



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N242

DATE: December 13, 2016

REPORT SUBMITTED BY: L. Myers DNP, FNP, RN TITLE: Semester four Coordinator

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: 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. 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. SLOP 2: Successfully complete all required courses of the program in the specified time period and are eligible to take the NCLEX-RN examination. SLOP 3: Receive a passing score on their NCLEX-RN examination.



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Method of Assessment	<p>Students attain an overall cumulative score of 70% or higher on exams. Exams 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>Testing consists of:</p> <ol style="list-style-type: none"> 1. 3 exams, each worth 26.66% of the grade 2. 4 quizzes, each worth 2.5% of the grade 3. Written Assignment worth 10% of the grade <p><u>Performance Indicators:</u></p> <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 95% • IE indicator II.E: Student Attrition/class less than 15% • IE indicator II.P: SON Petition and Grievances less than 5%
Data Collection Schedule	Period: <u>Fall 2016</u> Academic year <u>Fall 2015-Spring 2017</u>
Required Resources	Testing and grading software, survey software and supplies, OMR scanner, large classrooms, photocopier, clerical support, IT support. Technological equipment: computers, LCD, laptops. ERC electronic research data base.

Section Two: Analysis of Assessment Results

Outcomes Evaluation Method	<p>Select all that apply:</p> <div> <input checked="" type="checkbox"/> Formative Evaluation <input checked="" type="checkbox"/> Summative </div> <div> <input checked="" type="checkbox"/> Direct Evidence <input checked="" type="checkbox"/> Indirect Evidence </div> <div> <input checked="" type="checkbox"/> Quantitative <input checked="" type="checkbox"/> Qualitative </div>																												
Evaluation Tools	<ul style="list-style-type: none"> • Student grade sheet • Student course evaluation results • Attendance sheet • Student Status Report 																												
Analysis of Data Report	<table border="0"> <tr><td><u>49</u></td><td>students enrolled</td></tr> <tr><td><u>4</u></td><td>students withdrawn</td></tr> <tr><td><u>0</u></td><td>students failed (including WF)</td></tr> <tr><td><u>4</u></td><td>students attrited (course attrition)</td></tr> <tr><td><u>45</u></td><td>students completed</td></tr> <tr><td><u>45</u></td><td>students passed</td></tr> <tr><td><u>100</u></td><td>students who completed that passed (%)</td></tr> <tr><td><u>0</u></td><td>students filed a petition</td></tr> <tr><td><u>0</u></td><td>petition advanced to grievance</td></tr> <tr><td><u>3.97</u></td><td>course evaluation rating</td></tr> <tr><td><u>4.22</u></td><td>average instructor rating</td></tr> <tr><td><u>4.21</u></td><td>overall rating (Global Index)</td></tr> <tr><td><u>Yes</u></td><td>pass rate threshold achieved (yes or no)</td></tr> <tr><td><u>Yes</u></td><td>all items achieved threshold (yes or no)</td></tr> </table>	<u>49</u>	students enrolled	<u>4</u>	students withdrawn	<u>0</u>	students failed (including WF)	<u>4</u>	students attrited (course attrition)	<u>45</u>	students completed	<u>45</u>	students passed	<u>100</u>	students who completed that passed (%)	<u>0</u>	students filed a petition	<u>0</u>	petition advanced to grievance	<u>3.97</u>	course evaluation rating	<u>4.22</u>	average instructor rating	<u>4.21</u>	overall rating (Global Index)	<u>Yes</u>	pass rate threshold achieved (yes or no)	<u>Yes</u>	all items achieved threshold (yes or no)
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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		
	4.0 – 4.4	4	66.66%
	3.5 – 3.9	2	33.34%
	3.0 – 3.4		
	2.0 – 2.9		
	1.0 – 1.9		
	Total # Items =6		Total = 100%
	* Do not round up numbers		
Additional Comments	The seventh rating which is not included in the above section, pertains to the optional tutoring sessions. There were 37 responses which had an average score of 3.89.		

Section Three: Evaluation/Improvement/Revaluation of Outcomes Cycle

<p>Evaluation Findings</p>	<p><u>Student performance:</u></p> <p>There were forty-nine students enrolled in the course.</p> <ul style="list-style-type: none"> • At midterm all students were at or above 70%. • A total of four students attrited. <ul style="list-style-type: none"> ➢ One withdrew from N 243L for personal reasons ➢ One withdrew as they were unsuccessful in N243L ➢ Two were unsuccessful in N 243. • All remaining students were successful in the course. The following demonstrates the students' achievement in the course: <ul style="list-style-type: none"> ➢ Two students achieved an “A” (4.44%) ➢ Thirty students achieved a “B” (66.66%) ➢ Thirteen students achieved a “C” (28.88%) 					
	<p><u>Course performance:</u></p> <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	Attrition Rate: 8.16%
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	Global Index 4.21					
	Average Course Rate: 3.97					
Average Instructor: 4.22						
Attrition Rate: 8.16%						
<p><u>Identify items requiring action:</u></p> <ul style="list-style-type: none"> • None 						
<p><u>Identify student evaluation comments requiring attention:</u></p> <p>There are two comments requiring attention:</p> <p><i>Directions for the research paper were not clearly written and instructions not thoroughly discussed.</i></p> <ul style="list-style-type: none"> • There is a two-hour workshop scheduled each semester to go over the expectations of the scholarly paper. Directions regarding the writing assignment: APA Guidelines and examples, as well as 						



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	<p>the paraphrasing and plagiarism handouts are provided to the students. The workshop is scheduled several weeks prior to the due date of the assignment.</p> <ul style="list-style-type: none">• Instructors are available during office hours and students are encouraged to follow up with their clinical instructors for direction/assistance/clarifications regarding the scholarly paper.• Semester four faculty will discuss interventions that will promote the success of the students completing the scholarly paper. <p><i>The rubrics are confusing.</i></p> <ul style="list-style-type: none">• It has been observed that students have neglected to follow the rubric.• Semester four faculty will review the rubrics and make corrections accordingly. <p><u>Quality improvement needs:</u></p> <ul style="list-style-type: none">• Provide larger classrooms• Install magnetic white boards
Plans for Improvement	<p>Research paper:</p> <ul style="list-style-type: none">• Faculty will review the handouts & revise as needed• Semester four faculty will team present the content regarding the scholarly paper. <p>Rubric:</p> <ul style="list-style-type: none">• Faculty will review and revise, accordingly.
Re-evaluation Due Date	Spring 2017
Suggestions for Change in SLO and Rationale	None.
Additional Comments	None

Contributors:

Arrias, J., MSN, RN

Davis, B., MSN, RN

Griggs-Gabbedon, R., DNP, MSN, RN

Imanaka-Gong, T., MSN, RN

Ivory, Z., MSN, RN

Myers, L., DNP, MSN, RN (4th Semester Coordinator)