



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N243

DATE: 05/24/2017

REPORT SUBMITTED BY: R. Griggs-Gabbedon DNP, RN TITLE: Interim Coordinator

SEMESTER 4

Section One: SLO and Assessment Method

COURSE (S)	Nursing 243: Advanced Medical Surgical and Gerontological Nursing
Student Learning Outcomes	Students competently identify the implementation and analysis of nursing process and integration of advanced medical/surgical and gerontological nursing Care principles needed in managing the care of patients in situations involving multi system health problems within various healthcare 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 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: SLOC 1: 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. SLOP 2: Successfully complete all required courses of the program in the specified time period and are eligible to take the NCLEX-RN examination.



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Method of Assessment	<p>Students attain an overall cumulative score of 70% or higher on exams and quizzes. Exams and quizzes test concepts related to protection, digestion nutrition, elimination, mobility, sensation and cognition utilizing the Nursing Process, Communication, Education, Decision making, and Socio-cultural sensitivity. A passing score indicates attainment of the student learning outcome.</p> <p>Testing consists of:</p> <ul style="list-style-type: none"> - 3 exams, each worth 20% of the grade. - Cumulative final exam worth 30% of the grade - 4 quizzes each worth 2.5% of the grade <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> • The student course survey threshold average score of 3.5 or higher. • Institutional effectiveness indicator II.B: Nursing course pass rate of 95%. • 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: <u>Spring 2017</u>
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	<p>Check all that apply:</p> <p>1. <input checked="" type="checkbox"/> Formative Evaluation <input checked="" type="checkbox"/> Summative</p> <p>2. <input checked="" type="checkbox"/> Direct Evidence <input type="checkbox"/> Indirect Evidence</p> <p>3. <input checked="" type="checkbox"/> Quantitative <input checked="" type="checkbox"/> Qualitative</p>
Evaluation Tools	<ul style="list-style-type: none"> • Student grade sheet • Student course evaluation results • Attendance sheet • Student status report
Analysis Of Data Report	<p>Students:</p> <p><u>53</u> students enrolled</p> <p><u>47</u> students completed</p> <p><u>44</u> students passed</p> <p><u>93.61%</u> students passed (%)</p> <p><u>6</u> students withdrawn</p> <p><u>3</u> students failed</p>



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	Course Attrition: <u>9</u> students attrited <u>16.98%</u> students attrited (%)																													
	Course: <u>4.18</u> course evaluation rating <u>4.43</u> average instructor rating <u>4.39</u> overall rating (Global Index) <u>0</u> petition filed <u>0</u> petition advanced to grievance <u>No</u> pass rate threshold achieved (yes or no) <u>Yes</u> all items achieved threshold (yes or no)																													
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Section Three: Evaluation/Improvement/Revaluation of Outcomes Cycle



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Evaluation Findings	<p><u>Student Performance:</u> There were 53 students enrolled in the course.</p> <ul style="list-style-type: none">• There was one student below 70% (69.85%) after midterm, who was placed on Academic Warning. A plan for Success was implemented. One student was borderline with a score of (70.88%) at midterm. Each student was instructed to review their tests and attend all tutoring sessions that were offered each week. They were instructed to contact the lecturer to clarify any course content lectured.• A total of 9 students attrited for various reasons. Each student was referred to the Dean of Student Services. Three out of those nine students failed out of the program.• Two of the three students that failed the course were passing the course prior to the final exam.• Six students were administratively withdrawn from the course. Two due to personal reasons and four were due to poor performance in N243L. <p>The course pass rate for those students that completed the course was 93.61% which is below the established IE threshold of 95%. The student attrition rate is 16.98% which is above the established IE threshold of 15%. There were no petitions or grievances.</p> <ul style="list-style-type: none">• 13 students achieved a "B" grade (27.65%)• 31 students achieved a "C" grade (65.95%)• 3 students achieved a "D" grade (6.38%) <p><u>Course performance:</u> Global Index:4.39 Average Course rating:4.18 Instructor Rating:4.43 Attrition Rate: 16.98%</p> <p>The course evaluation score remained above 4. The course performance maintained a score of 4 and above for all the items except one. Instructor rating remained above the threshold. Attrition rate has increased from 8% (fall 2016) to 16.98% due to a number of students who were unsuccessful in N243L and subsequently administratively withdrawn from this course. The pass rate is slightly below the threshold (93.61%) since there were 3 students who failed the course. Overall, students had positive comments about the course and tutoring. Students had positive comments about tutoring "really takes time for you to understand in tutoring" and "tutoring really helped me focus on the important parts and to prepare for the tests". There were no comments about "modules" in this semester compared to the comment "prefers actual lecture of content rather than self-learning modules" that was made in <i>Fall 2016</i>.</p>
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	<p><u>Identify items requiring action:</u> None</p> <p><u>Identify student evaluation comments requiring attention:</u></p> <p><u>Test questions are not all based on lecture and powerpoint:</u></p> <ul style="list-style-type: none"> During course orientation, the expectations are reviewed with students. Orientation emphasizes the need for assigned textbook readings since it is unrealistic to cover all the information through lectures and powerpoints. The required reading information (Medsurg & pharmacology) is included in the syllabus, the handout, and repeated by each lecturer. Adult learning is an essential component in the college setting and faculty believes that the students are responsible for applying previously learned content, reading the textbooks to learn the information in detail separate from the lecture/powerpoint. Test questions are developed at the higher cognitive level according to Bloom's taxonomy. Students are expected to comprehend, apply, and analyze the content presented in the lecture/powerpoint and assigned readings to effectively answer critical thinking questions. <p><u>Quality improvement needs:</u></p> <ul style="list-style-type: none"> -Implement the use of the student portal (CAMS) to post: <ul style="list-style-type: none"> Syllabus Handouts Modules Assignments Announcements Grades -Projectors mounted in the classrooms as an alternative when the TVs are not working. -Assign a projector to each semester. -Clickers (presenters) available for PowerPoint presentations. -Have library open to borrow and return AV aids before and after lecture hours. -Have wireless microphones available. -Have NCLEX-RN practice tests available for students.
<p>Plans For Improvement</p>	<ul style="list-style-type: none"> Encourage students to read the textbooks for understanding the lecture content in detail. Continue to evaluate all test items prior to the administration of any exam or quiz. Continue to encourage students to review exams and quizzes.



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	<ul style="list-style-type: none"> Continue with the use of sample questions in the lecture to prepare the students to critically think and answer the higher cognitive level questions. Continue to provide scheduled tutoring sessions. Continue to post the lecture handouts and modules online in order for the students to access them prior to lecture and to get prepared. Continue to provide the modules to the students in advance and continue with module(s) discussion, clarification, and help the students to focus on important concepts. Continue to conduct quizzes prior to lecture (Neuro & Endocrine) and assign grades (10 points) based on the modules (anatomy & physiology portion). Continue with Academic Remediation Plan for all students who score below 70% on the exams as early as the first exam. Borderline grades (high risk) are also being identified and a plan for success is implemented for each at-risk student.
Re-evaluation Due Date	Fall 2017
Suggestions For Change in SLO and Rationale	None
Additional Comments	<ul style="list-style-type: none"> Lecture handouts & modules were posted on the website at least 4 weeks prior to lecture. Faculty would like to explore the possibility of integrating a web-based program that can facilitate student learning.

Contributors:

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