



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N124

DATE: FALL 2016 April 20, 2017

REPORT SUBMITTED BY: Lydia Thompson **TITLE:** 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>Fall 2016</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>40</u> students enrolled <u>38</u> students completed <u>37</u> students passed <u>97%</u> students passed (%) <u>2</u> students withdrawn <u>1</u> students failed</p> <p>Course Attrition: <u>3</u> students attrited <u>9%</u> students attrited (%)</p> <p>Course: <u>4.1</u> course evaluation rating <u>4.52</u> average instructor rating <u>4.45</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 40 students enrolled in the course with 37 successfully completing the course. One student failed the course, another student chose to withdraw from this course due poor N123 performance and another student was administratively withdrawn due failure of the N123L written competency.</p> <p>Five students were on warning in N124 at or after midterm. All five students were offered tutoring, test review and counseled on study habits. All but one student completed the course satisfactorily.</p> <p>The course pass rate was 97%, meeting the pass rate threshold. Survey completion was 100%. The breakdown of grades show an improvement from Spring 2016 and are as follows: 1 student received an A 20 students received a B 16 students received a C</p> <p><u>Course performance:</u> All items exceeded threshold with a course rating of 4.1 with a 100% online survey completion. Average Instructor rating (4.52) and overall rating (4.45) demonstrate a consistently positive course performance however, one comment and one course evaluation item is concerning and will be addressed below.</p> <p><u>Identify items requiring action:</u> All items exceeded student course survey threshold score of 3.5 or higher. Only one comment was received as shown below. All items were >4.0 except one item, #1.6 which was 3.55 regarding test questions being worded clearly.</p> <p><u>Identify student evaluation comments requiring attention:</u> Two comments were received however one was addressed to N124L regarding the low L&D census (see N124L SLO). The only applicable comment was as follows: "I did a lot of extra studying for this class on top of lectures. I always came in feeling prepared for each exam but felt like I knew nothing after taking each exam. I felt like no study approach I took was good enough which was very frustrating. The exams were very complex in relation to our more simplified PowerPoint lectures, and the text reading very dense and daunting. I feel like the lectures need to be worked on to provide more cohesiveness with the testing."</p> <p><u>Quality improvement needs:</u> The course instructors are very concerned about any student expressing the frustrations described in the above comment. Therefore, several actions have been implemented. Tutoring is scheduled a week before each</p>
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	<p>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 to ensure understanding of content as not all content discussed are on the powerpoint 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	Spring 2017
Suggestions for Change in SLO and Rationale	None
Additional Comments	None

Contributors:

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