**Los Angeles County College of Nursing and Allied Health**

# STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
# SCHOOL OF NURSING: N232

DATE: 05/30/2019

REPORT SUBMITTED BY: G. Escudero TITLE: Semester 3 Interim Coordinator

SEMESTER 3

**Section One**: SLO and Assessment Method

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| **COURSE (S)** | Nursing 232: Specialized Nursing Role |
| **Student Learning Outcomes** | **N232**<br>Students competently identify the application, implementation, and analysis of the principles of goal-oriented communication needed to establish professional and therapeutic relationships in advocate for culturally diverse individuals, families and groups in specialized settings. |
| **Incorporation of General Education Student Learning Outcomes (SLOGE)** | Students:<br>**SLOGE 1:** Apply critical thinking to communicate effectively, collaborate with others, show comprehension, and research subject matter through reading, speech, demonstration, and writing.<br>**SLOGE 3:** Incorporate a legal/ethical approach in dealing with the community through the acceptance of diverse philosophical, cultural, and religious beliefs, and the application of cultural sensitivity, which prepares the students to live and work in a multicultural and global environment. |
| **Correlated Student Learning Outcomes: College (SLOC)** | Students:<br>**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.<br>**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:<br>**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.<br>Exams concepts relate to legal/ethical issues, regulatory agencies and end of life issues in nursing practice. A passing score indicates attainment of the student learning outcome.<br>Testing consists of 2 exams, each worth 50% of the grade.<br>Performance Indicators:<br>• The student course survey threshold average score of 3.5 or higher.<br>• Institutional effectiveness indicator II.B: Nursing course pass rate |

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| | of 85%.<br>• Institutional effectiveness indicator II.E: Student Attrition/class less than 15%.<br>• Institutional effectiveness indicator II.P: SON Petition and Grievances less than 5%. |
| **Data Collection Schedule** | Period: 01/14/19 – 05/23/19 |
| **Required Resources** | Testing and Grading software, Survey software and supplies, OMR Scanner, Large Classrooms, Photocopier, Clerical Support, IT Support, Technological equipment; computers, LCD, Laptops. ERC educational software. |

**Section Two**: Analysis of Assessment Results

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| **Outcomes Evaluation Method** | Select all that apply:<br>1. ☒ Formative Evaluation ☒ Summative<br>2. ☒ Direct Evidence ☒ Indirect Evidence<br>3. ☒ Quantitative ☒ Qualitative |
| **Evaluation Tools** | • Student grade sheet<br>• Student course evaluation results<br>• Attendance sheet<br>• Student Status Report |
| **Analysis of Data Report** | **Students:**<br>52 students enrolled<br>50 students completed<br>50 students passed<br>96.15% students passed (%)<br>2 students withdrawn<br>0 students failed<br><br>**Course Attrition:**<br>2 students attrited<br>3.84% students attrited (%)<br><br>**Course:**<br>4.25 course evaluation rating<br>4.38 average instructor rating<br>4.35 overall rating (Global Index)<br>0 petition filed<br>0 petition advanced to grievance<br>Yes pass rate threshold achieved (yes or no)<br>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* |
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| 4.5 – 5.0 | 0 | |
| 4.0 – 4.4 | 6 | 100 |
| 3.5 – 3.9 | 0 | |
| 3.0 – 3.4 | | |
| 2.0 – 2.9 | | |
| 1.0 – 1.9 | | |
| Total # Items | 6 | Total = 100% |
| * Do not round up numbers | | |

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| **Additional Comments** | None |

**Section Three**: Evaluation/Improvement/Revaluation of Outcomes Cycle

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| **Evaluation Findings** | **Student Performance**:<br>Out of 52 students enrolled in the course, 50 passed. This is the breakdown of the class grades:<br>• 14 students scored an "A" (28%)<br>• 35 students scored a "B" (70%)<br>• 1 student scored a "C" (2%)<br>• 2 students were "AW" (3.8%)<br><br>**Course performance**: Overall, the course rated at 4.25 which maintains above the threshold of 3.5. This threshold is higher than Fall 2018 which was 3.87. Overall, fourteen students attained an average grade of "A" with most receiving a "B". Strong faculty dynamics and teaching skills was shown. This demonstrates an eagerness and cohesiveness in delivering content appropriately and abiding by objectives. This semester, all instructors made themselves available to tutor students as on their schedule and by appointment if instructors are requested to do so.<br><br>**Identify items requiring action**:<br>All items maintained above the 3.5 threshold.<br><br>**Identify student evaluation comments requiring attention**:<br>➢ Comments requiring actions include:<br>1. A comment was made regarding the APA essay homework assignment lacking clarification and how confusing it was. Also stated was that the papers were not being returned to the students within a specific time frame to review and correct discrepancies. |

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| | **Quality improvement needs**:<br>1. While a rubric provides students of expectations, a librarian teaches a course on APA format, we also offer instructions about the paper during the class introduction and furthermore we offer a sample paper in the library for further guidance. At this point we will attempt to correct any further confusion by providing more essay preparedness education to confirm that this does not happen again. Instructors will discuss a definite date as to when to have the papers given back to students. |
| **Plans for Improvement** | Faculty will continue to review the Culture paper rubric and be sure to have it in the syllabus. |
| **Re-evaluation Due Date** | Fall 2019 |
| **Suggestions for Change in SLO and Rationale** | None |
| **Additional Comments** | None |

**Contributors:**

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