

Course Learning Outcomes Report Form

Course Number/Name	Semester	Instructor:			
<i>Principles of Nursing Practice NMNC</i>	<i>Fall 2019</i>	<i>Irma Joy Shrum</i>	Full-time	Part-time	Adjunct
<p>Course Learning Outcomes(CLOs) with the integration of General Learning Outcomes (GLOs). Each course is expected to contribute to the student achievement of one or more of these CLOs/GLOs. Core Ability Rubrics describe levels of success in student learning and behavior that instructors will measure and report on this form. In completing this report, instructors should attach the assignment descriptions, grading rubrics, and submit to the Department Director and entered into the <u><i>HLC reporting program</i></u> within a week of final grading submission each semester.</p>					
<p align="center">General Education Core Abilities (GLOs) - Indicate Core Ability Indicator(s) assessed in this report:</p>					
<u>Communication</u>	<u>Critical Thinking</u>	<u>Information & Digital Literacy</u>	<u>Personal & Social Responsibility</u>	<u>Quantitative Reasoning</u>	
Genre and Medium Awareness, Application, and Versatility: Identify and communicate in various genres `and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (ie., attending to audience, purpose, and context).	Problem Setting: Delineate a problem or question.	Authority and Value of Information: Recognize the interdependent nature of the authority and value of information and use this knowledge ethically when selecting, using, and creating information.	Intercultural reasoning and intercultural competence.	Communication/Representation of Quantitative Information: Express quantitative information symbolically, graphically, and in written or oral language	
Strategies for Understanding and Evaluating Messages: Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals; locating supportive documentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).	Evidence Acquisition: Identify and gather the information/data necessary to address the problem or question.	Digital Literacy: Understand, communicate, compute, create, and design in digital environments.	Sustainability and the natural and human worlds.	Analysis of Quantitative Arguments: Interpret, analyze and critique information or a line of reasoning presented by others.	
	Evidence Evaluation: Evaluate evidence/data for credibility (e.g. bias, reliability, validity), probable truth, and relevance to a situation.	Information Structures: Select, use, produce, organize, and share information employing appropriate information formats, collections, systems, and applications.	Ethical reasoning.	Application of Quantitative Models: Apply appropriate quantitative models to real-world or other contextual problems.	
	Reasoning/Conclusion: Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.	Research as Inquiry: Engage in an iterative process of inquiry that defines a problem or poses a question and through research generates a reasonable solution or answer.	Collaboration skills, teamwork and value systems.		
Evaluation and Production of Arguments: Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).			Civic discourse, civic knowledge and engagement – local and global.		

I. List CLO from approved syllabus that support(s) the Program CLO being measured.				
<i>Course Learning Outcomes(CLOs)</i>				
<i>1. Describe the different types and characteristics of communication in professional nursing practice.</i>				
<i>2. Utilize the concepts presented in Level One nursing courses in the application to the care of the patient.</i>				
<i>3. Demonstrate the principles of safety during the implementation of nursing skills.</i>				
<i>4. Demonstrate the learned skills in patient-based scenarios.</i>				
<i>5. Utilize the nursing process to provide safe and effective care.</i>				
II. List Learning Activity(ies)* used to measure students success with this outcome.	<i>Lecture/Discussion, Case Studies, Simulations, Skills demonstrations and practice, ATI modules, and video assessments.</i>			
III. Student Success Level** Indicate for each Learning Activity the % of completers with a "C" or higher. (See below for instructions. Report for each Learning Activity in II.)	<i>100%</i>			
IV. Improvement If % of completers falls below minimum standard of 75% or lower, identify course change(s) planned to improve in this outcome.				
* II. Learning Activities=Assignments, tests, clinical evaluation tools, etc.				
**III. Students Success Level Calculation Report the number of students who received a grade of C or higher on the assignment out of the total number of students who completed the assignment and the course. For example, 24 students received a C or higher on the assignment out of the 28 students who completed the assignment and the course =24/28=86%. Also note the number of non-completers (students who completed the course but not the assignment: e.g., NC).				