



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N125

DATE: July 31, 2017

REPORT SUBMITTED BY: Joan Kohl **TITLE:** Course Coordinator/Sr. Nursing Instructor

Section One: SLO and Assessment Method

COURSE (S)	Nursing 125: Transition Course
Student Learning Outcomes	<p>Students: Implement the registered nurses' role in approaches to communication, collaboration, and accountability in providing care to patients in a multicultural environment and are able to distinguish these roles from that of the licensed vocational nurse.</p> <p>Utilize the nursing process, concepts of individualized care, advocacy, and sociocultural sensitivity in providing care to patients in the medical surgical area, incorporating critical thinking, professionalism and ethics through demonstration, oral and written presentations.</p>
Incorporation Of General Education Student Learning Outcomes (SLOGE)	<p>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. 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. SLOGE 4: Incorporate fundamental mathematical processes and reasoning and demonstrate competency in applying mathematical formulas, conveying knowledge, evaluating mathematical information, and problem solving.</p>
Correlated Student Learning Outcomes: College (SLOC)	<p>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.</p>
Correlated Student Learning Outcomes: Program (SLOP)	<p>Students: SLOP 1: Develop essential competencies of a beginning practitioner in the provision and management of care for professional licensure.</p>
Method of Assessment	<p>Student achievement of the criteria listed below indicates attainment of the student learning outcome: Theory - a grade of 70% or higher on:</p> <ul style="list-style-type: none">▪ Two exams worth 45% each▪ Two computer case studies worth 2.5% each▪ A case study worth 5%▪ Completion of 18 total theory hours



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	<p>Clinical – a grade of satisfactory on:</p> <ul style="list-style-type: none"> • Completion of Nursing Psychomotor Skills Checklist • Passing the DDCC • Two Nursing Care Plans • Completion of 54 total clinical hours <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 90%. • 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>summer 2017</u> Academic year <u>2017 – 2018</u>
Required Resources	Testing, grading, and survey software, OMR Scanner, Large classrooms, Conference rooms, Computer labs, Photocopier, Clerical support, IT support. Technological equipment; Computers, LCD, Laptops, Projectors, portable microphone. ERC Educational software. Clinical sites, Skill laboratory.

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 checked="" 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"> • Attendance Sheet • Student grade sheet • Student Status report • Student course evaluation results
Analysis Of Data Report	<p>Students:</p> <p><u>24</u> students enrolled</p> <p><u>20</u> students completed</p> <p><u>18</u> students passed</p> <p><u>90%</u> students passed (%)</p> <p><u>2</u> students withdrawn</p> <p><u>4</u> students failed</p> <p>Course Attrition:</p> <p><u>6</u> students attrited</p> <p><u>25%</u> students attrited (%)</p>



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	Course:																													
	4.37 course evaluation rating																													
	4.59 average instructor rating																													
	4.57 overall rating (Global Index)																													
	0 petition filed																													
	0 petition advanced to grievance																													
	yes pass rate threshold achieved (yes or no)																													
	yes all items achieved threshold (yes or no)																													
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Additional Comments																														

Section Three: Evaluation/Improvement/Reevaluation of Outcomes cycle

Evaluation Findings	<u>Student Performance:</u> The pass rate was only slightly improved this summer compared to 2016. One student double failed DDCC and was administratively withdrawn from the course. One student failed the theory exam. One student withdrew from the course at the start of the clinical portion. Three students failed the clinical portion of the course; one at the beginning for attendance, and two at the end.
	<u>Course performance:</u> The global rating was 4.57 and the instructor rating was 4.59. Comments were mostly favorable, however our total attrition rate was 25%. This was an improvement over last summer.
	<u>Identify items requiring action:</u> There were no items that required attention, though we continue to look at ways to improve our attrition.
	<u>Identify student evaluation comments requiring attention:</u> There were no negative comments from students although a few students remarked on the intensity of the course.



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	<u>Quality improvement needs:</u> We have had a high attrition rate for the second year even though the majority of students prepare and do well. This course remains fast moving and intense.
Plans For Improvement	We are looking at extending the skills review and check off portion that happens before the course begins in an effort to help prepare the students that do not have acute care experience. We did add a clinical simulation that was extremely well received by the students, and we will plan to continue this next summer.
Re-evaluation Due Date	Summer 2018
Suggestions For Change in SLO and Rationale	We did not have any computer case studies this summer since the programs were discontinued last year. Instead we used written case studies. It is recommended that we simply state in the method of evaluation section of this SLO: 2 case studies worth 2.5% each.
Additional Comments	

Contributors:

J. Kohl, MSN, RN, Coordinator
J. Anderson, MSN, RN
N. Arquell, MSN, RN
N. Bachman, MSN, RN
S. Granger, MSN, RN
R. Griggs-Gabbedon, MSN, RN
T. Imanaka-Gong, MSN, RN
Z. Ivory, MSN, RN
P. Major, MSN, RN
M. Najera, MSN, RN
T. Trongone, MSN, RN
M. Webster, MSN, RN