



## Los Angeles County College of Nursing and Allied Health

### STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N111

DATE: 06/14/17

REPORT SUBMITTED BY: Mildred Gonzales

TITLE: Acting Semester 1 Coordinator

SEMESTER 1

#### Section One: SLO and Assessment Method

<b>COURSE (S)</b>	Nursing 111: Nursing Pharmacology
<b>Student Learning Outcomes</b>	Students competently identify the integration of pharmacological knowledge in the delivery of nursing care to patients receiving medications.
<b>Incorporation Of General Education Student Learning Outcomes (SLOGE)</b>	<p><b>SLOGE 2:</b> 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.</p> <p><b>SLOGE 4:</b> Incorporate fundamental mathematical processes and reasoning and demonstrate competency in applying mathematical formulas, conveying knowledge, evaluating mathematical information, and problem solving.</p>
<b>Correlated Student Learning Outcomes: College (SLOC)</b>	Students: <b>SLOC1:</b> 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.
<b>Correlated Student Learning Outcomes: Program (SLOP)</b>	Students: <b>SLOP 1:</b> Develop essential competencies of a beginning practitioner in the provision and management of care for professional licensure.
<b>Method of Assessment</b>	<p>Students attain an overall cumulative score of 70% or higher on exams and quizzes.</p> <p>Exams and quizzes tests concepts related to safe medication dose calculations and administration A passing score indicates attainment of the student learning outcome.</p> <p>Testing consists of:</p> <ul style="list-style-type: none"><li>- 2 exams worth 70% of the grade</li><li>- 2 quizzes worth 30% of the grade</li></ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"><li>• The student course survey threshold average score of 3.5 or higher.</li><li>• Institutional effectiveness indicator II.B: Nursing course pass rate of 85%.</li><li>• Institutional effectiveness indicator II.E: Student Attrition/class less than 15%.</li><li>• Institutional effectiveness indicator II.P: SON Petition and Grievances less than 5%.</li></ul>

Orig: 3/08  
Slo:mi

Revised: 5/11, 12/13, 2/17  
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<b>Data Collection Schedule</b>	Period: <u>Spring semester 2017</u>
<b>Required Resources</b>	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, online nursing journals, and books.

### Section Two: Analysis of Assessment Results

<b>Outcomes Evaluation Method</b>	Check 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									
<b>Evaluation Tools</b>	<ul style="list-style-type: none"> <li>• Student grade sheet</li> <li>• Student course evaluation result</li> <li>• Attendance Sheet</li> <li>• Student status report</li> </ul>									
<b>Analysis Of Data Report</b>	<p><b>Students:</b>  <u>51</u> students enrolled  <u>48</u> students completed  <u>47</u> students passed  <u>97.9%</u> students passed (%)  <u>3</u> students withdrawn  <u>1</u> students failed</p> <p><b>Course Attrition:</b>  <u>4</u> students attrited  <u>7.8%</u> students attrited (%)</p> <p><b>Course:</b>  <u>4.59</u> course evaluation rating  <u>4.85</u> average instructor rating  <u>4.81</u> overall rating (Global Index)  <u>0</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>6</td><td>85.7%</td></tr> <tr> <td>4.0 – 4.4</td><td>1</td><td>14.3%</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	6	85.7%	4.0 – 4.4	1	14.3%
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	3.5 – 3.9		
	3.0 – 3.4		
	2.0 – 2.9		
	1.0 – 1.9		
	Total # Items 7		Total = 100%
	* Do not round up numbers		
<b>Additional Comments</b>	None		

### Section Three: Evaluation/Improvement/Revaluation of Outcomes Cycle

<b>Evaluation Findings</b>	<p><u>Student Performance:</u> There were 51 students enrolled in the course with a pass rate of 97.9%. Three students were unsuccessful in concurrent courses and received administrative withdrawals. One student failed the course with a score of 68.9% D. The three students that were placed on academic warning were counseled and offered test review. Tutoring was available prior to the final exam. All three were successful in the course. The following represents a breakdown of the final course grades:</p> <ul style="list-style-type: none"> <li>• 9 students received an A (18.8%)</li> <li>• 27 students received a B (56.3%)</li> <li>• 11 students received a C (22.9%)</li> <li>• 1 student received a D (2.0%)</li> </ul> <p><u>Course performance:</u> The overall course rating is above threshold with a global index of 4.81, which is an increase from the previous semester rating of 4.61. Handouts remained online to aid students in preparation for lecture and printed copies were also provided on the day of lecture.</p> <p>Tutoring was provided for each course topic by semester one faculty at prescheduled times and dates prior to exams. Lecturers were also available to answer questions on their content via email. A classroom was reserved to accommodate large groups and/or to meet instructor setting preference. One survey comment was made regarding tutoring. "Tutoring is an awesome opportunity to clarify and review the material." Faculty will continue to provide tutoring prior to exams.</p> <p>The exam and quiz schedule of two quizzes and two exams was continued from the previous semesters. Overall course grades were similar to past results.</p> <p>Faculty continued to ensure all medications in lecture and on exams were labeled in a like manner for consistency i.e. "generic (Trade)". As a continued practice the Lead and Co-Proctor proofed all exams</p>
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	<p>one week prior to testing days for clarity.</p> <p>This one unit course was given over nine weeks with 2 hour lectures.</p> <p><u>Identify items requiring action:</u> None.</p> <p><u>Identify student evaluation comments requiring attention:</u> None. Only one comment received from student evaluations and it was positive.</p> <p><u>Quality improvement needs:</u> Please see "Plans for Improvement"</p>
<b>Plans For Improvement</b>	<p>In Fall 2017:</p> <ul style="list-style-type: none"><li>▪ Testing will switch from 2 quizzes and 2 exams to 3 exams. Quizzes are eliminated and replaced by another exam to have the exam time accounted in the course.</li><li>▪ Course schedule will also be switching from 2 to 3 hours over the course of 8 weeks. These changes are being made to enhance the flow and continuity of the course during lectures and minimize the lecture contents split into separate weeks. Student results will need to be tracked to ensure if these new methods are successful in maintaining high student performance.</li></ul> <p>Teaching strategies and tutoring will continue with the current format due to the positive response from the student comment.</p> <p>No other quality improvement needs noted.</p>
<b>Re-evaluation Due Date</b>	Fall 2017
<b>Suggestions For Change in SLO and Rationale</b>	None
<b>Additional Comments</b>	None

#### Contributors:

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