

Assessment Report - Annual Update

Program Assessment (focus on most recent year)

Department:	Nursing
Program:	Registered Nursing
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A. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)

1 Unable to paste into the cell. See the sheet labelled PLO's.

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B. How did your outcomes assessment results inform your program planning? Use the bullet points below to organize your response.

To improve student success and preparation for the NCLEX exam, the program has integrated technology throughout the Program by utilizing simulated learning experiences, computerized learning tools, software programs, and mobile laptops. The licensure rates provide data which aids in the evaluation of these strategies. Program changes are made as necessary.

**C. How do course level student learning outcomes align with program learning outcomes?
Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).**

The program has mapped each course SLO to the PLO's and ILO's. Our mapping documents on the assessment page reflect the linkages.

Institutional Learning Outcomes:

Think: Think critically and evaluate sources and information for validity and usefulness.

Communicate: Communicate effectively in both written and oral forms.

Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.

Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.

D. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.

See mapping documents

E. How do you engage in collegial dialog about student learning outcomes?

The program utilizes the following practices which incorporate discussions about student learning.

- 1) Semester to semester handoff. This involves each faculty member discussing student progression in conjunction with review of the clinical evaluation tool.
- 2) Faculty have visited the learning environments in the courses preceding and following their individual courses to attain a better understanding of leveling, course sequence, and student expectations as they progress throughout the framework of our simple to complex curriculum. The observation of student performance is used as a discussion point between the faculty to discuss students learning at the current level as well as preparation and expectation for the student at the subsequent level.
- 3) During most faculty meetings student learning and outcomes are discussed and best practices are shared.

F. In your previous program review did you specify a major objective or project to implement specifically designed to improve equity? *How

has the objective or project impacted equity in your department or program?

***What areas have you identified for program improvements that relate directly to equity in the coming year?**

We believe all aspects of the educational process should be viewed through the lens of equity. The program has been developing student identification and intervention processes with the intent of equitable opportunities for success. We approach our mission from the perspective of "Meet the students where they are." as we assess equity of program services and student achievement opportunities. The program has focused on intrusive interactions to provide student success strategies ranging from activities and/or referrals to improve academics (i.e. tutoring, educational advising) to interventions which address social issues (personal counseling, financial aid, social services).

The program utilizes the California Community College Chancellors Office approved pre-requisite validation score which was developed using statistical data analysis to ensure there was not a disproportionate impact on any student group. Additionally, the ADN program has been focusing on the success of all students within our program through early identification and remediation of the "at risk" student. The "at risk" student is identified as any student who consistently is falling below an 80% in their coursework. Program success strategies for all of these students include some or all of the following:

- Utilization of the early alert system
- Referral to the educational advisor
- Follow-up with faculty success coaches with monitoring of grades throughout the semester
- Peer tutoring
- Enrollment in NURS B201
- Individualized success strategies based on student need and learning style