Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING – N113

DATE: June 17, 2019

REPORT SUBMITTED BY: M. Gonzales TITLE: Semester One Coordinator
SEMESTER 1

Section One: SLO and Assessment method

COURSE (S)	Nursing 113: Introduction to Medical Surgical Nursing
Student Learning Outcomes	Students competently identify appropriate components of a complete health assessment and medical/surgical interventions to include health teaching and promotion needed to provide care to patients with common adult health problems.
Incorporation of General Education Student Learning Outcomes (SLOGE)	Students: **SLOGE 1:** Apply critical thinking to communicate effectively, collaborate with others, show comprehension, and research subject matter through reading, speech, demonstration, and writing. **SLOGE 2:** Demonstrate knowledge of the human mind, body, behavior and responses to internal and external stressors through interactions with others and the provision of care. Demonstrate accountability in the application of this knowledge and skill in an ethical and professional manner.
Correlated Student Learning Outcomes: College (SLOC)	Students: **SLOC1:** Possess knowledge and life skills necessary to provide safe, effective and efficient care, which enables them to adapt to living and working in a multicultural environment and provide health maintenance and promotion in a global context. **SLOC 2:** Utilize critical thinking, problem-solving skills, and evidence-based strategies in effectively communicating and collaborating with others to promote and maintain optimal health in their area of practice.
Correlated Student Learning Outcomes: Program (SLOP)	Students: **SLOP 1:** Develop essential competencies of a beginning practitioner in the provision and management of care for professional licensure.
Method of Assessment	Students attain an overall cumulative score of 70% or higher on Exams. Exams test concepts related to assessment, inflammation/infection, changes in vital signs, hypertension, pain management, perioperative nursing, musculoskeletal disorders, fluid/electrolyte/nutritional imbalances, nursing process, and cancer. A passing score indicates attainment of the student learning outcome • 5 exams worth 70% of the grade (each exam worth 14%) • 1 cumulative exam worth 22% • 8 adaptive learning assignments worth 8% of the grade Performance Indicators: • The student course survey threshold average score of 3.5 or higher. • Institutional effectiveness indicator II.B: Nursing course pass 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: Spring 2019 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, 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 (For theory courses) • Student course evaluation result • Attendance Sheet • Student Status Report
Analysis of Data Report	**Students:** 49 students enrolled 47 students completed 47 students passed 100 students passed (%) 2 students withdrawn 0 students failed **Course Attrition:** 2 students attrited 4.08 students attrited (%) **Course:** 4.05 course evaluation rating 4.49 average instructor rating 4.42 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	83.33%
	3.5 – 3.9	1	16.67%
	3.0 – 3.4		
	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/ Reevaluation of Outcomes cycle

Evaluation Findings	<u>Student Performance:</u> There were 49 students enrolled in this course with a course pass rate of 100%. One student had an administrative withdrawal after a failure in N112. One student had an administrative withdrawal after a failure in N111. No students were placed on academic warning this semester. The following represents a breakdown of the final course grades: • 0 student received an A (0%) • 31 students received a B (65.96%) • 16 students received a C (34.04%) The course attrition rate was 4.08%, which is under the 15% threshold, and a marked improvement to the 15.56% attrition rate in Fall 2018. <u>Course performance:</u> The overall course rating is above threshold at 4.05, which is a decrease from the previous semester rating of 4.27. The global index was 4.42 which is a decrease from the previous semester rating of 4.6. PrepU adaptive learning assignments were incorporated in the course to encourage student preparation prior to lecture. 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. This was the second semester using the Lippincott electronic textbooks, vSim, and PrepU adaptive learning. Student results were tracked to ensure these new methods were successful in maintaining high student performance. As a continued practice, faculty proofread all exams one week prior to testing days for clarity. Two positive survey comments addressed the course stating it was "Fun" and "It was good."

	Identify items requiring action: None. Identify student evaluation comments requiring attention: 1. One student stated, "Some power points were very long which made me tired and not pay attention effectively." 2. Another student stated, "More structure was needed, lacked more in depth and needed more case study or clinical based questions." 3. An additional student commented, "Can the tutor workshop be structured and instead of q&a. How about case study? Nclex sample test." Quality improvement needs: Please see "Plans for Improvement"
Plans for Improvement	1. Semester 1 faculty will continue to ensure all objectives from the BRN approved curriculum plan are covered while making sure the content is effectively presented and streamlined to ensure students are able to focus and maintain their attention. 2. Semester 1 faculty will ensure presentations have in-depth discussion of concepts which can include case studies and clinical based questions. Instructors will continue to use a variety of presentation styles to assist in student learning. 3. Tutoring is open to all students in a group setting prior to each exam and is a time for students to bring additional questions that they may have as they reviewed the material. In addition, students can contact each instructor for clarification of concepts and help with test preparation. Faculty will encourage students to utilize the case studies and NCLEX sample questions in the digital textbook and to further explore the PrepU questions by increasing their mastery level.
Re-evaluation Due Date	Fall 2019
Suggestions for Change in SLO and Rationale	None
Additional Comments	None

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