Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N124

DATE: January 7, 2019

REPORT SUBMITTED BY: Lydia Thompson **TITLE:** Nursing Instructor

SEMESTER 2

Section One: SLO and Assessment Method

Course(s)	N124 Maternal Child Nursing Spring 2018
Student Learning Outcomes	Students competently identify the application and implementation of the nursing process in providing care to perinatal/neonate clients and children from infancy through adolescence with major health issues in acute care settings.
Incorporation of General Education Student Learning Outcomes (SLOGE)	Students: **SLOGE 1:** Apply critical thinking to communicate effectively, collaborate with others, and demonstrate ability to research subject matter through reading, speech, demonstration, and writing **SLOGE 2:** Demonstrate knowledge of the human mind, body, and behavior through interactions with other and be accountable in the application of this knowledge and skill in an ethical and professional manner
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. **SLOC 2:** Demonstrate effective communication and collaboration to promote optimal health outcomes in a variety of healthcare settings.
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, quizzes and all case studies. The exams, quizzes and case studies test concepts related to caring for childbearing women, newborns, children, and their families. A passing score indicates attainment of the student learning outcomes. Grading consists of: 1. 3 exams worth 31% each, for a total of 93% 2. OB/Peds written assignment 7% <u>Performance Indicators:</u> • Student course survey threshold average score of 3.5 or higher • Institutional effectiveness (IE) indicator II.B: Nursing course success rate of 85% • IE indicator II.E: Student Attrition/class less than 15% • IE indicator II.P: SON Petition and Grievances less than 5%

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Data Collection Schedule	Period: Fall 2018
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: ☒ Formative Evaluation ☒ Summative ☒ Direct Evidence ☒ Indirect Evidence ☒ Quantitative ☒ Qualitative
Evaluation Tools	• Student grade sheet (theory courses) • Student course evaluation results • Attendance sheet • Student Status Report
Analysis of Data Report	**Students:** 47 students enrolled 39 students completed 39 students passed 100% students passed (%) 8 students withdrawn 0 students failed **Course Attrition:** 8 students attrited 17% students attrited (%) **Course:** 4.22 course evaluation rating 4.45 average instructor rating 4.41 overall rating (Global Index) 0 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	Number of Items at this Rating Scale	Percent of Items at this Rating Scale*
4.5 – 5.0		
4.0 – 4.4	5	83%
3.5 – 3.9	1	17%
3.0 – 3.4		
2.0 – 2.9		
1.0 – 1.9		
Total # Items	6	Total = 100%
* Do not round up numbers		

Additional Comments	

Section Three: Evaluation/Improvement/Reevaluation of Outcomes Cycle

Evaluation Findings	<u>Student performance:</u> There were 47 students enrolled in the course with 39 successfully completing the course. Four students were administratively withdrawn due to failures in other courses. Two students were administratively withdrawn due to medical leave of absence. Two students were struggling in N123L and therefore chose to withdraw from another course and therefore were administratively withdrawn from all courses. There were no withdrawals from this course, only administrative withdrawals. No students were on warning in N124 during the semester. Tutoring and test review was available to all students, even though the majority did not take advantage of these services. The course pass rate was 100%, meeting the pass rate threshold. The breakdown of grades shows an improvement from last semester and are as follows: 7 students received an A 26 students received a B 6 students received a C <u>Course performance:</u> Survey completion was 100%. All items exceeded threshold with a course rating of 4.22. Average Instructor rating (4.45) and overall rating (4.41) demonstrate a consistently positive course performance. However, of four comments received, only one was positive; "Course materials are interesting". The other three comments will be discussed below. Course attrition rate of 17% did not meet the performance indicator of less 15%. This attrition rate is discussed above in student performance. <u>Identify items requiring action</u>: All items exceeded student course survey threshold score of 3.5 or higher. The only item that did not receive a rating of >4.0 was "tutoring has facilitated my understanding/learning of the course and objectives". This item received a score of 3.74. See comment below addressing this item. <u>Identify student evaluation comments requiring attention:</u> Three comments were received and are as follows: • "Instructors are always in a hurry with other commitments when they go to tutoring which leaves students with more questions or confused. Answers are not in detailed but are answered in a hurry." • "Tests drew from details not emphasized during lecture" • "Tests focused on details not emphasized on slides. Had to study from other sources such as internet or book to be able to answer test questions."

	Quality improvement needs: The first comment is directed at the tutoring session that is provided the week before the exam. This course is team taught with four instructors. Tutoring is conducted by all instructors that have lectured for the upcoming exam. It begins at 0700 and is not mandatory. When input from all N124 instructors was gathered, (excluding one instructor who is no longer employed by the SON) they did express an increase in workload this semester due to loss of staff, new lectures, increased meeting commitments, training of new staff and frequent interviewing commitments. However, they did not they feel they rushed from tutoring. Approximately 4-8 students would attend and only a few would have questions prepared after studying. Faculty will ensure all questions are thoroughly answered to the students' satisfaction. The last two comments were directed towards the content of the exam questions. Two students felt the material they were responsible for was not clearly emphasized in lecture or on the slides. After discussion, it was agreed that all core knowledge base should be emphasized in lecture and highlighted on the slides however, most of the questions are no longer at a Blooms taxonomy of knowledge level. They require critical thinking to be able to apply the core knowledge to nursing application, comprehension and analysis. Faculty agrees the lecturer should assist in this type of applied learning during the lecture. In addition, students are and will continue to be encouraged to test review exams with their instructor or the lecturer of the content.
Plans for Improvement	The APA OB/pediatric assignment that was first implemented Spring 2018, met with complaints last Spring regarding the standardized grading among faculty. Improvements were made during the summer and implemented Fall 2018. Although no comments nor complaints were made this semester, faculty felt continued improvement was necessary. Faculty from other semesters gave valuable input and the grading rubric was enhanced to further standardize the grading of this assignment. This rubric will be utilized Spring 2019 and will be evaluated thereafter. Semester II faculty understands the difficulty students experience in learning new pediatric and obstetric content while managing numerous concurrent courses. Efforts continue to incorporate additional teaching methodology to aid in content comprehension. These efforts include OB simulation scenarios, visual aids, demonstration videos and incorporation of practice questions during lecture.
Re-evaluation Due Date	Spring 2019
Suggestions for Change in SLO and Rationale	None
Additional Comments	None

Contributors:

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