



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N123

DATE: FALL 2016 December 31, 2016

REPORT SUBMITTED BY: Maritess Najera, RN **TITLE:** Nursing Instructor

SEMESTER 2

Section One: SLO and Assessment method

COURSE (S)	N 123: Intermediate Medical-Surgical Nursing
Student Learning Outcomes	Students competently identify the application and implementation of appropriate medical/surgical interventions needed to provide care to adult clients with common health problems in a variety of health 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	A passing score indicates attainment of the student learning outcome. Students attain an overall cumulative score of 70% or higher on Exams, Quizzes, Case studies, and Computer assignment. Exams, quizzes, and assignments test concepts relate to utilizing the nursing process, critical thinking, therapeutic communication, and collaboration with other disciplines in providing care to patients diagnosed with Diabetes, Gastrointestinal, Hematological, Sexually Transmitted Infections, Gynecological and Genitourinary problems. Testing consists of: 1. 3 exams worth 81% of the grade 2. 2 quizzes worth 12% 3. 2 Case studies worth 7%



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	Performance Indicators: <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%. 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 2016</u> Academic year <u>2016 – 2017</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: 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	Students: <u>41</u> students enrolled <u>37</u> students completed <u>37</u> students passed <u>100%</u> students passed (%) <u>4</u> students withdrawn <u>0</u> students failed Course Attrition: <u>4</u> students attrited <u>9.76%</u> students attrited (%) Course: <u>4.21</u> course evaluation rating <u>4.46</u> average instructor rating <u>4.42</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)



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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	6	85.7%
	3.5 – 3.9	1	14.3%
	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



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<p>Evaluation Findings</p>	<p><u>Student Performance:</u></p> <ul style="list-style-type: none"> • There were 41 students enrolled in the class, 37 completed the course. • Student pass rate for Fall 2016 is 100%. Breakdown of the grades: <u>0</u> students received an A (0%) <u>20</u> students received a B (52.6%) <u>18</u> students received a C (47.4%) • Of 41 students, 4 students attrited (9.76%) from the course for the following reasons: <ul style="list-style-type: none"> ➢ 2 students academically withdrawn (AW) due to failure in a clinical course (N123L). ➢ 1 student AW due to failure in a theory course (N124). ➢ 1 student AW due to withdrawal in a theory course (N124). • At midterm, 2 students were below 70%, and were placed on academic warning, and 1 student remained below 70% before the last exam. The other 2 students AW before the last exam. <p><u>Course performance:</u></p> <ul style="list-style-type: none"> • The overall course rating for Fall 2016 is <u>4.21</u>. • The average instructor rating for Fall 2016 is <u>4.46</u>. • The overall rating (Global Index) for Fall 2016 is <u>4.42</u>. <p><u>Identify items requiring action:</u></p> <ul style="list-style-type: none"> • All evaluation items met the threshold of 3.5. <p><u>Identify student evaluation comments requiring attention:</u></p> <ul style="list-style-type: none"> • Course Tutoring <ul style="list-style-type: none"> ➢ There was only one comment regarding this course. A students commented and copied verbatim that "the tutoring does not help anything for the exam. I attend almost all, it is not the way supposed to be." <p>Faculty's comments regarding above student evaluation:</p> <ul style="list-style-type: none"> • Course Tutoring <ul style="list-style-type: none"> ➢ This comment is vague, and unclear from this one student. Most of the students who come to tutoring expect to be re-taught, and would ask what questions would be asked in the exams. As faculty, we have encouraged students to come to tutoring, and have assigned dates for semester tutoring. We have also made ourselves available with office hours. <p><u>Quality improvement needs:</u></p> <ul style="list-style-type: none"> • New questions will continue to be written during the summer and winter break. • During presentation of information in lecture and during test reviews, faculty will continue to encourage students to analyze questions they have missed in order to improve their critical thinking. • The faculty will continue to revise, reevaluate exams & lectures in an effort to improve student learning outcomes (SLOs).
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	<ul style="list-style-type: none">A qualified and available counselor to assist students with personal stressors due to the large number of students being unsuccessful in the program for personal/family reasons.
Plans For Improvement	<ul style="list-style-type: none">The faculty will continue to:<ul style="list-style-type: none">(1) encourage students at the beginning of the semester to attend critical thinking and test-taking classes as offered in this program as well as outside classes,(2) emphasize that testing at this level is not just based on knowledge and comprehension, but application of the knowledge, which is a major transition for many of the students, and help students understand that they are responsible for their learning and they must read the material assigned in the book,(3) encourage students to attend tutoring and to bring questions for clarification of content taught.
Re-evaluation Due Date	Spring 2017
Suggestions For Change in SLO and Rationale	None
Additional Comments	None

Contributors:

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