Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N111 - Fall 2018

DATE: 01/15/19

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 and adaptive learning assignments. Exams test concepts related to safe medication 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: Fall semester 2018
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: Smart TV, computers, 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:** 40 students enrolled 38 students completed 38 students passed 100 students passed (%) 2 students withdrawn 0 students failed **Course Attrition:** 2 students attrited 5 students attrited (%) **Course:** 3.79 course evaluation rating 4.05 average instructor rating 4.34 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	1	16.7%
	3.5 – 3.9	5	83.3%
	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/Revaluation of Outcomes Cycle

Evaluation Findings	<u>Student Performance:</u> There were 40 students enrolled in the course with a pass rate of 100%. Two students withdrew prior to the midterm of the course. The following represents a breakdown of the final course grades: • 2 students received an A (5%) • 20 students received a B (50%) • 16 students received a C (25%) <u>Course performance:</u> The overall course rating is above threshold with a global index of 4.34, which is an increase from the previous semester rating of 4.25. Handouts were posted to CAMS online to aid students in preparation for lecture. Students had brought their own electronic devices such as laptops, tablets, etc. to access lecture presentations. 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 new Lippincott digital textbooks and PrepU adaptive learning assignments were implemented this semester. Student results were tracked to ensure these new methods were successful in maintaining high student performance. As a continued practice, the Lead and Co-Proctor proofread all exams one week prior to testing days for clarity.

	Identify items requiring action: None. Identify student evaluation comments requiring attention: 1. One student stated, "My suggestion for next semester: redo the respiratory PowerPoint from XXX that XXX presented on. It is all over the place and hard to follow. I spent a lot of my own time trying to piece the information together. Some meds aren't even mentioned." 2. Another student stated, "she tested on materials that weren't even covered on the rubric or PowerPoint." 3. The same student in number 2 also stated, "She did not finish the lecture. She rushed it. She never finished her PowerPoint lecture." Quality improvement needs: Please see "Plans for Improvement"
Plans for Improvement	1. The new instructor who will teach the respiratory lecture will review and revise the PowerPoint lecture as needed. 2. Instructors will review lectures and required readings to ensure materials on exams are covered. 3. Lecturers will ensure their presentations have in-depth discussion of concepts streamlined to fit within the allotted time provided for lectures. Semester one faculty will continue to review the time allotted per lecture topic.
Re-evaluation Due Date	Spring 2019
Suggestions for Change in SLO and Rationale	• Information related to adaptive learning assignments was added on the Method of Assessment • Modification on the weight (percentage) of the exams was done due to inclusion of adaptive learning assignments.
Additional Comments	None

Contributors:
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