

**Glendale Community College**

**STUDENT LEARNING OUTCOMES & CORE COMPETENCIES WORKSHEET**

Course/**Program** Name: NURSING

Semester: Fall 2007--

Instructors: E. Judge, D. Sanchez, M. Ramirez

**Directions:** *This model is suggested, but not mandatory:*

Column 1. Write one SLO in each row (samples on page 2). Use action verbs (samples on page 3). For most courses, 3-6 SLOs are recommended.

Column 2. Write your measurement method(s) and progress indicator(s) in each row for each SLO.

Column 3. Using the list of Core Competencies (Institutional Learning Outcomes) on pages 4 & 5, list each of the Core Competencies addressed by each SLO in each row.

Column 4. Choosing from the list of "Expected Exit Levels" of Competency (below), write the appropriate overall level for each SLO.

1 = Knowledge	2 = Comprehension	3 = Application	4 = Analysis	5 = Synthesis	6 = Evaluation
---------------	-------------------	-----------------	--------------	---------------	----------------

<b>Student Learning Outcome</b>	<b>Assessment Method(s) and/or Progress Indicator(s)</b>	<b>Core Competency (or Competencies)</b>	<b>Expected Exit Level</b>
Students will be able to demonstrate the cognitive and psychomotor abilities 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.	Course level didactic testing, and clinical evaluations  National Council Licensure Examination (NCLEX)  (Please see Nursing courses in the program catalog)	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6

**Glendale Community College**  
**STUDENT LEARNING OUTCOMES & CORE COMPETENCIES WORKSHEET**

**Sample SLOs**

1 = Knowledge	2 = Comprehension	3 = Application	4 = Analysis	5 = Synthesis	6 = Evaluation
---------------	-------------------	-----------------	--------------	---------------	----------------

Student Learning Outcome	Assessment Method(s) / Progress Indicator(s)	Core Competency (or Competencies)	Expected Exit Level
<p><u>Women's History class:</u>                      A student will be able to compare and contrast the issues that led women to challenge the status quo in three different eras in the twentieth century.</p>	Writing assignments, Research projects, Short answer quizzes and tests, Essay question tests.	1 a, b 3 a, b, c, d 4 a, b, c, e 5 b, d, f	6
<p><u>Intro to Word Proc for Students with Visual Impairments:</u>                      Student will demonstrate the ability to <u>independently</u> create, save, modify and print a document using a word processing program and appropriate assistive technology.</p>	Lab assignments, Skills demonstrations, Midterm and Final projects.	1 a, b 3 b, c 7 a	3

Student Learning Objectives (SLO)

Action Verb List

ENMU Academics Special Programs Assessment Resource Office Faculty Assessment Assessment Manual  
Action Verb List

Assessment Manual Suggested Verbs to Use in Each Level of Thinking Skills

Below are terms (verbs) that can be used when creating student learning outcomes for a course or degree program.

**Knowledge**

Count  
Define  
Describe  
Draw  
Identify  
Labels  
List  
Match  
Name  
Outlines  
Point  
Quote  
Read  
Recall  
Recite  
Recognize  
Record  
Repeat  
Reproduces  
Selects  
State  
Write  
Use

**Comprehension**

Associate  
Compute  
Convert  
Defend  
Discuss  
Distinguish  
Estimate  
Explain  
Extend  
Extrapolate  
Generalize  
Give examples  
Infer  
Paraphrase  
Predict  
Rewrite  
Summarize

**Application**

Add  
Apply  
Calculate  
Change  
Classify  
Complete  
Compute  
Demonstrate  
Discover  
Divide  
Examine  
Graph  
Interpolate  
Manipulate  
Modify  
Operate  
Prepare  
Produce  
Show  
Solve  
Subtract  
Translate

**Analysis**

Analyze  
Arrange  
Breakdown  
Combine  
Design  
Detect  
Develop  
Diagram  
Differentiate  
Discriminate  
Illustrate  
Infer  
Outline  
Point out  
Relate  
Select  
Separate  
Subdivide  
Utilize

**Synthesis**

Categorize  
Combine  
Compile  
Compose  
Create  
Drive  
Design  
Devise  
Explain  
Generate  
Group  
Integrate  
Modify  
Order  
Organize  
Plan  
Prescribe  
Propose  
Rearrange  
Reconstruct  
Related  
Reorganize  
Revise

**Evaluation**

Appraise  
Assess  
Compare  
Conclude  
Contrast  
Criticize  
Critique  
Determine  
Grade  
Interpret  
Judge  
Justify  
Measure  
Rank  
Rate  
Support  
Test

Source:

[http://www.enmu.edu/academics/excellence/assessment/faculty/manual/verb\\_list.shtml](http://www.enmu.edu/academics/excellence/assessment/faculty/manual/verb_list.shtml) (10/9/2006)

**GCC CORE COMPETENCIES (*Institutional Learning Outcomes*)**

**1) Communication**

- a) Reading
- b) Writing
- c) Listening
- d) Speaking and/or Conversing and/or Debating
- e) Interpersonal Interactions

Definition: Learners express themselves clearly and concisely to others in logical, well-organized papers and/or verbal presentations using documentation and quantitative tools when appropriate. Learners listen, understand, debate, and use information communicated by others.

**2) Mathematical Competency/Quantitative Reasoning**

- a) Interpret and Construct Mathematical Models
- b) Solve Problems Using Quantitative Models
- c) Construct Arguments Using Numerical/Statistical Support

Definition: Learners understand, interpret, and manipulate numeric or symbolic information; solve problems by selecting and applying appropriate quantitative methods such as arithmetic, quantitative reasoning, estimation, measurement, probability, statistics, algebra, geometry and trigonometry; and present information and construct arguments with the use of numerical and/or statistical support.

**3) Information Competency**

- a) Research Strategies
- b) Information Location/Retrieval
- c) Evaluation of Information
- d) Ethical & Legal Use of Information

Definition: Learners recognize the need for information and define a research topic; select, access, and use appropriate sources to obtain relevant data; evaluate sources for reliability and accuracy; and use information in an ethical and legal manner.

**PLEASE SEE THE NEXT PAGE** ⇨

**4) Critical Thinking**

- a) Evaluation
- b) Analysis and/or Synthesis
- c) Interpretation and/or Inference
- d) Problem Solving
- e) Construct and/or Deconstruct Arguments

Definition: Learners evaluate the credibility and significance of information, effectively interpret, analyze, synthesize explain, and infer concepts and ideas; solve problems and make decisions; and construct and deconstruct arguments.

**5) Global Awareness and Appreciation:**

- a) Scientific Complexities
- b) Social and Cultural Diversity
- c) Artistic Expression and Variety
- d) Ethical Reasoning
- e) Environmental Issues
- f) Politics

Definition: Learners recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social and environmental issues from multiple perspectives; they recognize the interdependence of the global environment and humanity.

**6) Personal Responsibility**

- a) Self Management
- b) Self Awareness
- c) Physical Wellness
- d) Study Skills

Definition: Learners demonstrate an understanding of the consequences, both positive and negative, of their own actions; set personal, academic and career goals; and seek and utilize the appropriate resources to reach such goals.

**7) Application of Knowledge**

- a) Computer Skills
- b) Technical Skills
- c) Workplace Skills
- d) Lifelong Learning

Definition: Learners maintain, improve and transfer academic and technical skills to the workplace; demonstrate life-long learning skills by having the ability to acquire and employ new knowledge; and set goals and devise strategies for personal and professional development.