Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING – N113

DATE: January 15, 2019

REPORT SUBMITTED BY: M. Gonzales TITLE: Semester One Coordinator
SEMESTER 1

Section One: SLO and Assessment method

COURSE (S)	Nursing 113: Introduction to Medical Surgical Nursing
Student Learning Outcomes	Students competently identify appropriate components of a complete health assessment and medical/surgical interventions to include health teaching and promotion needed to provide care to patients with common adult health problems.
Incorporation of General Education Student Learning Outcomes (SLOGE)	Students: **SLOGE 1:** Apply critical thinking to communicate effectively, collaborate with others, show comprehension, and research subject matter through reading, speech, demonstration, and writing. **SLOGE 2:** Demonstrate knowledge of the human mind, body, behavior and responses to internal and external stressors through interactions with others and the provision of care. Demonstrate accountability in the application of this knowledge and skill in an ethical and professional manner.
Correlated Student Learning Outcomes: College (SLOC)	Students: **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. **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: **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 adaptive learning assignments. Exams test concepts related to assessment, inflammation/infection, changes in vital signs, hypertension, pain management, perioperative nursing, musculoskeletal disorders, fluid/electrolyte/nutritional imbalances, nursing process, and cancer. A passing score indicates attainment of the student learning outcome • 5 exams worth 70% of the grade (each exam worth 14%) • 1 cumulative exam worth 22% • 8 adaptive learning assignments worth 8% of the grade Performance Indicators: • The student course survey threshold average score of 3.5 or higher. • Institutional effectiveness indicator II.B: Nursing course pass 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, Grading, and Survey software, OMR scanner, Large classrooms, Microphone, Photocopier, Printer, Clerical support, IT support. Technological equipment; Smart TV, Computers, LCD, Wireless presenter with laser point, Laptops. ERC, Education 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 (For theory courses) • Student course evaluation result • Attendance Sheet • Student Status Report
Analysis of Data Report	**Students:** 45 students enrolled 39 students completed 38 students passed 97.44 students passed (%) 6 students withdrawn 1 students failed **Course Attrition:** 7 students attrited 15.56 students attrited (%) **Course:** 4.27 course evaluation rating 4.27 average instructor rating 4.6 overall rating (Global Index) 6 petitions 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	0	0%
	4.0 – 4.4	6	100%
	3.5 – 3.9	0	0%
	3.0 – 3.4	0	0%
	2.0 – 2.9	0	0%
	1.0 – 1.9	0	0%
	Total # Items	6	Total = 100%
	* Do not round up numbers		
Additional Comments	None		

Section Three: Evaluation/Improvement/ Reevaluation of Outcomes cycle

Evaluation Findings	<u>Student Performance:</u> There were 45 students enrolled in this course with a course pass rate of 97.44%. One student withdrew prior to the midterm of the course due to personal reasons. Two students had an automatic withdrawal after a failure in N112. One student had an automatic withdrawal after withdrawing from N112 due to personal reasons. Two students had an automatic withdrawal after withdrawing from N111 due to personal reasons. Four students were placed on academic warning, counseled, and offered test review. Two of those students had an automatic withdrawal after withdrawing from N111. One of those students was successful in the course. One of those students was unsuccessful in the course. The following represents a breakdown of the final course grades: • 1 student received an A (2.56%) • 24 students received a B (61.54%) • 13 students received a C (33.33%) • 1 student received a D (2.56%) The course attrition rate was 15.56%, which is slightly above the 15% threshold; but lower than the 16.36% attrition rate in Spring 2018. <u>Course performance:</u> The overall course rating is above threshold at 4.27, which is a decrease from the previous semester rating of 4.33. The global index was 4.6 which is an increase from the previous semester rating of 4.35. Handouts were posted to CAMS online to aid students in preparation for lecture. For the first time, the new Lippincott electronic textbooks, vSim, and PrepU adaptive learning assignments were implemented this semester. PrepU adaptive learning assignments were incorporated in the course to encourage student preparation prior to lecture. Student results were tracked to ensure these new methods were successful in maintaining high student performance. As a continued practice, the Lead and Co-Proctor proofread all exams one week prior to testing days for clarity. The class schedule of 5-hour lectures over the course of 15 weeks with 5 exams and 1 cumulative final for testing remained unchanged from the previous semester.

	Tutoring was provided for each course topic by semester one faculty at prescheduled times and dates prior to exams. Lecturers were also available to answer questions on their content via email. A classroom was reserved to accommodate large groups and/or to meet instructor setting preference. Faculty will continue to provide tutoring prior to exams and encourage students to attend. Six petitions were submitted: a) excuse from absence due to illness (3 petitions), b) waive make-up exam 10% deduction due to illness 92 petitions), c) allow to complete adaptive learning assignments after due date (1 petition). Petitions were granted due to: a) illness with medical note from the healthcare provider, b) illness (those were the same students who petitioned for their absence to be excused), c) late information was given to student on the purchase of new textbooks with digital resources (PrepU); thus, student was not able to purchase Lippincott textbooks and complete the assignments as scheduled. <u>Identify items requiring action</u>: None. <u>Identify student evaluation comments requiring attention:</u> 1. One student stated, "I enjoyed this class. Exam was fair. Except for XXX because whenever she comes to tutoring all she says is "any questions?" "nope, then okay just email me." and then doesn't email back until the next week. She also gives you attitude about it whenever you ask questions. She also never finishes her lecture in class. She needs to have better time management. She also rushes towards the end. Other than her and XXX, the other instructors are great and well prepared. Great time management. XXX creates unnecessary stress. Tutoring helps with the other instructors, they are open minded, helpful and give you hints on what the main topics are that are important to know. XXX is not open about it. I like XXX lecture because she always uses a review at the end, it's the use of Kahoot which is fun, engaging and a great refresher especially after a long lecture." 2. Another student stated, "If you stay two to five steps ahead, it is not as overwhelming." 3. Two survey comments addressed the textbook: "The Lippincott textbooks are not good because they do not explain the material thoroughly. I had to purchase the textbooks that are on reserve in the library to be able to study at home. The prep u doesn't help me to prepare for the exam either. I personally don't think that Lippincott is a good source." and "It should have been helpful if we had study guides accompanied with Prep-U. Also, the book Med Surg wasn't too helpful." <u>Quality improvement needs:</u> Please see "Plans for Improvement"

Plans for Improvement	1. Semester 1 faculty had two new instructors in the Fall 2018 semester; and due to poor performance indicators and inability to meet the standards needed, one of these instructors is no longer teaching at the School following her review. We have filled the position with an experienced educator which should help ensure these comments are not a reoccurring issue. To avoid rushing at the end of lectures or going over time, lecturers will ensure their presentations have in-depth discussion of concepts streamlined to fit within the 5-hour lecture span. We will continue to encourage the use of Kahoot quizzing following the positive comment. 2. The BRN has approved the curriculum plan certifying the quantity of student work/preparation required is suitable for this course. Semester 1 faculty will continue to ensure all objectives are covered while making sure the schedule spaces out the workload as evenly as possible. 3. This was the first semester implementing the new Lippincott textbooks and electronic resources. This involved many updates and changes to the syllabus, assigned readings, and presentations. Faculty will continue to ensure that the content from lecture presentation and test questions matches up with content from the textbook and course objectives. The PrepU adaptive learning assignments are online electronic resources packaged along with the textbook. From personal experience, students were better prepared to receive information and feedback from lecturers after completing PrepU. In addition to these comments, informally, instructors received comments from students stating that PrepU did really help them understand the material and prepare for exams. This effect was greater with the more advanced mastery level the student completed. Because of this, Semester 1 faculty has decided to increase the target mastery level from 3 to 4 in the Spring 2019 semester. In addition, students stated they gained more from the PrepU experience when completing the assigned readings prior to taking the PrepU quizzing. Students will be encouraged to read assigned readings and then, complete PrepU adaptive learning for them to gain the most learning potential from the exercise. With this guidance to students, satisfaction with Lippincott and PrepU and enhanced learning should improve in future semesters.
Re-evaluation Due Date	Spring 2019
Suggestions for Change in SLO and Rationale	Under Method of Assessment, please include the following: • 5 exams worth 70% of the grade (each exam worth 14%) • 1 cumulative exam worth 22% • 8 adaptive learning assignments worth 8% of the grade Modification on the weight (percentage) of the exams was done due to integration of adaptive learning assignments.
Additional Comments	None

Contributors:
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