



Los Angeles County College of Nursing and Allied Health

**STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N233**

DATE: 02/24/14

REPORT SUBMITTED BY: Jutara Srivali Teal **TITLE:** Acting Coordinator, Semester Three

SEMESTER 3

Section One: SLO and Assessment Method

Course(s)	Nursing 233: Intermediate Medical/Surgical & Psychiatric Nursing
Student Learning Outcomes	<p>N233 Students competently identify the application, implementation and analysis of appropriate medical surgical interventions needed to provide care to patients with acute and complex health problems in the acute, ambulatory and psychiatric care settings through critical thinking and professional nursing judgment in collaboration with the health care team.</p>
Incorporation of General Education Student Learning Outcomes (SLOGE)	<p>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.</p>
Correlated Student Learning Outcomes: College (SLOC)	<p>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.</p>
Correlated Student Learning Outcomes: Program (SLOP)	<p>Students: SLOP 1: Develop essential competencies of a beginning practitioner in the provision and management of care for professional licensure.</p>
Method of Assessment	<p>Students attain an overall cumulative score of 70% or higher on exams and quizzes. Exams and quizzes test concepts relate to psychosocial adaptations, oxygenation, acid-base imbalance and tissue perfusion utilizing the Nursing Process, Collaboration, Accountability, Communication, Education, Decision-making and Sociocultural Sensitivity. A passing score indicates attainment of the student learning outcome.</p> <p>Testing consists of:</p> <ol style="list-style-type: none"> 1. 4 exams, each worth 20% of the grade 2. 4 quizzes, each worth 5% of the grade <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> • Student course survey threshold average score of 3.5 or higher • Institutional effectiveness (IE) indicator II.B: Nursing course pass



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	rate of 90% <ul style="list-style-type: none"> • IE indicator II.E: Student Attrition/class less than 15% • IE indicator II.P: SON Petition and Grievances less than 5%
Data Collection Schedule	Period: <u>Fall 2013</u> Academic year
Required Resources	Testing, grading, and survey software, OMR scanner, large classrooms, microphone, photocopier, printer, clerical support, IT support. Technology equipment: computers, LCD, overhead projector, laptops. ERC educational software, videos, DVDs, nursing journals, and books.

Section Two: Analysis of Assessment Results

Outcomes Evaluation Method	Select all that apply: <input checked="" type="checkbox"/> Formative Evaluation <input checked="" type="checkbox"/> Summative <input checked="" type="checkbox"/> Direct Evidence <input checked="" type="checkbox"/> Indirect Evidence <input checked="" type="checkbox"/> Quantitative <input checked="" type="checkbox"/> Qualitative																																																								
Evaluation Tools	<ul style="list-style-type: none"> • Student grade sheet • Student course evaluation results • Attendance sheet • Student Status Report 																																																								
Analysis of Data Report	<table border="0"> <tr><td><u>48</u></td><td>students enrolled</td></tr> <tr><td><u>5</u></td><td>students withdrawn</td></tr> <tr><td><u>0</u></td><td>students failed (including WF)</td></tr> <tr><td><u>5</u></td><td>students attrited (course attrition)</td></tr> <tr><td><u>43</u></td><td>students completed</td></tr> <tr><td><u>43</u></td><td>students passed</td></tr> <tr><td><u>100%</u></td><td>students who completed that passed (%)</td></tr> <tr><td><u>0</u></td><td>students filed a petition</td></tr> <tr><td><u>0</u></td><td>petition advanced to grievance</td></tr> <tr><td><u>4.19</u></td><td>course evaluation rating</td></tr> <tr><td><u>4.28</u></td><td>average instructor rating</td></tr> <tr><td><u>4.27</u></td><td>overall rating (Global Index)</td></tr> <tr><td><u>yes</u></td><td>pass rate threshold achieved (yes or no)</td></tr> <tr><td><u>yes</u></td><td>all items achieved threshold (yes or no)</td></tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Course/Program Rating Scale</th> <th style="width: 33%;">Number of Items at this Rating Scale</th> <th style="width: 33%;">Percent of Items at this Rating Scale*</th> </tr> </thead> <tbody> <tr><td align="center">4.5 – 5.0</td><td align="center">0</td><td align="center">0%</td></tr> <tr><td align="center">4.0 – 4.4</td><td align="center">6</td><td align="center">100%</td></tr> <tr><td align="center">3.5 – 3.9</td><td align="center">0</td><td align="center">0%</td></tr> <tr><td align="center">3.0 – 3.4</td><td align="center">0</td><td align="center">0%</td></tr> <tr><td align="center">2.0 – 2.9</td><td align="center">0</td><td align="center">0%</td></tr> <tr><td align="center">1.0 – 1.9</td><td align="center">0</td><td align="center">0%</td></tr> <tr><td align="center">Total # Items 6</td><td></td><td align="center">Total = 100%</td></tr> <tr><td align="center">* Do not round up numbers</td><td></td><td></td></tr> </tbody> </table>		<u>48</u>	students enrolled	<u>5</u>	students withdrawn	<u>0</u>	students failed (including WF)	<u>5</u>	students attrited (course attrition)	<u>43</u>	students completed	<u>43</u>	students passed	<u>100%</u>	students who completed that passed (%)	<u>0</u>	students filed a petition	<u>0</u>	petition advanced to grievance	<u>4.19</u>	course evaluation rating	<u>4.28</u>	average instructor rating	<u>4.27</u>	overall rating (Global Index)	<u>yes</u>	pass rate threshold achieved (yes or no)	<u>yes</u>	all items achieved threshold (yes or no)	Course/Program Rating Scale	Number of Items at this Rating Scale	Percent of Items at this Rating Scale*	4.5 – 5.0	0	0%	4.0 – 4.4	6	100%	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 6		Total = 100%	* Do not round up numbers		
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Additional Comments	
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Section Three: Evaluation/Improvement/Reevaluation of Outcomes Cycle

Evaluation Findings	<p><u>Student performance:</u></p> <ul style="list-style-type: none"> • Pass rate for Spring 2013 is 97.82% and Fall 2013 is 100% • There were 5 students who were administratively withdrawn in accordance to having to have N 233 L as a co-requisite. • Student attrition 10.4% represents the 5 students who were Administratively Withdrawn as stated. Those who completed the Course all passed. <p><u>Course performance:</u></p> <ul style="list-style-type: none"> • Overall rating for Spring 2013 was 4.31 and the overall rating for Fall 2013 was 4.27. There were no items below threshold for action. <p><u>Identify items requiring action:</u></p> <p>None</p> <p><u>Identify student evaluation comments requiring attention:</u></p> <ul style="list-style-type: none"> • Written student comments were: One student commented that credit should be given for case studies/completed assignments One student commented that some lectures seemed very confusing and disorganized and it was difficult to focus on important content Students' comments did not reflect the overall rating of the Course. Tutoring sessions were scheduled and students were encouraged to attend. <p><u>Quality improvement needs:</u></p> <p>Students attrited from the course as a result of having to withdraw from N 233L and not a reflection of Course Quality. Instructor mentoring may improve overall rating of the Course.</p>
Plans for Improvement	<p>Faculty will review PowerPoint slides for clarity.</p> <p>Case study was converted to an interactive activity during class time.</p> <p>Conduct tutoring sessions utilizing scenarios to cement the concepts presented in lecture.</p> <p>Encourage students to attend tutoring sessions.</p>



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	Continue to implement early intervention by providing counseling and support to students who demonstrates poor performance at the conclusion of the first exam.
Re-evaluation Due Date	Spring 2014
Suggestions for Change in SLO and Rationale	None
Additional Comments	None

Contributors:

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