

# LOS ANGELES COUNTY COLLEGE OF NURSING AND ALLIED HEALTH

## ANNUAL COMMITTEE EVALUATION REPORT

ACADEMIC YEAR: 2013-2014

REPORTING COMMITTEE: Curriculum Committee

### PART I: EVALUATION OF ANNUAL GOALS AND COLLEGE ASSIGNMENTS AS APPLICABLE

#### Evaluation of annual goals from the preceding academic year

GOAL #1: Ensure all overall course evaluations maintain a threshold of 3.5

- Goal not met: All courses met the threshold except for the course N242. N242 fell below the threshold both in fall 2013 and spring 2014. There was an improvement in the rating from 3.37 in fall 2013 to 3.45 in spring 2014. Instructor evaluation scores were above the threshold for the course N242 both in fall 2013 (4.07) and spring 2014 (4.02).

GOAL #2: Ensure all courses maintain a course pass rate at or above the established threshold

- Goal not met: All courses met the threshold except for the course N243L in fall 2013. The course pass rate for N243L was 90.9% in fall 2013 and met the threshold (96%) in spring 2014.

GOAL #3: Ensure all class climate survey items meet established threshold

- Goal not met: All courses met the established threshold except for the course N242. The survey items 1.2, 1.3, 1.5, & 1.7 fell below the threshold in fall 2013 and spring 2014. The survey item 1.2 (course content was well organized and based on the objectives) and 1.3 (teaching methods were effective in meeting the course objectives) scored between 2.95 to 3.49 in fall 2013 and spring 2014. Students' comments focused on their dislike about the module covering the Community Based Nursing. Students' comments included that the module was an ineffective teaching tool and it should be taught in lecture. The content was covered by student group presentations and an overview in lecture by faculty in spring 2014.

The Curriculum Committee recommended that the Content Expert committee review the lecture content and recommend an educational design. The report from the Content Experts given during Curriculum meetings is that lecture content, delivery method, and exam questions are in review. The Curriculum Committee will continue to monitor their progress and student feedback.

The survey item 1.5 (test was based on the course content and objectives) and 1.7 (testing and grading were implemented in a fair manner) were scored

between 3.14 to 3.33 in fall 2013 and spring 2014. Students' comments focused on test questions and subjectivity in grading the Socio-Political paper. Semester faculty reviews test questions for content and clarity prior to each test. The semester faculty also reviews the item analysis after each test and credit is given to the students if there are high missed test items. The students were given a 2 hour workshop to assist them in writing and formatting the paper. The semester faculty follows a grading rubric for the socio-political paper and if any grade is below 70% a second reader is utilized in grading the paper. The Curriculum Committee agrees with the continuation of providing an APA workshop and will continue to monitor the feedback regarding the APA paper.

**Implementation of recommendation to and from Committees/other Programs including status (If applicable):**

- **Dosage Drug Calculation time increase**
  - The addition of two minutes to each dosage and drug calculation question on theory exams was proposed. An ICC was sent to Semester Coordinators for feedback from semester meetings. Semester Four was in favor of adding two extra minutes to assist in burn percentage calculation on N243 exams. After reviewing all N111 Pharmacology exams, Semester One was not in favor of increasing time due to all exams being completed with high scores. Semester Three reported that it would not affect their exams due to not having calculation questions on theory exams. Semester Two was in favor of the time increase. Discussion ensued to add one minute versus two which ultimately passed the faculty vote. After discussion in Faculty Org, the extra minute will be reflected on the Exam Cover sheet. Status: completed.
  
- **Student Log Contact hour calculation**
  - It was noted that one of the four semesters consistently had significantly higher student contact hours than the other three semesters. An ICC was sent to Semester Coordinators to determine how hours were calculated. The goal of the Curriculum Committee is to have consistency in calculating hours spent with students. Upon receiving communication from all semesters it was found that a discrepancy was occurring in how hours were being calculated. The standard was reiterated during a Faculty Organization committee meeting. One hour with one student will be calculated as equal to one hour with multiple students. A follow up ICC was sent to the Semester Coordinators to add contact log hours to semester ACERs if not already in practice. Status: completed.
  
- **Laboratory Interpretation workshop integration into 113L Content**

- Following dialogue with the Dean of Students and discussion in Curriculum, an ICC was sent to Clinical Practice proposing that the Interpreting Basic Laboratory Results workshop being incorporated into the N113L. The rationale was based on: 1) it being essential knowledge for the clinical worksheet assignment, 2) not being previously learned knowledge, 3) over 95% of each class in attendance in the five years of it being given, and 4) it having received 4.7 and above survey scores consistently. The workshop handout and semester one clinical worksheet template were provided. Clinical Practice responded in favor of the addition to the N113L content. The proposal was presented in the Faculty Organization committee and received a passing vote. Semester One will begin incorporating the content fall 2014.

## **PART II: STUDENT PERFORMANCE EVALUATION**

### **Student related problems as applicable (include # of students):**

Discuss any issues relating to Complaints, Petitions, Grievances, Withdrawals, Dismissals, Failures, and any others as applicable.

There were five total petitions filed across the semesters. The areas petitioned were as follows;

1. Increasing testing time (1)
2. Quiz make up (1)
3. Requesting a third reader to re-grade a written assignment (1)
4. Attendance policy waived (2)

Of those five petitions, one went to grievance.

The N125 LVN transition course student comments were all positive with the exception of one comment that “This course is so fast that we felt a quiz one day, an exam the next and a cumulative exam the following week was just too much.” It was decided to eliminate the quiz at the beginning of the theory portion and the cumulative exam at the end of the theory portion. Instead the second exam is now a 50 question exam on the content lectured after the first exam.

The course is currently five weeks including theory and clinical with multiple exams, assignments, and one nursing care plan. The cumulative exam was discontinued from previous years. The assignment of two nursing care plans was decreased to one. The course was not lengthened as planned. The student pass rate for summer 2013 was 94% which was another improvement over the previous year (summer 2012 91.3%). Five students withdrew from the course at different times. One student was administratively withdrawn early after failing the DDCC twice. Four students withdrew due to various reasons. One student failed the clinical portion of the course. The global index for this course was 4.47, the average course rating was 4.59 and the instructor rating was 4.67. This was a slight improvement over summer, 2012. All course items met threshold, however the attrition rate remained high at 26% again this summer.

**Faculty /staff intervention to improve student learning:**

Include the following information; Faculty/ staff student contact logged hours, student referrals, student remediation. (Student services - use counseling, assistance, classes etc.), student success rate/resolution of problem/ services meeting student needs

(For EDCOS only: Include a summary of student categories).

In response to the BRN recommendations and to meet the tutoring needs of students, each semester implemented group and/or individual tutoring sessions in fall 2013. A tutoring sign in sheet was formulated and implemented by the Nursing Theory committee for tracking. Each semesters' faculty tutored throughout the academic year to meet student needs. A schedule was communicated in advance to students including time, date, topic, and location. In the event that a faculty member was not available the faculty member's email and contact number was provided to ask questions. Attendance was taken at each session. In addition to group tutoring sessions each semester faculty maintained a Student Contact Log. The log data indicated that the continued area of highest need was test review.

A student representative from each semester provided feedback from their class at each meeting for discussion. The main areas of topic focused on:

- module teaching style being "confusing and giving additional workload" and desire to have those areas lectured during lab hours.
- Adding medications to theory Medical-Surgical lectures in addition to Pharmacology lectures.

These two areas were discussed at length in the Curriculum meetings. Rationales for both areas were provided to the students and the feedback was shared for discussion at the Faculty Organization committee. After a vote it was decided to keep Pharmacology and Medical-Surgical Nursing separate courses to allow an adequate amount of time dedicated to drug therapy. Module style teaching was discussed further in Semester Four.

In response to student feedback and requests for academic progression, an ADN-BSN collaboration with Cal State Los Angeles for qualifying students was initiated. Cal State Los Angeles accepted eight second and third semester students in the ADN to BSN program. The effectiveness of the program will be evaluated in fall 2015 upon the first class completion.

The Student Success Workshop Committee offered several workshops to supplement the curriculum and assist the students in meeting learning outcomes. These workshops were formulated based on formal and informal student and instructor feedback The following workshops were offered: Clinical Spanish, Clinical Reasoning, Interpreting Lab Values; Parts One, Learning Styles, Focused Physical Assessment, APA, How to Survive Nursing School, Nursing Care Plans, and Study

and Test Taking Strategies. The Learning Styles, Study and Test Taking Strategies, and APA workshops were offered to incoming students during orientation and after semester courses by semester faculty. The other workshops were offered during the semester multiple times. The Focused Physical Assessment and Interpreting Laboratory Results workshops were offered multiple times to accommodate student schedules. All feedback received via Class Climate surveys far exceeded a threshold of 3.5, with most above 4.6 and had numerous positive written comments.

### **PART III: PROGRAM / COMMITTEE PERFORMANCE EVALUATION**

#### **Effectiveness of curriculum/services rendered:**

Although a majority of feedback was positive, the fall 2013 and spring 2014 Program Evaluation Surveys had a reoccurring theme focused on the NCLEX 4000 computer program. Multiple student comments focused on the program being outdated. The second area of focus was the inability to utilize Apple computers for the program. Tied to this theme were the inadequate hours for use of the computer labs and library to complete assignments and prepare for the NCLEX exam; in addition to other uses. Students suggested it be open during lunch and prior to lecture time. The ERC Director is aware of the feedback and has requested to hire additional staff to increase hours of operation to meet student needs. The Curriculum committee recommends the implementation of an updated NCLEX preparatory program that is MAC and PC compatible.

In regards to the classroom setting similar feedback to the previous year was stated. Numerous students identified that it is not conducive to learning. Comments were directed at the cold temperature of the rooms. The Assistant Nursing Director of Education, who is in charge of College operations will be notified.

Lastly, most student feedback was enthusiastic and favorable regarding the clinical environment by providing diverse clinical cases with great direction from instructors throughout the curriculum.

#### **The policies and forms that were updated are as follows:**

- Policy # 700; Curriculum Changes
- Conceptual Framework and Illustration
- Purpose Statement
- Textbook approval and Notification Process

#### **The policies that were reviewed in collaboration with the Nursing Theory Committee are as follows:**

- Policy # 320; Test Plan
- Content Mapping
- Policy # 750; Course Syllabi

**PART IV: Accomplishments of the Committee:**

- Reviewed and updated Policy #700: Curriculum Changes, the Conceptual Framework and Illustration, the Purpose Statement, and Textbook Approval and Notification Process. Reviewed and made suggestions to Policy # 320: Test Plan, Content Mapping and Policy # 750: Course Syllabi. Minor changes were recommended for each policy, and were returned to the originating committee or brought to the Faculty for a vote by the Curriculum Committee.
- Due to Nursing Care Plans, Stress Management, and How to Survive Nursing School workshops having less than five attendees each, the need to repeat these workshops will be re-evaluated in the summer Student Success Workshop committee meeting.
- Two revisions of the Committee Bylaws were completed. The second revision took place to combine the Nursing Theory and Clinical Practice committee bylaws, policies, and responsibilities. It was voted on and passed at the Faculty Workshop on June 3, 2014.
- The Governance and Evaluation form was received from the College Planning committee for input and discussion in response to the WASC visit and their recommendation that our bylaws need to clearly depict our decision-making structure and process. The themes were that: 1) the committees' responsibilities were overlapping, 2) an taking an extensive amount of time was taken for policy approval due to multiple committee meetings needing time for review and discussion, and 3) the Curriculum Committee was not being consulted on policies and responsibilities that correlated to its bylaw's reporting structure. The information was presented at the College Planning and Faculty Organization committee meetings, upon which a vote was placed to have the Admissions and Promotion and Curriculum Committees absorb the Nursing Theory and Clinical Practice committees. The bylaws were updated and committee members were reassigned in June 2014.

**Quality improvement plans:**

- In response to student requests regarding handouts being available online prior to lectures to allow students to prepare, Semesters' One and Two piloted placing PowerPoint handouts in PDF format online which began fall 2013. Although most of the student feedback was positive and almost unanimously in favor of continuing this practice, a few areas to improve were noted. Students requested that handouts have white backgrounds due to using a considerable amount of ink when printing. Faculty was advised and revised handouts. On a few occasions in the fall and spring semester the posted lecture handouts were not available online. The office was notified and the faculty printed handouts. This caused for a delay in lecture time due to having to stop lecture to print the necessary materials. Solution: Three administrative team members were trained to be webmasters to allow for adding school documents on the website throughout the

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year. Originally the faculty and administration thought the added benefit would be to decrease printing handouts, however many students used the printers in the library and computer labs likely incurring a higher cost due to ink usage and paper as opposed to copying at a lower cost. Per administration Semester One and Two will continue pilot into fall 2014 semester and will reevaluate in Spring of 2014.

- In the N125 LVN Transition course of summer 2015 the projected improvement plan is to:
  - explore the use of the clinical simulation mannequin for this course.
  - change the days for the course to Tuesday and Wednesday instead of Monday and Tuesday to facilitate student-teacher interaction and preparation time for both.
  - change the time frame of the course from five weeks to seven weeks to decrease the stress and intensity of the course.
  - create an ad hoc committee to review the course and make changes as needed to improve the quality of the course and the completion rates.
  - Consider piloting an interview process for admission to this program in an effort to bring down the high attrition due to withdrawals.
  - admit repeaters on a space available basis after the roster has been filled with new students per policy. Two of the students who withdrew were repeaters that had withdrawn before.

**Goals for upcoming academic year:**

GOAL #1: Ensure all overall course evaluations maintain a threshold of 3.5

GOAL # 2: Ensure all courses maintain a course pass rate at or above the established threshold

GOAL #3: Ensure all class climate survey items meet established threshold

**PART V: ACCOMPLISHMENTS TO THE STRATEGIC PLAN** (Programs and Semester Committees only. Please use the new strategic plan (SP) for 2010-2015 now in effect. Identify which goal, objective and strategies. SP is posted on Team Services)

**PART VI: CONTRIBUTORS TO REPORT**

Faculty:

J. Arrias, MSN, RN

B. Davis, MSN, RN

G. Escudero, MSN, RN

M. Gonzales, MSN, RN, OCN

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R. Griggs-Gabbedon, MSN, RN  
Pamela Major, MSN, RN  
M. Fernandez-Najera, MSN, RN  
Leonece Myers, MSN, FNP, CCRN, RN (Ex-officio)  
Leslie Martinez, MSN, RN (Chairperson)  
Lilibeth Patricio, MSN, ANP, RN  
J. Teal, MSN, RN  
T. Trongone, MSN, RN

**Student Representatives:**

C. Velazquez; Semester 1  
Y. Garcia; Semester 2  
R. Villegas; Semester 3  
N. Campbell; Semester 4

**PART VII: DATA SOURCES**

2013-2014 Petition-Grievance Stats  
Annual Committee Evaluation Reports: (AY 2013-2014, Semesters I, II, III, IV)  
Clinical Practice ACER 2013-2014  
Curriculum Committee Minutes 2013-2014  
Grievance Statistics 2013-2013  
Nursing Theory ACER 2013-2014  
Program Evaluation Survey 2013 Fall-Spring 2014  
SON Program Review Workshop Minutes 2013  
SON Policies and Procedures  
Student Learning Outcomes and Outcome Evaluation Reports 2013-2014  
Theory Course Evaluation Reports Fall 2013-Spring 2014