

PROGRAM LEARNING OUTCOMES

Registered Nursing Program

ASSESSMENT RUBRICS

PLO 1: Evaluate nursing care provided to patients, families, groups, populations, and communities across the lifespan from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a patient's preferences, values, and needs.		
MET (2)	UNMET (1)	SCORE
ADEQUATELY performs a general health assessment including physiological, psychological, sociological, and spiritual needs of patients and families across the lifespan experiencing common, acute, and chronic health alterations in a variety of settings.	DOES NOT ADEQUATELY perform a general health assessment including physiological, psychological, sociological, and spiritual needs of patients and families across the lifespan experiencing common, acute, and chronic health alterations in a variety of settings.	
ADEQUATELY uses the nursing process to guide the delivery of patient care to achieve optimal outcomes.	DOES NOT ADEQUATELY use the nursing process to guide the delivery of patient care to achieve optimal outcomes.	
ADEQUATELY provides culturally sensitive care to patients, families, and groups from diverse backgrounds.	DOES NOT ADEQUATELY provide culturally sensitive care to patients, families, and groups from diverse backgrounds.	
ADEQUATELY uses sound clinical decision making when providing nursing care based on evaluation of patient needs.	DOES NOT ADEQUATELY use sound clinical decision making when providing nursing care based on evaluation of patient needs.	
ADEQUATELY advocates for patients, families, and groups regarding nursing care issues.	DOES NOT ADEQUATELY advocate for patients, families, and groups regarding nursing care issues.	
PLO 2: Collaborate with members of the interprofessional health care team to manage and coordinate the provision of safe, quality care for patients, families, and groups.		
MET (2)	UNMET (1)	SCORE
ADEQUATELY participates as a member of the interprofessional healthcare team in the provision of safe, quality patient-centered care.	DOES NOT ADEQUATELY participate as a member of the interprofessional healthcare team in the provision of safe, quality patient-centered care.	
ADEQUATELY uses communication techniques that support sharing patient-related information with members of the healthcare team (Examples: break reports, shift reports, status reports, transfer reports, etc.) as well as promote continuity and quality patient care.	DOES NOT ADEQUATELY use communication techniques that support sharing patient-related information with members of the healthcare team (Examples: break reports, shift reports, status reports, transfer reports, etc.) as well as promote continuity and quality patient care.	

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PLO 3: Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of patient-centered care.		
MET (2)	UNMET (1)	SCORE
ADEQUATELY analyzes best current evidence for its application to practice when providing and managing patient-centered care.	DOES NOT ADEQUATELY analyze best current evidence for its application to practice when providing and managing patient-centered care.	
ADEQUATELY integrates best current evidence into clinical judgment that indicates the need to modify clinical practice.	DOES NOT ADEQUATELY integrate best current evidence into clinical judgment that indicates the need to modify clinical practice.	
PLO 4: Use evidence-based quality improvement processes to effect change in the delivery of patient-centered care.		
MET (2)	UNMET (1)	SCORE
ADEQUATELY uses recognized nursing standards to improve and advance the quality of health care services.	DOES NOT ADEQUATELY use recognized nursing standards to improve and advance the quality of healthcare services.	
ADEQUATELY uses measurement tools to gather data related to the gap between current patient conditions and desired patient outcomes.	DOES NOT ADEQUATELY use measurement tools to gather data related to the gap between current patient conditions and desired patient outcomes.	
ADEQUATELY participates in the collection of data related to a Nurse Sensitive Indicator.	DOES NOT ADEQUATELY participate in the collection of data related to a Nurse Sensitive Indicator.	
PLO 5: Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to patients, self and others in healthcare, home, and community settings.		
MET (2)	UNMET (1)	SCORE
ADEQUATELY identifies safety risks and environmental hazards in health care settings.	DOES NOT ADEQUATELY identify safety risks and environmental hazards in health care settings.	
ADEQUATELY performs nursing interventions and skills that minimize safety risks and environmental hazards.	DOES NOT ADEQUATELY perform nursing interventions and skills that minimize safety risks and environmental hazards.	
ADEQUATELY demonstrates appropriate, accurate, timely, and safe medication administration.	DOES NOT ADEQUATELY demonstrate appropriate, accurate, timely, and safe medication administration.	
ADEQUATELY uses National Patient Safety Goals (NPSG) that promote safety in healthcare settings.	DOES NOT ADEQUATELY use National Patient Safety Goals (NPSG) that promote safety in healthcare settings.	

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PLO 6: Use evidence-based information and patient care technology to communicate relevant patient information, manage care and mitigate error in the provision of safe, quality patient-centered care.		
MET (2)	UNMET (1)	SCORE
ADEQUATELY uses patient care technologies to assess or monitor patients and provide appropriate nursing care.	DOES NOT ADEQUATELY use patient care technologies to assess or monitor patients and provide appropriate nursing care.	
ADEQUATELY describes the effect that computerized information management systems have on the role of the nurse.	DOES NOT ADEQUATELY describe the effect that computerized information management systems have on the role of the nurse.	
ADEQUATELY uses information management systems in the provision of nursing care.	DOES NOT ADEQUATELY use information management systems in the provision of nursing care.	
ADEQUATELY implements strategies that protect the integrity of patient information when providing patient-centered care.	DOES NOT ADEQUATELY implement strategies that protect the integrity of patient information when providing patient-centered care.	

PLO 7: Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing patient-centered, standard-based nursing care.		
MET (2)	UNMET (1)	SCORE
ADEQUATELY demonstrates active engagement in various learning environments.	DOES NOT ADEQUATELY demonstrate active engagement in various learning environments.	
ADEQUATELY displays accountability and responsibility in classroom, laboratory, and clinical practice settings.	DOES NOT ADEQUATELY display accountability and responsibility in classroom, laboratory, and clinical practice settings.	
ADEQUATELY identifies professional standards of nursing practice that guide practice.	DOES NOT ADEQUATELY identify professional standards of nursing practice that guide practice.	
ADEQUATELY describes how ethical principles and legal tenets guide nursing practice.	DOES NOT ADEQUATELY describe how ethical principles and legal tenets guide nursing practice.	
ADEQUATELY describes how regulatory guidelines and institution policies guide nursing practice.	DOES NOT ADEQUATELY describe how regulatory guidelines and institution policies guide nursing practice.	

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PLO 8: Use leadership, management, and priority-setting skills in the provision and management of safe, quality patient-centered care.		
MET (2)	UNMET (1)	SCORE
ADEQUATELY demonstrates organization, time management, and priority setting skills necessary to provide safe, quality patient-centered care.	DOES NOT ADEQUATELY demonstrate organization, time management, and priority setting skills necessary to provide safe, quality patient-centered care.	
ADEQUATELY identifies the nurse’s role in regard to delegating tasks to appropriate members of the healthcare team.	DOES NOT ADEQUATELY identify the nurse’s role in regard to delegating tasks to appropriate members of the healthcare team.	
ADEQUATELY participates in various opportunities to collaborate with the healthcare team.	DOES NOT ADEQUATELY participate in various opportunities to collaborate with the healthcare team.	
ADEQUATELY actively participate in peer conferences based on the understanding of the roles and responsibilities of the registered nurse.	DOES NOT ADEQUATELY actively participate in peer conferences based on the understanding of the roles and responsibilities of the registered nurse.	

PLO 9: Use verbal and nonverbal communication strategies with patients, families, and groups from diverse backgrounds that promote an effective exchange of information and the development of therapeutic relationships.		
MET (2)	UNMET (1)	SCORE
ADEQUATELY uses verbal and nonverbal communication techniques that promote caring, therapeutic relationships with patients, families, and groups.	DOES NOT ADEQUATELY use verbal and nonverbal communication techniques that promote caring, therapeutic relationships with patients, families, and groups.	
ADEQUATELY identifies the need for changes in communication and use of self, in relation to communication barriers, when caring for patients and families.	DOES NOT ADEQUATELY identify the need for changes in communication and use of self, in relation to communication barriers, when caring for patients and families.	
ADEQUATELY provides appropriate patient teaching based on the patient’s level of development, knowledge, and other learning needs.	DOES NOT ADEQUATELY provide appropriate patient teaching based on the patient’s level of development, knowledge, and other learning needs.	
ADEQUATELY provides accurate, appropriate, and timely patient reports.	DOES NOT ADEQUATELY provide accurate, appropriate, and timely patient reports.	
ADEQUATELY engages in communication with members of the healthcare team and demonstrates appropriate conflict resolution skills as needed.	DOES NOT ADEQUATELY engage in communication with members of the healthcare team and demonstrate appropriate conflict resolution skills as needed.	

Speech Program Learning Outcomes Rubric

PLO	1- Poor	2- Needs Work	3- Good	4 - Excellent
PLO 1 Theory: Demonstrates knowledge of communication theories	Student does not understand basic communication theories or how to apply them.	Student has some understanding of theories but cannot apply them.	Student understands most communication theories well and can apply some of them.	Student demonstrates a deep understanding of communication theories and how to properly apply them to a variety of communication situations.
PLO 2 Skill: Improved skill in a variety of communication situations	Student does not improve his/her communication abilities.	Student has learned some new communication skills and applied them to limited situations.	Student communicates both verbally and nonverbally in a manner effective to the course material (i.e. public speaking, small group communication, interpersonal communication, etc.)	Student uses verbal and nonverbal communication effectively in a variety of communication situations. Demonstrates a clear understanding of adapting communication to match the situation.
PLO 3 Critical Thinking: Critically analyze and construct messages	Student does not demonstrate the ability to analyze or construct messages with critical thinking.	Student can listen to, analyze, and create some messages with critical thinking skills.	Student properly evaluates messages in speech and writing and can respond appropriately.	Student demonstrates an ability to construct and interpret messages based on various elements of the communication situation and types of appeals used.
PLO 4 Self Awareness: Develop an awareness of one's personal communication effectiveness	Student does not demonstrate an understanding of their role in the communication process.	Student is aware of communication effectiveness but is unable to develop and apply new skills.	Student demonstrates an understanding of one's own effectiveness in communication situations.	Student demonstrates an understanding of one's own effectiveness in communication situations and how to properly adapt their communication style to match the situation/audience.

Measurement Tools:

When using graded assignments:

- Scores of A or B = 4
- Scores of C = 3
- Scores of D = 2
- Scores of F = 1

PLO 1 Theory: Demonstrates knowledge of communication theories

- Instructor reports using score from exam, quizzes, papers, or presentations

PLO 2 Skill: Improved skill in a variety of communication situations

- Instructor reports by comparing assessment of first major assignment vs. final assignment

PLO 3 Critical Thinking: Critically analyze and construct messages

- Instructor reports using score from exam, quizzes, papers, or presentations

PLO 4 Self Awareness: Develop an awareness of one's personal communication effectiveness

- Student self-reports
 - Speech 102: After taking this course in Small Group Communication, how do you feel about your confidence working with and communicating in groups?
 - 1 = I feel less confident
 - 2 = I feel the same
 - 3 = I feel a little more confident
 - 4 = I feel a lot more confident
 - Speech 101: After taking this course in Public Speaking, how do you feel about your confidence giving presentations?
 - 1 = I feel less confident
 - 2 = I feel the same
 - 3 = I feel a little more confident
 - 4 = I feel a lot more confident
 - Speech 103: After taking this course in Interpersonal Communication, how do you feel about your effectiveness communicating in interpersonal relationships?
 - 1 = I feel less effective
 - 2 = I feel the same
 - 3 = I feel a little more effective
 - 4 = I feel a lot more effective
 - Speech 106: After taking this course in Argumentation and Debate, how do you feel about your ability to effectively communicate and support your ideas?
 - 1 = I feel less confident

- 2 = I feel the same
- 3= I feel a little more confident
- 4= I feel a lot more confident
- Speech 108: After taking this course in Oral Interpretation of Literature, how do you feel about your ability to effectively communicate the emotional and logical meaning of a literary work?
 - 1 = I feel less confident
 - 2 = I feel the same
 - 3= I feel a little confident
 - 4= I feel a lot more confident
- Speech 110: After taking this course in Intercultural Communication, how do you feel about your cross-culture communication effectiveness?
 - 1 = I feel LESS effective
 - 2 = I feel the same
 - 3= I feel a little more effective
 - 4= I feel a lot more effective

ARCHITECTURE

PSLO1: Communicate graphically using both manual and computer aided methods.

	4 Superior	3 Adequate	2 Needs Improvement	1 Fails to meet standards	0 Not Attempted
Manual Graphic Communication	Project demonstrates an exemplary understanding of: <ul style="list-style-type: none"> • Drawing from observation. • Drawing systems. • Speculative drawing • Diagramming • Drawing composition • Presentation drawing • Sketch model construction 	Project demonstrates an adequate understanding of: <ul style="list-style-type: none"> • Drawing from observation. • Drawing systems. • Speculative drawing • Diagramming • Drawing composition • Presentation drawing • Sketch model construction 	Project demonstrates a poor understanding of: <ul style="list-style-type: none"> • Drawing from observation • Drawing systems • Speculative drawing • Diagramming • Drawing composition • Presentation drawing • Sketch model construction 	Project demonstrates a lack of understanding of: <ul style="list-style-type: none"> • Drawing from observation • Drawing systems • Speculative drawing • Diagramming • Drawing composition • Presentation drawing • Sketch model construction 	
Computer-Aided Graphic Communication	Project demonstrates an exemplary understanding of: <ul style="list-style-type: none"> • Line work and modify tools • Floor plan • Roof design • Annotation • Floor systems and reflected ceiling plans • Elevations 	Project demonstrates an adequate understanding of: <ul style="list-style-type: none"> • Line work and modify tools • Floor plan • Roof design • Annotation • Floor systems and reflected ceiling plans • Elevations 	Project demonstrates a poor understanding of: <ul style="list-style-type: none"> • Line work and modify tools • Floor plan • Roof design • Annotation • Floor systems and reflected ceiling plans • Elevations 	Project demonstrates a lack of understanding of: <ul style="list-style-type: none"> • Line work and modify tools • Floor plan • Roof design • Annotation • Floor systems and reflected ceiling plans • Elevations • Sections 	

	<ul style="list-style-type: none">• Sections• Interior design• Schedules• Construction documents set	<ul style="list-style-type: none">• Sections• Interior design• Schedules• Construction documents set	<ul style="list-style-type: none">• Sections• Interior design• Schedules• Construction documents set	<ul style="list-style-type: none">• Interior design• Schedules• Construction documents set	

ARCHITECTURE

PSLO 2: Produce a set of architectural plans that may be submitted for plan check approval.

	4 Superior	3 Adequate	2 Needs Improvement	1 Fails to meet standards	0 Not Attempted
	Project demonstrates an exemplary understanding of: <ul style="list-style-type: none"> • Room relationships and sizes. • Floor plans • Foundation plans • Dimensioning • Sections • Elevations • Roof framing • Floor framing • Site planning • Architectural details • Electrical plans 	Project demonstrates an adequate understanding of: <ul style="list-style-type: none"> • Room relationships and sizes. • Floor plans • Foundation plans • Dimensioning • Sections • Elevations • Roof framing • Floor framing • Site planning • Architectural details • Electrical plans 	Project demonstrates a poor understanding of: <ul style="list-style-type: none"> • Room relationships and sizes. • Floor plans • Foundation plans • Dimensioning • Sections • Elevations • Roof framing • Floor framing • Site planning • Architectural details • Electrical plans 	Project demonstrates a lack of understanding of: <ul style="list-style-type: none"> • Room relationships and sizes. • Floor plans • Foundation plans • Dimensioning • Sections • Elevations • Roof framing • Floor framing • Site planning • Architectural details • Electrical plans 	

ARCHITECTURE

PSLO 3: Develop knowledge of and ability to apply building codes.

	4 Superior	3 Adequate	2 Needs Improvement	1 Fails to meet standards	0 Not Attempted
Means of Egress	<p>Project demonstrates an exemplary understanding of:</p> <ul style="list-style-type: none"> • Means of egress. • Occupancy classification. • General building heights and areas. • Types of construction. • Fire and smoke protection features. • Accessibility 	<p>Project demonstrates an adequate understanding of:</p> <ul style="list-style-type: none"> • Means of egress. • Occupancy classification. • General building heights and areas. • Types of construction. • Fire and smoke protection features. • Accessibility 	<p>Project demonstrates a poor understanding of:</p> <ul style="list-style-type: none"> • Means of egress. • Occupancy classification. • General building heights and areas. • Types of construction. • Fire and smoke protection features. • Accessibility 	<p>Project demonstrates a lack of understanding of:</p> <ul style="list-style-type: none"> • Means of egress. • Occupancy classification. • General building heights and areas. • Types of construction. • Fire and smoke protection features. • Accessibility 	

ARCHITECTURE

PSLO #4: Produce a comprehensive architectural project that demonstrates capacity to make design decisions across scales.

	4 Superior	3 Adequate	2 Needs Improvement	1 Fails to meet standards	0 Not Attempted
Pre-Design	Pre-Design Documents Demonstrate an exemplary understanding of: <ul style="list-style-type: none"> • Client needs • Space requirement • Site conditions 	Pre-Design Documents demonstrate an adequate understanding of: <ul style="list-style-type: none"> • Client needs • Space requirement • Site conditions 	Pre-Design Documents demonstrate a poor understanding of: <ul style="list-style-type: none"> • Client needs • Space requirement • Site conditions 	Pre-Design Documents demonstrate a lack of understanding of: <ul style="list-style-type: none"> • Client needs • Space requirement • Site conditions 	
Design phase <ul style="list-style-type: none"> • Schematic design • Design development 	Design demonstrates an exemplary response to: <ul style="list-style-type: none"> • Client needs • Space requirement • Site conditions • Accessibility • Sustainability • Life safety 	Design demonstrates an adequate response to: <ul style="list-style-type: none"> • Client needs • Space requirement • Site conditions • Accessibility • Sustainability • Life safety 	Design demonstrates a poor response to: <ul style="list-style-type: none"> • Client needs • Space requirement • Site conditions • Accessibility • Sustainability • Life safety 	Design demonstrates a failed response to: <ul style="list-style-type: none"> • Client needs • Space requirement • Site conditions • Accessibility • Sustainability • Life safety 	
Presentation	<ul style="list-style-type: none"> • Models and drawings display exemplary levels of detail for their scale. • Presentation is well organized. 	<ul style="list-style-type: none"> • Models and drawings display appropriate levels of detail for their scale. • Presentation is adequately organized. 	<ul style="list-style-type: none"> • Models and drawings display poor levels of detail for their scale. • Presentation is poorly organized. 	<ul style="list-style-type: none"> • Models and drawings display unacceptable levels of detail for their scale. • Presentation is not organized. 	

Criterion	Superior (4)	Meets Expectations (3)	Needs Improvement (2)	Poor (1)	Not attempted (0)
Goal of Project	Identifies all details of the case clearly with no confusion as to: <ul style="list-style-type: none"> • Event • Issue to address • Stakeholders Involved • Responsibility assigned • Alternatives on how to solve the problem 	Identifies majority of details (at least 3) of the case clearly with no confusion as to: <ul style="list-style-type: none"> • Event • Issue to address • Stakeholders Involved • Responsibility assigned • Alternatives on how to solve the problem 	Identifies some of details (at least 2) of the case clearly with no confusion as to: <ul style="list-style-type: none"> • Event • Issue to address • Stakeholders Involved • Responsibility assigned • Alternatives on how to solve the problem 	No understanding of how to get started or what steps to follow to complete the project	
Choosing appropriate resources	Identifies all resources that could be used to develop alternative solutions to the problem: <ul style="list-style-type: none"> • Textbook • Articles • Websites • Chapter resources 	Identifies the majority (at least 3) resources that could be used to develop alternative solutions to the problem: <ul style="list-style-type: none"> • Textbook • Articles • Websites • Chapter resources 	Identifies some (at least 2) resources that could be used to develop alternative solutions to the problem: <ul style="list-style-type: none"> • Textbook • Articles • Websites • Chapter resources 	No understanding of how to identify resources needed for the project	
Completeness	All assigned tasks have been completed (100%) and answers to all questions have been recorded	Most of the assigned tasks have been completed (70%) and answers to questions of completed sections have been recorded	Most of the assigned tasks have been completed (60%) and answers to questions of completed sections have been recorded.	Half of the tasks assigned have been completed (50%) and answers to questions of completed sections have been recorded.	

Criterion	Superior (4)	Meets Expectations (3)	Needs Improvement (2)	Poor (1)	Not attempted (0)
Time Management	Project deadlines are met ahead of schedule.	All project deadlines were met.	One of the deadlines is missed in the project	Two or more the deadlines were missed	
Communication	<ul style="list-style-type: none"> • Makes clear arguments. • Develops thoughts extensively rather than simply listing ideas. • Connects main threads of discussion. • Uses acceptable vocabulary, grammar and punctuation. • Uses terms from the chapter with mastery. 	<ul style="list-style-type: none"> • Makes clear arguments. • Develops thoughts rather than simply listing ideas. • Connects main threads of discussion. • Uses generally acceptable vocabulary, grammar and punctuation. Uses terms from the chapter appropriately. 	<ul style="list-style-type: none"> • Arguments need further development. • Ideas are simply listed without being developed • Ideas in discussion seem disconnected though related to topic • Uses minimally acceptable vocabulary, grammar and punctuation. Uses chapter terms sparingly 	<ul style="list-style-type: none"> • Uses incomplete sentences and incorrect grammar and punctuation. • Discussion not clearly developed, thoughts unrelated • Does not use chapter terms properly or doesn't mention them 	
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Sometimes provides useful ideas when participating in the group and in classroom discussion.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.	