



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N122

DATE: SPRING 2017 June, 2017

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

SEMESTER 2

Section One: SLO and Assessment method

Course(s)	<u>Nursing 122: Interdisciplinary Nursing Role</u>
Student Learning Outcomes	Students competently identify the application of legal/ethical principles and therapeutic communication, in collaboration with the interdisciplinary team, needed to provide care to clients in a variety of health settings with emphasis on the rights of women, children, and victims of domestic violence.
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 Ethical Case Study debate. Exams and Ethical Case study debate and participation test concepts related to the nurse as an educator, collaborative communication with interdisciplinary teams, collaborative nursing problem, rights of children, abuse reporting, and ethical decision making. A passing score indicates attainment of the student learning outcome. Testing consists of: <ul style="list-style-type: none"> - 2 Exams worth 80% of the grade - Ethical Case Study debate worth 20% of the grade <u>Performance Indicators:</u> <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%.



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	<ul style="list-style-type: none"> 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>Fall 2017</u>
Required Resources	Testing, grading, and survey software, OMR scanner, large classrooms, microphone, photocopier, printer, clerical support, IT support. Technological equipment; computers, LCD, overhead projector, 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 results Attendance sheet Student status report
Analysis of Data Report	<p>Students:</p> <p><u>48</u> students enrolled <u>48</u> students completed <u>48</u> students passed <u>100%</u> students passed (%) <u>0</u> students withdrawn <u>0</u> students failed</p> <p>Course Attrition:</p> <p><u>0</u> students attrited <u>0</u> students attrited (%)</p> <p>Course:</p> <p><u>4.38</u> course evaluation rating <u>4.68</u> average instructor rating <u>4.64</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>



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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	1	14%
	4.0 – 4.4	6	86%
	3.5 – 3.9		
	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

Evaluation Findings	<p><u>Student Performance:</u> Once again all students passed this course and the debates proved to be interesting once again.</p> <p><u>Course performance:</u> The debates continue to be a creative way for students to learn about group process while discussing and presenting ethical dilemmas in nursing.</p> <p><u>Identify items requiring action:</u> All items met thresholds. We offered tutoring before each exam, though no one came.</p> <p><u>Identify student evaluation comments requiring attention:</u> One student commented on the debates as 'not really being a debate but rather a reporting of their research findings.' Another student felt all exams should come before lectures. For example, on Thursday we have a class in the morning and another class in the afternoon. When we have an exam in the afternoon class some students don't attend the morning lecture. This was more of a problem this semester. Another student complained about the lack of a specific textbook.</p> <p><u>Quality improvement needs:</u> New ethical dilemmas are always needed and perhaps more information on debating.</p>
Plans For Improvement	We will address the issue of a debate. Many students have never debated before and have no idea how that should work. Although explicit directions are given verbally and in writing, perhaps a more thorough explanation is needed. This exercise is also about group process and a lot of time is spent on that topic in lecture.
Re-evaluation Due Date	Fall 2017
Suggestions For Change In SLO And Rationale	None



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Additional Comments	None
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Contributors:

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