Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N233

DATE: 05/30/2019

REPORT SUBMITTED BY: _G. Escudero_ _____ TITLE: Interim Semester Coordinator

SEMESTER 3

Section One: SLO and Assessment Method

COURSE (S)	Nursing 233: Intermediate Medical/Surgical & Psychiatric Nursing
Student Learning Outcomes	**N233** Students competently identify the application, implementation and analysis of appropriate medical-surgical interventions needed to provide care to clients 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.
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 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. Testing consists of: • 4 exams, each worth 20% of the grade • 2 quizzes, each worth 10% of the grade

	Performance Indicators: • 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%.
Data Collection Schedule	Period: 01/12/19-05/25/19
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: 1. ☒ Formative Evaluation ☒ Summative 2. ☒ Direct Evidence ☒ Indirect Evidence 3. ☒ Quantitative ☒ Qualitative
Evaluation Tools	• Student grade sheet • Student course evaluation results • Attendance sheet • Student Status Report
Analysis of Data Report	**Students:** 58 students enrolled 56 students completed 55 students passed 94.83 % students passed (%) 1 students withdrawn 2 students failed **Course Attrition:** 3 students attrited 5.17% students attrited (%) **Course:** 4.13 course evaluation rating 4.4 average instructor rating 4.36 overall rating (Global Index) 1 petition filed 0 petition advanced to grievance no 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	0	
4.0 – 4.4	5	83.33%
3.5 – 3.9	1	16.67%
3.0 – 3.4	0	
2.0 – 2.9	0	
1.0 – 1.9	0	
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>** Out of 58 students enrolled in the course 56 students completed the course: 55 students pass with 94.83 % completion rate: one (1) student withdrew academically for personal reasons, one (2) students failed the course. A = 0 B = 31 (55.36 %) C= 24 (42.86 %) D = 1 (1.78 %) Nursing course success rate threshold was met. 1 petition was filed and denied. **<u>Course performance:</u>** Overall course rating for spring 2019 was 4.13, the global index for spring 2019 was 4.36, and overall instructor rating was 4.4. Course rating meets and exceeds the 3.5 threshold. **<u>Identify items requiring action</u>:** There are no items below 3.5 threshold that require actions. **<u>Identify student evaluation comments requiring attention:</u>** **1.5) Test were based on course content and objectives** "The Medsurge tests never seem to reflect how much we learned or how hard we study. I feel like the questions serve only to trick us and are designed simply to weed students out of the program as opposed to testing our knowledge. When I study every day for three weeks for an exam and I end up with a D, it is no longer a reflection on me but on the teachers and administrators who created the test.

	They have failed to do their jobs." **<u>Quality improvement needs:</u>** We will continue to monitor the course, review exams and respond appropriately to rising students concern.
Plans for Improvement	There was one comment requiring improvement: **1.5) Test were based on course content and objectives** 1. Instructors will be working on the new textbooks, updating lecture content, incorporating new teaching strategies such as Lippincott's Course Pointe. As a part of the new teaching strategies, faculty will continue to offer students the Psych Test Taking Strategies workshop, tutoring sessions, update and revise exam questions, and add new Course Pointe assignments. Faculty will continue to have all instructors review each exam and quiz 2 weeks prior to administering them, update questions as needed to meet new textbook requirements, and add 4 Course Pointe assignments to cover the course content. Faculty must be able to ascertain that each test/quiz item was covered in the lecture, found in the new textbook readings, and/or in the handout.
Re-evaluation Due Date	Fall 2019
Suggestions for Change in SLO and Rationale	None
Additional Comments	Most students' comments reflected positive feedback for tutoring and mentoring.

Contributors:

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