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

**STUDENT LEARNING OUTCOMES ASSESSMENT REPORT**
**SCHOOL OF NURSING: N242**

DATE: May 30, 2019

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

SEMESTER 4
**Section One**: SLO and Assessment Method

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| **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:<br>**SLOGE 1:** Apply critical thinking to communicate effectively, collaborate with others, and demonstrate ability to research subject matter through reading, speech, demonstration, and writing<br>**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<br>**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:<br>**SLOC1:** Demonstrate knowledge and skills necessary to provide safe and effective care, which enables them to adapt in a multicultural healthcare environment.<br>**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:<br>**SLOP 1:** Demonstrate essential competencies when providing client-centered nursing care using the nursing process and evidence-based outcomes to accommodate societal/cultural differences. |

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| | **SLOP 2:** Demonstrate professional responsibility and accountability for quality nursing care.<br>**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.<br>Summative assessment consists of:<br>- 3 exams, each worth 26.66% of the grade.<br>- 4 quizzes, each worth 2.5% of the grade.<br>- A written assignment worth 10% of the grade.<br><br><u>Performance Indicators:</u><br>• The student course survey threshold average score of 3.5 or higher.<br>• Institutional effectiveness indicator II.B: Nursing course success rate 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: ___ <u>Spring 2019_Academic year 2018-2019</u> |
| **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>50 students enrolled<br>49 students completed<br>49 students passed<br>100 students passed (%)<br>1 students withdrawn<br>0 students failed<br><br>**Course Attrition:**<br>1 students attrited<br>2 students attrited (%)<br><br>**Course:**<br>4.29 course evaluation rating<br>4.57 average instructor rating<br>4.53 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* |
|---|---|---|
| 4.5 – 5.0 | | |
| 4.0 – 4.4 | 6 | 100% |
| 3.5 – 3.9 | | |
| 3.0 – 3.4 | | |
| 2.0 – 2.9 | | |
| 1.0 – 1.9 | | |

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| | 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 fifty students enrolled in the course.

- One student was academically withdrawn due to N243L failure.

- All students were successful in the course. The following demonstrates the students' achievement in the course:
  - Ten students achieved an A (20.41%)
  - Thirty-five students achieved a B (71.43%)
  - Four students achieved a C (8.16%)

Course performance:

| Fall 2018 | Spring 2019 |
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| Global Index 4.43<br>Average Course Rating: 4.31<br>Average Instructor Rating: 4.45<br>Attrition Rate: 0 | Global Index 4.53<br>Average Course Rating: 4.29<br>Average Instructor Rating: 4.57<br>Attrition Rate: 2% |

Identify items requiring action:
Four students wrote comments. Three requiring action.
No trends noted: all comments were singular.

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

(1) One student requested a new topic for the geriatric paper stating it was the worst paper assignment ever.
(2) One student commented that Monday's class in the afternoon made it very difficult to prep for Tuesday's clinical. When prep was done in the

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| | morning prior to class time, the high rate of discharges resulted in time wasted. And starting prep following class at 1600 was very late. Student would prefer afternoon class to take place on Thursdays.<br>(3) One student commented that: many PowerPoints were out of order from book, making note taking while reading difficult; lectures sometimes did not contain 3 hours' worth of content and lecture was dragged out rather than ending early; and assigned readings should be limited to the required books so students have access to study guide for exam prep.<br><br><u>Quality improvement needs:</u><br><br>(1) The geriatric political/societal paper is the written assignment for the course. Students may select a topic from a pre-approved list or a topic of their choice with instructor approval. It is unclear in the comment to which topic the student is referring.<br>(2) Class size, classroom availability and other semesters' needs on Mondays and Thursdays limit scheduling options. A 5-hour time slot is required for days with lab hours which creates further scheduling limitations. For students to effectively manage their time, the recommendation is for the bulk of the clinical prep to be completed following class since most discharges occur in the afternoon. Additionally, prep sheets/concept maps are generally required in the first 5-6 weeks only; therefore, the issue related to prepping too early or late in the day is confined to the early weeks of the course.<br>(3) The flow and order of lecture/PowerPoint/handout content usually follows the course outline in the syllabus to meet the objectives. This outline may or may not follow the order of content in the textbook; however, following the order in the text is done by instructors whenever possible. The length of the class may vary depending on the amount of participation and discussion. It is unclear from the comment if discussion or lack of participation in discussion made the class appear to be dragged |

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| | out. To restrict assigned readings to required textbooks for purposes of study guide access would require the students to purchase two additional textbooks. Instructors provide content in the classroom and utilize the college library resources as an alternative to students purchasing additional textbooks. |
| **Plans for Improvement** | The four quizzes will be eliminated. Each exam will be worth 30%, written assignment remains at 10% to equal 100%. This will reduce the number of quizzes and exams occurring during the same week. |
| **Re-evaluation Due Date** | Fall 2019 |
| **Suggestions for Change in SLO and Rationale** | None |
| **Additional Comments** | |

**Contributors:**
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