



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N124

DATE: SPRING 2017 June 27, 2017

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

SEMESTER 2

Section One: SLO and Assessment Method

Course(s)	N124 Maternal Child Nursing
Student Learning Outcomes	Students competently identify the application and implementation of the nursing process in providing care to perinatal/neonate clients and children from infancy through adolescence with major health issues in acute 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	Students attain an overall cumulative score of 70% or higher on exams, quizzes and all case studies. The exams, quizzes and case studies test concepts related to caring for childbearing women, newborns, children, and their families. A passing score indicates attainment of the student learning outcomes. Grading consists of: 1. 2 case studies worth 3.5% each, for a total of 7% 2. 3 exams worth 31% each, for a total of 93% Performance Indicators: <ul style="list-style-type: none">• Student course survey threshold average score of 3.5 or higher• Institutional effectiveness (IE) indicator II.B: Nursing course pass rate of 90%• IE indicator II.E: Student Attrition/class less than 15%• IE indicator II.P: SON Petition and Grievances less than 5%



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Data Collection Schedule	Period: <u>Spring 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: <input checked="" type="checkbox"/> Formative Evaluation <input checked="" type="checkbox"/> Summative <input checked="" type="checkbox"/> Direct Evidence <input checked="" type="checkbox"/> Indirect Evidence <input checked="" type="checkbox"/> Quantitative <input checked="" type="checkbox"/> Qualitative																											
Evaluation Tools	<ul style="list-style-type: none"> • Student grade sheet (theory courses) • Student course evaluation results • Attendance sheet • Student Status Report 																											
Analysis of Data Report	<p>Students: <u>51</u> students enrolled <u>47</u> students completed <u>47</u> students passed <u>100%</u> students passed (%) <u>4</u> students withdrawn <u>0</u> students failed</p> <p>Course Attrition: <u>4</u> students attrited <u>8%</u> students attrited (%)</p> <p>Course: <u>4.23</u> course evaluation rating <u>4.87</u> average instructor rating <u>4.6</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></td><td></td></tr> <tr> <td>4.0 – 4.4</td><td>6</td><td>86%</td></tr> <tr> <td>3.5 – 3.9</td><td>1</td><td>14%</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</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			4.0 – 4.4	6	86%	3.5 – 3.9	1	14%	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	
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Section Three: Evaluation/Improvement/Reevaluation of Outcomes Cycle

Evaluation Findings	<p><u>Student performance:</u> There were 51 students enrolled in the course with 47 successfully completing the course. No students failed the course, but one student chose to withdraw from this course early in the semester due to personal issues. Three students were administratively withdrawn due to failures in other courses.</p> <p>The course pass rate was 100%, meeting the threshold. The course survey completion was also 100%. The breakdown of grades showed a slight improvement from Fall 2016 and are as follows: 2 students received A 22 students received B 23 students received C</p> <p><u>Course performance:</u> All items exceeded threshold with a course rating of 4.23 with a 100% online survey completion. Average Instructor rating (4.87) and overall rating (4.6) demonstrate a consistently positive course performance. One student actually commented, "2nd semester students are blessed with an extraordinary team of instructors, who are both knowledgeable and supportive." However, there were several comments about the content of this course which will be discussed further below</p> <p><u>Identify items requiring action:</u> All items exceeded student course survey threshold score of 3.5 or higher. All items were >4.0 except one item, #1.6 which was 3.79 regarding test questions being worded clearly.</p> <p><u>Identify student evaluation comments requiring attention:</u> This course is a combination of obstetrical and pediatric content and covers a great deal of information. It was suggested several times in student comments that we add a fourth exam in order to minimize the content on each exam. We tried four exams in this course and it was very difficult and the results did not improve student performance. We already have eleven exams in the semester between the four theory courses as well as written comps for clinical. The faculty are always looking at how we can help the students learn and be successful on exams. We will continue to evaluate this problem and work toward solving this problem to optimize student learning outcomes.</p> <p><u>Quality improvement needs:</u> Tutoring continues to be scheduled a week before each exam and students are given each instructors' contact information (including cell number) to set up a private tutoring session if desired. Additionally, announcements are frequently made to remind and encourage students to review tests after each exam to improve their test taking skills and clarify any misunderstandings. Students are also reminded to take lecture notes</p>
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	<p>to ensure understanding of content as not all content discussed is on the power point slides and must be reinforced with assigned textbook reading. To improve student success, faculty continues to remind students of the support systems implemented and available to them.</p> <p>Item #1.6 regarding test questions being clearly worded; instructors continue to review the item analysis results and discuss them with other faculty members. Content Expert Committee completed review of semester II questions and feedback was given to faculty.</p>
Plans for Improvement	Semester II faculty understand the difficulty students experience in learning new pediatric and obstetric content while managing numerous concurrent courses. Efforts are being made to incorporate additional teaching methodology to aid in content comprehension. These efforts include OB simulation scenarios, increase the use of demonstration videos and incorporation of practice questions during lecture.
Re-evaluation Due Date	Fall 2017
Suggestions for Change in SLO and Rationale	None
Additional Comments	None

Contributors:

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