



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N122

DATE: FALL 2016 January, 2017

REPORT SUBMITTED BY: Joan Kohl **TITLE:** Sr. Nursing Instructor

SEMESTER 2

Section One: SLO and Assessment method

Course(s)	<u>Nursing 122: Interdisciplinary Nursing Role</u>
Student Learning Outcomes	Students competently identify the application of legal/ethical principles and therapeutic communication, in collaboration with the interdisciplinary team, needed to provide care to clients in a variety of health settings with emphasis on the rights of women, children, and victims of domestic violence.
Incorporation Of Student Learning Outcomes: General Education (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 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.
Method of Assessment	Students attain an overall cumulative score of 70% or higher on exams and Ethical Case Study debate. Exams and Ethical Case study debate and participation test concepts related to the nurse as an educator, collaborative communication with interdisciplinary teams, collaborative nursing problem, rights of children, abuse reporting, and ethical decision making. A passing score indicates attainment of the student learning outcome. Testing consists of: <ul style="list-style-type: none"> - 2 Exams worth 80% of the grade - Ethical Case Study debate worth 20% of the grade <u>Performance Indicators:</u> <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	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	<p>Students: <u>39</u> students enrolled <u>36</u> students completed <u>36</u> students passed <u>100%</u> students passed (%) <u>3</u> students withdrawn <u>0</u> students failed</p> <p>Course Attrition: <u>3</u> students attrited <u>8%</u> students attrited (%)</p> <p>Course: <u>4.31</u> course evaluation rating <u>4.58</u> average instructor rating <u>4.54</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	1	14%
	4.0 – 4.4	5	72%
	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		
Additional Comments			

Section Three: Evaluation/Improvement/ Reevaluation of Outcomes cycle

Evaluation Findings	<p><u>Student Performance:</u> A total of 39 students were enrolled in this course. Three students were administratively withdrawn from this course due to failures in other courses. The remaining 36 students all passed this course.</p> <p><u>Course performance:</u> All evaluation items met thresholds and all instructor items exceeded thresholds. The debates continue to be a source of interest.</p> <p><u>Identify items requiring action:</u> There were no items that fell below threshold. We did offer tutoring before every exam. Attendance was good at each session and the instructor that taught the content was available for questions and guidance.</p> <p><u>Identify student evaluation comments requiring attention:</u> The student comments were few and very different. Two students' comments positively: "The Best!!!" "great lecture!!!" One student was not as happy with the course - "the content wasn't described in a way I could understand. I found these topics challenging and the lecture was discussion and I didn't learn much from it." This course has very little reading material since there is no real textbook for it. Lecture is the basis for information with a power point handout, and the various instructors teach in different ways.</p> <p><u>Quality improvement needs:</u> We are always evaluating what we think works well and trying to improve student learning based on student comments and performance. We are always looking for new ethical dilemmas for our debates.</p>
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Plans For Improvement	Continue to update lectures and debate topics.
Re-evaluation Due Date	Spring 2017
Suggestions For Change In SLO And Rationale	None
Additional Comments	None

Contributors:

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