Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING – N113

DATE: June 14, 2017

REPORT SUBMITTED BY: M. Gonzales   TITLE: Semester One Coordinator
SEMESTER 1

Section One: SLO and Assessment method

COURSE (S)	Nursing 113: Introduction to Medical Surgical Nursing
Student Learning Outcomes	Students competently identify appropriate components of a complete health assessment and medical/surgical interventions to include health teaching and promotion needed to provide care to patients with common adult health problems.
Incorporation Of General Education Student Learning Outcomes (SLOGE)	Students: **SLOGE 1:** Apply critical thinking to communicate effectively, collaborate with others, show comprehension, and research subject matter through reading, speech, demonstration, and writing. **SLOGE 2:** Demonstrate knowledge of the human mind, body, behavior and responses to internal and external stressors through interactions with others and the provision of care. Demonstrate accountability in the application of this knowledge and skill in an ethical and professional manner.
Correlated Student Learning Outcomes: College (SLOC)	Students: **SLOC1:** Possess knowledge and life skills necessary to provide safe, effective and efficient care, which enables them to adapt to living and working in a multicultural environment and provide health maintenance and promotion in a global context. **SLOC 2:** Utilize critical thinking, problem-solving skills, and evidence-based strategies in effectively communicating and collaborating with others to promote and maintain optimal health in their area of practice.
Correlated Student Learning Outcomes: Program (SLOP)	Students: **SLOP 1:** Develop essential competencies of a beginning practitioner in the provision and management of care for professional licensure.
Method of Assessment	Students attain an overall cumulative score of 70% or higher on Exams. Exams test concepts related to assessment, inflammation/infection, changes in vital signs, hypertension, pain management, perioperative nursing, musculoskeletal disorders, fluid/electrolyte/nutritional imbalances, nursing process, and cancer. A passing score indicates attainment of the student learning outcome • 5 exams worth 80% of the grade (each exam worth 16%) • 1 cumulative exam worth 20% Performance Indicators: • The student course survey threshold average score of 3.5 or higher. • Institutional effectiveness indicator II.B: Nursing course pass rate of 85%. • Institutional effectiveness indicator II.E: Student Attrition/class

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	less than 15%. Institutional effectiveness indicator II.P: SON Petition and Grievances less than 5%.
Data Collection Schedule	Period: ___Spring 2017___
Required Resources	Testing, Grading, and Survey software, OMR scanner, Large classrooms, Microphone, Photocopier, Printer, Clerical support, IT support. Technological equipment; Computers, LCD, Wireless presenter with laser point, Laptops. ERC, Education software, videos, DVDs, Nursing journals, and Books.

Section Two: Analysis of Assessment Results

Outcomes Evaluation Method	Select all that apply: 1. ☒ Formative Evaluation ☒ Summative 2. ☒ Direct Evidence ☒ Indirect Evidence 3. ☒ Quantitative ☒ Qualitative
Evaluation Tools	• Student grade sheet (For theory courses) • Student course evaluation result • Attendance Sheet • Student Status Report
Analysis Of Data Report	**Students:** _____51_____ students enrolled _____48_____ students completed _____47_____ students passed ___97.92%___ students passed (%) _____3_____ students withdrawn _____1_____ students failed **Course Attrition:** _____4_____ students attrited ___7.84%___ students attrited (%) **Course:** ___4.57_____ course evaluation rating ___4.75_____ average instructor rating ___4.73_____ overall rating (Global Index) _____1_____ petition filed _____0_____ petition advanced to grievance ____Yes____ pass rate threshold achieved (yes or no) ____Yes____ all items achieved threshold (yes or no) Course/Program Rating Scale table below

Course/Program Rating Scale	Number of Items at this Rating Scale	Percent of Items at this Rating Scale*
4.5 − 5.0	6	85.71%
4.0 − 4.4	1	14.29%

	3.5 – 3.9	0	0%
	3.0 – 3.4	0	0%
	2.0 – 2.9	0	0%
	1.0 – 1.9	0	0%
	Total # Items		Total = 100%
	* Do not round up numbers		
Additional Comments	None		

Section Three: Evaluation/Improvement/ Reevaluation of Outcomes cycle

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Evaluation Findings	Student Performance: There were 51 students enrolled in this course. The course pass rate was 97.92%. The breakdown of the grades were: • 5 students received an A (10.42%) • 30 students received a B (62.5%) • 12 students received a C (25%) • 1 student received a D (2.08%) The course attrition rate was 7.84% which is below the 15% threshold. There were a total of 3 withdrawals (1 program withdrawal and 2 administrative withdrawals). The 2 administrative withdrawals from the course were due to either a failure in clinical (1) or a concurrent theory course (1). This was the second failure for the student who failed the course and the student who failed clinical which resulted in a program failure. One student petition was received to request a make-up exam after a poor performance on exam #4. The petition was denied by the semester faculty in accordance with the current policy. The student did not pursue to grievance. Course performance: The overall course rating was 4.73, above the 3.5 threshold. Multiple positive comments were received by students regarding beneficial tutoring session and lectures/instructors being well organized and interesting. Semester one faculty also continued to offer tutoring sessions the Thursdays before exams. The sessions were well attended by students (81.25% of the class). Identify items requiring action: None. Identify student evaluation comments requiring attention: There were 2 comments received on the course evaluation requiring attention: 1. "Great Course…However I do believe that exam 5 should not be the same week as competencies ☺" 2. "Why are we sometimes being tested on contents we were not even taught during lecture?" Quality improvement needs: Faculty will continue to incorporate current research/trends in nursing practice while exploring the use of alternative teaching methods (modified flip classroom, case studies, etc) during lecture presentations. These alternative teaching methods were explored and implemented in response to fall 2016 student comments.
Plans For Improvement	1. Semester one faculty will meticulously review the class schedule to disperse the demands of the courses. 2. Semester one faculty will continue to review the correlation of presentations, handouts, and chapter reading with test items.
Re-evaluation Due Date	Fall 2017

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Suggestions For Change in SLO and Rationale	None
Additional Comments	The integration of the smart TVs into the classroom has enhanced the quality of the presentation of lecture content.

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