

**Glendale Community College Instructional Division  
Program Learning Outcomes Assessment Timeline**

**Please complete a separate timeline form for *each* program within your division**

**Division name: HEALTH SCIENCES - NURSING**

**Program name (degree, certificate, sequence of courses or series of learning activities leading to intellectual mastery): Registered Nursing Program Degree or certificate (depending on student preference)**

**Program Relationship to Glendale Community College's Core Competencies/Institutional Student Learning Outcomes (ISLOs)**

**How does this program relate to GCC's College's Core Competencies/Institutional Student Learning Outcomes (ISLOs)?:**

Core Competencies/ISLOs are commonly defined as the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of the college, including courses, programs, and student services. Each program offered at GCC should link to at least some of these Core Competencies/ISLOs. A list of the Core Competencies/ISLOs can be found here:

<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=4362>

Include a brief statement outlining how this program aligns with GCC's Core Competencies/ISLOs

**An ideal relationship:**

- Is clear and brief
- Is connected to GCC's Core Competencies/ISLOs
- If applicable, aligns with professional organization(s) learning outcomes

Students gain a fundamental knowledge of theory and skills in the first intersession and first semester. As they progress through the program, they are exposed to the clinical/workplace settings and apply skills and knowledge learned. Skills include communication (through group projects such as case study dissection, class presentations, patient interactions, clinical post-conference and discussions); Information competency (through evidence-based journal analysis and critique), mathematical reasoning and problem-solving (wherein students are required to pass a medication calculation exam in each semester with at least a 90% grade), critical thinking, ethical reasoning and development of personal responsibility. As they progress through each advanced medical-surgical setting and various community-based agencies and specialty settings, application of their skills is refined.

## Program Level Outcomes (PLOs) Assessment Timeline

<p><b><u>What are the Program Learning Outcomes of this program?:</u></b>                  Program Learning Outcomes (PLOs) are commonly defined as the knowledge, skills, and abilities that students have attained as a result of their involvement in a particular set of educational experiences such as within a specific program, degree, certificate or series of learning activities leading to intellectual mastery                  List your PLOs below and explain the timeline by which the PLOs will be assessed</p> <p><b><u>What is the PLO Assessment Planning Timeline for this Program?:</u></b>                  To develop an ongoing and systematic planning timeline, it is recommended that you assess PLOs within a 3 year cycle (e.g. assess 1/3 of PLOs in year 1, 1/3 in year 2, and 1/3 in year 3)</p>		<p><b><u>Ideal examples of Program Learning Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• Are observable and measurable</li> <li>• Are program specific</li> <li>• Connect to GCC's Core Competencies/ISLOs</li> <li>• Use action verbs</li> <li>• Generally a program will have between three and six PLOs</li> <li>• If applicable, aligns with professional organization(s) learning outcomes</li> </ul> <p><b><u>Ideal examples of Program Assessment Timelines:</u></b></p> <ul style="list-style-type: none"> <li>• Are practical, sustainable, and geared to Core Competencies/ISLOs, and college mission</li> <li>• Ensure that each PLO is assessed regularly within a 3 year cycle</li> <li>• Include teams for assessment data collection and analysis and assessment report writing that include faculty members who are instructors of the courses/programs assessed</li> </ul>	
<p><b>List PLOs below. Generally, a program will have between three and six PLOs. Continue to add PLOs until you have developed an assessment timeline for each PLO associated with this program.</b></p>	<p><b>In what semester and year will you assess this PLO?                  What data will you use to assess it (i.e. SLO data from courses within the program, exam or essay data, portfolios of student work, licensing/exit exams, etc) ?</b></p>	<p><b>Who will collect and analyze the PLO assessment data and write a report of the findings? (Include report writer's name and, if possible, other participants)</b></p>	
<p><b>PLO 1                  Students will be able to demonstrate the cognitive skills necessary to integrate the nursing concepts learned in a two year ADN program, including clinical evidence-based concepts inherent in entry level</b></p>	<p><b>END OF CALENDAR YEAR- in December</b>                  The National Council Licensure Examination for Registered Nurses (<b>NCLEX-RN</b>) pass rate for Glendale Community College's nursing program will be used to assess the percent of graduating students who have achieved</p>	<p><b>The director or designee</b></p>	

<p><b>registered nursing practice.</b></p>	<p>cognitive skills as entry-level RNs at the end of every year.</p>	
<p><b>PLO 2</b>  <b>Students will be able to demonstrate cognitive skills necessary to integrate the nursing concepts learned in the first year of the ADN program.</b></p>	<p><b>EVERY ODD YEAR- in June (starting 2013)</b>  <b>The MID-CURRICULAR (MC) EXAM</b>                  developed by faculty and Kaplan will be tailored to the GCC nursing program's first year of the ADN program. The mid-curricular exam will be used to measure cognitive success or weaknesses in the student after the first year. .</p>	<p><b>The director or designee</b></p>
<p><b>PLO 3</b> <b>Students will be able to demonstrate the psychomotor skills necessary to integrate the nursing concepts learned in a two year ADN program, including clinical evidence-based concepts inherent in entry level registered nursing practice.</b></p>	<p><b>EVERY EVEN YEAR-June (starting 2012)</b>  <b>CLINICAL EVALUATIONS</b> after each rotation and <b>PRACTICUUMS</b> performed in every semester will be used to measure psychomotor success or weaknesses in the graduating student.</p>	<p><b>The director or designee</b></p>
<p><b>PLO 4</b></p>		

### Course/Program Alignment Matrix

<p><b><u>How are courses in the program aligned with the program's learning outcomes?:</u></b>                  This section should include a matrix of the PLOs for your program and a list of each course which is a part of the program</p> <ul style="list-style-type: none"> <li>• For each course indicate if PLO is addressed within it the level at which it is addressed by either leaving it blank (if not addressed in program) or noting <b>I, D, or M</b></li> <li>• <b>Introduce = I</b> PLO is introduced at a basic level</li> <li>• <b>D = Develop</b> Students are given opportunities to practice, learn more about, and receive feedback to develop more sophistication</li> <li>• <b>M = Mastery</b> Students demonstrate mastery at a level appropriate for graduation</li> </ul>	<p><b><u>Ideal alignment:</u></b></p> <ul style="list-style-type: none"> <li>• Course/Program matrix indicates that PLOs are embedded in program's coursework</li> <li>• PLOs are introduced, developed, and mastered within the range of courses</li> <li>• Each course addresses one or more of the PLOs; however, rarely does a course address all PLOs</li> </ul>
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Course name and number	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
NS 200	I	I	I			
NS 205	I	I	I			
NS 210	I	I	I			
NS 211	I	I	I			
NS 201	I	I	I			

NS 212	I	I	I, D			
NS 222	I	I	I			
NS 202	I	I	I, D			
NS 213	I, D	-	I, D			
NS 223	I, D	-	I, D			
NS 203	I, D	-	I, D			
NS 214	D, M	-	D, M			
NS 215	D, M	-	D, M			
NS 204	D, M	-	D, M			
NS 217	D	-	D			
NS 218	D	-	D			
NS 216	D	-	D			

**As you fill out this alignment matrix, gaps may occur or become visible. Use the gaps to help your determine which course or program SLOs may need to be revised so that all courses and programs are aligned. Question 2.2 in your program’s Program Review report provides a means to explain if you noted any gaps in alignment and, if yes, how your division might revise course or program SLOs to ensure that all course and program learning outcomes are aligned.**