Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N121

DATE: **Fall 2018** January 14, 2019

REPORT SUBMITTED BY: Michelle Webster **TITLE:** Senior Nursing Instructor

SEMESTER 2

Section One: SLO and Assessment Method

COURSE (S)	Nursing 121: Nursing Pharmacology
Student Learning Outcomes	Students competently identify the application and implementation of pharmacological knowledge needed in the nursing care delivery of clients receiving medications with special considerations for the childbearing and pediatric clients.
Incorporation of General Education Student Learning Outcomes (SLOGE)	**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 **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. The exams concepts are related to drugs used to treat the endocrine system, the gastrointestinal system, the immune system, the female reproductive system and infection with special consideration to the pediatric and childbearing client. A passing score indicates attainment of the student learning outcome. A score of 70% or greater indicates the student has attained minimal competency. Testing consists of: - Exam 1 worth 34% of the grade - Exam 2 worth 33% of the grade - Exam 3 worth 33% 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

	Grievance less than 5%.
Data Collection Schedule	Period: Fall 2018
Required Resources	Testing, Grading, and Survey software, OMR scanner, Large classrooms, Microphone, Photocopier, Printer, Clerical support, IT support. Technological equipment; Computers, LCD, Overhead Projector, Laptops. ERC, Education software, videos, DVDs, 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 results • Attendance Sheet • Student status report
Analysis of Data Report	**Students:** 47 students enrolled 45 students completed 42 students passed 93.3% students passed (%) 2 students withdrawn 3 students failed **Course Attrition:** 5 students attrited 10.6% students attrited (%) **Course:** 3.55 course evaluation rating 4.11 average instructor rating 4.02 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		

	3.5 – 3.9	3	43%
	3.0 – 3.4	4	57%
	2.0 – 2.9		
	1.0 – 1.9		
	Total # Items		Total = 100%
	* Do not round up numbers		
Additional Comments			

Section Three: Evaluation/Improvement/ Reevaluation of Outcomes cycle

Evaluation Findings	Student Performance: There were 47 students enrolled in the course, 45 students completing the course, and 42 passing the course. There were two withdraws one due to medical leave and one due to poor clinical performance in N123L that chose to withdraw. There were three students that received less than 70% in the course at the final exam. Two of the students were on warning prior to the last exam and referred to tutoring. One student was not on warning prior to the 3rd exam. • students received an A (9%) • students received a B (28%) • students received a C (57%) • students received a D (6%) Course performance: Overall course rating for Fall 2018 was 3.55 which is a lower rating then Spring 2018 which was 4.14. The overall instructor rating for Fall 2018 was 4.11 which was a decrease from Spring 2018. The overall Global Index for Fall 2018 was 4.02 which was a decrease from Spring 2018. There was one positive comment made: • Great topics to learn. Identify items requiring action: There were four ratings that fell below the 3.5 threshold. • Course content is well organized and based on objectives was rated at 3.36. There was no change in content or objectives. • Teaching methods were effective in meeting my learning needs was rated at 3.43. A variety of teaching methods are given to student; power point, lecture, and assigned readings from the textbook. There were no comments stating which teaching methods not utilized, students would

	have preferred. • Tests were based on course content and objectives was rated at 3.43. No new questions were written, and all questions have been approved by content expert committee. • Tutoring has facilitated my understanding/learning of the course content and objectives was rated at 3.38. Tutoring is given prior to exams based on student participation. During tutoring it has been found that students do not come prepared with questions and would like instructors to tutor on test questions rather than content. <u>Identify student evaluation comments requiring attention:</u> None of the evaluation comments were similar to Spring 2018. • One comment stated that generic and brand names were on the power point slides and instructors switch back and forth, which was confusing when learning new drugs. Another comment was lectures should focus on generic names. This was the first semester utilizing only generic names on exams. Instructors felt that it is important for students to know both generic and common brand names for medications so both are put on power point slides, however due to recommendation from curriculum committee only generic names are permitted to be on exams unlike the previous exams where both names were put on all exams. This is the first time this issue has been noted; the semester will continue to evaluate this type of comment. • One comment stated there is not enough time to study for each test, information is studied for the test, but not retained. The course is one unit over seven weeks with three exams. Students have stated in the past they do not want fewer exams in the course so due to the short nature of the course testing must be done every two to three weeks. • One comment stated when we ask questions, they mention the same thing that is on the slide, they do not give further information. All instructors in the course elaborate on content when asked a question. <u>Quality improvement needs:</u> • Faculty will reinforce generic names in lecture; however, both names will be kept on power point slides.
Plans for Improvement	For Spring 2019 utilization of a new book and author will be implemented with many electronic resources available to enhance

	student learning. A tutor was hired for Fall 2018 semester; however, no comments were made if this was helpful for students.
Re-evaluation Due Date	Spring 2019
Suggestions for Change in SLO and Rationale	None
Evaluation Findings	All rating this period did have a decrease, with minimal information noted in comments related to the decrease in the evaluation. There were no changes to objectives. The only two changes noted this evaluation period were the use of generic names only on tests and one new faculty member to the semester. There were two negative comments relating to generic and drug names.

Contributors:
Michelle Webster, MSN, RN Semester Coordinator
Z. Ivory, MSN, RN
Leslie Martinez, MSNEd, RN
Maritess Najera, MSN, RN
Lydia Thompson, MSN, RN