



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N123

DATE: SPRING 2017 – May 31, 2017

REPORT SUBMITTED BY: Maritess Najera, RN **TITLE:** Nursing Instructor

SEMESTER 2

Section One: SLO and Assessment method

COURSE (S)	N 123: Intermediate Medical-Surgical Nursing
Student Learning Outcomes	Students competently identify the application and implementation of appropriate medical/surgical interventions needed to provide care to adult clients with common health problems in a variety of health care 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: 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	<p>A passing score indicates attainment of the student learning outcome. Students attain an overall cumulative score of 70% or higher on Exams, Quizzes, Case studies, and Computer assignment. Exams, quizzes, and assignments test concepts relate to utilizing the nursing process, critical thinking, therapeutic communication, and collaboration with other disciplines in providing care to patients diagnosed with Diabetes, Gastrointestinal, Hematological, Sexually Transmitted Infections, Gynecological and Genitourinary problems.</p> <p>Testing consists of:</p> <ol style="list-style-type: none">1. 3 exams worth 81% of the grade2. 2 quizzes worth 12%3. 2 Case studies worth 7%



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	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 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>Spring 2017</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. Technology equipment: computers, LCD, overhead projector, laptops. ERC educational 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 results Attendance sheet Student Status Report
Analysis Of Data Report	Students: <u>52</u> students enrolled <u>48</u> students completed <u>45</u> students passed <u>94%</u> students passed (%) <u>4</u> students withdrawn <u>3</u> students failed Course Attrition: <u>4</u> students attrited <u>14%</u> students attrited (%) Course: <u>3.99</u> course evaluation rating <u>4.44</u> average instructor rating <u>4.37</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)



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	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	5	71.4%
	3.5 – 3.9	2	28.6%
	3.0 – 3.4		
	2.0 – 2.9		
	1.0 – 1.9		
	Total # Items	7	Total = 100%
	* Do not round up numbers		
Additional Comments			

Section Three: Evaluation/Improvement/ Reevaluation of Outcomes cycle



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Evaluation Findings	<p><u>Student Performance:</u></p> <ul style="list-style-type: none">• There were 52 students enrolled in the class, and 48 completed the course.• Student pass rate for Spring 2017 is 100%. Breakdown of the grades:<ul style="list-style-type: none"><u>1</u> students received an A (2.1%)<u>19</u> students received a B (39.6%)<u>25</u> students received a C (52%)<u>3</u> students received a D (6.25%)• Of 52 students, 4 students attrited (7.69%) from the course for the following reasons:<ul style="list-style-type: none">➢ 2 students academically withdrawn (AW) due to failure in a clinical course (N123L).➢ 1 student AW due to failure in a theory course (N121).➢ 1 student AW due to withdrawal in a theory course (N124) due to personal reasons.• At midterm, 3 students were below 70%, and were placed on academic warning, and these same students remained below 70% before the last exam.• Five (5) students were placed on academic warning before the last exam of the semester.• One (1) student was not on academic warning before the last exam, and failed the last exam of the course; thus, failing N123 course. <p><u>Course performance:</u></p> <ul style="list-style-type: none">• The overall course rating for Spring 2017 is 3.99.• The average instructor rating for Spring 2017 is 4.44.• The overall rating (Global Index) for Spring 2017 is 4.37. <p><u>Identify items requiring action:</u></p> <ul style="list-style-type: none">• All evaluation items met the threshold of 3.5. <p><u>Identify student evaluation comments requiring attention:</u></p> <ul style="list-style-type: none">• Long Lecture Hours With Minimal Exams (11 comments)<ul style="list-style-type: none">➢ "By only having 3 exams, too many hours were forced into each exam. Instead of having 2 quizzes we should have had 4 exams total. The material for the quizzes are repeated on the exams anyways so it's pointless having them."➢ "I believe that a lot of content was squeezed into each exam. I do not believe that the quizzes helped to soften that blow. While I do understand that the addition of another test may not seem logical when it comes to the already hectic schedule, I think students will be more successful knowing that there is less content to cover on each exam. The sheer amount of content on each exam is monstrous. Students placed in a med-surg rotation first are at a significant disadvantage although I also understand there is nothing the administration can do to solve that issue." <i>On a positive note, this same student who gave above comment also said . . .</i> "I would also like to thank every faculty member for their time and support as they
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	<p>continue to work hard to support the students during one of the most difficult endeavors we have faced.”</p> <ul style="list-style-type: none"> ➤ “I feel like there was WAY too many hours of lecture and content for the test. Maybe adding 1 or 2 more tests so things can be more spread out. It is extremely hard to be successful on a test when you have over 12 hours of lectures and hundreds of slides. It is hard to pinpoint what will be on the test and concentrate on that.” ➤ “Long lecture hours with minimal exams are difficult.” ➤ “More tests. There’s a lot of information.” ➤ “Too much content for only three exams!!!!!!!!!!!!!!!!!!!!!!” ➤ “Too many hours of lecture material to memorize. One more exam will help.” ➤ “Too much material on too few exams. Information is better retained when exams are spread out. Either have more quizzes or more exams.” ➤ We need more tests to cover the amount of material that is presented. It is absurd to give students as much information as we are receiving over topics that really aren’t being elaborated on in class.” ➤ “The amount of information presented in class may warrant a fourth test, rather than trying to cram everything into three. It is difficult to prioritize 25 pages of information knowing that there will only be 9 questions on the information.” ➤ “It would have helped the students do better on exams if we had more quizzes as it helped us prepare early, quizzes were like an incentive to study “earlier” for exams.” <ul style="list-style-type: none"> • Tutoring (2 comments) <ul style="list-style-type: none"> ➤ “Please keep Tutoring. It is an excellent resource.” ➤ “Tutoring was very helpful.” • Emphasizing Nursing Interventions (1 comment) <ul style="list-style-type: none"> ➤ “Please emphasize more nursing interventions. I found that the information provided in lectures did not prepare me enough for tests or for real-life scenarios.” • Test Questions (1 comment) <ul style="list-style-type: none"> ➤ “The test questions often did not match the test questions in terms of content and degree of difficulty.” • Theory Handouts Available Online (1 comment) <ul style="list-style-type: none"> ➤ “Theory handouts weren’t available online towards the end of semester.” • Case Studies (1 Comment) <ul style="list-style-type: none"> ➤ “Nothing is learned from the Case Studies. They are perceived to just be a time-consuming annoyance that students go through the motion of completing for the sake of completing.” • Use of Other Teaching Methodologies (1 comment) <ul style="list-style-type: none"> ➤ “Use of more props to visualize difficult concepts should be implemented.”
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	<p>Faculty's comments regarding above student evaluation:</p> <ul style="list-style-type: none"> • Long Lecture Hours With Minimal Exams <ul style="list-style-type: none"> ➤ N123 is a 2 Semester Units offered over an 18-week period. There are 2 hours of class time per week. There are three (3) multiple choice exams. There are a total of 6 theory units in second semester. This issue has not gained this level of student input since spring 2015. Possibilities of any change in the course progression and design will be discussed within the Semester. A change of Course Units and hours required cannot be entertained without a curriculum change. • Tutoring <ul style="list-style-type: none"> ➤ Both comments on tutoring was positive. We will continue to offer assigned tutoring hours, and also faculty tutoring for individual students as needed. • Emphasizing Nursing Interventions <ul style="list-style-type: none"> ➤ As semester 2 faculty, we always include nursing interventions in our presentation of course content. • Test Questions <ul style="list-style-type: none"> ➤ • Theory Handouts Available Online <ul style="list-style-type: none"> ➤ Semester 2 faculty updates our lectures on a semester basis, and have attempted to make sure we submit our handouts to Office of Educational Services for placement in the student intranet. • Case Studies <ul style="list-style-type: none"> ➤ We use a different clinical case studies for each disease process per semester. We do not repeat this case studies, and have tried other ways to present these clinical scenarios in the case study. ➤ There were 2 students in this Class of 2018-I who did not submit their case study, and thus have received 0 credit for this assignment. • Use of Other Teaching Methodologies <ul style="list-style-type: none"> ➤ Every semester 2 faculty have attempted many different teaching methodologies in teaching nursing concepts. Concept maps, clinical simulations, post conference discussion of patients in clinical are being implemented in the clinical portion of this medical surgical clinical rotation. <p><u>Quality improvement needs:</u></p> <ul style="list-style-type: none"> • Case studies are updated, revised, changed during the semester breaks. Will continue to present these clinical scenarios in varied ways. • New test questions are written during the summer break. • Old test questions are reviewed and revised as needed.
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Plans For Improvement	<ul style="list-style-type: none">• The faculty will continue to:<ul style="list-style-type: none">(1) encourage students at the beginning of the semester to attend critical thinking and test-taking classes as offered in this program as well as outside classes,(2) emphasize that testing at this level is not just based on knowledge and comprehension, but application of the knowledge, which is a major transition for many of the students, and help students understand that they are responsible for their learning and they must read the material assigned in the book,(3) encourage students to attend tutoring and to bring questions for clarification of content taught.
Re-evaluation Due Date	Fall 2017
Suggestions For Change in SLO and Rationale	None
Additional Comments	None

Contributors:

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