



## Los Angeles County College of Nursing and Allied Health

### STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N242

DATE: May 24, 2017

REPORT SUBMITTED BY: R. Griggs-Gabbedon, DNP, RN TITLE: Semester four Coordinator  
(Interim)

SEMESTER 4

#### Section One: SLO and Assessment Method

COURSE (S)	N242: Nursing Role in Leadership, Management, Current issues, and Gerontology Nursing
Student Learning Outcomes	Students competently identify the implementation and analysis of nursing responsibility, accountability, and the integration of leadership principles and management strategies needed to direct high quality patient care in diverse community and acute care settings with focus on the elderly.
Incorporation Of General Education Student Learning Outcomes (SLOGE)	Students: <b>SLOGE 1:</b> Apply critical thinking to communicate effectively, collaborate with others, show comprehension, and research subject matter through reading, speech, demonstration, and writing. <b>SLOGE 2:</b> 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. <b>SLOGE 3:</b> 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: <b>SLOC1:</b> 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. <b>SLOC 2:</b> 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: <b>SLOP 1:</b> Develop essential competencies of a beginning practitioner in the provision and management of care for professional licensure. <b>SLOP 2:</b> Successfully complete all required courses of the program in the specified time period and are eligible to take the NCLEX-RN examination. <b>SLOP 3:</b> Receive a passing score on their NCLEX-RN examination.



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<b>Method of Assessment</b>	<p>Students are to attain a cumulative score of 70% or higher. The course test concepts related to leadership and management principles, professional issues, caring for culturally diverse community aggregates, federal and healthcare regulations and accreditation systems. A passing score indicates attainment of the student learning outcome.</p> <p>Summative assessment consists of:</p> <ul style="list-style-type: none"> <li>- 3 exams, each worth 26.66% of the grade.</li> <li>- 4 quizzes, each worth 2.5% of the grade.</li> <li>- A Written Assignment worth 10% of the grade.</li> </ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>• The student course survey threshold average score of 3.5 or higher.</li> <li>• Institutional effectiveness indicator II.B: Nursing course pass rate of 95%.</li> <li>• Institutional effectiveness indicator II.E: Student Attrition/class less than 15%.</li> <li>• Institutional effectiveness indicator II.P: SON Petition and Grievances less than 5%.</li> </ul>
<b>Data Collection Schedule</b>	Period: <u>Spring 2017 Academic year 2016-2017</u>
<b>Required Resources</b>	Testing and grading software, survey software and supplies, OMR scanner, large classrooms, photocopier, clerical support, IT support. Technological equipment: computers, LCD, laptops. ERC educational software.

#### Section Two: Analysis of Assessment Results

<b>Outcomes Evaluation Method</b>	<p>Select all that apply:</p> <p>1. <input checked="" type="checkbox"/> Formative Evaluation                      <input checked="" type="checkbox"/> Summative</p> <p>2. <input checked="" type="checkbox"/> Direct Evidence                                      <input checked="" type="checkbox"/> Indirect Evidence</p> <p>3. <input checked="" type="checkbox"/> Quantitative    <input checked="" type="checkbox"/> Qualitative</p>
<b>Evaluation Tools</b>	<ul style="list-style-type: none"> <li>• Student grade sheet</li> <li>• Student course evaluation results</li> <li>• Attendance sheet</li> <li>• Student Status Report</li> </ul>
<b>Analysis Of Data Report</b>	<p><b>Students:</b></p> <p><u>53</u> students enrolled</p> <p><u>44</u> students completed</p> <p><u>44</u> students passed</p> <p><u>100%</u> students passed (%)</p> <p><u>9</u> students withdrawn</p> <p><u>0</u> students failed</p> <p><b>Course Attrition:</b></p> <p><u>9</u> students attrited</p> <p><u>16.98</u> students attrited (%)</p>



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	<b>Course:</b>																													
	3.82	course evaluation rating																												
	4.14	average instructor rating																												
	4.09	overall rating (Global Index)																												
	0	petition filed																												
	0	petition advanced to grievance																												
	Yes	pass rate threshold achieved (yes or no)																												
	No	all items achieved threshold (yes or no)																												
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<b>Additional Comments</b>	The seventh item which is not included in the above section, pertains to the optional tutoring sessions. There were 35 responses which had an average score of 4.23																													

### Section Three: Evaluation/Improvement/Revaluation of Outcomes Cycle

<b>Evaluation Findings</b>	<u>Student Performance:</u>					
	There were fifty-three students enrolled in the course.					
	<ul style="list-style-type: none"> <li>At midterm one students GPA fell below 70%.</li> <li>A total of nine students attrited. <ul style="list-style-type: none"> <li>One withdrew from N243L for personal reasons</li> <li>One was administratively withdrawn after failing N243L</li> <li>Three were unsatisfactory in N243 and subsequently administratively withdrawn.</li> <li>Four were administratively withdrawn secondary to their withdrawal from N243L due to poor clinical performance.</li> </ul> </li> <li>All remaining students were successful in the course. The following demonstrates the students achievement in the course: <ul style="list-style-type: none"> <li>Twenty-one students achieved a “B” (47.73%)</li> <li>Twenty-three students achieved a “C” (52.27%)</li> </ul> </li> </ul>					
	<u>Course performance:</u>					
	<table border="1"> <tr> <td>FALL 2016</td> </tr> <tr> <td>Global Index 4.21</td> </tr> <tr> <td>Average Course Rate: 3.97</td> </tr> <tr> <td>Average Instructor: 4.22</td> </tr> <tr> <td>Attrition Rate: 8.16%</td> </tr> </table>		FALL 2016	Global Index 4.21	Average Course Rate: 3.97	Average Instructor: 4.22
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	<p><u>Identify items requiring action:</u></p> <ul style="list-style-type: none"> <li>Item 1.6: Test questions were clearly worded.</li> </ul> <p><u>Identify student evaluation comments requiring attention:</u> There are three themes that requires attention:</p> <p><i>Test questions:</i></p> <ul style="list-style-type: none"> <li>“Some test questions are not worded as clear”.</li> <li>“Test questions for the most part were worded clearly, but at times questions were unclear and required reading over several times during an exam”</li> <li>“Too much time and material between tests, another exam would be helpful”. (1 comment)</li> </ul> <p><i>Tutoring:</i></p> <ul style="list-style-type: none"> <li>“Tutoring was too loud and too many people talking at one time so I felt like it was a waste of my time.”</li> <li>“Tutoring should be on answering questions on any of the course material even if it was covered on last week’s tutoring”</li> </ul> <p><i>Leadership and Management in Nursing</i></p> <ul style="list-style-type: none"> <li>“The Marquis book is horrible and not easy to understand.” (1 comment)</li> </ul> <p><u>Quality improvement needs:</u></p> <ul style="list-style-type: none"> <li>Provide larger classrooms</li> <li>Install magnetic white boards</li> </ul>
<p><b>Plans For Improvement</b></p>	<p>Test questions:</p> <ul style="list-style-type: none"> <li>Questions in Par Test have been reviewed and approved for use by the content experts.</li> <li>All modified and new questions will be submitted to the content experts committee and semester faculty for review.</li> <li>The semester will continue to review, monitor, and modify test questions to meet test item analysis criteria.</li> <li>Test questions are written at the application level according to Blooms taxonomy’s higher cognitive domain. Students are to utilize critical analysis to answer questions at the higher cognitive domain.</li> <li>After review of the schedule, it is noted that each exam has 11 to 12 hours of lecture content between each exam.</li> <li>Faculty is compliant with adhering to Policy# 321, Test Item Analysis.</li> </ul>



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	<p>Tutoring:</p> <ul style="list-style-type: none"> <li>• Faculty has rescheduled tutoring sessions to occur prior to scheduled exams.</li> <li>• Faculty will make every conscientious effort to curtail the loudness of those students that are in attendance of the tutoring session(s).</li> <li>• All students of 4<sup>th</sup> semester are encouraged and welcomed to attend tutoring sessions.</li> <li>• Students are provided with office hours of each faculty member and is encouraged to make appointments with the lecturer to clarify content and have questions answered.</li> </ul> <p>Leadership textbook:</p> <ul style="list-style-type: none"> <li>• Faculty reviews newly published textbooks.</li> <li>• Several leadership textbooks have been reviewed. Except for Marquis, there was no single leadership textbook that contained the majority of Semester 4's content.</li> </ul>
<b>Re-evaluation Due Date</b>	Fall 2017
<b>Suggestions For Change in SLO and Rationale</b>	None
<b>Additional Comments</b>	Follow up from Fall 2016: <i>Research paper and rubric</i> : Faculty changes to instructions and revision of rubric met with effective result. Spring 2017, no comments relating to the research paper or rubric.

### Contributors:

Arrias, J., MSN, RN

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