



**STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N112**

DATE: 05/13

REPORT SUBMITTED BY: R. Mwangi TITLE: Nursing Instructor SEMESTER 1

Section One: SLO and Assessment Method

Course(s)	Nursing 112: Introduction to Professional Nursing Role
Student Learning Outcomes	Students competently identify appropriate legal and ethical principles and the use of therapeutic communication needed to provide care for adult clients in a variety of health care settings.
Incorporation Of Student Learning Outcomes: General Education (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 3: Incorporate a legal/ethical approach in dealing with the community through the acceptance of diverse philosophical, cultural, and religious beliefs, and the application of cultural sensitivity, which prepares the students to live and work in a multicultural and global environment.
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 and quizzes. Exams and quizzes test concepts related to communication, collaboration, advocacy, and sociocultural sensitivity. A passing score indicates attainment of the student learning outcome. Testing consists of: <ul style="list-style-type: none"> - 1 Quiz worth 10% of the grade - 2 Exams worth 86% of the grade - 1 Paper 4% <u>Course Performance:</u> <ul style="list-style-type: none"> • 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 less than 15%. • Institutional effectiveness indicator II.P: SON Petition and Grievances less than 5%.



**STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N112**

Data Collection Schedule	Spring Semester Period: 01/17/13 – 03/14/13
Required Resources	Testing, grading, and survey software, OMR scanner, large classrooms, microphone, photocopier, printer, clerical support, IT support. Technological equipment; computers, LCD, overhead projector, laptops, ERC, education software, videos, DVDs, nursing journals, and books.

Section Two: Analysis of Assessment Results

Outcomes Evaluation Method	Select all that apply: 1. <input checked="" type="checkbox"/> Formative Evaluation <input checked="" type="checkbox"/> Summative 2. <input checked="" type="checkbox"/> Direct Evidence <input checked="" type="checkbox"/> Indirect Evidence 3. <input checked="" type="checkbox"/> Quantitative <input checked="" type="checkbox"/> Qualitative
Evaluation Tools	<ul style="list-style-type: none"> • Student grade sheet • Student course evaluation result • Outcomes Evaluation Report • Student status report
Analysis of Data Report	45 students enrolled 2 student withdrew 1 students failed 3 students attrited 43 students completed 97.7 % of those that completed passed. 0 students filed a petition 0 petition advanced to grievance 4.48 average overall course rating
Additional Comments	None

Section Three: Evaluation/Improvement/Re-evaluation of Outcomes Cycle

Evaluation Findings	<p><u>Student Performance:</u> Of the 45 students enrolled in this course 42 completed and passed the course. The grade breakdown was:</p> <ul style="list-style-type: none"> • 11 students scored an A (25.58%) • 30 students scored a B (69.77%) • 1 student scored a C (2.33%) • 1 student scored a D (2.33%) <p><u>Course performance:</u> Overall the course average was rated at a 4.48, which is slightly higher than the fall 2012 average of 4.46 and meets threshold currently at 3.5. The students in this course demonstrated high achievement with more than a quota of the class scoring an A grade and majority scoring a B. Teaching faculty felt the course went well and anticipate addressing the major student concern, that of providing students with electronic power point notes which is projected for implementation in the fall of 2013. The overall average</p>
----------------------------	---



**STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N112**

	<p>Instructor rating was 4.64 which reflects strong faculty dynamics in the course possibly related to diverse faculty perspectives leading to students' satisfaction and high performance. Finally, though students did not comment and generally performed well on the legal/ethical written paper only awarded 4% of their course grade, some faculty had difficulties utilizing the grading rubric to grade students' papers. Semester faculty felt there is a need to review and possibly revise the rubric and the guidelines provided to students in completing this assignment so as to have better grading criteria.</p> <p><u>Quality improvement needs:</u> This course is one that students consistently seem to have outstanding performance as evidenced by all course items exceeding the established threshold progressively. Students wrote three comments related to poor quality print and font size of the power point handouts and requested electronic copies. There was a single comment requesting an accessible copy of the Nurse Practice Act and Title 16 that students usually have to access through the BRN website. There was no rationale explaining the student's concern but possibly a web page address could be provided making it easily accessible to students in future. The last comment addressed by one of the student was an appreciation of the course material and its delivery explaining how the excellent illustrations enhanced learning effective communication skills applicable in the clinical settings. As discussed above it will be important for semester faculty to review and revise the legal/ethical paper grading rubric and guidelines.</p>
<p>Plans For Improvement</p>	<ul style="list-style-type: none"> • The College needs quality heavy duty copier machines and printers functioning at all times during the school year especially at the beginning of the semester when all equipment seem to breakdown. • Faculty need to be able to post their PowerPoint presentations online for students' access. Students have stated in the past that they would like to review the presentations prior to attending the class which may enhance a more robust discussion during class time. • Faculty will continue to evaluate course content and test items each semester utilizing content mapping, item analysis, students' feedback both verbal and written, current test writing and testing strategies that meets course educational standards. • Faculty will review the legal/ethical written paper assignment rubric and guidelines for consistency in grading criteria. • Faculty has reviewed feedback from graduating students exit interviews surveys requesting consideration for transferring content on '<i>incident reporting</i>' and '<i>change of shift</i>' from fourth semester to first. This change will be implemented in the fall 2013, semester. •
<p>Revaluation Due Date</p>	<p>At the end of the fall 2013 semester.</p>



Los Angeles County College of Nursing and Allied Health

**STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N112**

Suggestions For Change In SLO And Rationale	No changes recommended at this time.
Additional Comments	This foundational course has consistent high success rates, high faculty rating, and effectively provides and equips students with basics of professional conduct and communication.

Contributors:

Mildred Gonzales, MSN, RN OCN
Ruby Griggs-Gabbedon, MSN, RN
Leslie Martinez, MSN, RN
Rosemary Mwangi, PhD©, RN
Roslyn Nott, MSN, RN
Judith Sherman, MN, RN (Semester 1 Coordinator)
Jutara Teal, MSN, RN, CCRN