Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N123

DATE: **Fall 2018**

REPORT SUBMITTED BY: Zenobia Ivory, RN **TITLE:** Nursing Instructor

SEMESTER 2

Section One: SLO and Assessment method

COURSE (S)	N 123: Intermediate Medical-Surgical Nursing
Student Learning Outcomes	Students competently identify the application and implementation of appropriate medical/surgical interventions needed to provide care to adult clients with common health problems in a variety of health care settings.
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	A passing score indicates attainment of the student learning outcome. Students attain an overall cumulative score of 70% or higher on Exams, Quizzes, Case studies, and Computer assignment. Exams, quizzes, and assignments test concepts relate to utilizing the nursing process, critical thinking, therapeutic communication, and collaboration with other disciplines in providing care to patients diagnosed with Diabetes, Gastrointestinal, Hematological, Sexually Transmitted Infections, Gynecological and Genitourinary problems. Testing consists of: 1. 3 exams worth 87% (each exam 29%) of the grade 2. 2 quizzes worth 13% (each quiz 6.5%) 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: Fall 2018 Academic year 2017 – 2018
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:** 50 students enrolled 42 students completed 40 students passed 95.2% students passed (%) 8 students withdrawn 2 students failed **Course Attrition:** 10 students attrited 25% students attrited (%) **Course:** 3.58% course evaluation rating 4.17 average instructor rating 4.07 overall rating (Global Index) 1 petition filed 0 petition advanced to grievance yes 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		
4.0 – 4.4		
3.5 – 3.9	**3**	**50%**
3.0 – 3.4	**3**	**50%**
2.0 – 2.9		
1.0 – 1.9		
Total # Items	**6**	Total = **100%**
* Do not round up numbers		

Additional Comments	Tutoring: 3.35 Threshold.

Section Three: Evaluation/Improvement/ Reevaluation of Outcomes cycle

Evaluation Findings	Student Performance: • There were 50 students enrolled in the class. Forty-two completed the course. • Student pass rate for Fall 2018 is 95.2%. Breakdown of the grades: ___0__ student received an A (0%) __15__ students received a B (35.71%) __25__ students received a C (59.52%) __2__ students received a D (4.77%) • Of 50 students, 10 students attrited (20%) from the course for the following reasons: ➢ 2 students failed N123 ➢ 8 students AW due to failure in a clinical course (N121 & N123L). ➢ 2 students AW due to Medical Leave of Absence (MLOA). • At midterm, 2 students were below 70%, and were placed on academic warning, 1 of the 2 students passed the course. • Two (2) students were not below 70% before the last exam. • Due to the above reasons, the high attrition rate was r/t numerous factors. Course performance: • The overall course rating for Fall 2018 **3.58**. • The average instructor rating for Fall 2018 is **4.17**. • The overall rating (Global Index) for Fall 2018 is **4.07.** Identify items requiring action: • Two evaluation items did not meet the threshold of 3.5. ➢ Item 1.3 Teaching methods were effective in meeting the course objectives (**Course rating: 3.45)** ➢ Item 1.5 Tests were based on course content and objectives. **(Course rating: 3.45)** Identify student evaluation comments requiring attention: • **Tutoring (2 comment)** ➢ "Tutoring was somewhat okay in the beginning of the semester. Towards the end, I didn't feel that it was implemented as well. I understand we have to come to each session with questions. But with the time being so early, I feel like it hindered majority of students because many couldn't attend due to time constraints or other responsibilities that were needed to address first. Also, I believe some questions that were sent via email or through text weren't responded in a timely manner." ➢ "It was not a discussion like I would have liked. Sometimes, we would prefer the professor to start." Faculty's comments regarding above student evaluation: • **Tutoring (comments)** ➢ Tutoring sessions are led by students that require clarification of lectured content. ➢ Faculty will answer emails during office hours, which may be

	seen as faculty not answering in a timely manner. Faculty are not able to address emails during clinical. ➢ We will continue to offer assigned tutoring hours. Faculty also tutor students individually and by appointment as needed. ➢ Mr. J. Anderson is available for individual tutoring as well. <u>Identify student evaluation comments requiring attention:</u> • **Use of Other Teaching Methodologies (1 Comment)** ➢ "Would have been helpful to have a sheet with all normal lab values listed (Hematology labs, GI labs, etc.) or a reference to a website that had those lab values listed. Would have made it easier to study the normal lab values if they were all listed in one place. Also, would have been convenient to have the required textbook reading pages listed within the PowerPoint slides. That way a student could study the PowerPoints and be able to see the required reading pages within the same document. The more information that can be <u>Faculty's comments regarding above student evaluation:</u> • Faculty will encourage students to follow labs that are in assigned readings. • Faculty encourage students to copy LAC+USC policies pertaining to lab values and to also use lab values that were taught in the previous semester. **<u>Quality improvement needs:</u>** • New teaching methodologies are underway, and faculty is working on using other ways of teaching concepts. • Assure that all students can access LAC+USC policies and LAC+USC lab values.
Plans for Improvement	• The faculty will continue to: (1) Encourage students at the beginning of the semester to review previously learned principles and concepts of labs. (2) Emphasize to students as adult learners, information obtained is part of being able to review new material, recall previous learned materials (e.g. lab values) and comprehend that information. This is a major transition for many of the students. (3) Continue to encourage students to attend tutoring and to bring questions for clarification of content taught. (4) Continue to encourage students to make appointments with individual faculty for tutoring as needed.
Re-evaluation Due Date	Spring 2019
Suggestions for Change in SLO and Rationale	None
Additional Comments	Fall 2018, new instructors assigned to Semester. Different teaching methodologies were introduced as suggested from Spring 2018. There

	were no comments to address from the themes of Spring 2018

Contributors:
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