implemented:**

Fall 2016

**Course Name: Nursing Across Lifespan I [NUR163]**

**Faculty: Cary Pavnick-Dowdy, MSN, RN, CWCN**

**Semester(s) Reported: Spring 2016**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

Human Flourishing (HF): Advocate for patients, families, and groups in ways that promote their self-determination, integrity, and ongoing growth through the provision of patient-centered care

1.1 Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

**Course Student Learning Outcome:**

Explains how cultural diversity impacts client centered care.

**Analysis of Results:**

Analysis of results revealed 33% student group success in benchmark achievement; however, 50% of groups scored 75 on project. Prediction of success is related to generalize rubric.

**Strength in student performances:** Identifying cultural issues affecting healthcare.

**Weaknesses in student performances:** Relevance of cultural issues to delivery of nursing care.

**Recommended Action(s):**

Rubric was too general totaling 9 points. Rubric was revised to improve grading to total 18 point. Revision of rubric will allow clarity & credit that possibly was absent with previous rubric.

**When Action will be implemented:**

Fall 2016

**Course Name: Nursing Across Lifespan I [NUR163]**

**Faculty: Cary Pavnick-Dowdy, MSN, RN, CWCN**

**Semester(s) Reported: Fall 2016**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

Human Flourishing (HF): Advocate for patients, families, and groups in ways that promote their self-determination, integrity, and ongoing growth through the provision of patient-centered care

- 1.1 Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

**Course Student Learning Outcome:**

Identifies & explains how family and culture impacts the patient perception and nursing delivery of care.

**Analysis of Results:**

Analysis of results revealed 87.5% group success in benchmark achievement. Prediction of success is related to topical assignments being mainstream within western medicine; therefore, not necessitating knowledge growth.

**Strength in student performances:** Acknowledgment of cultural topics affecting delivery of nursing care.

**Weaknesses in student performances:** Relevance of cultural topics to nursing care.

**Recommended Action(s):**

None at this time due to recent change in SLO.

**When Action will be implemented:**

N/A

**Course Name: Nursing Across Lifespan I [NUR163]**

**Faculty: Cary Pavnick-Dowdy, MSN, RN, CWCN**

**Semester(s) Reported: Fall 2015**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

Nursing Judgment (NJ): Make evidence-based nursing judgments in the provision of safe, quality care for patients, families, and groups.

2.1 Minimize risk of harm to patients and providers through excellent communication, individual performance and optimal system effectiveness.

**Course Student Learning Outcome:**

Identifies appropriate therapeutic communication skills when interacting with clients across the lifespan.

**Analysis of Results:**

Analysis of results revealed 100% student success in benchmark achievement.

**Strength in student performances:** Identification & utilization of therapeutic communication characteristics.

**Weaknesses in student performances:** Identification & use of open-ended communication.

**Recommended Action(s):**

Communication project focused on student competency use of open-ended communication as well as utilization of characteristics of therapeutic communication. Originally, competency was measured at this level due to rank of Mental Health course in curriculum. In future, competency will be measured in the Mental Health course. SLO was revised to better address critical thinking & not competency.

**When Action will be implemented:**

Fall 2016

**Course Name: Nursing Across Lifespan I [NUR163]**

**Faculty: Cary Pavnick-Dowdy, MSN, RN, CWCN**

**Semester(s) Reported: Fall 2015**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

Nursing Judgment (NJ): Make evidence-based nursing judgments in the provision of safe, quality care for patients, families, and groups.

2.1 Minimize risk of harm to patients and providers through excellent communication, individual performance and optimal system effectiveness.

**Course Student Learning Outcome:**

Interprets the psychosocial and cultural influences on a client's health.

**Analysis of Results:**

Analysis of results revealed 74% student success in benchmark achievement. Prediction of success is related to question taxonomy.

**Strength in student performances:**

**Weaknesses in student performances:** Success with higher level thinking questions.

**Recommended Action(s):**

11 questions were culture focused & 7 questions were family focused on Exam 2 weighing a total of 49% of exam; therefore, test items will be revised to address foundational level student outcomes. SLO revised to better measure cultural diversity competence within the student population.

**When Action will be implemented:**

Fall 2016

**Course Name: Nursing Across Lifespan I [NUR163]**

**Faculty: Cary Pavnick-Dowdy, MSN, RN, CWCN**

**Semester(s) Reported: Fall 2016**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

Spirit of Inquiry (SI): Examine the evidence that underlies clinical nursing practice to improve the quality of care for patients, families, and groups.

- 4.1 Use data to monitor the outcomes of care processes and improve the quality and safety of health care systems.
- 4.2 Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

**Course Student Learning Outcome:**

Assesses and links human, physical, financial, and technological resources necessary to meet patient needs throughout the lifespan.

**Analysis of Results:**

Analysis of results revealed 100% group success in benchmark achievement. Prediction of success has not been correlated due to new SLO.

**Strength in student performances:** Acknowledgment of family stressors affecting delivery of nursing care.

**Weaknesses in student performances:** Teamwork & collaboration with group project.

**Recommended Action(s):**

N/A due to recent addition of SLO

**When Action will be implemented:**

N/A

**Florence-Darlington Technical College**  
**Assessment-Systematic Evaluation Plan Detailed Report**

**Course Name:** Nursing Applications [NUR170]

**Faculty:** Cary Pavnick-Dowdy, MSN, RN, CWCN

**Semester(s) Reported:** Spring 2016

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

**Human Flourishing (HF):** Advocate for patients, families, and groups in ways that promote their self-determination, integrity, and ongoing growth through the provision of patient-centered care

- 1.1 Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

**Course Student Learning Outcome:**

Describes the roles & functions of a Registered Nurse in a variety of healthcare settings.

**Analysis of Results:**

Analysis of results originally revealed 98% student success in benchmark achievement. This SLO was revised to better reflect role with collaboration.

**Strength in student performances:** Differentiating roles of RN across specialty areas.

**Weaknesses in student performances:** Evidence of critical thinking & use of APA style

**Recommended Action(s):**

This SLO has been revised to better reflect nurse role & functions across healthcare settings.

**When Action will be implemented:**

Fall 2016

**Course Name: Nursing Applications [NUR170]**

**Faculty: Cary Pavnick-Dowdy, MSN, RN, CWCN**

**Semester(s) Reported: Fall 2015**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

**Human Flourishing (HF):** Advocate for patients, families, and groups in ways that promote their self-determination, integrity, and ongoing growth through the provision of patient-centered care

**1.1** Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

**Course Student Learning Outcome:**

Identifies ethical and legal aspects related to nursing and health care practice.

**Analysis of Results:**

Analysis of results revealed 61% student success in benchmark achievement. Prediction of success is related to the rigor & grading of the assessment method.

**Strength in student performances:** Focus & identification of evidence-based practice.

**Weaknesses in student performances:** Relevance of legal & ethical issues in nursing practice.

**Recommended Action(s):**

The measurement activity was changed from a paper to a test to better judge understanding of ethical & legal principles. Spring 2016 results showed 80% class success

**When Action will be implemented:**

Fall 2016



**Course Name: Nursing Applications [NUR170]**

**Faculty: Cary Pavnick-Dowdy, MSN, RN, CWCN**

**Semester(s) Reported: Spring 2016**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

**Nursing Judgment (NJ): Make evidence-based nursing judgments in the provision of safe, quality care for patients, families, and groups.**

**2.1 Minimize risk of harm to patients and providers through excellent communication, individual performance and optimal system effectiveness.**

**Course Student Learning Outcome:**

Applies problem solving techniques to clinical-based scenarios by recognizing critical thinking styles.

**Analysis of Results:**

Analysis of results revealed 100% student group success in benchmark achievement. Prediction of success is related to feedback students receive throughout the semester allowing them to make necessary modifications to achieve benchmark.

**Strength in student performances:** Assessment & documentation.

**Weaknesses in student performances:** Identification of nursing problems & formulation of patient goals.

**Recommended Action(s):**

Revise SLO to address the utilization of individual nursing care delivered.

**When Action will be implemented:**

Fall 2016

**Course Name: Nursing Applications [NUR170]**

**Faculty: Cary Pavnick-Dowdy, MSN, RN, CWCN**

**Semester(s) Reported: Fall 2015**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

**Professional Identity (PI): Demonstrate the professional role of a nurse in a manner that reflects integrity, responsibility, and ethical practices within an evidence-based practice utilizing open communication and collaboration and an evolving professional identity.**

**3.1 Function effectively within nursing and inter-professional teams using open communication and collaboration to achieve quality patient care**

**3.2 Demonstrate professional role behaviors and an evolving professional identity**

**Course Student Learning Outcome:**

Reflects on personal & professional actions based on a set of shared core nursing values.

**Analysis of Results:**

Analysis of results revealed 100% student group success in benchmark achievement. Prediction of success is related to feedback students receive throughout the semester allowing them to make necessary modifications to achieve benchmark.

**Strength in student performances:** Assessment & documentation.

**Weaknesses in student performances:** Identification of nursing problems & formulation of patient goals.

**Recommended Action(s):**

Revise SLO to address the utilization of individual nursing care delivered.

**When Action will be implemented:**

Fall 2016

Course Name: Nursing Applications [NUR170]

Faculty: Cary Pavnick-Dowdy, MSN, RN, CWCN

Semester(s) Reported: Spring 2016

Course Category:  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

**Spirit of Inquiry (SI): Examine the evidence that underlies clinical nursing practice to improve the quality of care for patients, families, and groups.**

**4.1 Use data to monitor the outcomes of care processes and improve the quality and safety of health care systems.**

**4.2 Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.**

**Course Student Learning Outcome:**

Applies problem solving techniques to clinical-based scenarios by recognizing critical thinking styles.

**Analysis of Results:**

Analysis of results revealed 100% student group achievement of benchmark. Prediction of success is related to feedback students receive throughout the semester allowing them to make necessary modifications to achieve benchmark.

**Strength in student performances:** Assessment & documentation.

**Weaknesses in student performances:** Identification of nursing problems & formulation of patient goals.

**Recommended Action(s):**

Revise SLO to address the utilization of individual nursing care delivered.

**When Action will be implemented:**

Fall 2016

**Data Comparison:**

|  | <b>2016<br/>Fall -</b>   | <b>20__</b>      | <b>20__</b>      | <b>20__</b>      |
|--|--|------------------|------------------|------------------|
| <b>Measurement Instrument</b><br>Evidence-based Practice Project - Individual (Rubric Assignment)  | <b>Benchmark</b><br>Benchmark - 80% of the class will score $\geq$ 76 grade          | <b>Benchmark</b> | <b>Benchmark</b> | <b>Benchmark</b> |
| Intra-professional Comparison paper - Individual (Rubric Assignment)   | Benchmark - 80% of the class will receive a grade of 76% or higher                   |                  |                  |                  |
| Patient Teaching project - Group (Rubric Assignment)   | Benchmark - 80% or more of the groups will score 76 or higher on the final exercise. |                  |                  |                  |
| Teaching Project - Group (Rubric Assignments)<br>Assessment & Documentation<br>Common Labs & Diagnostics<br>Nursing Problems & Goals<br>Concept Map<br>Oral Presentation | Benchmark – 80% or more of the groups will score 76 or higher on each section.       |                  |                  |                  |

**Impact of Changes Implemented As a Result of Previous Assessment Cycle:**

**Florence-Darlington Technical College  
Assessment-Systematic Evaluation Plan Detailed Report**

**Course Name:** NUR 201

[HSC]

**Faculty:** Alexis Utley

**Semester(s) Reported:** Fall 2015

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:** Human Flourishing (HF): Advocate for patients, families, and groups in the provision of patient-centered care with holistic health problems.

**Course Student Learning Outcome:** Advocate for patients, families, and groups in the provision of patient-centered care with holistic health problems.

**Analysis of Results:**

A good number of the students in this course were unable to correctly answer questions pertaining for the provision of patient-centered care of patients with holistic problems as an RN would

**Strength in student performances:**

None

**Weaknesses in student performances:**

Students greatly struggled to transform their thinking to that of a Registered Nurse when answering questions

**Recommended Action(s):**

More focus needs to be on transitioning the mindset of the LPN to that of and RN. Change the next course in progression from NUR 266 to NUR 265. This will decrease the amount of content and will allow for more critical thinking activities.

**When Action will be implemented:**

Fall 2016 or when the course will be offered again

**Data Comparison:**

|                                   | <b>2015<br/>Fall</b>                                     | <b>20__</b>      | <b>20__</b>      | <b>20__</b>      |
|-----------------------------------|--|------------------|------------------|------------------|
| <b>Measurement<br/>Instrument</b> | <b>Benchmark</b>   | <b>Benchmark</b> | <b>Benchmark</b> | <b>Benchmark</b> |
| Exams:                            | 56.3% of students passed the course with a 76% or higher |                  |                  |                  |

**Impact of Changes Implemented As a Result of Previous Assessment Cycle:** N/A

**Florence-Darlington Technical College  
Assessment-Systematic Evaluation Plan Detailed Report**

**Course Name:** NUR 201

[HSC]

**Faculty:** Alexis Utley

**Semester(s) Reported:** Fall 2015

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:** Demonstrate the professional role of a nurse within nursing and inter-professional teams utilizing open communication and collaboration an evolving professional identity

**Course Student Learning Outcome:** Demonstrate the professional role of a nurse within nursing and inter-professional teams utilizing open communication and collaboration an evolving professional identity

**Analysis of Results:**

**Strengths in student performances:**

None

**Weaknesses in student performances:**

Students were not able to demonstrate the professional role of a nurse (patient teaching) via the teaching paper

**Recommended Action(s):**

Change the paper to a project or presentation.

Allow clinical to be in an acute care setting (i.e. hospital) to properly assess this SLO. The first couple of weeks will be done on campus to check-off skills, and the last half will be in an acute care setting to properly assimilate the role of the RN in such a setting.

**When Action will be implemented:**

Fall 2016 or when course is next offered

**Data Comparison:**

|                           | 2015<br>Fall-                                     | 20__      | 20__      | 20__      |
|---------------------------|---|-----------|-----------|-----------|
| Measurement<br>Instrument | Benchmark   | Benchmark | Benchmark | Benchmark |
| Nutrition paper           | 43.8% of students scored a grade of 93% or higher |           |           |           |

**Impact of Changes Implemented As a Result of Previous Assessment Cycle:** N/A

**Florence-Darlington Technical College  
Assessment-Systematic Evaluation Plan Detailed Report**

**Course Name:** NUR265 Nursing Concepts & Clinical Practice II (3-9-6) [HSC]

**Faculty:** Alexis Utley MSN-Ed, RN, CNE  
Michael J. Collins MSN-Ed, RN

**Semester(s) Reported:** Summer 2016

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:** Demonstrate the professional role of a nurse in a manner that reflects integrity, responsibility, and ethical practices within an evidence-based practice utilizing open communication and collaboration and an evolving professional identity.

**Course Student Learning Outcome:**

1. Identifies teaching and learning strategies to promote and maintain client health and to reduce risks for potential complications and/or actual problems in adults.
2. Identifies best practices in caring for and educating the client who is experiencing acute and chronic alterations in nutrition, immune, gastrointestinal, hematologic, and hepatic function.

**Analysis of Results:**

**Strength in student performances:**

1. Students averaged 89.46% (high 100, low 76) on GI evidence-based paper rubric
2. Students averaged 98.24% (high 100, low 84) on Discharge Planning Project rubric.

**Weaknesses in student performances:**

1. Students often neglected focusing on detail in rubric.
2. None

**Recommended Action(s):**

1. Review rubric in detail with students prior to project beginning.
2. Review overall purpose of Discharge Planning Project with students. It was difficult for them to “revert” to laymans language when discussing discharge details with patients.

**When Action will be implemented:**

1. Summer 2016
2. Summer 2016

**Data Comparison:**

|                                   | <b>2016<br/>Fall-</b>            | <b>2016<br/>Summer</b>           | <b>20__</b>      | <b>20__</b>      |
|-----------------------------------|----------------------------------|----------------------------------|------------------|------------------|
| <b>Measurement Instrument</b>     | <b>Benchmark</b>                 | <b>Benchmark</b>                 | <b>Benchmark</b> | <b>Benchmark</b> |
| GI Evidence-based Paper Rubric    | Achieve 76% on Rubric            | Achieve 76% on Rubric            |                  |                  |
| Discharge Planning Project Rubric | Achieve 20-25 pts minimum = 84 C | Achieve 20-25 pts minimum = 84 C |                  |                  |

**Impact of Changes Implemented As a Result of Previous Assessment Cycle:**

Students reported a clearer understanding of requirements as they are being assessed using rubrics.

**Florence-Darlington Technical College**  
**Assessment-Systematic Evaluation Plan Detailed Report**

**Course Name:** NUR 266

Health Science Campus

**Faculty:** Dr. Laura Hope & Ms. Theresa Riley

**Semester(s) Reported:**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

**Fall 2016 - Human Flourishing (HF):** Advocate for patients, families, and groups in ways that promote their self-determination, integrity, and ongoing growth through the provision of patient-centered care

**1.1** Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs

**Spring 2016 – Nursing Judgment (NJ):** Make evidence-based nursing judgments in the provision of safe, quality care for patients, families, and groups.

**2.1** Minimize risk of harm to patients and providers through excellent communication, individual performance and optimal system effectiveness.

**Fall 2015 - Professional Identity (PI):** Demonstrate the professional role of a nurse in a manner that reflects integrity, responsibility, and ethical practices within an evidence-based practice utilizing open communication and collaboration and an evolving professional identity.

**3.1** Function effectively within nursing and inter-professional teams using open communication and collaboration to achieve quality patient care

**3.2** Demonstrate professional role behaviors and an evolving professional identity.

**Course Student Learning Outcome:**

**Fall 2016 -** Describe evidenced based standards for determining assessment and nursing care for adult patients with complex and/or multi system health problems in acute and critical care settings (HF).

**Spring 2016 -** Analyze nursing interventions to assure safe, effective care of the client with multi-system health problems. (NJ/SI)

**Fall 2015 -** Differentiate the roles of the health care team to provide safe, effective culturally sensitive patient care. (HF/PI)

**Analysis of Results:**

**Strength in student performances:**

**Fall 2016 –** 52 students out of 61 scored a level 1 or greater on the proctored exam. This will equal to 85% of students met the established benchmark

**Spring 2016 -** 64.1% of the students achieved the national benchmark

**Fall 2015** - 97.5 % of the students met the benchmark for Fall 2015

**Weaknesses in student performances:**

Fall- 2016, Spring – 2016, and Fall – 2015 benchmarks met. Will continue to monitor for changes and opportunities to increase quality of learning.

**Recommended Action(s):**

**Fall 2016** - Continue to monitor and make revisions as needed.

**Spring 2016** - Continue to monitor and make revisions as needed

**Fall 2015** - Continue to monitor and make revisions as needed.

**When Action will be implemented:**

- **Fall 2016** - Will follow-up during Spring 2017
- **Spring 2016** - Will follow-up during Fall 2016
- **Fall 2015** - Will follow-up during Spring 2016

**Data Comparison:**

|  | <b>2016<br/>Fall-</b>  | <b>2016-spring_</b>   | <b>2015-fall_</b>   |
|--|--|---|---|
| <b>Measurement<br/>Instrument</b>                        | <b>Benchmark</b>   | <b>Benchmark</b>  | <b>Benchmark</b>  |
| ATI Medical-<br>Surgical Proctored<br>Exam.              | 80% of students will achieve a Level I or greater on proctored exam. 10% of students will achieve a Level II or greater on proctored exam. |   |   |
| ATI<br>Pharmacological<br>Proctored Exam                 |  | 63.2% of the students will achieve the national mean of Level 1 or greater on the proctored exam. |   |
| Clinical evaluation<br>at end of clinical<br>experience. |  |   | 95% of students will receive a score of 3.5 or greater on their final evaluation in clinical. |

**Impact of Changes Implemented As a Result of Previous Assessment Cycle:**

**Fall- 2016**

Benchmark success due to lowering the benchmark to Level 1 based on ATI

**Spring -2016**

N/A

**Fall - 2015**

N/A



**Florence-Darlington Technical College  
Assessment-Systematic Evaluation Plan Detailed Report**

**Course Name: PHM 115**

**Faculty: Kelli Knotts**

**Semester(s) Reported: Fall 2016**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

**3. Professional Identity:** Demonstrate the professional role of a nurse in a manner that reflects integrity, responsibility, and ethical practices within an evidence-based practice utilizing open communication & collaboration and an evolving personal identity.

3.1 Function effectively within nursing & inter-professional teams using open communication & collaboration to achieve quality patient care.

3.2 Demonstrate professional role behaviors & an evolving professional identity

**Course Student Learning Outcome:**

Discuss legal & ethical considerations of drug administration.

**Analysis of Results:**

**Strength in student performances:**

**Weaknesses in student performances:**

Students did not meet the benchmark for discussing legal & ethical considerations.

40% of students did not include any information regarding ethical principles in their project.

**Recommended Action(s):**

Review & revise rubric & instructions for the Experiential Learning Project as needed.

**When Action will be implemented:**

Spring 2017

**Data Comparison:**

|  | <b>2016<br/>Fall-</b>   | <b>2016 - Spring</b> | <b>20__</b>      | <b>20__</b>      |
|--|---|----------------------|------------------|------------------|
| <b>Measurement Instrument</b>  | <b>Benchmark</b>  | <b>Benchmark</b>     | <b>Benchmark</b> | <b>Benchmark</b> |
| Experiential Learning Project:<br>"Factors of Increased Drug Cost"<br>"Factors Contributing to Nonadherence"<br>"Ethical Principles"<br>Sections of rubric | 80% of students will score 3/3 on the indicated sections of the rubric<br><br>Factors of Increased Drug Cost: 61.1%<br>Factors Contributing to Nonadherence:<br>Ethical Principles: 29.6% |                      |                  |                  |

**Impact of Changes Implemented As a Result of Previous Assessment Cycle:**

**Florence-Darlington Technical College  
Assessment-Systematic Evaluation Plan Detailed Report**

**Course Name: PHM 115**

**Faculty: Kelli Knotts**

**Semester(s) Reported: Fall 2016**

**Course Category:**  Traditional  Hybrid/Blended  Online  Web Facilitated  Dual Enrollment  DL

**Program Student Learning Outcome:**

**1. Human Flourishing:** Advocate for patients, families, and groups in ways that promote their self-determination, integrity & ongoing growth through the provision of patient-centered care

1.1 Recognize the patient or designee as the source of control & full partner in providing compassionate & coordinated care based on respect for patient’s preferences, values & needs.

**Course Student Learning Outcome:**

Explain special considerations in drug therapy, including over-the-counter medications, herbal remedies & lifespan issues.

**Analysis of Results:**

**Strength in student performances:**

**Weaknesses in student performances:**

Students did not meet the benchmark for discussing lifespan issues r/t drug therapy.

**Recommended Action(s):**

Review & revise rubric & instructions for the Experiential Learning Project as needed.

**When Action will be implemented:**

Spring 2017

**Data Comparison:**

|   | <b>2016<br/>Fall-</b>   | <b>2016 - Spring</b> | <b>20__</b>      | <b>20__</b>      |
|---|---|----------------------|------------------|------------------|
| <b>Measurement Instrument</b>   | <b>Benchmark</b>  | <b>Benchmark</b>     | <b>Benchmark</b> | <b>Benchmark</b> |
| Experiential Learning Project:<br>“Older Patient Considerations”<br>“Impact & Older Adult Considerations”<br>Sections of the Experiential Learning Project rubric | 80% of students will score 3/3 on the indicated sections of the rubric            |                      |                  |                  |
|   | Older Patient Considerations: 63.0%<br>Impact & Older Adult Considerations: 61.1% |                      |                  |                  |

**Impact of Changes Implemented As a Result of Previous Assessment Cycle:**