



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

DATE: January 24, 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>Fall 2016 (8/18/16-10/13/16)</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> <u>48</u> students enrolled <u>1</u> students withdrawn <u>0</u> students failed (including WF) <u>1</u> students attrited (course attrition) <u>47</u> students completed <u>47</u> students passed <u>100</u> students who completed that passed (%) <u>0</u> students filed a petition <u>0</u> petition advanced to grievance <u>4.1</u> course evaluation rating <u>4.28</u> average instructor rating <u>4.25</u> overall rating (Global Index) <u>yes</u> pass rate threshold achieved (yes or no) <u>yes</u> all items achieved threshold (yes or no) </p> <table border="1" style="width: 100%;"> <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></td><td></td></tr> <tr> <td>4.0 – 4.4</td><td>6</td><td>85.7</td></tr> <tr> <td>3.5 – 3.9</td><td>1</td><td>14.3</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> <tr> <td>Total # Items 7</td><td></td><td>Total = 100%</td></tr> <tr> <td>* Do not round up numbers</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			4.0 – 4.4	6	85.7	3.5 – 3.9	1	14.3	3.0 – 3.4			2.0 – 2.9			1.0 – 1.9			Total # Items 7		Total = 100%	* Do not round up numbers		
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Additional Comments	None																											



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

Evaluation Findings	<p><u>Student Performance:</u> Out of 48 students enrolled in the course, one student was administratively withdrawn due to failure in clinical. The remaining 47 students all passed. The following list was the breakdown of the grades:</p> <ul style="list-style-type: none">• 8 students scored an A (17%)• 33 students scored a B (70.2%)• 6 students scored a C (12.8%) <p><u>Course performance:</u> The global index of the course was 4.25 with course average rating of 4.1 and instructors' average rating 4.28. The data meet the threshold of 3.5 and have been consistent with the previous semesters.</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 including the new additional lecture assignment of S. Granger on Introduction to Nursing Role. Case studies and classroom activities during lecture presentations have been well appreciated by students to clarify key concepts.</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; above the 3.5 threshold) had been consistent with the last semester since personalized tutoring strategy was implemented. Notably, small number of students (N=6) had responded on tutoring survey item; however, some students had emailed specific instructors to clarify topic information.</p> <p><u>Identify items requiring action:</u> All survey items were above the threshold.</p> <p><u>Identify student evaluation comments requiring attention:</u> 1. "I feel that the course needs more graded assignments. Perhaps more quizzes that could offset the percentage per exam..." The method of assessment (1 quiz, 2 exams, and 1 written assignment reviewed every semester to designate appropriate grade percentage. As a nine-week course, there is a limited time</p>
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	<p>given to lecture presentations and exams. To add more quizzes could further limit or cut down the time of classroom instructions, which is significant in presenting the key concepts of the lecture topics.</p> <p>2. "Lots of questions were subjective." "There was on really poorly worded quiz question and it ended up that two of the answers were accepted. I didn't feel that was fair. "I feel like XXX test questions were not really clear." 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>3. "Could provide activity pertaining to lecture; do things that are applicable." Some instructors present lecture topics in a traditional "power point" style of presentation while others deliver presentations using case studies and engaging topic discussions. Variety of teaching strategies in a lecture presentation has been consistently well appreciated by students as they enhanced engagement and active learning.</p> <p><u>Quality improvement needs:</u> LCD built in the classroom in order to minimize (unnecessary) time spent for equipment reservation, pick up, set up in the classroom, and return of equipment.</p>
Plans For Improvement	<p>1. Semester One faculty will continue to review methods of assessment including grade percentage for quiz, exams, and written assignment.</p> <p>2. Faculty will continue to review test items meticulously based on course content and objectives and ensure that they are clearly written. In 2017 Faculty Workshop, faculty discussed the validity of survey item 1.6, i.e. Test items are clearly worded, in terms of outcome being measured. For the past academic years, faculty have consistently reviewed and ensured that test items are clearly worded and written. Students were noted to rate this item lower when enhanced critical thinking on the exams is required and difficult items are incorporated in the exams. After comprehensive discussion, faculty decided to delete the item due to its limitation to measure the true context of the item.</p> <p>3. Faculty will continue to explore variety of teaching strategies including "modified flipped classroom" to promote active students' learning in the classroom setting.</p>
Re-evaluation Due Date	Spring 2017
Suggestions For Change In SLO And Rationale	None
Additional Comments	None

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Orig:3/08
Slo:mi

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Research Division



Los Angeles County College of Nursing and Allied Health

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