



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT EDUCATION AND CONSULTING SERVICES: PATHOPHYSIOLOGY

DATE: September 13, 2017

REPORT SUBMITTED BY: Debra Hunt, RN, MSN/MPH **TITLE:** Senior Nursing Instructor

Section One: SLO and Assessment Method

Course(s)	Pathophysiology
Student Learning Outcomes	The registered nurse applies academic, technical, collaborative, communication and critical thinking skills in the safe care of culturally diverse patients with alterations in cardiovascular, respiratory, neurovascular, endocrine, renal, gastrointestinal, hematologic, and immunologic function.
Incorporation of Student Learning Outcomes: General Education (SLOGE)	Students: 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. SLOC 3: Pursue lifelong learning to enrich personal and professional development; enjoy the benefits of inquiry and self-discovery; and embrace change in the fast-paced world of technological advances and health innovations.
Correlated Student Learning Outcomes: Program (SLOP)	SLOP: Students will demonstrate ongoing professional development through application of academic, technical, collaborative, communication and critical thinking skills in the safe care of culturally diverse patients in a variety of settings.
Method of Assessment	<ul style="list-style-type: none"> • 4 quizzes each worth 10% of the grade • Midterm and Final exam each worth 30% of the grade. Score a minimum grade of 75% on each exam • Overall score of 75% or greater Performance Indicators: <ul style="list-style-type: none"> • Institutional effectiveness (IE) indicator III.E: Course pass rate of 80% • IE indicator III.F: Student evaluations of Instructors meet or exceed threshold of 3.5 • IE indicator III.G: Student evaluations of Program meet or exceed threshold of 3.5
Data Collection Schedule	Annual Period: June Academic year 2017
Required Resources	Clerical support, photocopier, course syllabi, tests, scantrons, test grading machine, OMR scanner, classroom and audiovisual equipment.



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT EDUCATION AND CONSULTING SERVICES: PATHOPHYSIOLOGY

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 Student program and instructor evaluations 																																																															
Analysis of Data Report	Time Period: _____ Time Period: June 7-August 9 th , 2017 <table border="0"> <tr><td>22</td><td>_____</td><td>students enrolled</td></tr> <tr><td>0</td><td>_____</td><td>student withdrawn</td></tr> <tr><td>1</td><td>_____</td><td>students failed (including WF)</td></tr> <tr><td>1</td><td>_____</td><td>students attrited (course attrition)</td></tr> <tr><td>22</td><td>_____</td><td>students completed</td></tr> <tr><td>21</td><td>_____</td><td>students passed</td></tr> <tr><td>95%</td><td>_____</td><td>students who completed that passed (%)</td></tr> <tr><td>4.71</td><td>_____</td><td>course evaluation rating</td></tr> <tr><td>4.82</td><td>_____</td><td>course instructor rating</td></tr> <tr><td>4.82</td><td>_____</td><td>overall rating (Global Index)</td></tr> <tr><td>yes</td><td>_____</td><td>pass rate threshold achieved (yes or no)</td></tr> <tr><td>yes</td><td>_____</td><td>all items achieved threshold (yes or no)</td></tr> </table> <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>6</td><td>100%</td></tr> <tr><td>4.0 – 4.4</td><td></td><td></td></tr> <tr><td>3.5 – 3.9</td><td></td><td></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 6</td><td></td><td>Total = 100%</td></tr> <tr><td>* Do not round up numbers</td><td></td><td></td></tr> </tbody> </table>	22	_____	students enrolled	0	_____	student withdrawn	1	_____	students failed (including WF)	1	_____	students attrited (course attrition)	22	_____	students completed	21	_____	students passed	95%	_____	students who completed that passed (%)	4.71	_____	course evaluation rating	4.82	_____	course instructor rating	4.82	_____	overall rating (Global Index)	yes	_____	pass rate threshold achieved (yes or no)	yes	_____	all items achieved threshold (yes or no)	Course/Program Rating Scale	Number of Items at this Rating Scale	Percent of Items at this Rating Scale*	4.5 – 5.0	6	100%	4.0 – 4.4			3.5 – 3.9			3.0 – 3.4			2.0 – 2.9			1.0 – 1.9			Total # Items 6		Total = 100%	* Do not round up numbers		
22	_____	students enrolled																																																														
0	_____	student withdrawn																																																														
1	_____	students failed (including WF)																																																														
1	_____	students attrited (course attrition)																																																														
22	_____	students completed																																																														
21	_____	students passed																																																														
95%	_____	students who completed that passed (%)																																																														
4.71	_____	course evaluation rating																																																														
4.82	_____	course instructor rating																																																														
4.82	_____	overall rating (Global Index)																																																														
yes	_____	pass rate threshold achieved (yes or no)																																																														
yes	_____	all items achieved threshold (yes or no)																																																														
Course/Program Rating Scale	Number of Items at this Rating Scale	Percent of Items at this Rating Scale*																																																														
4.5 – 5.0	6	100%																																																														
4.0 – 4.4																																																																
3.5 – 3.9																																																																
3.0 – 3.4																																																																
2.0 – 2.9																																																																
1.0 – 1.9																																																																
Total # Items 6		Total = 100%																																																														
* Do not round up numbers																																																																
Additional Comments	I requested from the students, to include in their evaluation, specific feedback/suggestions on “revamping” the program to better meet their needs.																																																															

Section Three: Evaluation/Improvement/Re-evaluation of Outcomes Cycle

Evaluation Findings	<ul style="list-style-type: none"> <u>Student performance:</u> 1 failure <u>Course Performance:</u> All course items met threshold >3.5 Survey administered on line to capture all student comments
----------------------------	---



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT EDUCATION AND CONSULTING SERVICES: PATHOPHYSIOLOGY

	<p><u>The benefits of Pathophysiology, and the comments support the need to keep an advanced program in place include the following:</u></p> <ul style="list-style-type: none"> • Great source of knowledge to build upon foundations found in nursing school and the Phase 1 ICU program • I enjoyed being able to review the systems post phase I and after having some experience in the ICU. The class has helped me to put all together. • In-depth study of pathophysiology • Instructors made each lecture fun • (instructor's name) teaching method! • Knowledge provided was easily applied to clinical experiences. I feel it improved how I can care for patients in the ICU setting. Gained a better knowledge of what is happening with the patients. • Now that I have experience working in the ICU I can incorporate the information. • Provide a lot of information • Stimulated and motivated me in the preparation for CCRN exams; A clearer picture in correlating pathophysiology and actual patients we care for in our unit. • THE EFFICIENCY OF THE LECTURERS AND THE ORGANISATION OF THE PROGRAMME. • The instructors were great at lecturing, engaging audience, approachable, and knowledgeable. • The scope of topics that are included in the lectures • Was able to apply what I learned to my clinical practice. • I LOVE TO CONTINUE TO LEARN, THE NUERO LECTURE WAS AMAZING, CLEAR CUT AND TO THE POINT. <p><u>Some comments that supported changes in the program include:</u></p> <ul style="list-style-type: none"> • A lot of content for short time • A lot of content reviewed in a short amount of time. Some maybe too detailed for clinical application. • Content can be sometimes overwhelming, and not enough time to study. • Difficulty of subject matter • Having to study the long and overwhelming PowerPoint's • I would have liked to learn more about the treatments involved with the diseases. • It's difficult to remain focused for 8 hours. • LIMITED TIME TO STUDY AND ASSIMILATE • PPT with graphics that sometimes you could barely see then, prefer that they be enlarged. • THE CONTENT IN THIS CLASS WAS OVERWHELMING. I WISH THE LECTURES WERE MORE FOCUSED • The constant fluctuation in temperature inside the classroom. • long hours of lecture • A bit more organized handouts
--	---



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT EDUCATION AND CONSULTING SERVICES: PATHOPHYSIOLOGY

	<ul style="list-style-type: none"> • Add phase 2 to build upon these concepts and principles • Base lessons on CCRN content coverage. • Apply lessons on case studies, to aid and supplement our practice in the clinical area. • DONT JUST LECTURE ON THE PATHO BUT ALSO TALK ABOUT TREATMENT. THE CARDIAC LECTURE WAS TOO DETAILED, LONG AND CONFUSING. IT WOULD BE GOOD TO SHORTEN IT AND MAKE IT MORE CUT AND DRY. • Give less anatomy and provide more management • MAYBE EXTENDED TIME OF THE PROGRAMME • Maybe for the program to have two more weeks so some of the lectures may be spaced out. • Offer the class in the fall/winter. I would be easier for parents with school aged children who are out of school in the summer. Also summer seems to be the busy season in the ICU. • Some of the power point slides were too dark to write or take notes on (cardiovascular). • The class offered in current form is great and forces the student to study and is a great refresher for pathophysiology • Maybe start class a bit later around 8 rather than 7:30. Also giving handout prior to class maybe email material prior to class so we can • Prepare ourselves for each class. It can also save on paper. • more lively lectures • <u>Any additional Comments?</u> • GIVE PRACTICE QUESTIONS, LECTURE ON WHAT WILL BE ON THE EXAM NOT THE HISTORY OF THE ENDOCRINE SYSTEM. • ITS GREAT INFORMATION HOWEVER FOR AN EXAM DRIVEN CLASS IT IS NOT HELPFUL. IF THIS CLASS WAS NOT EXAM DRIVEN THEN YES INCLUDE THE FUN FACTS. SOME POWERPOINT HANDOUTS WERE DIFFICULT TO WRITE ON. • I am a visual learner, so for some of the lectures, I went online and printed more pictures of some of the things learned in lecture to help better understand it. Specifically with cardiac, renal, and neuro. Some clearer, bigger pictures may be useful for future students. • For future classes, I would be really interested in a broader overview with more details on treatment and nursing processes to help improve my patient care and understanding of the whys and hows of what is happening. • Learned a lot, thank you for offering the class. Would be very helpful if treatment modalities would be included as part of Pathophysiology • PROGRAMME WAS EXCELLENTLY DELIVERED • Preceptors were good as always, and open to questions. • Thank you • great job with all the instructors making the class fun
<p>Plans for Improvement</p>	<ul style="list-style-type: none"> • Pathophysiology and "Phase 2" will be combined to create Advanced Critical Care Program (ACCP) • Course will include pathophysiology as well as the treatments



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT EDUCATION AND CONSULTING SERVICES: PATHOPHYSIOLOGY

	<p>associated</p> <ul style="list-style-type: none">• Content will be more streamlined so it is relevant to the bedside ICU Nurse• Content will assist the ICU nurse to prepare for the CCRN• Work with IT to post lecture Power Point on the Intranet. Students will be responsible for bringing their own handouts• Teaching tips for new instructors including guidelines for Power Point handouts will be distributed to instructors• The course will be extended to 10 weeks• If the class is well attended, will consider offering in Fall/Winter based on classroom and instructor availability• Class will begin at 0730 as usual....discussed beginning at 0800 with instructors but we felt that there were no benefits. And also class would not end till 1630.• Case studies for student interaction will be incorporated
Re-evaluation Due Date	Fall 2018
Suggestions for Change In SLO And Rationale	None
Additional Comments	<p>Program was re-evaluated in January 2017. Phase 1 and Pathophysiology programs will be eliminated to create Advanced Critical Care Program for DHS. Will present proposal of class objectives, pre-test, content, and schedule to DHS Standardization Committee in 2018.</p> <p>Course will be offered in June over 10 week time period.</p>

Contributors: Debra Hunt, RN