Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N233

DATE: 01/24/2019

REPORT SUBMITTED BY: _G. Escudero_ _____ TITLE: Interim Semester Coordinator

SEMESTER 3

Section One: SLO and Assessment Method

COURSE (S)	Nursing 233: Intermediate Medical/Surgical & Psychiatric Nursing
Student Learning Outcomes	**N233** Students competently identify the application, implementation and analysis of appropriate medical-surgical interventions needed to provide care to clients with acute and complex health problems in the acute, ambulatory and psychiatric care settings through critical thinking and professional nursing judgment in collaboration with the health care team.
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	Students attain an overall cumulative score of 70% or higher on exams and quizzes. Exams and quizzes test concepts relate to psychosocial adaptations, oxygenation, acid-base imbalance and tissue perfusion utilizing the Nursing Process, Collaboration, Accountability, Communication, Education, Decision-making and Sociocultural Sensitivity. A passing score indicates attainment of the student learning outcome. Testing consists of: • 4 exams, each worth 20% of the grade • 2 quizzes, each worth 10% 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: 01/15/18-05/25/18
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:** 57 students enrolled 51 students completed 49 students passed 85.96 % students passed (%) 6 students withdrawn 2 students failed **Course Attrition:** 8 students attrited 14.03% students attrited (%) **Course:** 4.16 course evaluation rating 4.32 average instructor rating 4.24 overall rating (Global Index) 0 petition filed 0 petition advanced to grievance no 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	0	
4.0 – 4.4	0	
3.5 – 3.9	2	33.33%
3.0 – 3.4	4	66.67%
2.0 – 2.9	0	
1.0 – 1.9	0	
Total # Items	6	Total = 100%
* Do not round up numbers		

Additional Comments	

Section Three: Evaluation/Improvement/Revaluation of Outcomes Cycle

Evaluation Findings	**<u>Student Performance:</u>** Out of 57 students enrolled in the course 51 students completed the course with 85.96% completion rate: six (6) students withdrew academically for personal reasons and two (2) students failed the course. A = 0 B = 18 (36.73 %) C= 31 (63.27 %) D = 2 (4.08 %) F = 6 (12.24 %) Nursing course success rate threshold was met. No petition was filed. **<u>Course performance:</u>** Overall course rating for fall 2018 was 3.44, the global index for fall 2018 was 4.24, and overall instructor rating was 4.35. Course rating is lower than last semester as it did not meet the 3.5 threshold. Four out of the 8 instructors acquired new lectures given for the first time this semester, many of which were psych content. Content continued to be delivered following all lecture objectives. Psychiatric content continued to be the most challenging concept for most students. **<u>Identify items requiring action</u>:** There are 4 items are below 3.5 threshold that require actions: 1.2, 1.3, 1.5, and 1.6. The two course evaluation items (1.1 and 1.7) met or exceeded the established threshold of 3.5. **<u>Identify student evaluation comments requiring attention:</u>** **A. 1.2) Course content is well organized and based on objectives"** the fall semester (rating **of 3.43**; below the 3.5 threshold) Number of students (N=49) had responded on this survey item.

Comments requiring attention:

1. "The course content was not organized. There were 2 occasions the lecturer was changed without proper notification. No email sent. This caused many of the classmates to be unprepared with the power point changed…. A simple notification via email would have solve some of the confusion."
2. "… I felt like a lot of objectives or things I have studied, were not reflected on exam. A lot of information on the exam felt like "new" information that was not necessarily discussed in the lecture or even in the textbook and slides. (for some topics, not all)"
3. "Overall the class was effective in meeting syllabus objectives. However, there were key moments were being in the class was frustrating. These moments include: Showing to class with an unannounced change of lecturers with a late upload of the lecture to CAMS and no handout being provided for 30 minutes of the lecture and the same event occurred the second time. This event negatively impacted my learning and was unorganized and unprofessionally done…"
4. "I would like to comment on the exam days. There were multiple occasions that the test was postponed 5-10 min to wait for students who were late…"

B. Data results on "1.3) Teaching methods were effective in meeting the course objectives" the fall semester (rating of 3.41; below the 3.5 threshold) Number of students (N=49) had responded on this survey item.

Comments requiring attention:

1. "…Psychiatric nursing part of this course was very different… It requires a completely different approach and therefore my recommendations would be to teach how to approach those questions…"

C. Data results on "1.5) Test were based on course content and objectives" the fall semester (rating of 3.37; below the 3.5 threshold) Number of students (N=49) had responded on this survey item.

Comments requiring attention:

1. "…I felt a lot of objectives or things that I studied, were not reflected on the exam…"

D. Data results on "1.6) Testing and grading were implemented in a fair manner" the fall semester (rating of 3.16; below the 3.5 threshold) Number of students (N=49) had responded on this survey item.

1. "The psych. portion of the med-surg. Should be taught differently… psych. questions were too advanced…"
2. "Grading was not implemented in a fair manner. I am referring to the quizzes. Quizzes are heavily weighted."

<u>Quality improvement needs:</u>

We will continue to monitor the course and respond appropriately to above students' concern. Course rating is lower than last semester as it did not

	meet the 3.5 threshold. Four out of the 5 instructors acquired new lectures given for the first time this semester, many of which were psych content. Content continued to be delivered following all lecture objectives. Psychiatric content continued to be the most challenging concept for most students. Please see Plans for Improvement bellow.
Plans for Improvement	There were total of 4 areas of comments requiring improvements: **A. 1.2) Course content is well organized and based on objectives** 1. Due to various student complaints, an executive decision was made to switch lecturers. The dean was made aware of this switch. All deficiencies have been addressed in order to prevent them from happening in the future. 2. Starting spring semester 2019, the faculty will have a set schedule for all instructors to teach. All lectures will be posted at least 2 weeks prior to the scheduled lecture. 3. All notifications will be sent to students via CAMS system if unexpected urgent situation will occur. 4. A discussion has been stressed at the semester 3 meeting that all quizzes and exams will start and end at the designated time. We will no longer "wait" for students who will be late. **B. 1.3) Teaching methods were effective in meeting the course objectives** 1. Student comment was discussed with faculty and the consensus is that exam content is based on course objectives and assigned reading. Students will be reminded they are accountable and responsible for the listed reading materials to cover what is not possible to cover in class. For next semester we will add another instructor to the Therapeutic Communication Skills and will discuss managing clients on the Psychiatric Ward as well as introduce students to the new concepts and type psych questions. 2. For the next semester a new workshop "Test Taking Strategies for Psychiatric Care" will be implemented during week 3 of the spring semester which will introduce students to the new type of questions and discuss new test taking strategies. 3. All 5 instructors in this course are Psych. certified, have office hours and are available for personal one-to-one and group tutoring by student's request. There are scheduled tutoring sessions scheduled before every exam during spring 2019 semester. **C. 1.5) Test were based on course content and objectives** 1. Instructors follow lecture objectives. Test items are not word for word of what the objectives are but rather follow the concepts within objectives. As stated, prior, the psychiatric content was extremely difficult for this class to grasp. Faculty is hopeful that by instituting different teaching methodologies into the next semester, the psychiatric concept may make more sense to students and would not be viewed as a foreign material. Grading of all exams and quizzes strictly follow the policies of the School of Nursing. Quiz 1 content has been all psych content in the past. Next semester we will leave the psych content for the exam only, giving students more time to have the Test Taking Strategies workshop

	on psych content. Quiz 1 will therefore cover Crisis Intervention content. Faculty will continue to have all instructors review each exam and quiz 2 weeks prior to administering them. The review is not only for grammar but for content, clarity and answers that make sense. Faculty have discussed that serious thought and consideration must go into choosing test items from a bank that past instructors have inputted questions into. Instructors must be able to ascertain that each test/quiz item was covered in the lecture, found in the text readings, and/or in the handout. **D. 1.6) Testing and grading were implemented in a fair manner** 1. The psychiatric portion of the course is currently taught via lecture with power points. Much discussions in lecture is also implemented. Implementation of more DSM-V information is clearly reviewed. Students continue to answer test items as they would a medsurg questions rather than a psych item. Test questions seem difficult to students as this is a topic that is very new. Moving forward, the Test Taking Strategies for Psychiatric Care will also include the differences in how to approach a question as a psych one rather than a medsurg one. During lectures, instructors will also make this variation apparent to students. 2. All faculty follow grading as per our policy. Any question that has below 10% of the class that got it wrong, are double keyed. Test item analysis is taken seriously and professionally by each faculty member. Per policy #321, Test Item Analysis proves biserial are met for quiz #1.
Re-evaluation Due Date	Spring 2019
Suggestions for Change in SLO and Rationale	None
Additional Comments	Faculty were not able to make changes to the N233 syllabus for spring 2019 due to receiving results of evaluation surveys after posting spring syllabus to CAMS for students review two weeks prior to the start of the semester. However, we did make some changes to exams and quizzes.

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