Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N112

DATE: June 17, 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	Period: Spring 2019 (1/17/19-2/28/19) Academic Year: 2018-2019
Required Resources	Testing, grading, and survey software, OMR scanner, large classrooms, microphone, photocopier, printer, clerical support, IT support. Technological equipment; 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:** 46 students enrolled 46 students completed 45 students passed 97.83 students passed (%) 0 students withdrawn 1 students failed **Course Attrition:** 1 students attrited 2.17 students attrited (%) **Course:** 3.5 course evaluation rating 4.31 average instructor rating 4.11 overall rating (Global Index) 1 petition filed 0 petition advanced to grievance yes 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	3	50%
	3.0 – 3.4	3	50%
	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 46 students enrolled in the course. Forty-six students completed the course; however, one student failed and 45 passed. The one student who failed was identified as at risk at the beginning of the semester and was 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%) • 17 students scored a B (37%) • 28 students scored a C (61%) • 1 student scored a D (2%) One petition was filed due to participant stating test items were not covered during lecture. Petition was reviewed by Semester 1 faculty and all members agreed that content was covered during the lecture and included in required chapter readings. M. Gonzales contacted participant and discussed decision of the Semester 1 faculty. Petition was denied, and student decided not to file a grievance. <u>Course performance:</u> The global index was 4.11 with course average rating of 3.5 and instructors' rating average of 4.31. Fifty percent of the items' ratings were above the 3.5 threshold. The other 50% fell below threshold. The rating dropped from the previous fall semester. It was noteworthy to report that majority of faculty lecturing in this course was new or was a guest lecturer 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. Many of the instructors did their lecture

	presentations efficiently and effectively. We have a guest lecturer, R. Griggs-Gabbedon who covered major topics of the course. F. Cervantes presented the Neuman Model. 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. This semester, additional information was given to students on how to select research articles and guidelines to critique. These strategies were developed in response to previous semester's petition and issues on written assignment. 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. <u>Identify items requiring action</u>: 1. Item 1.2 - Course content is well organized and based on objectives (score of 3.29) 2. Item 1.3 - Teaching methods were effective in meeting the course objectives (score of 3.36) 3. Item 1.5 - Tests were based on course content and objectives (score of 3.48) <u>Identify student evaluation comments requiring attention:</u> 1. Many of the comments pertained to the lectures not following the Taylor book such as: "The test does not correlate and match the lectures. The book we are ask to purchase was not the reference in the lecture or the test", "I felt like the slides went more with the Berman book rather than Taylor", "would like for all materials to be based on one book, especially if we were advised to purchase it". 2. Teaching method were a common theme in the comments such as: "Powerpoints can get a little mind numbing after a couple hrs, so case studies and interesting applications would help during some of the lectures", "interactive teaching styles are known to help students remember content better and should be included in teachings of dry materials, such as most of this class, unfamiliar to students with no previous medical experience", "unorganized and seemed rushed and when questions were asked vague answer and no real life applications or examples", "The teaching method is not as effective. They need to add real life case study to look at the powerpoint instead of the professor going off topic with random stories in which wastes so much of the lecture time. I wish there is

	group class activity each lecture for us that could incorporate all the information given to us" 3. Tutoring was also a theme that was commented on throughout the comments and included: "Tutoring is based on Q&A and it is hard to at time get our questions answered when instructors don't show up to the sessions", "Tutoring would be a lot better if the teacher would run through the material of the lecture slides. Many students found it useless to be honest." <u>Quality improvement needs:</u> Adequate number of faculty to lecture in the semester. We currently have one guest lecturer covering a lecture in this course.
Plans for Improvement	1. Faculty will update lectures to incorporate content from current Taylor textbook. Instructors will review lectures and required readings to ensure concepts being tested on exams are discussed in the classroom. On course orientation, faculty will reinforce to students that information on lecture topics are based from different sources. Faculty will ensure that outside resources are cited on the reference page of their slides. Additionally, instructors will ensure mastery of their lecture topics to be able to answer students' questions and clarify concepts as needed. 2. Faculty will review and organize presentations, continue to include case scenarios, games and interactive teaching strategies such as group activities. 3. Continue to encourage students to come to tutoring prepared to ask questions that were unclear during the lecture. Additionally, students will be encouraged to directly contact the lecturer via email or make an appointment, if further clarification of concepts is needed. In the fall semester, faculty will reinforce the objective of tutoring as concept clarification and not "re-lecturing". There will be no guest lecturer in the course; all semester 1 faculty who presented lecture topics for the exam will be available during tutoring sessions.
Re-evaluation Due Date	Fall 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 was utilized as additional resource. Specific concepts from this textbook were discussed in the classroom. To provide access to information, Berman textbooks are available in the library.

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