

# Program Student Learning Outcome (PSLO) Assessment Reporting Template 2016-2017

[For further guidance on this process, see the [PSLO Assessment How-To Guide](#) on the TLC website]

Program:

Semester:

Faculty/Staff Assessing the Program:

## Part 1: Assessment Goals

**What do you want to learn about your students and their learning from this process?**

- What is/are your research question(s)? Why is this research questionsignificant to your program?

Is the current program structure and curriculum giving our students the educational and professional skills tools needed to pass the NCLEX exam and successfully obtain employment?

## Part 2: Assessment Plan

PSLO	Method of Assessment	Proficiency Criteria	Student Population Assessed
<p><b>Enter all the PSLOs for your program below.</b> (Additional rows may be needed)</p>	<p><b>Identify and describe the assessment activity</b> (capstone project, portfolio, interview, pre/post survey, analysis of success rates, etc)used to assess the students' proficiency of the PSLO. Explicitly state which part of the assessment activity assessed a particular PSLO.</p>	<p><b>List the criteria you used to determine proficiency levels for each of your PSLOs.</b> How did you determine "needs improvement," "meets proficiency," or "exceeds proficiency" criteria?</p>	<p><b>Describe which student populations you assessed and how you chose those populations.</b> How many students did you assess?To what extent did the sample adequately represent all students in the program? Why did you choose this particular group for this particular PSLO? Explain.</p>
<p><b>PSLO _1_ :</b> <b>Be academically and clinically prepared to obtain employment as a neophyte registered nurse.</b></p>	<p>RN students are exposed to a vast variety of live patients at the clinical sites. Students arealso train on a high fidelity simulation labwhich allows them to prepare for clinical emergencies in a supportive lab setting. Students participate in a capstone preceptorship program during the last 8 weeks of their 4<sup>th</sup> semester. The preceptorship prepares the LMC student for the transition from nursing school to workplace. The emphasis is on assisting students during their last rotation of the nursing program to assume the professional nurse's role. It will provide students with an experience as close to an actual work situation as</p>	<p>RN students are a evaluated by their preceptors and faculty during their preceptorship as Satisfactory, Needs Improvement, or Unsafe. Students who are assessed as Needs Improvement or Unsafe will be placed on a student success plan. Students who do not reach a satisfactory, safe evaluation may be dismissed from the program because they are not ready to obtain employment as a neophyte nurse.</p>	<p>Entire class population/census</p>

	<p>possible. It allows the student to plan, prioritize, and organize an assignment and apply concepts of leadership, communication, and critical thinking as a team member.</p>		
<p><b>PSLO 2_ :</b>  <b>Apply the nursing process to research, evaluate, analyze, and synthesize information</b></p>	<p><b>Exam:</b> The exams are formatted in a similar to the State Board Exam and are objective based. Students will be asked questions related to utilizing the Nursing Process to Assess, Diagnose, Plan, Implement, and Evaluate patient care. They will be assessed for accuracy.</p> <p>Sample Exam Question:  When providing patient care using evidence-based practice, the nurse uses</p> <ul style="list-style-type: none"> <li>A. clinical judgment based on experience.</li> <li>B. evidence from a clinical research study.</li> <li>* C. evidence-based guidelines in addition to clinical expertise.</li> <li>D. evaluation of data showing that the patient outcomes are met.</li> </ul> <p>ANS: C  Evidence-based practice (EBP) is the use of the best research-based evidence combined with clinician expertise. Clinical judgment based on the nurse's clinical experience is part of EBP, but clinical decision making also should incorporate current research and research-based guidelines. Evidence from one clinical research study does not provide an adequate</p>	<p><b>"A" level student work is characterized by 90% or above accuracy on exams; in clinical, effectively applying the nursing care plan including patient goal: clinical presentations that clearly describes the care plan and prioritization of care for their caseload; and weekly reflections that clearly identify the questions that they have about their clinical assignments.</b></p> <p><b>Clinical Presentation:</b> While the students are in the clinical setting they are expected to present a case study of the patients they are caring for, that includes their evaluation of the therapeutic communication that they used, to the clinical instructor. They are assessed for clarity, detail, knowledge and to clearly state the questions that they have about the case.</p> <p><b>Clinical:</b> In the clinical setting students communicate regularly with the health team</p>	<p>Entire class population/census</p>

	<p>substantiation for interventions. Evaluation of patient outcomes is important, but interventions should be based on research from randomized control studies with a large number of subjects</p> <p><b>Weekly Client Prep:</b> Students are assigned a hospitalized client in an acute care facility. The students provide appropriate safe, collaborative nursing care for their patients. Student's document their nursing care in a written client preparation sheet which includes: assessment (medical diagnoses, psychiatric and mental health diagnoses, cultural background, developmental level, head-to-toe physical assessment, mental health status exam), nursing diagnosis, goals, interventions, evaluation, medications, and laboratory data. Weekly client prep sheets document understanding of the nursing process as it applies to mental health and mental illnesses, show the students' ability to apply interventions to maintain the patient's homeostasis, reality orientation, substance-related and addictive disorders and safety. Client preps are worksheets and are graded as <i>pass or fail</i>. Students need to pass the clinical lab.</p> <p><b>Graded nursing paper :</b> Students write a 5-7-page college level typewritten paper in APA format that includes: patient profile; medical and psychiatric diagnosis; medical</p>	<p>verbally and in writing. They are assessed by the clinical instructor for the effectiveness and accuracy of the information they provide.</p> <p><b>A-level work on the written papers</b> is characterized by earning a minimum of 90% of the possible points from the</p> <p><b>Written nursing paper grading Rubric.</b> Students will read, research and write in detail about the patient's symptomatology and pathophysiology and explain the bi-directionality of treatments. Students will include the various resources available for help with serious health issues. A students will also analyze the legal, ethical and cultural issues when treating patients. Students will correctly and professionally utilize the Nursing Process to assess, diagnose, plan, Implement, and evaluate care patients.</p> <p><b>C-level work</b> is characterized by earning 75-79% of the possible points from the above rubric. Students will read, research and write in detail about the patient's symptomatology and pathophysiology and explain the bi-directionality of treatments. Students will include the various resources available for help with serious health issues. A students will also analyze the legal, ethical and cultural issues when treating patients. Students will correctly and professionally utilize the Nursing Process to assess, diagnose, plan, Implement, and evaluate care patients.</p> <p><b>Method of Evaluation/Grading:</b> Students must achieve a cumulative 75% on their tests and final exam to demonstrate minimum competency in nursing theory work in order to continue to the next semester in the nursing program. Students must also perform in the hospital at the level of "Satisfactory" on their final clinical evaluation in order to receive a passing grade for the course and to continue to the next semester in the nursing program. "Satisfactory" is defined in the following definition of the Clinical evaluation.</p>	
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	<p>orders; nursing diagnosis (including outcomes, interventions, evaluation); behaviors that indicate mental health issues, evidenced based therapeutic treatment, and drug therapy.</p> <p>The students will demonstrate safety and therapeutic communicating and care for clients by writing about safe nursing interventions which are researched and based on insightful nursing theory.</p> <p><b>Clinical Presentation:</b> While the students are in the clinical setting they are expected to present a case study of the patients they are caring for that includes their nursing care plan to the clinical instructor. They are assessed for clarity, detail, knowledge and to clearly state the questions that they have about the case.</p> <p><b>Clinical:</b> Students use the nursing process to direct the care of their patient. In clinical they are assessing the patient to develop a problem list and a mutually derived set of goals that drives that patient's care. They are assessed for developing appropriate goals and their evaluation of the goals on an ongoing basis.</p> <p><b>Weekly Reflection:</b> Students complete a weekly journal during their preceptorship that includes questions concerning problems that they faced with coordinating effective care for individual patients and their general caseload. Students are</p>		
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	<p>assessed for their accurate evaluation of their strengths and weaknesses.</p>		
<p><b>PSLO 3__ :</b>  <b>Utilize appropriate written and verbal communication techniques to ensure optimal communication with patients, family members, and other members of the healthcare team.</b></p>	<p>Exam: The exams are formatted in a similar to the State Board Exam and are objective based. Students will be asked questions related verbal and written communication techniques to ensure adequate delivery of required information. They will be assessed for accuracy.</p> <p>Sample Exam Questions:  When assessing the need for psychologic support after the patient has been diagnosed with stage I cancer of the colon, which question by the nurse will provide the most information?  A. “How long ago were you diagnosed with this cancer?”  B. “Do you have any concerns about body image changes?”  C. “Can you tell me what has been helpful to you in the past when coping with stressful events?”  D. “Are you familiar with the stages of emotional adjustment to a diagnosis like cancer of the colon?”</p> <p>ANS: C  Information about how the patient has coped with past stressful situations helps the nurse determine usual coping mechanisms and their effectiveness. The length</p>	<p><b>“A” level student work is characterized by</b> 90% or above accuracy on exams; in clinical effectively communicating with the health care team; and clinical presentations that effectively uses medical terminology  <b>Method of Evaluation/Grading:</b>  Students must achieve a cumulative 75% on their tests and final exam to demonstrate minimum competency in nursing theory work in order to continue to the next semester in the nursing program.  <b>Clinical Evaluation:</b>  Students must also perform in the hospital at the level of “Satisfactory” on their final clinical evaluation in order to receive a passing grade for the course and to continue to the next semester in the nursing program. “Satisfactory” is defined in the following definition of the Clinical evaluation.</p>	<p>Entire class population/census</p>

	<p>of time since the diagnosis will not provide much information about the patient's need for support. The patient's knowledge of typical stages in adjustment to a critical diagnosis does not provide insight into patient needs for assistance. Since surgical interventions for stage I cancer of the colon may not cause any body image changes, this question is not appropriate at this time.</p> <p>Clinical Presentation: While the students are in the clinical setting they are expected to present a case study of the patients they are caring for, that includes their evaluation of the therapeutic communication that they used, to the clinical instructor. They are assessed for clarity, detail, knowledge and to clearly state the questions that they have about the case.</p> <p>Clinical: In the clinical setting students communicate regularly with the health team verbally and in writing. They are assessed by the clinical instructor for the effectiveness and accuracy of the information they provide.</p>		
<p><b>PSLO_4_ :</b> <b>Implement nursing interventions utilizing current technology based upon scientific rationales</b></p>	<p>Exam: The exams are formatted in a similar to the State Board Exam and are objective based. Students will be asked questions related verbal and written communication techniques to ensure adequate delivery of required information. They will be assessed for</p>	<p><b>“A” level student work is characterized by:</b> . 90% or above accuracy on exams; in clinical, effectively providing individualized care: and clinical presentations that clearly describes the rationale for the individualized care</p> <p><b>“C” level student work is characterized by</b> Students must achieve a cumulative 75% on their tests and final exam to demonstrate minimum competency in nursing theory work in order to continue to the next semester in the nursing program.</p>	<p>Entire class population/census</p>

	<p>accuracy.</p> <p>Sample Exam Questions: When assessing the need for psychological support after the patient has been diagnosed with stage I cancer of the colon, which question by the nurse will provide the most information?</p> <p>A. “How long ago were you diagnosed with this cancer?”</p> <p>B. “Do you have any concerns about body image changes?”</p> <p>C. “Can you tell me what has been helpful to you in the past when coping with stressful events?”</p> <p>D. “Are you familiar with the stages of emotional adjustment to a diagnosis like cancer of the colon?”</p> <p>ANS: C Information about how the patient has coped with past stressful situations helps the nurse determine usual coping mechanisms and their effectiveness. The length of time since the diagnosis will not provide much information about the patient’s need for support. The patient’s knowledge of typical stages in adjustment to a critical diagnosis does not provide insight into patient needs for assistance. Since surgical interventions for stage I cancer of the colon may not cause any body image changes, this question is not <b>appropriate at this time.</b></p> <p><b>Clinical Presentation:</b></p>	<p><b>Clinical Presentation:</b> While the students are in the clinical setting they are expected to present a case study of the patients they are caring for that includes the patient’s developmental level, psychosocial status and cultural preferences to provide individualized care to the clinical instructor. They are assessed for clarity, detail, knowledge and to clearly state the questions that they have about the case.</p> <p><b>CLINICAL EVALUATION</b> S= Satisfactory - Meets clinical objectives at a level commensurate with theory and experience in the program. Functions adequately with moderate direction and guidance. Meets all critical objectives (*). Seeks assistance when is needed and benefits from constructive criticism.</p>	
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	<p>While the students are in the clinical setting they are expected to present a case study of the patients they are caring for, that includes their evaluation of the therapeutic communication that they used, to the clinical instructor. They are assessed for clarity, detail, knowledge and to clearly state the questions that they have about the case.</p> <p><b>Clinical:</b> In the clinical setting students communicate regularly with the health team verbally and in writing. They are assessed by the clinical instructor for the effectiveness and accuracy of the information they provide.</p> <p><b><u>Course Grading &amp; Grade Determination:</u></b> Successful completion of <b>PSLO 4</b> is dependent upon: (1) <b>Theory Component:</b> (exams, comprehensive final, and course projects) and (2) <b>Clinical Component:</b> (achieving an evaluation of “satisfactory” on final clinical evaluation).</p>	<p>NI = Needs Improvement -Deficient in meeting clinical objectives and/or critical objectives (*) at a level commensurate with theory and experience in the program. Needs frequent guidance and detailed instructions. Is unable to consistently apply theory to clinical practice.</p> <p>U= Unsafe - Exhibits behavior which endangers self, the client, or others. Is deficient in meeting clinical objectives and/or critical objectives (*) at a level commensurate with theory and experience in the program. Is unable to demonstrate improvement with constant guidance and detailed instruction. Is unable to consistently apply theory to clinical practice.</p> <p>N/O = Not Observed</p> <p><u>Critical Objectives (*)</u> - Critical objectives pertain to the delivery of safe patient care. A “U” in a critical objective indicates that the delivery of care or the lack of care may harm the patient.</p> <p>The clinical evaluation tool contains the <u>critical objectives*</u> for the clinical rotation and is a condensed version of the learning clinical objectives listed in the course syllabus.</p> <p>Needs Improvement in any clinical objective and/or <u>critical objectives (*)</u> will result in the student being placed on clinical probation.</p> <p>A satisfactory evaluation needs to be met in all areas before student is advanced to the next semester of the RN program</p> <p>Unsafe performance in any <u>critical objective (*)</u> will result in the student being dismissed from the program at any point in the semester.</p>	
<p><b>PSLO 5 :</b> <b>Demonstrate skills and knowledge necessary to take and pass the National Council’s Licensure Examination (NCLEX-RN).</b></p>	<p>. We reviewed pass rates on the NCLEX-RN for the graduating classes of 2015/ 2016.</p> <p><b>What we found:</b> Of the 41 students who completed the RN program in May of 2011, 87.8% of passed the California Nursing Licensure National Council’s Licensure Examination (NCLEX-RN).</p>	<p>2015/2016: 41 took NCLEX, 87.8% passed NCLEXSOURCE: <a href="http://www.rn.ca.gov/education/passrates.shtml">http://www.rn.ca.gov/education/passrates.shtml</a></p>	<p>The RN class of 2016</p>

**Part 3: Assessment Findings**



### **What are the findings from your assessment efforts?**

- Summarize and interpret your data. How many students were at each proficiency level?
- Describe what you discovered about your students and their learning from the assessment.

Students who are proficient, successfully pass 4 semesters of Nursing theory, pharmacology and clinical skills with grades of 75% or above and pass all clinical rotations by receiving satisfactory grades. Students who are proficient are successful graduates of the Los Medanos Registered Nursing program and successfully pass the National Council's Licensure Examination (NCLEX-RN).

We assessed the attrition rates of all 4 semesters of the 2016 RN graduating class.

Several factors contribute to the attrition rate: time management, financial, personal, academic failure, and awareness that this is not the desired career choice.

Attrition rate is higher in the first semester and most notably for academic and clinical performance.

Attrition rate ranged from 13.6 (Fall 2011) to as low as 3.1 (Fall 2015)

Attrition rate for the second and third semesters has ranged from 11.9 Spring 2013 but there has been a considerable drop in attrition rate related to academic and clinical performance in spring 2014, 2015, and 2016.

Although minimal attrition is noted during the fourth semester, when it does occur it is directly related to academic or clinical practice.

### **Part 4: Next Steps**

#### **What are your next steps?**

Time Line: Annually

Continue to collect and review data.

In an effort to address the high attrition rate in the first semester, the faculty has

Instituted Sherpath, an online learning system for students in the fundamentals course, and

is planning to implement the Chancellor's Multicriteria Formula for the selection of the 2018 class.

Time Line: Ongoing

Evaluation of the NCLEX pass rate is discussed during a department meeting. Strategies to improve the pass rate include review of practice test questions with students, implementation of a learning system to that contains practice tests questions and faculty feedback after an exam. The 2015-2016 first time pass rate increased from 82% to 90%.

Faculty will continue to work in applying test taking strategies in all courses to increase student success.

### **Part 5: Report Summary**

**Lastly, sum up your PSLO assessment in 400 words or less. This summary, along with all program assessment summaries, will be made public on the LMC website's Program Assessment page and used to inform our accreditation self-evaluation. Your summary should include:**

- What you wanted to learn about your students
- What you did
- What you learned
- What you plan to do next to improve student learning

Increasing and accelerating student program completion is the college strategic priority that is most applicable to the nursing department. The nursing department has a nursing student who tutors his/her peers, a student mentor who is a recent graduate from the LMC nursing program. When a student is not performing at the minimum passing level in clinical or on exams, students are provided additional support in the form of frequent meetings with faculty and recommendations for improving study skills, tutoring, etc. In an effort to increase the number of students prepared for transfer, the nursing department offers the Nursing Career Seminar (RNUR-001) every semester which provides students with information on how to apply and be successful in the ADN program, but also how to prepare for transfer to a BSN program. In order to qualify for the ADN program, students must take the Test of Essential Academic Skills (TEAS) and score at or above the cut score. The cut score has been determined by the State Chancellor's Office and is designed to predict and ensure student success in the ADN programs. If the student does not pass the TEAS, they are given the chance to remediate over the course of a year then retest.

Goals:

1. Train and prepare nurses for the evolving needs of the nursing profession.
2. Recruit and retain adequate numbers of faculty.
3. Hire a registered nursing program director by the college/district
4. Hiring of faculty to fill two med-surg and one maternity faculty positions.
5. Collaborate with CSUEB on graduates transferring to their BSN program and sharing of resources.
6. Monitor and work towards decreasing attrition rate.
7. Implementation of the Chancellor's Formula for the selection process for admission of students to start with the 2018 class.
8. Create a persistent, substantive pattern of student satisfaction with the program based on periodic anonymous student surveys.
9. Create a persistent substantive pattern of the performance of graduates meeting community need based on identified program evaluation plan elements. (For example, employer surveys or other methods used)

**\*\* If available, please include the assessment collection or analysis tools you used, such as exam questions, essay prompts, or rubrics, at the end of your report [*copy and paste into this same document to limit your report to one file*].\*\***

**4<sup>th</sup> Semester RN Student  
STUDENT:**

1<sup>st</sup> Rotation \_\_\_\_\_ Unit \_\_\_\_\_ Dates: \_\_\_\_\_

2<sup>nd</sup> Rotation \_\_\_\_\_ Unit \_\_\_\_\_ Dates: \_\_\_\_\_

Absences: Date: \_\_\_\_\_, Date: \_\_\_\_\_ Emerg. Abs Date: \_\_\_\_\_, Date  
Approved: \_\_\_\_\_

**S= Satisfactory** - Meets clinical objectives at a level commensurate with theory and experience in the program. Functions adequately with moderate direction and guidance. Meets all critical objectives (\*). Seeks assistance when is needed and benefits from constructive criticism.

**NI = Needs Improvement** -Deficient in meeting clinical objectives and/or **critical objectives** (\*) at a level commensurate with theory and experience in the program. Needs frequent guidance and detailed instructions. Is unable to consistently apply theory to clinical practice.

**U= Unsafe** - Exhibits behavior which endangers self, the client, or others. Is deficient in meeting clinical objectives and/or **critical objectives** (\*) at a level commensurate with theory and experience in the program. Is unable to demonstrate improvement with constant guidance and detailed instruction. Is unable to consistently apply theory to clinical practice.

N/O = Not Observed

**Critical Objectives (\*)** -Critical objectives pertain to the delivery of safe patient care. A “U” in a critical objective indicates that the delivery of care or the lack of care may harm the patient.

This clinical evaluation tool contains the **critical objectives\*** for the clinical rotation and is a condensed version of the learning clinical objectives listed in the course syllabus.

***Needs Improvement in any clinical objective and/or critical objectives (\*) will result in the student being placed on clinical probation.***

***A satisfactory evaluation needs to be met in all areas before student is advanced to the next semester of the RN program***

***Unsafe performance in any critical objective (\*) will result in the student being dismissed from the program at any point in the semester.***

NURSING PROCESS	1	2	3	COMMENTS
<b>ASSESSMENT</b> <i>Collects data from written/electronic sources and physical examination.</i> <i>*Assess assigned patient/family psychosocial, cultural and spiritual needs.</i> <i>*Reports abnormal findings</i> <i>*Relates pathology, lab results &amp; diagnostic tests to treatments</i>				
<b>DIAGNOSIS/PLANNING</b> <i>Individualizes care plan</i> <i>Prioritizes goals</i>				
<b>IMPLEMENTATION</b>				

<p>Organize and manage clinical assignment, 3 clients by end of semester (N/A in psych rotation)</p> <ul style="list-style-type: none"> <li>* Provide for the physical safety of the client. <ul style="list-style-type: none"> <li>* Safely performs nursing skills</li> <li>*Administers medications safely</li> </ul> </li> </ul> <p>Implements individualized nursing interventions</p>				
<b>EVALUATION</b>				
*Determines effectiveness of interventions, applies critical thinking and makes revisions to care as needed				
<b>COMMUNICATION</b>				
<ul style="list-style-type: none"> <li>*Charting is clear, accurate, complete, concise, timely</li> <li>*Communicates verbally in a clear, concise manner</li> </ul> <p>Demonstrates the use of therapeutic communication skills Individualizes communication techniques to meet the cultural and age specific needs of the client and family</p>				
<b>CLIENT/FAMILY EDUCATION</b>				
<ul style="list-style-type: none"> <li>*Assesses learning needs and ability to learn</li> </ul> <p>Utilizes appropriate terminology that the client can understand</p> <p>Responds to client's questions using appropriate resources Promotes client and families understanding of illness and treatments understand</p>				
<b>PROFESSIONAL ACCOUNTABILITY</b>				
<ul style="list-style-type: none"> <li>* Provides care within level of expertise and/or legal practice <ul style="list-style-type: none"> <li>*Maintains confidentiality(HIPAA)</li> </ul> </li> <li>Responsible for own learning &amp; accepts constructive criticism <ul style="list-style-type: none"> <li>*Prepared for clinical and arrives on time</li> <li>*Submits written assignments on time</li> </ul> </li> <li>*Reports errors promptly to appropriate staff and instructor</li> <li>*Emotionally and physically capable of providing client care <ul style="list-style-type: none"> <li>Seeks clarification of unfamiliar/unclear orders or procedures</li> </ul> </li> <li>*Adheres to LMC, RN Nursing Program and clinical facility's policies and procedures</li> </ul>				
<b>LEADERSHIP/TEAMWORK</b>				
<ul style="list-style-type: none"> <li>*Demonstrates flexibility in response to changes in work assignment or client situation</li> </ul> <p>Collaborates with health care team to provide care Recognizes and follows appropriate chain of command</p>				
<b>SAFETY</b>				
<ul style="list-style-type: none"> <li>*Maintains Standard Precautions <ul style="list-style-type: none"> <li>*Maintains asepsis</li> <li>*Properly identifies client(s)</li> </ul> </li> <li>*Reports changes in client's condition promptly to</li> </ul>				

appropriate staff/instructor Uses proper body mechanics			
<b>PSYCHIATRIC CLINICAL ROTATION</b>			
<b>Assessment:</b> *Relate nursing theory to patient behaviors and care situations Assess substance use /abuse issues <b>*Diagnosis and Planning:</b> Formulate goals & treatment plan for psychiatric patients. <b>Implementation:</b> Participate in ward milieu activities. Demonstrate knowledge of client's legal rights. <b>*Communication:</b> Establish therapeutic relationships with individual clients to facilitate insight of illness. <b>Safety:</b> Maintain safety by *Immediately reporting to the charge RN any behavioral changes in the client indicating danger to self, others , or gravely disabled			
<b>PSYCHIATRIC CLIENT/FAMILY EDUCATION</b> *Support client and family to understand the client's illness, behaviors and treatment.			
<b>PSYCHIATRIC WRITTEN ASSIGNMENTS</b> * <i>All written assignments must be completed and turned in before the end of scheduled Psychiatric rotation.</i>			

1<sup>st</sup> Rotation    Strengths

Areas of Focus

\_\_\_\_\_  
\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
\_\_\_\_\_  
Student

2<sup>nd</sup> Rotation    Strengths

Areas of Focus

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\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
\_\_\_\_\_  
Student Signature