



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N121

DATE: SPRING 2017 May 18, 2017

REPORT SUBMITTED BY: Michelle Webster **TITLE:** Nursing Instructor

SEMESTER 2

Section One: SLO and Assessment Method

COURSE (S)	Nursing 121: Nursing Pharmacology
Student Learning Outcomes	Students competently identify the application and implementation of pharmacological knowledge needed in the nursing care delivery of patients receiving medications with special considerations for the child bearing and pediatric clients.
Incorporation Of General Education Student Learning Outcomes (SLOGE)	<p>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.</p> <p>SLOGE 4: Incorporate fundamental mathematical processes and reasoning and demonstrate competency in applying mathematical formulas, conveying knowledge, evaluating mathematical information, and problem solving.</p>
Correlated Student Learning Outcomes: College (SLOC)	<p>Students:</p> <p>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.</p>
Correlated Student Learning Outcomes: Program (SLOP)	<p>Students:</p> <p>SLOP 1: Develop essential competencies of a beginning practitioner in the provision and management of care for professional licensure.</p>
Method of Assessment	<p>Students attain an overall cumulative score of 70% or higher on exams.</p> <p>The exams concepts are related to drugs used to treat the endocrine system, the gastrointestinal system, the immune system, the female reproductive system and infection with special consideration to the pediatric and child bearing client. A passing score indicates attainment of the student learning outcome.</p> <p>A score of 70% or greater indicates the student has attained minimal competency. Testing consists of:</p> <ul style="list-style-type: none"> - Exam 1 worth 34% of the grade - Exam 2 worth 33% of the grade - Exam 3 worth 33% of the grade <p><u>Performance Indicators:</u></p> <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%.



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	<ul style="list-style-type: none"> 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>Spring 2017</u>
Required Resources	Testing, Grading, and Survey software, OMR scanner, Large classrooms, Microphone, Photocopier, Printer, Clerical support, IT support. Technological equipment; Computers, LCD, Overhead Projector, Laptops. ERC, Education software, videos, DVDs, Nursing journals, and Books.

Section Two: Analysis of Assessment Results

Outcomes Evaluation Method	Check 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	<p>Students: <u>49</u> students enrolled <u>47</u> students completed <u>46</u> students passed <u>93.8%</u> students passed (%) <u>2</u> students withdrawn <u>1</u> students failed</p> <p>Course Attrition: <u>3</u> students attrited <u>6.1%</u> students attrited (%)</p> <p>Course: <u>4.07</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>



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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	5	71.4%
	3.5 – 3.9	2	28.6%
	3.0 – 3.4		
	2.0 – 2.9		
	1.0 – 1.9		
	Total # Items		Total = 100%
* Do not round up numbers			
Additional Comments			

Section Three: Evaluation/Improvement/ Reevaluation of Outcomes cycle

Evaluation Findings	<p><u>Student Performance:</u></p> <ul style="list-style-type: none"> • students received an A (6%) • students received a B (47%) • students received a C (45%) • students received a D (2%) <p><u>Course performance:</u> Overall course rating for Spring 2017 was 4.07 need which is decrease from Fall 2016. The overall instructor rating for Spring 2017 was 4.52 which was an in increase from Spring 2016 and Fall 2016. The overall Global Index for Fall 2016 was 4.45 which was a slight decrease from Fall 2016.</p> <p><u>Identify items requiring action:</u> There are no items which fall below the established 3.5 threshold. No items require action at this time.</p> <p><u>Identify student evaluation comments requiring attention:</u> In Spring of 2017 there were two students' comments that lecturing on 60 drugs for the last exam was unnecessary and the information given should be condensed to what is pertinent to the test. The student also stated that lecture was not helpful because it was only review of the text book. Another student stated tutoring was "biggest waste of their time and gained nothing from attending". One comment was stated that not completely sure handouts reflect what is on the exam.</p>
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	<p>There was one comment that the student believed that the heaviest weighted exam should be assigned to the test they did the best on.</p> <p>There was one positive comment which stated great class.</p> <p><u>Quality improvement needs:</u></p> <p>Based on comments drugs will be reviewed on last exam to see if any changes should be made, however from Spring 2016-Spring 2017 the mean for exam #3 has been 80-84% which is interpreted as testing is based on broad concepts and testing information is covered in lecture.</p> <p>As to arbitrarily weighting exam #1 at 34% and exam #2 and #3 at 33%. Exam#1 has one more hour of lecture then exam #2 and exam #3, which is why the faculty gave it more weight.</p>
Plans For Improvement	Review of amount of drugs and last exam and continue to review for consistent themes on evaluations.
Re-evaluation Due Date	Fall 2017
Suggestions For Change in SLO and Rationale	None
Evaluation Findings	The course had a decrease in the overall rating and global index; however the instructor evaluation was increased. This has been interpreted that the students did not enjoy the content as much as the previous class; they however did like the instructors more than the previous class.

Contributors:

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