Assessment Record

Program: Nursing – C162

Assessment period: 2019-2020

Program or Department Mission:

The mission of the Nursing Education Program at Jefferson State Community College is as follows:

- To prepare graduates to practice safe, competent patient-centered care in an increasingly complex and rapidly changing health care system.
- To provide full and equal access to opportunities for educational success to meet the community needs.

Student Learning Outcomes & Assessment Plan

At completion of the program the associate degree nursing graduate will be able to:

1. Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.
2. Recognize the patient or designee as the source of control ad full partner in providing compassionate and coordinated care based on respect for patient's preferences, value, and needs.
3. Make judgements in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote care and that promote the health of patient within the family and community context.
4. Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
5. Use informatics and technology to communicate, manage knowledge, mitigate error, and support decision making.
6. Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.
7. Function effectively within nursing and inter-professional teams, fostering open communication mutual respect, and shared decision-making to achieve quality patient care.
8. Examine the evidence that underlies clinical nursing practice to challenge the status quo, questions underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.
9. Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.
10. Use data to monitor the outcomes of care processes ad use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
SLO 1 At completion of the program the associate degree nursing graduate will be able to: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.	NUR 221 Clinical Evaluation Tool	100 % of graduating students will achieve a summative passing grade on section 1.0 (Human Flourishing) of the clinical evaluation tool	NUR 221 Clinical Evaluation Tool **Fall 2019** Jefferson: 24/24 (100%) Shelby: 19/19 (100%) **Spring 2020** Jefferson: 15/15 (100%) Shelby: 36/36 (100%) Evening: 37/37 (100%) Pell City: 20/20 (100%) Clanton: 27/27 (100%) **Summer 2020** Jefferson: 24/24 (100%) Shelby: 39/39(100%) **Aggregate: 241/241 -100%** of graduating students achieved a summative passing grade on section 1.6 (Human Flourishing) of the clinical evaluation tool	Instructors revised the SPE to reflect the new concept-based student learning outcomes. The NUR 221 faculty met and finalized the tracking schedule and the methods of assessment to be utilized when evaluating each EPSLOs which is reflected in this report.
Intended Outcomes	**Means of Assessment**	**Criteria for Success**	**Summary & Analysis of Assessment Evidence**	**Use of Results**

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
SLO 2- **Patient Centered:** 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, value, and needs	NUR 221 Clinical Evaluation Tool	95% of graduating students will achieve a summative passing grade on section 1.0 (Patient Centered) of the clinical evaluation tool	NUR 221 Clinical Evaluation Tool – **Fall 2019** Jefferson: 24/24 (100%) Shelby: 19/19 (100%) **Spring 2020** Jefferson: 15/15 (100%) Shelby: 36/36 (100%) Evening: 37/37 (100%) Pell City: 20/20 (100%) Clanton: 27/27 (100%) **Summer 2020** Jefferson: 24/24 (100%) Shelby: 39/39 (100%) **Aggregate: 241/241 -100%** of graduating students achieved a summative passing grade on section 1.0 (Patient Centered Care) of the clinical evaluation tool	**Observations and changes based on current cycle 19-20 data:** NUR 221 Faculty decided to change assignment to "Think Cultural Health" to provide a more diverse look at the patient.

SLO 3-	NUR 221 Preceptorship	100% of graduating students will	NUR 221 Clinical Evaluation Tool –	**Observations and changes based on**
Nursing Judgement:	Clinical Evaluation Tool	achieve a summative passing grade on section 2.0 (Nursing Judgement) of the clinical evaluation tool**.**	**Fall 2019**	**current cycle 19-20 data:**
Make judgements in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote care and that promote the health of patient within the family and community context			Jefferson: 24/24 (100%) Shelby: 19/19 (100%) **Spring 2020** Jefferson: 15/15 (100%) Shelby: 36/36 (100%) Evening: 37/37 (100%) Pell City: 20/20 (100%) Clanton: 27/27 (100%) **Summer 2020** Jefferson: 24/24 (100%) Shelby: 39/39 (100%) **Aggregate: 241/241 -100%** of graduating students achieved a summative passing grade on section 2.0 (Nursing Judgement) of the clinical evaluation tool	ELA met at 100% No areas identified as needing development. Instructors will continue to evaluate results.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
SLO 4- **Safety:** Minimize risk of harm to patients and providers through both system effectiveness and individual performance	Math Validation	100% of students will pass the math validation with a 90% score within 3 attempts	**NUR 221 Math Evaluation Tool** **Fall 2019** Jefferson: 24/24 (100%) Shelby: 19/19 (100%) **Spring 2020** Jefferson: 15/15 (100%) Shelby: 36/36 (100%) Evening: 37/37 (100%) Pell City: 20/20 (100%) Clanton: 27/27 (100%) **Summer 2020** Jefferson: 24/24 (100%) Shelby: 39/39 (100%) **Aggregate: 241/241 -100%** of graduating students achieved a summative passing grade on critical behaviors 1, 2, and 8 (Safety) of the clinical evaluation tool **NUR 221 Validation Check-Off in Skills Blitz**	**Observations and Changes based on current cycle 19-20 data:** ELA met at 100% The NUR 221 Course team decided to utilize the math validation as mean of assessment of EPSLO for safety in the clinical setting.

			Fall 2019 Jefferson: 24/24 (100%) Shelby: 19/19 (100%) **Spring 2020** Jefferson: 15/15 (100%) Shelby: 36/36 (100%) Evening: 37/37 (100%) Pell City: 20/20 (100%) Clanton: 27/27 (100%) **Summer 2020** Jefferson: 24/24 (100%) Shelby: 39/39 (100%) **Aggregate: 241/241 -100%** of graduating students achieved a passing satisfactory rating per each validation check-off in skills blitz.	

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
SLO 5- **Informatics**: Use informatics and technology to communicate, manage knowledge, mitigate error, and support decision making	Clinical Evaluation Tool	100% of students will score Satisfactory on the final grade in Section 2 of the Professional Behaviors on the Preceptorship Clinical Evaluation Tool.	NUR 221 Preceptorship Clinical Evaluation Tool **Fall 2019** Jefferson: 24/24 (100%) Shelby: 19/19 (100%) **Spring 2020** Jefferson: 15/15 (100%) Shelby: 36/36 (100%) Evening: 37/37 (100%) Pell City: 20/20(100%) Clanton: 27/27 (100%) **Summer 2020** Jefferson: 24/24 (100%) Shelby: 39/39 (100%) **Aggregate: 241/241 -100%** of graduating students achieved a passing score **NUR 221 Simulation Evaluation**	**Observations and changes based on current cycle 19-20 data:** ELA met at 100% No areas identified as needing development. Instructors will continue to evaluate results.

			Fall 2019 Jefferson: 24/24 (100%) Shelby: 19/19 (100%) **Spring 2020** Jefferson: 15/15 (100%) Shelby: 36/36(100%) Evening: 37/37 (100%) Pell City: 20/20(100%) Clanton: 27/27 (100%) **Summer 2020** Jefferson: 24/24 (100%) Shelby: 39/39 (100%) **Aggregate: 241/241 -100%** of graduating students achieved a satisfactory rating on selected simulations	
SLO 6- **Professional Identity**: Implement one's role as a nurse in ways that reflect integrity, responsibility,	NUR 221 Clinical Evaluation Tool	100% of graduating students will achieve a summative passing grade on section 3.0 (Professional Identity) of the clinical evaluation tool.	NUR 221 Clinical Evaluation Tool **Fall 2019** Jefferson: 24/24 (100%) Shelby: 19/19 (100%)	**Observations and changes based on current cycle 19-20 data:** ELA met at 100% The NUR 221 Course team decided to utilize certain critical behaviors within

ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.			**Spring 2020** Jefferson: 15/15 (100%) Shelby: 36/36(100%) Evening: 37/37 (100%) Pell City: 20/20(100%) Clanton: 27/27 (100%) **Summer 2020** Jefferson: 24/24 (100%) Shelby: 39/39 (100%) **Aggregate: 241/241 -100%** of graduating students achieved a summative passing grade on section 3.0 (Professional Identity) of the clinical evaluation tool	the preceptor clinical evaluation tool to measure the Professional identity for students.
SLO 7- **Teamwork/Collaboration**: Function effectively within nursing and inter-professional teams, fostering open communication mutual respect, and shared decision-making to achieve quality patient care.	NUR 221 Kaplan Leadership Exam	95% of students will score ≥60 on Kaplan Leadership Exam in NUR 221	NUR 221 Kaplan Leadership Exam **Fall 2019** Jefferson: 24/24 (100%) Shelby: 19/19 (100%) **Spring 2020** Jefferson: 15/15 (100%) Shelby: 36/36 (100%) Evening: 37/37 (100%) Pell City: 20/20	**Observations and changes based on current cycle 19-20 data:** ELA met at 90-100% No areas identified as needing development. Continue to review and monitor the results. The name of the exam changed from the Kaplan Leadership to Kaplan Management and Professional Issues Exam

| | | | (100%)
Clanton: 27/27
(100%)

Summer 2020
Jefferson: 24/24
(100%)
Shelby: 39/39
(100%)

Aggregate: 241/241 -100% of graduating students achieved a summative passing grade on section 3.0 (Professional Identity) of the clinical evaluation tool. | |

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
SLO 8- **Spirit of Inquiry:** Examine the evidence that underlies clinical nursing practice to challenge the status quo, questions underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.	Clinical Evaluation Tool	**100% of graduating students will achieve a summative passing grade on section 4.0 (Spirit of Inquiry) of the clinical evaluation tool.**	**NUR 221`Clinical Evaluation Tool** **Fall 2019** Jefferson: 24/24 (100%) Shelby: 19/19 (100%) **Spring 2020** Jefferson: 15/15 (100%) Shelby: 36/36 (100%) Evening: 37/37 (100%) Pell City: 20/20	**Observations and changes based on current cycle 19-20 data:** ELA met at 100% No areas identified as needing development. Continue to review the results.

			(100%) Clanton: 27/27 (100%) **Summer 2020** Jefferson: 24/24 (100%) Shelby: 39/39 (100%) **Aggregate: 241/241 -100%** of graduating students achieved a summative passing grade on section 4.0 (Spirit of Inquiry) of the clinical evaluation.	
SLO 9- **Evidence-Based Practice:** Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.	NUR 221 Nursing Evidence-Based Assignment	**100% of students will score "Satisfactory" or "Pass" or ≥80% on Evidence-Based Assignment in NUR 221**	**NUR 221– Nursing Evidence-Based Assignment** **Fall 2019** Jefferson: 24/24 (100%) Shelby: 19/19 (100%) **Spring 2020** Jefferson: 15/15 (100%) Shelby: 36/36 (100%) Evening: 37/37 (100%) Pell City: 20/20 (100%) Clanton: 27/27 (100%) **Summer 2020** Jefferson: 24/24(100%) Shelby: 39/39	**Observations and changes based on current cycle 19-20 data:** ELA Met at 100% Faculty developed a presentation rubric to be used with the Evidence Based assignment. Continue to monitor and review the results. No areas identified as needing development. Continue to review the results.

			(100%)	
			Aggregate: 241/241 = 100% of graduating students achieved a summative passing grade on section 4.0 (Spirit of Inquiry) of the clinical evaluation tool.	
SL0 10- **Quality Improvement**: Use data to monitor the outcomes of care processes ad use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.	NUR 221 clinical Evaluation Tool	**95% of graduating students will achieve a summative passing grade on section 4.0 (Spirit of Inquiry) of the clinical evaluation tool.**	**NUR 221 Clinical Evaluation Tool** **Fall 2019** Jefferson: 24/24 (100%) Shelby: 19/19 (100%) **Spring 2020** Jefferson: 15/15 (100%) Shelby: 36/36 (100%) Evening: 37/37 (100%) Pell City: 20/20 (100%) Clanton: 27/27 (100%) **Summer 2020** Jefferson: 24/24 (100%) Shelby: 39/39 (100%) **Aggregate: 241/241 = 100%** of graduating students achieved a summative passing grade on section 4.0 (Spirit of Inquiry) of the clinical evaluation tool.	**Observations and changes based on current cycle 19-20 data:** ELA met at 100% Discussion among faculty regarding changing EPSLO from the clinical evaluation tool to Shadow Health Digital Clinical experience (DCE) or simulation usage in the courses. A decision was made to use a Shadow Health DCE for change management and advocacy and it will be evaluated for this EPSLO for now. Faculty continues to discuss the need for points to be awarded to the Shadow Health experience. Continue to review the results.
Plan submission date: 10/8/2020			**Submitted by: Brenda O'Neal, Associate Dean of Nursing**	

Evidence in Support of SLO 1 – Student Performance Evaluation Tool

NUR 221 Preceptorship Clinical Evaluation Tool

Student: _____ Semester/Year: _____ → → Final Grade: → Pass → Fail

EVALUATION CRITERIA/PROCESS To successfully complete the clinical portion of this course, the student must
   a) → Successfully complete the math validation within 3 attempts
   b) → Attend and complete all clinical assignments
   c) → Receive less than 3 "Unsatisfactory" (U) in the same professional behavior

Three (3) "U's" in the same professional behavior objective on 3 separate clinical experiences will constitute failure of the course, due to inability to meet clinical/course objectives regardless of the theory grade. An 'F' in clinical will result in the student being unable to progress. The faculty will share the evaluation(s) with the student prior to the next scheduled clinical experience. The faculty and student will sign and date the evaluation(s) and make any pertinent comments. Students are assigned a letter grade for each critical and professional behavior based on the following definitions:

S = Satisfactory → → Clinical behavior and work demonstrates knowledge and preparation in performing all aspects of the behavior

NI = Needs improvement → Clinical behavior and/or work is safe but does not meet all aspects of the performance described in the behavior or performance is inconsistent. When NI is awarded, the student will be given specific criteria for improvement. This improvement is required to prevent a future unsatisfactory evaluation for the same behaviors or performances. A student cannot receive a "NI" 2 clinical days in a row; therefore, the student would receive a grade of "U" or "S" in that category for the following clinical day based on his or her performance.

U = Unsatisfactory → Clinical behavior and/or work is unsafe, inconsistent, or inadequate in meeting all aspects of the performance described in the behavior. When a **U** is given the student is given specific criteria required to improve to an **S.**

NO = Not Observed → → May be given for a behavior that is not observed

Unsatisfactory performance of a critical behavior may result in the student being dismissed from the clinical session. The faculty has the right to withdraw a student from the clinical setting due to unsatisfactory behavior that jeopardizes the health and/or safety of the client, staff, faculty, and/or other students. Failure in a single critical behavior may also result in a clinical failure. Dismissal and permanent removal from the program may occur in cases of extreme circumstances that result in potential or actual harm to any individual, pending due process procedures.

Behaviors required to demonstrate that the student's nursing practice meets legal, ethical, and safety standards are expected of an ADN student at Jefferson State Community College and in the Alabama College System.

Evidence in support of SLO 1

NUR 221 Course Meeting Minutes
Location: Shelby Campus
HSB Room 307
10:00 AM

Attendance: Anita Naramore, Venius Turner, Pat Havard, Sarah Nasworthy, Chris Forbes, Melisa Walker, Critsy Daffron, Jennifer Satterfield, Amanda Bonds, Becky Willis, Brenda O'Neal

Topics	Discussion	Plan
Meeting called to order		
EPSLOs	Discussed appropriate assignments to utilize for EPSLOs	Decision made to utilize: 1. NUR 221 CLT section #5 Critical Behaviors and section #1 Professional behaviors and the Think Cultural Health Assignment for #1 Human Flourishing and # 2 Patient-centered care. 2. Utilize NUR 221 CLT #'s 1,2,3, & 8 of Critical Behaviors and section 2 of Professional Behaviors for EPSLO # 3 (Nursing Judgement), # 4 (Safety), and # 5 (Informatics). In addition, NUR 221 will utilize the Math validation # 4 safety. 3. Utilize NUR 221 CLT #'s 3,5,6 &7 of the Critical Behaviors and section 3 of the Professional Behaviors for EPSLOs #6 (Professional Identity) and #7 (Teamwork and Collaboration). In

Evidence in support of SLO 2

NUR·221·Course·Meeting·Minutes
Location:·Shelby·Campus
HSB·Room·307
February·28,·2020
10:00·AM

Attendance:··Anita·Naramore,· Venius·Turner,·Pat·Havard,·Sarah· Nasworthy,·Chris·Forbes,·Melisa· Walker,·Critsy·Daffron,·Jennifer· Satterfield,·Amanda·Bonds,·Becky· Willis,·Brenda·O'Neal

Topics	Discussion	Plan	
Meeting·called·to·order			
EPSLOs	Discussed·appropriate· assignments·to·utilize·for·EPSLOs	Decision·made·to·utilize: 1.·NUR·221·CLT·section·#5·Critical· Behaviors·and·section·#1· Professional·behaviors··and·the· Think·Cultural·Health·Assignment· for·#1·Human·Flourishing·and·#·2· Patient·centered·care. 2.·Utilize·NUR·221·CLT·#'s·1,2,3,·&· 8·of·Critical·Behaviors·and·section· 2·of·Professional·Behaviors·for· EPSLO·#·3·(Nursing·Judgement),·#· 4·(Safety),·and·#·5·(Informatics).·· In·addition,·NUR·221·will·utilize· the·Math·validation·#·4·safety. 3.·Utilize·NUR·221·CLT·#'s·3,5,6·· &7·of·the·Critical·Behaviors·and· section·3·of·the·Professional· Behaviors·for·EPSLOs·#6· (Professional·Identity)·and·#7· (Teamwork·and·Collaboration).··In·	
		addition,·the·Kaplan·Leadership· exam·will·be·utilized·for·these· EPSLOs·(#6·&·7)·too. 4.·Utilize·the·NUR·221·CLT·section· 4·of·the·Professional·Behaviors·for· EPSLOs·#·8·(Spirit·of·Inquiry),·#·9· (Quality·Improvement),·and·#10· (Evidence-Based·Practice)	
Assignments	Evidence-Based·project	Sarah·to·develop·a·rubric	
A·&·P·Report	Data	Needs·to·be·updated·to·reflect· data·from·Kaplan,·Assignments,· and·CLT·EPSLO·percentages· starting·spring·2020.	

Evidence in support of SLO 4

MATH VALIDATION

Semester:

Student:

Course(s):

Attempt**	1st	2nd	3rd
Date			
Score			
Instructor Initials			

Each student will be given 3 atttempts *per semester* to score 90% or better on the math validation.

**If the student is unable to achieve a score of 90% or better after 3 attempts,

the student will fail validation, be unable to attend clinical rotations, and therefore fail the course.

NUR 221 Course Meeting Minutes
Location: Shelby Campus
HSB Room 307
February 28, 2020
10:00 AM

Attendance: Anita Naramore, Venius Turner, Pat Havard, Sarah Nasworthy, Chris Forbes, Melisa Walker, Critsy Daffron, Jennifer Satterfield, Amanda Bonds, Becky Willis, Brenda O'Neal

Topics	Discussion	Plan	
Meeting called to order			
EPSLOs	Discussed appropriate assignments to utilize for EPSLOs	Decision made to utilize: 1. NUR 221 CLT section #5 Critical Behaviors and section #1 Professional behaviors and the Think Cultural Health Assignment for #1 Human Flourishing and #2 Patient-centered care. 2. Utilize NUR 221 CLT #'s 1,2,3, & 8 of Critical Behaviors and section 2 of Professional Behaviors for EPSLO #3 (Nursing Judgement), # 4 (Safety), and #5 (Informatics). In addition, NUR 221 will utilize the Math validation #4 safety. 3. Utilize NUR 221 CLT #'s 3,5,6 & 7 of the Critical Behaviors and section 3 of the Professional Behaviors for EPSLOs #6 (Professional Identity) and #7 (Teamwork and Collaboration). In	
		addition, the Kaplan Leadership exam will be utilized for these EPSLOs (#6 & 7) too. 4. Utilize the NUR 221 CLT section 4 of the Professional Behaviors for EPSLOs #8 (Spirit of Inquiry), #9 (Quality Improvement), and #10 (Evidence-Based Practice)	
Assignments	Evidence-Based project	Sarah to develop a rubric	
A & P Report	Data	Needs to be updated to reflect data from Kaplan, Assignments, and CLT EPSLO percentages starting spring 2020.	

Evidence in support of SLO 6

NUR 221 Course Meeting Minutes
Location: Shelby Campus
HSB Room 307
10:00am- ~11:45 am

Attendance: Chris Forbes, Pat Havard, Sara Nasworthy, and Anita Naramore

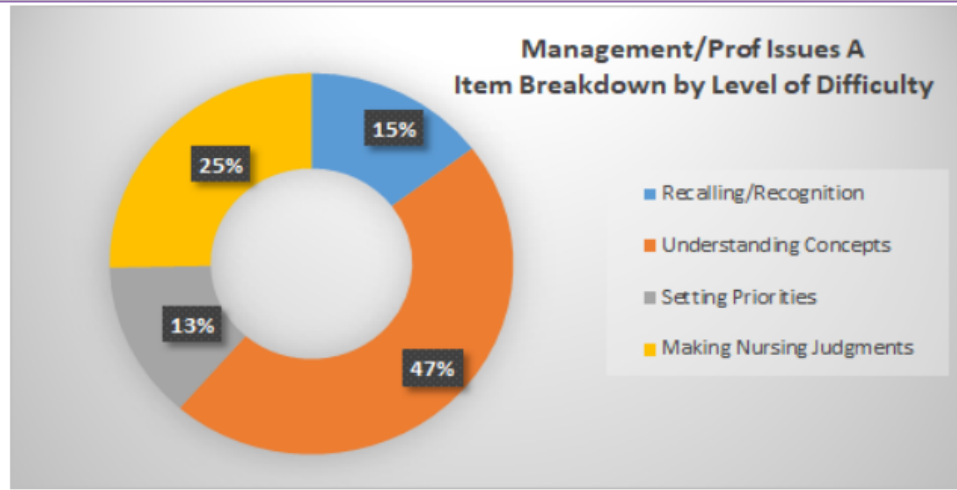| Topics	Discussion	Plan
Systematic Plan of Evaluation (SPE)	Discussed criteria to measure EPSLOs.	The committee took each criterion and discussed assessments to measure it. We discussed percentages for ELAs, frequency of assessment, data collection.
Assignments	Continued to discuss and review assignments for NUR 221.	Plan to discuss in depth on the next meeting.

Evidence in support of SLO 7

KAPLAN NURSING

For nurses, by nurses.   INTEGRATED TEST BLUEPRINT

Test Information	FOR FACULTY USE ONLY - Not to be shared with students
	Test Name: Management/Prof Issues A
	Number of Items: 75
	Time Allotted: 108 minutes**
	Faculty to set score requirements for their class/cohorts*
	73% (51st percentile rank)
	76% (62nd percentile rank)
	This test may contain up to 15 non-scored experimental items not reflected in this blueprint. **

**Management/Prof Issues A
Item Breakdown by Level of Difficulty**

15%
25%
13%
47%

- Recalling/Recognition
- Understanding Concepts
- Setting Priorities
- Making Nursing Judgments

Evidence in support of SLO 9

Attribute	0 points	½ point	1 points	Score	Comments	
Appearance	Dressed unprofessionally, that is jeans, t-shirt, badge is not worn	Wrinkled clothing, disheveled, leggings, scrubs, no badge	Business casual, badge is worn	¤	¤	¤
Organization, Content, and Time Management	No sequence to presentation, No introduction, No summary, Timing uneven, over time limit, failed to cover content or failed to R/T nursing	Difficulty following presentation, jumped around, introduction and summary not clearly identifiable, not clearly R/T nursing	Introduction and summary clearly identified, information presented in logical sequence, clearly R/T nursing, covered content adequately, and, ended on time	¤	¤	¤
Knowledge of Subject	Clueless, unable to answer questions	Appears uncomfortable answering questions	Answers over 75% of questions accurately or directs to appropriate resources for information	¤	¤	¤
Visual Aids	No visual aids	Sparse, unrelated to presentation, no references	Visual aids explain and reinforce presentation, evidence-based references cited	¤	¤	¤
Delivery and Eye Contact	Mumbles, pronounces terms incorrectly, or unable to hear from back of room. Reads report or visual aids	Voice is low, difficult to hear from back of room. Reads most of report with occasional eye contact	Clear, articulate, precise, enthusiastic presentation of material, maintains eye contact 75% of time	¤	¤	¤
			TOTAL FROM ABOVE		**FINAL GRADE**	¤
			POINTS DEDUCTED **(SEE BELOW)**			¤

Group Participation Points may be deducted for lack of participation as determined by peer evaluation

Peer Evaluation Average	Points Deducted from *Your* Total Points	
0 – 1 point	3 points deducted	¤
1.1 – 2 points	2 points deducted	¤
2.1 – 3 points	1 points deducted	¤
3.1 – 4 points	0 points deducted	¤

Evidence in support of SLO 10

Agenda Item		Discussion Outcomes	Action Taken or Action Planned
IV. Shadow Health		made. Discussion took place on awarding point for Shadow Health assignments. Anita Naramore said Shadow Health reps	Donna Lee proposed we table a vote on Shadow Health until the issues has been

Agenda Item		Discussion Outcomes	Action Taken or Action Planned
		suggested raising the DCE score from 80% to 85 or 90. It can be used for clinical as a Pass/Fail grade or as a didactic component as a percentage of their grade. Shadow Health suggests 5-15% of their grade but suggested 10-15% to get buy in from the students. In NUR 221 Pat Havard asked how time consuming this process would be for the instructors. Anita Naramore said if the points are used for an assignment, you will just need to look up the student's grades. There should also be a de-briefing like a Simulation. Stacy Hicks stated she is not comfortable voting on something she has not used in her course yet. Amanda Bonds suggested each committee for course levels meet and decide what is used in their course and if points are to be awarded. She said course teams can look at what is offered by Shadow Health and determine what is appropriate for their course. Anita Naramore and Pat Havard stated there are great resources for faculty available on the Shadow Health website.	evaluated by each course committee. Melisa Walker seconded this proposal.

Agenda Item		Discussion Outcomes	Action Taken or Action Planned
VII. Shadow Health/V-Sim Usage		has had around 60 potential applicants. She indicated that our current joint class are finding the program difficult Anita Naramore said Shelby day faculty love the Shadow Health product. She stated it is very easy to use. ¶ Student rep Mallory Marcus said the students do like it, but it is time consuming so if it could count towards their grade that would be great. She indicated the Assessment training is very good and what benefitted her the most.¶ Chris Forbes asked the student reps if they had encountered any internet issues using Shadow Health. Student rep Brandon Woods said he had a browser issue but googled it and was able	

Agenda Item		Discussion Outcomes	Action Taken or Action Planned
		to fix it. Anita Naramore said Shadow Health has some documentation and she would find it and share it so technical issues could be addressed. Student rep Marion Duffey state there isn't a tremendous value to Shadow Health in her opinion, but it was a good addition to the class and could see some benefit. Due to COVID there has been some repetitive content for students and Fall 2020 is the first term the department has had the full package for students so it should improve from this point forward.	
VIII. Return of Lippincott Advisor		Chris Forbes for opinions on the return of the Lippincott Advisor.	