Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N232

DATE: 01/10/2019

REPORT SUBMITTED BY: G. Escudero TITLE: Semester 3 Interim Coordinator

SEMESTER 3

Section One: SLO and Assessment Method

COURSE (S)	Nursing 232: Specialized Nursing Role
Student Learning Outcomes	**N232** Students competently identify the application, implementation, and analysis of the principles of goal-oriented communication needed to establish professional and therapeutic relationships in advocate for culturally diverse individuals, families and groups in specialized settings.
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 3:** Incorporate a legal/ethical approach in dealing with the community through the acceptance of diverse philosophical, cultural, and religious beliefs, and the application of cultural sensitivity, which prepares the students to live and work in a multicultural and global environment.
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:**. 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. Exams concepts relate to legal/ethical issues, regulatory agencies and end of life issues in nursing practice. A passing score indicates attainment of the student learning outcome. Testing consists of 2 exams, each worth 50% 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: 08/13/18 – 10/22/18
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

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:** 55 students enrolled 53 students completed 53 students passed 96.4% students passed (%) 2 students withdrawn 0 students failed **Course Attrition:** 2 students attrited 3.6% students attrited (%) **Course:** 3.87 course evaluation rating 4.27 average instructor rating 4.21 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	0	

	4.0 – 4.4	1	16.66
	3.5 – 3.9	5	83.33
	3.0 – 3.4		
	2.0 – 2.9		
	1.0 – 1.9		
	Total # Items	6	Total = 99.99%
	* Do not round up numbers		
Additional Comments	None		

Section Three: Evaluation/Improvement/Revaluation of Outcomes Cycle

Evaluation Findings	
	<u>Student Performance</u>: Out of 55 students enrolled in the course, 53 passed. This is the breakdown of the class grades: • 10 students scored an "A" (18.9%) • 41 students scored a "B" (77.4%) • 2 students scored a "C" (3.8%) • 2 students were "AW" (3.8%) **<u>Course performance</u>**: Overall, the course rated at 3.87 which maintains the threshold of 3.5. This threshold is lower than Spring 2018 which was 4.22. Overall, ten students attained an average grade of "A" with most receiving a "B". Strong faculty dynamics and teaching skills was shown in the average score of 4.27 with 3.5 being the threshold. All faculty made themselves available to tutor students by appointment. **<u>Identify items requiring action</u>**: All items maintained above the 3.5 threshold. **<u>Identify student evaluation comments requiring attention</u>**: ➢ Comments requiring actions include: 1. Two comments were made regarding exam questions not being clear, poorly written & specific details not included in the PowerPoint presentations. 2. A statement was made regarding lectures being more hands on and requested that instructors to share more clinical experiences. 3. A student felt that more details were needed for the paper, and requests that the rubric be included in the syllabus but does not believe that a separate session to clarify the paper is needed. 4. A remark was made that objectives and lectures were very broad while the tests were very specific. **<u>Quality improvement needs</u>**: 1. Test questions are obtained from our test bank in PAR Test which

	have been reviewed by the Content Experts. Each lecturer inputs their own selection of questions, then the Lead Proctor prints the exam with correct answer and rationale for each faculty member to review for grammar, content and validity of answer. 2. While all faculty has been cross trained to Psychiatric Nursing, they are all still learning the culture of a mental health nursing. Many personal experiences come with years of exposure and involvement with hospital wards and patients. Lecture objectives are met with assigned textbook. 3. While the rubric was still evolving and changing after the syllabus was posted, the course coordinator posted a separate pdf file to CAMS of the rubric. The course coordinator advised the entire class of this on the first day of class during orientation. The rubric is clear on the objectives of the paper. A sample paper was placed in the library and a workshop of APA Guidelines for the paper was provided to students on an optional basis. 4. Lectures in this course are 1-2 hours in length which limits how much specific information is discussed. What is not addressed in the lecture can be found in the reading assignment. All objectives have been pre-approved by the Professional Role faculty which follows the NCLEX Blueprint.
Plans for Improvement	Faculty will continue to review the Cultural Health Assessment paper rubric and be sure to have it in the syllabus to be available to students at the start of the semester.
Re-evaluation Due Date	Spring 2019
Suggestions for Change in SLO and Rationale	None
Additional Comments	None

Contributors:

N. Arquell, RN, MSN
G. Escudero, RN, MSN, PHN (Interim Semester Coordinator)
J. Felix, RN, BS
M. Guerrero, RN, MSN
T. Imanaka, RN, MSN, CCRN
G. Meza, RN, MSN