



**STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N112**

DATE: June 14, 2017

REPORT SUBMITTED BY: M. Gonzales

TITLE: Acting Semester 1 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, 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: Develop essential competencies of a beginning practitioner in the provision and management of care for professional licensure.
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: <ul style="list-style-type: none"> - 1 Quiz worth 10% of the grade - 2 Exams worth 86% of the grade - 1 Legal/Healthcare Issue Paper 6% Performance Indicators: <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 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: <u>Spring (1/16/17-3/16/17)</u> Academic year <u>2016-2017</u>
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. <input checked="" type="checkbox"/> Formative Evaluation <input checked="" type="checkbox"/> Summative 2. <input checked="" type="checkbox"/> Direct Evidence <input checked="" type="checkbox"/> Indirect Evidence 3. <input checked="" type="checkbox"/> Quantitative <input checked="" type="checkbox"/> Qualitative																					
Evaluation Tools	<ul style="list-style-type: none"> • Student grade sheet • Student course evaluation result • Attendance sheet • Student status report 																					
Analysis of Data Report	<p>Students: <u>47</u> students enrolled <u>47</u> students completed <u>47</u> students passed <u>100%</u> students passed (%) <u>0</u> students withdrawn <u>0</u> students failed</p> <p>Course Attrition: <u>0</u> students attrited <u>0</u> students attrited (%)</p> <p>Course: <u>4.5</u> course evaluation rating <u>4.66</u> average instructor rating <u>4.63</u> overall rating (Global Index) <u>1</u> petition filed <u>0</u> petition advanced to grievance <u>yes</u> pass rate threshold achieved (yes or no) <u>yes</u> all items achieved threshold (yes or no)</p> <table border="1"> <thead> <tr> <th>Course/Program Rating Scale</th><th>Number of Items at this Rating Scale</th><th>Percent of Items at this Rating Scale*</th></tr> </thead> <tbody> <tr> <td>4.5 – 5.0</td><td>5</td><td>71.4%</td></tr> <tr> <td>4.0 – 4.4</td><td>2</td><td>28.6%</td></tr> <tr> <td>3.5 – 3.9</td><td></td><td></td></tr> <tr> <td>3.0 – 3.4</td><td></td><td></td></tr> <tr> <td>2.0 – 2.9</td><td></td><td></td></tr> <tr> <td>1.0 – 1.9</td><td></td><td></td></tr> </tbody> </table>	Course/Program Rating Scale	Number of Items at this Rating Scale	Percent of Items at this Rating Scale*	4.5 – 5.0	5	71.4%	4.0 – 4.4	2	28.6%	3.5 – 3.9			3.0 – 3.4			2.0 – 2.9			1.0 – 1.9		
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	Total # Items	7	Total = 100%
	* Do not round up numbers		
Additional Comments	None		

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

Evaluation Findings	<p><u>Student Performance:</u> Out of 47 students enrolled in the course all 47 passed the course. The following list is the breakdown of the grades:</p> <ul style="list-style-type: none"> • 10 students scored an A (21.3 %) • 32 students scored a B (68.1 %) • 5 Students scored a C (10.6 %) <p>One petition was filed to waive 10% deduction for make-up exam due to jury duty. Petition was granted.</p> <p><u>Course performance:</u> The global index of the course was 4.63 with course average rating of 4.5 and instructors' average rating of 4.66. The data meet the threshold of 3.5 and have been higher than the previous semesters. Student commented: "Overall the class was well organized with strong content."</p> <p>The written assignment, legal/healthcare issues' paper has been a significant tool for students to identify, discuss, and provide their insights on healthcare issues affecting the healthcare system and nation at large. The paper requires American Psychological Association (APA) format, which has been consistently introduced to students at the beginning of the semester.</p> <p>Each instructor's rating has been consistently positive. Case studies and classroom activities during lecture presentations have been well appreciated by students to clarify key concepts. Student commented: "The handouts are extremely helpful and I am very thankful for them."</p> <p>Faculty has continued to hold tutoring sessions the week prior to each exam. The strategy of personalized tutoring through faculty schedule appointment was maintained in this semester in order to promote active adult learning. Email to clarify concepts was an alternative option given to students and specific mode of communication to guest lecturers of the course. Data results on tutoring this fall semester (rating of 4.5; above the 3.5 threshold) had been consistent with the</p>
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	<p>last semester since personalized tutoring strategy was implemented. Number of students (N=23) had responded on tutoring survey item. Some students had emailed specific instructors to clarify topic information.</p> <p>There was a positive response on tutoring sessions. Student commented: "Tutoring was a very helpful tool. The instructors made themselves available for open questions"; "Tutoring sessions were amazing and helped me to understand material much better. Also cleared any questions that I had from only listening to lecture."</p> <p>Overall course and faculty ratings are trending up showing remarkable improvement since previous semester based on implementation of Fall 2016 suggested plans for improvement.</p> <p><u>Identify items requiring action:</u> None</p> <p><u>Identify student evaluation comments requiring attention:</u></p> <ol style="list-style-type: none"> 1. "Overall the class was well organized with strong content. There were a couple lectures however where I felt the testing to the material were not clearly correlated." 2. "Too many tricky questions for last exam." <p>These comments are noted and discussed as a semester. Semester 1 faculty together with guest lecturers will continue to review test items to ensure clarity and objectivity.</p> <p><u>Quality improvement needs:</u></p> <ol style="list-style-type: none"> 3. Comment from ERC, some students were having difficulty doing literature search on articles for written assignment.
Plans For Improvement	<p>Faculty will continue to:</p> <ol style="list-style-type: none"> 1. review test items to ensure correlation with the content objectives and handouts; continue to grid test items according to objectives. 2. reinforce "simple-to-complex approach" in teaching and concept-based learning; emphasize application type of test items especially towards finals. 3. support students in doing literature search for articles by giving at least 10 sample key words and demonstrate literature search during APA written assignment presentation. <p><u>In Fall 2017:</u></p> <ul style="list-style-type: none"> ▪ Testing will switch from 1 quiz and 2 exams to 3 exams. Quiz is replaced by another exam to have the examination time accounted in the course. ▪ The course schedule will also be switching from 2 to 3 hours over the course of 8 weeks. These changes are being made to



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	enhance the flow and continuity of the course during lectures and minimize the lecture content split into separate weeks.
Re-evaluation Due Date	Fall 2017
Suggestions For Change In SLO And Rationale	None
Additional Comments	None

Contributors:

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