Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N111

DATE: June 17, 2019

REPORT SUBMITTED BY: Mildred Gonzales TITLE: Semester Coordinator

SEMESTER 1
Section One: SLO and Assessment Method

COURSE (S)	Nursing 111: Nursing Pharmacology
Student Learning Outcomes	Students competently identify the integration of pharmacological knowledge in the delivery of nursing care to patients receiving medications.
Incorporation of General Education Student Learning Outcomes (SLOGE)	**SLOGE 2:** Demonstrate knowledge of the human mind, body, and behavior through interactions with others and be accountable in the application of this knowledge and skill in an ethical and professional manner **SLOGE 4:** Apply logical reasoning and fundamental mathematical processes and demonstrate competency in the professional setting.
Correlated Student Learning Outcomes: College (SLOC)	Students: **SLOC1:** Demonstrate knowledge and skills necessary to provide safe and effective care, which enables them to adapt in a multicultural healthcare environment.
Correlated Student Learning Outcomes: Program (SLOP)	Students: • **SLOP 1:** Demonstrate essential competencies when providing client-centered nursing care using the nursing process and evidence-based outcomes to accommodate societal/cultural differences.
Method of Assessment	Students attain an overall cumulative score of 70% or higher on exams. Exams test concepts related to safe medication dose calculations and administration. A passing score indicates attainment of the student learning outcome. Testing consists of: - 3 exams consisting of 50 questions each Exam 1: 31% of total grade Exam 2: 31% of total grade Exam 3: 32% of total grade - 6 adaptive learning assignments worth 6% of the grade <u>Performance Indicators:</u> • The student course survey threshold average score of 3.5 or higher. • Institutional effectiveness indicator II.B: Nursing course success 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%.

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Data Collection Schedule	Period: Spring semester 2019 (3/7/19–4/25/19) Academic Year: 2018-2019
Required Resources	Testing, grading, survey software, OMR scanner, large classrooms, Wi-Fi, online student database for handouts, digital book, microphone, photocopier, printer, clerical support, and IT support. Technological equipment: computers, large monitor, LCD, wireless presenter with laser pointer, and laptops. ERC: education software, videos, DVDs, online nursing journals, and books.

Section Two: Analysis of Assessment Results

Outcomes Evaluation Method	Check all that apply: 1. ☒ Formative Evaluation ☒ Summative 2. ☒ Direct Evidence ☒ Indirect Evidence 3. ☒ Quantitative ☒ Qualitative
Evaluation Tools	• Student grade sheet • Student course evaluation result • Attendance Sheet • Student status report
Analysis of Data Report	**Students:** 48 students enrolled 47 students completed 46 students passed 97.87 students passed (%) 1 students withdrawn 1 students failed **Course Attrition:** 2 students attrited 4.17 students attrited (%) **Course:** 4 course evaluation rating 4.34 average instructor rating 4.28 overall rating (Global Index) 0 petition filed 0 petition advanced to grievance yes pass rate threshold achieved (yes or no) no 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		

	4.0 – 4.4	5	83.33
	3.5 – 3.9		
	3.0 – 3.4	1	16.67%
	2.0 – 2.9		
	1.0 – 1.9		
	Total # Items	6	Total = 100%
	* Do not round up numbers		
Additional Comments	None		

Section Three: Evaluation/Improvement/Revaluation of Outcomes Cycle

Evaluation Findings	<u>Student Performance:</u> There were 48 students enrolled in this course with a course pass rate of 97.87%. One student had an administrative withdrawal after a failure in N112. One student failed the course. The following represents the breakdown of the final course grades: • 3 students received an A (6.38%) • 36 students received a B (76.60%) • 7 students received a C (14.89%) • 1 student received a D (2.13%) <u>Course performance:</u> The overall course rating is above threshold with a global index of 4.28, which is only a slight decrease from the previous semester rating of 4.34. Tutoring was provided for each course topic by semester one faculty at prescheduled times and dates prior to exams. Lecturers were also available to answer questions on their content via email. A classroom was reserved to accommodate large groups and/or to meet instructor setting preference. Faculty will continue to provide tutoring prior to exams and encourage students to attend. Faculty continued to ensure all medications in lecture were labeled in a like manner for consistency i.e. "generic (Trade)" and continued to implement new NCLEX style suggestions using only generic medication names on exams. The use of Lippincott digital textbooks and PrepU adaptive learning assignments continued. Student results were tracked to ensure these new methods continued to be successful in maintaining high student performance. Also, as a continued practice, all exams were proofread one week prior to testing days for clarity. On the positive note, there were several students verbally commented that the Pharmacology class helped them with medication administration during clinical, and instructors provided them with materials needed to successfully pass the course.

	Identify items requiring action: Item 1.7: Tutoring has facilitated my understanding / learning of the course content and objectives (score of 3.39) Identify student evaluation comments requiring attention: 1. There were several comments related to tutoring. They are as follows: • "Current "tutoring" seminars are minimally effective. One on one tutoring either "student-instructor" or "volunteering higher semester student-student" tutoring is highly suggested. Each person learns differently and at different paces. Curriculum should be tailored with different student types and learning abilities in mind." • "Tutoring feels pointless. It feels rushed and the professors should have outlines of what we should expect to see on the exam. Or at least give us scenario-based questions and help us understand the material better. Therefore, many students stopped going to tutoring. Some professors don't even go." • "Tutoring is limited." 2. Comments on "extra credit": • "Please give extra credit...having so many exams and clinicals is very difficult and overstresses students." • "Weekly quizzes and hand-in assignments would help learning and dilute the grading. Extra credit assignments can help with grades. All of these are non-existent and should be implemented." 3. There were two comments related to the book. They are as follows: • "It's interesting that the lectures followed The Kee, Hayes, McCuistion Pharmacology book. I feel completely ripped off spending over $200 for 6% of my grade just to access the Prep U's and not once use the current book listed in the syllabus." • "The current textbook does not match the PowerPoint. The PowerPoint uses the old textbook, which is much better. The PrepU assignments don't match material presented in the lecture or book. Not helpful." Quality improvement needs: Please see "Plans for Improvement"
Plans for Improvement	1. All faculty who teach the N111 course will continue to ensure they are available on the scheduled tutoring sessions. Faculty will also continue to communicate to students the objective of tutoring as concept clarification, faculty's office hours for personal one-on-one tutoring and availability for questions by email. In addition, peer

	mentorship program, i.e. students in higher level as mentors, is currently in development process to assist students achieve their learning outcomes. 2. No extra credit is given in the course. The semester will continue to use the curriculum plan and method of assessment approved by the Board of Registered Nursing (BRN). Students' evaluation (exams) is based on the core knowledge of the course, i.e. concepts, clinical application & reasoning, etc. Giving extra credit (or assignment) will not specifically measure the students' cognitive domain required at a given point in the semester. 3. Faculty noted that all lectures and unit objectives are correlated with the new textbook chapter readings. Faculty also reviewed the PowerPoint presentations and textbook to ensure the information match. Faculty will continue to do this activity. Faculty will encourage students to use the digital textbook and related resources when studying and preparing for class and exams.
Re-evaluation Due Date	Fall 2019
Suggestions for Change in SLO and Rationale	Information related to adaptive learning continued to be the Evaluation Assessment section of the SLO since it is 6% of the students' final grade.
Additional Comments	The Lippincott digital textbook with electronic resources and the use of PrepU adaptive learning assignments continued to be used this semester.

Contributors:
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