



**STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING – N113**

DATE: January 19, 2017

REPORT SUBMITTED BY: M. Gonzales
SEMESTER 1

TITLE: Acting Semester One Coordinator

Section One: SLO and Assessment method

COURSE (S)	Nursing 113: Introduction to Medical Surgical Nursing
Student Learning Outcomes	Students competently identify appropriate components of a complete health assessment and medical/surgical interventions to include health teaching and promotion needed to provide care to patients with common adult health problems.
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	Students attain an overall cumulative score of 70% or higher on Exams. Exams test concepts related to assessment, inflammation/infection, changes in vital signs, hypertension, pain management, perioperative nursing, musculoskeletal disorders, fluid/electrolyte/nutritional imbalances, nursing process, and cancer. A passing score indicates attainment of the student learning outcome <ul style="list-style-type: none"> • 5 exams worth 80% of the grade (each exam worth 16%) • 1 cumulative exams worth 20% 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



**STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING – N113**

	less than 15%. Institutional effectiveness indicator II.P: SON Petition and Grievances less than 5%.
Data Collection Schedule	Period: <u>Fall 2016</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 point, 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 (For theory courses) • Student course evaluation result • Attendance Sheet • Student Status Report 																											
Analysis Of Data Report	<p> <u>53</u> students enrolled <u>5</u> students withdrawn <u>2</u> students failed (including WF) <u>7</u> students attrited (course attrition) <u>48</u> students completed <u>46</u> students passed <u>95.8%</u> students who completed that passed (%) <u>0</u> students filed a petition <u>0</u> petition advanced to grievance <u>4.15</u> course evaluation rating <u>4.56</u> average instructor rating <u>4.51</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"> <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>1</td><td>14.3%</td></tr> <tr> <td>4.0 – 4.4</td><td>4</td><td>57.1%</td></tr> <tr> <td>3.5 – 3.9</td><td>2</td><td>28.6%</td></tr> <tr> <td>3.0 – 3.4</td><td>0</td><td>0</td></tr> <tr> <td>2.0 – 2.9</td><td>0</td><td>0</td></tr> <tr> <td>1.0 – 1.9</td><td>0</td><td>0</td></tr> <tr> <td>Total # Items</td><td>7</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	1	14.3%	4.0 – 4.4	4	57.1%	3.5 – 3.9	2	28.6%	3.0 – 3.4	0	0	2.0 – 2.9	0	0	1.0 – 1.9	0	0	Total # Items	7	Total = 100%	* Do not round up numbers		
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Additional Comments	None																											

Section Three: Evaluation/Improvement/ Reevaluation of Outcomes cycle



**STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING – N113**

Evaluation Findings	<p><u>Student Performance:</u> There were 53 students enrolled in this course. The course pass rate was 95.8%. The breakdown of the grades were:</p> <ul style="list-style-type: none">• 2 students received an A (4.17%)• 19 students received a B (39.58%)• 25 students received a C (52.08%)• 2 students received a D (4.17%) <p>The course attrition rate was 13.2% which is below the 15% threshold. The 2 students who failed the course had received counseling and a remediation plan developed with their clinical instructors, however, they were unable to bring their cumulative course grade above 70%. There was a total of 5 administrative withdrawals which were due to:</p> <ul style="list-style-type: none">• N111- failed course (1)• N113L- failed course (3)• Personal leave of absence (1) <p><u>Course performance:</u> The Overall Course Rating was 4.51, above the 3.5 threshold and has been a consistent trend. Instructors continued to utilize the college website to post lecture handouts for students to view and print from home. PowerPoint/handouts were also photocopied for the students and distributed on the day of lecture. One student commented, "Lectures and PowerPoint printouts were helpful." Tutoring continued to be offered on Thursdays the week prior to the exams. Students who attended tutoring were asked to evaluate their experience on the course survey. Of the 50 students who completed the survey, 10 students responded (approximately 20% of the class) favorably to the tutoring sessions. The majority of the students either agreed or strongly agreed that the tutoring sessions facilitated understanding/learning of the course (70%). One student commented favorably by stating, "Tutoring with XXX was really helpful, as well as the added tutoring during test review when we go over questions that we didn't get right."</p> <p><u>Identify items requiring action:</u> None. All items were above the 3.5 threshold.</p> <p><u>Identify student evaluation comments requiring attention:</u> Several comments were received about the content on and scheduling of exams:</p> <ol style="list-style-type: none">1. "Tests did not really match the objectives stated in the syllabus."2. "It would be best not to schedule tests at 0700 on Mondays. If we advocate for rest, quality time in our personal lives, and being alert and awake when attending Clinical, Labs, and Lectures, then this contradicts that philosophy. Content needs to be taught as it relates to practical application since the expectation is that it translate to usage in Clinicals. Just spewing out information for 5 hours does nothing but show that through the instructors experience they are knowledgeable in being able to apply the information they are teaching. However, students aren't at that level and it seems as though the expectation is that we find a way to put it all together ourselves sometimes."
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**STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING – N113**

	<p>3. "Tests are spaced too close together at the end of the semesters. Also, powerpoint lectures are informative, yet incredibly boring. Implementing more audio/multimedia into lecture would be highly beneficial. Also, case studies during lecture are very helpful, yet lacking. Learning should be fun, I find myself having a hard time being engaged most lecture days. I can read a PowerPoint at home, be more innovative in teaching."</p> <p><u>Quality improvement needs:</u></p> <p>1. LCD built in the classroom in order to limit the time spent for equipment reservation, pick up, set up in the classroom, and return of equipment. This equipment need has been communicated to Faculty Org and Administration. ERC has requested to procure the equipment and set up in the classrooms.</p> <p>2. Faculty will continue to incorporate current research/trends in nursing practice while exploring the use of alternative teaching methods (modified flip classroom, case studies, etc) during lecture presentations.</p>
Plans For Improvement	<p>1. Faculty will continue to review test items to ensure all are based on content objectives. In addition, all test items are reviewed by the Content Expert Committee.</p> <p>2. Faculty review the class schedule prior to the start of each semester and attempt to stagger tests/quizzes from each course to be administered on different weeks although this is not always feasible based on course layout. The lecture schedule is set according to course credits, content complexity, and Carnegie Units. The start time of courses is based on the availability of large classroom space.</p> <p>3. Faculty have utilized a variety of teaching strategies to engage students and enhance learning. We will continue to explore the use of additional strategies to promote learning, application, and retention of concepts presented in lecture.</p>
Re-evaluation Due Date	Spring 2017
Suggestions For Change in SLO and Rationale	None
Additional Comments	<p>Faculty will continue to conduct individualized tutoring sessions to promote active learning, participation, & accountability. Faculty will have specific time schedules for students to sign up (a binder will be placed in the front office). A conference room will also be available for larger group tutoring sessions. In addition to tutoring session hours, faculty will be available for clarification during scheduled office hours. Students will also be given the option to email faculty to clarify content questions.</p>

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SCHOOL OF NURSING – N113**

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