Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N242

DATE: December 11, 2018

REPORT SUBMITTED BY: L. Myers, DNP, RN **TITLE:** Semester four Coordinator

SEMESTER 4
Section One: SLO and Assessment Method

COURSE (S)	N242: Nursing Role in Leadership, Management, Current issues, and Gerontology Nursing
Student Learning Outcomes	Students competently identify the implementation and analysis of nursing responsibility, accountability, and the integration of leadership principles and management strategies needed to direct high-quality client care in diverse community and acute care settings with focus on the elderly.
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 **SLOGE 3:** Demonstrate cultural sensitivity in interacting with the community through the acceptance of diverse philosophical, cultural and religious beliefs.
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.

	SLOP 2: Demonstrate professional responsibility and accountability for quality nursing care. **SLOP 3:** Adhere to ethical and legal standards and promote a positive image of professional nursing.
Method of Assessment	Students are to attain a cumulative score of 70% or higher. The course test concepts related to leadership and management principles, professional issues, caring for culturally diverse community aggregates, federal and healthcare regulations and accreditation systems. A passing score indicates attainment of the student learning outcome. Summative assessment consists of: - 3 exams, each worth 26.66% of the grade. - 4 quizzes, each worth 2.5% of the grade. - A written assignment worth 10% 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%.
Data Collection Schedule	Period: ___Fall 2018_Academic year 2018-2019
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

Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N242

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:** 61_____ students enrolled 61_____students completed 61_____students passed 100___ students passed (%) 0_____ students withdrawn 0_____ students failed **Course Attrition:** 0___ students attrited 0___ students attrited (%) **Course:** __4.31__course evaluation rating __4.45__average instructor rating __4.43__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	2	33%
4.0 – 4.4	4	66%
3.5 – 3.9		
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

Student Performance:
There were sixty-one students enrolled in the course.

- At midterm one student's GPA fell below 70%.

- All students were successful in the course. The following demonstrates the students' achievement in the course:
  - Five students achieved an A (8.2%)
  - Fifty students achieved a B (81.97%)
  - Six students achieved a C (9.83%)

Course performance:

Spring 2018	Fall 2018
Global Index 3.75 Average Course Rating: 3.25 Average Instructor Rating: 3.88 Attrition Rate: 16.07	Global Index 4.43 Average Course Rating: 4.31 Average Instructor Rating: 4.45 Attrition Rate: 0

Identify items requiring action:
No items on the course evaluation require any action currently.

Identify student evaluation comments requiring attention:
There were three written comments:

(1) The lecture sometimes didn't match what the instructor as asking on the exam. The book was more confusing for clarification. It did not help.
(2) The test questions do not necessarily relate to what was taught in lecture. Test points should be brought up in class
(3) This was a hard course, given its content and

	newness for me. Tutoring was instrumental for me. XXX was patient and I appreciate the time he took to help me understand the material. Instructors were well versed on the subject matter. We were blessed to have an amazing group of instructors this last semester, knowledgeable and approachable for any questions we had. If I was to give a comment it would be about the role book. It is a great textbook and covers the material well and its compacted, I wish there were more answers for the cast studies/learning exercises within the textbook to complete it I had the right answer. <u>Quality improvement needs:</u> (1) Instructors will review the test bank to ensure the test questions relate to the course objectives. The students need to navigate the role book based on course objectives. This means they may need to jump around in various chapters to read certain sections. It is not ideal, but it is what we have currently. (2) Instructors base their lectures on the established course objectives. Some material is not in the book and is discussed in class. All instructors will review their presentations to ensure key points are discussed. (3) This student thought the role book was good and covered the topics well. There are several additional books in the library that students can utilize to review case studies and learning exercises.
Plans for Improvement	All faculty will review the course objectives and outline to ensure the presentations address the key points. They will also review test bank questions to ensure they relate to the course objectives.
Re-evaluation Due Date	Spring 2019
Suggestions for Change in SLO and Rationale	None

Additional Comments	None

Contributors:
Myers, L. DNP, MSN, RN, APRN, FNP-BC, CCRN (Semester Coordinator)
Davis, B., MSN, RN
Nott, R. MSN, RN
Trongone, T. MSN, RN
Renteria, Nestor, BSN, RN