

WISCONSIN INDIANHEAD TECHNICAL COLLEGE
ASSOCIATE DEGREE NURSING
STUDENT HANDBOOK

CLINICAL PERFORMANCE EVALUATION

Evaluation of students in the ADN program at WITC is a continuous process which involves assessment of student performance in all aspects of the ADN program. Performance evaluation provides documentation of student progression in the ADN curriculum and is the ongoing assessment of student:

- 1) Demonstration of skill competency
- 2) Application of problem-solving ability
- 3) Integration of knowledge, attitudes, and skills

Performance evaluation is a mutual responsibility of the student and instructor with a summation completed at mid-term and the end of course.

Course competencies based on educational outcomes and NLN Standards with indicators are the basis of clinical performance evaluation criteria. The performance evaluation form contains a series of scoring guides that define the expected performance “steps” in specific skills and procedures.

Components of the performance evaluation process are as follows:

1. **Performance Evaluation form**
The performance evaluation form includes the skill or procedural steps that reflect satisfactory performance. A written evaluation is completed at mid-term and at the completion of each clinical nursing course. This information is shared in a student/instructor conference. Student and instructor are expected to complete evaluation forms with comments to share prior to the scheduled conference. Student and instructor signatures indicate that the information has been shared. These forms are located within the course materials in the clinical courses.
2. **Clinical Feedback sheets**
Clinical feedback sheets provide a mechanism for student and instructor to record clinical progress during weekly clinical experiences. This record provides documentation of student progress and deficiencies.
3. **Instructor/Student conferences**
Regularly scheduled conferences are held at midterm and course completion with individual students to assist the achievement of course competencies. Additional conferences may be scheduled as student concerns or deficiencies occur.
4. **Improvement Plan**
Improvement plans are used to indicate area(s) of deficiency that place the student at risk of not meeting course competencies. The Improvement Plan includes a summary of the areas of concern, student and instructor recommendations for improvement and criteria to be used for evaluation. The Improvement Plan is signed by both the student and instructor as acknowledgement of the meeting. A copy of the signed Improvement Plan is given to the student at the time of the completion of the conference. When the Improvement Plan is complete, the instructor will mark it as “Resolved”, initial and date the document, and place it in the student file.

5. **Referrals**

Referrals are made to direct the student to the Student Success Center for remediation of cognitive skills (grammar, reading, mathematics, spelling, test-taking, etc.) or Student Services for counseling. Conferences are scheduled involving the student, instructor, counselor, or Student Success Center personnel as appropriate. When the remedial activity is concluded, outcomes of the referral process are shared with the instructor. Documentation of the referral process is made on the campus student referral form ("Early Alert" form).