Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N112

DATE: January 15, 2019
REPORT SUBMITTED BY: Mildred Gonzales TITLE: Semester One Coordinator

SEMESTER 1

Section One: SLO and Assessment Method

Course(s)	Nursing 112: Introduction to Professional Nursing Role
Student Learning Outcomes	Students competently identify appropriate legal and ethical principles and the use of therapeutic communication needed to provide care for adult clients in a variety of health care settings.
Incorporation of Student Learning Outcomes: General Education (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 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.
Method of Assessment	Students attain an overall cumulative score of 70% or higher on exams and quizzes. Exams and quizzes test concepts related to communication, collaboration, advocacy, and sociocultural sensitivity. A passing score indicates attainment of the student learning outcome. Testing consists of: - 2 Exams - 62% of the grade - Final Exam - 32% of the grade - Written Assignment - 6% 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%.

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Data Collection Schedule	Annual Period: Fall 2018 (8/23/18-10/4/18) 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 pointer, 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 • Student course evaluation result • Attendance sheet • Student status report
Analysis of Data Report	**Students:** 41 students enrolled 39 students completed 37 students passed 94.87 students passed (%) 2 students withdrawn 2 students failed **Course Attrition:** 4 students attrited 9.76 students attrited (%) **Course:** 3.9 course evaluation rating 4.14 average instructor rating 4.08 overall rating (Global Index) 3 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	2	33.33
	3.5 – 3.9	4	66.67
	3.0 – 3.4	0	
	2.0 – 2.9	0	
	1.0 – 1.9	0	
	Total # Items	6	Total = 100%
	* Do not round up numbers		
Additional Comments	None		

Section Three: Evaluation/Improvement/Re-evaluation of Outcomes Cycle

Evaluation Findings	<u>Student Performance:</u> There were 41 students enrolled in the course. Two students withdrew at the beginning of the semester due to personal reasons. Thirty-nine students completed the course; however, two students failed and 37 passed. The two students who failed were identified as at risk at the beginning of the semester and were given early interventions such as tutoring with assigned clinical instructors, test review, and referral to SON tutor/mentor. The following list is the breakdown of grades: • 0 students scored an A (0%) • 16 students scored a B (41%) • 21 students scored a C (54%) • 2 students scored a D (5%) <u>Course performance:</u> The global index was 4.08 with course average rating of 3.9 and instructors' rating average of 4.14. The ratings were above the 3.5 threshold. They were similar ratings from the previous spring semester. It was noteworthy to report that majority of faculty lecturing in this course was new and strived hard to present their lecture topics well to the class. With the integration of new Lippincott textbooks, instructors had to meticulously review and revise their lecture presentations. Some lecture topics and information to meet the unit objectives of the course were not found in Taylor textbook. Instructors had to source out information from online websites and cite the previous textbook, Berman as needed to supplement information. Overall, they did their lecture presentations efficiently and effectively. We have a guest lecturer, R. Griggs-Gabbedon who covered major topics of the course. The students had consistently acknowledged her enthusiastic and engaging classroom presentations. M. Guardado presented the Neuman Model for the first time. The students had given positive comments on her presentation of the Model with clinical

	application in a simple, but comprehensive manner. Faculty continued to hold tutoring session the week prior to each exam. Students were also encouraged to email faculty to clarify concepts as alternative option and mode of communication for guest lecturer. To assist students in their written assignment, American Psychological Association (APA) Overview presentation has been consistently offered; and students are encouraged to attend. Instructors have also reviewed and approved the selected articles of students prior to the writing of the assignment. These strategies had helped the students to be successful in their written assignment. This semester, there was no negative comment on the grading of written assignment. Three petitions were filed and noted as: a) excuse from absence due to illness, b) regrade written assignment due to lack of knowledge in identifying and selecting a research article, c) allow submission of the hard copy of research article (as a requirement) after the due date. Petitions were granted due to a) illness with medical note from the healthcare provider, b) identification of research article was not clearly discussed in the APA and written guidelines presentation, c) student's email of the article to instructor for approval prior to due date. <u>Identify items requiring action</u>: None <u>Identify student evaluation comments requiring attention:</u> 1. "I felt like certain lectures were more beneficial than others. The use of scenarios in lectures help me (personally) understand this material. 2. "I know there are a few different professors that teach this course and it probably would be difficult to do because of time constraints. But I feel like it would be beneficial for all professors teaching the course to be present in the tutoring session just to help each other out and provide feedback. Kind of like a check and balance system. Depending on the instructor the tutoring session can range from 1minute or longer." <u>Quality improvement needs:</u> Adequate number of faculty to lecture in the semester. We currently have one guest lecturer covering seven and a half hours of lecture in this course.
Plans for Improvement	1. Faculty will continue to include case scenarios and enhance clinical application to help students understand the concepts. 2. Having all instructors present on every tutoring session may not be work efficient for faculty considering other duties and responsibilities for the SON. Faculty will ensure mastery of their lecture topics to be able to answer students' questions and clarify concepts as needed.

	3. Regarding the written assignment (issues from two petitions), guidelines and rubric were revised to clearly identify the requirements and criteria of written assignment. In addition, N. Bachman's presentation on APA Overview will include information on parts of research article to help students identify the appropriate research article required for the assignment.
Re-evaluation Due Date	Spring 2019
Suggestions for Change in SLO And Rationale	None
Additional Comments	In Fall 2018, Faculty adopted new textbooks with digital resources to enhance student learning. Faculty had encountered few challenges on identifying the assigned chapters and supplemental reading to meet the lecture topics or unit objectives. Previous textbook, Berman with selected reading assignments is being utilized as recommended textbook. To provide access to information, Berman textbooks are available in the library and specific concepts from this textbook are discussed in the classroom.

Contributors:

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