



## Los Angeles County College of Nursing and Allied Health

### STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N243

**DATE:** 12/12/2016

**REPORT SUBMITTED BY:** L. Myers **TITLE:** Coordinator

#### SEMESTER 4

#### Section One: SLO and Assessment Method

Course(s)	Nursing 243: Advanced Medical Surgical and Gerontological Nursing
Student Learning Outcomes	Students competently identify the implementation and analysis of nursing process and integration of advanced medical/surgical and gerontological nursing Care principles needed in managing the care of patients in situations involving multi system health problems within various healthcare settings.
Incorporation of General Education Student Learning Outcomes (SLOGE)	Students: <b>SLOGE 1:</b> Apply critical thinking to communicate effectively, collaborate with others, show comprehension, and research subject matter through reading, speech, demonstration, and writing. <b>SLOGE 2:</b> 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: <b>SLOC 1:</b> 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. <b>SLOC 2:</b> 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: <b>SLOP 1:</b> Develop essential competencies of a beginning practitioner in the provision and management of care for professional licensure. <b>SLOP 2:</b> Successfully complete all required courses of the program in the specified time period and are eligible to take the NCLEX-RN examination.



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<b>Method of Assessment</b>	<p>Students attain an overall cumulative score of 70% or higher on exams and quizzes. Exams and quizzes test concepts related to protection, digestion nutrition, elimination, mobility, sensation and cognition utilizing the Nursing Process, Communication, Education, Decision making, and Socio-cultural sensitivity. A passing score indicates attainment of the student learning outcome.</p> <p>Testing consists of:</p> <ol style="list-style-type: none"> <li>1. 3 exams, each worth 20% of the grade</li> <li>2. Cumulative final exam worth 30% of the grade</li> <li>3. 4 quizzes each worth 2.5% of the grade</li> </ol> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>• Student course survey threshold average score of 3.5 or higher</li> <li>• Institutional effectiveness (IE) indicator II.B: Nursing course pass rate of 95%</li> <li>• IE indicator II.E: Student Attrition/class less than 15%</li> <li>• IE indicator II.P: SON Petition and Grievances less than 5%</li> </ul>
<b>Data Collection Schedule</b>	<p>Period: Spring 2016                      Academic year 2015-2016</p>
<b>Required Resources</b>	<p>Testing and grading software, survey software and supplies, OMR scanner, large classrooms, photocopier, clerical Support, IT supports. Technology equipment: computers, LCD, laptops. ERC educational software.</p>

### Section Two: Analysis of Assessment Results

<b>Outcomes Evaluation Method</b>	<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>																												
<b>Evaluation Tools</b>	<ul style="list-style-type: none"> <li>• Student grade sheet</li> <li>• Student course evaluation results</li> <li>• Attendance sheet</li> <li>• Student Status Report</li> </ul>																												
<b>Analysis of Data Report</b>	<table border="0"> <tr><td><u>50</u></td><td>students enrolled</td></tr> <tr><td><u>2</u></td><td>students withdrawn</td></tr> <tr><td><u>2</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>48</u></td><td>students completed</td></tr> <tr><td><u>46</u></td><td>students passed</td></tr> <tr><td><u>95.83%</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>4.12</u></td><td>course evaluation rating</td></tr> <tr><td><u>4.51</u></td><td>average instructor rating</td></tr> <tr><td><u>4.44</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>50</u>	students enrolled	<u>2</u>	students withdrawn	<u>2</u>	students failed (including WF)	<u>4</u>	students attrited (course attrition)	<u>48</u>	students completed	<u>46</u>	students passed	<u>95.83%</u>	students who completed that passed (%)	<u>0</u>	students filed a petition	<u>0</u>	petition advanced to grievance	<u>4.12</u>	course evaluation rating	<u>4.51</u>	average instructor rating	<u>4.44</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	33.33
	3.0 – 3.4		
	2.0 – 2.9		
	1.0 – 1.9		
	Total # Items 6		Total = 100%
	* Do not round up numbers		100%
<b>Additional Comments</b>			

#### Section Three: Evaluation/Improvement/Revaluation of Outcomes Cycle

<b>Evaluation Findings</b>	<p><u>Student performance:</u> There were 50 students enrolled in the course.</p> <ul style="list-style-type: none"> <li>At midterm 3 students' grades were below 70% and they were placed on Academic Warning and a plan for Success was implemented. Also, one student's score was borderline (70.73%). All students were instructed to do test review, attend all tutoring sessions that were offered each week, and to contact the lecturer to clarify the content.</li> <li>A total of four students attrited for various reasons. All four students were referred to the Dean of Student Services.</li> <li>Two students failed the course.</li> <li>Two students were administratively withdrawn from the course due to poor performance in N243L.</li> </ul> <p>The course pass rate for those students that completed the course was 95.83% and met the threshold (95%). Student attrition rate is 8% and it is well below the threshold (15%), and there were no petitions and grievances (threshold&lt;5%) during this semester.</p> <ul style="list-style-type: none"> <li>1 student achieved a "A" grade (2.17%)</li> <li>19 students achieved a "B" grade (41.30%)</li> <li>26 students achieved a "C" grade (56.52%)</li> <li>2 students achieved a "D" grade (4.34%)</li> </ul> <p><u>Course performance:</u> Global Index: 4.44 Average Course rating:4.12 Instructor Rating:4.51 Attrition Rate:8%</p> <ol style="list-style-type: none"> <li>The course evaluation score remained above 4. The course performance maintained a score of 4 and above for all the items except two. Instructor rating is well above the threshold. Forty-seven percent of the students achieved a</li> </ol>
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	<p>grade of B in this semester. Attrition rate has slightly decreased from 8.33% (spring 2016) to 8%(fall 2016). Overall, students had positive comments about the course and there were no negative comments about "test questions". (<i>Test questions were at times poorly written and grammatically incorrect –spring 2016</i>). In addition, the course implemented quizzes based on the modules (neuro &amp; endocrine) prior to lecture and there were no complaints from students.</p> <p><u>Identify items requiring action:</u> None</p> <p><u>Identify student evaluation comments requiring attention:</u></p> <ol style="list-style-type: none"> <li>2. <u>Prefers actual lecture of content rather than self-learning modules:</u> <ul style="list-style-type: none"> <li>• During course orientation, the expectations are reviewed with students. i.e. The due date to bring the completed module and to participate in the discussion. Students are also informed about the 10-point quiz based on the modules. The modules support students' learning by enhancing their independent study. Adult learning is an essential component in the college setting and faculty believe that the modules are still a good learning experience for the students. Modules are an alternative teaching method used to enhance the student's knowledge of the topic. Students are provided with 2 hours of scheduled time to go over the module where the instructor facilitates the topic discussion, utilize concept maps/case studies, clarifies the questions, and help the students to focus on main concepts. Modules were given to the students along with the syllabus at the time of registration and that gives the students at least 2 weeks to complete it.</li> </ul> </li> </ol> <p><u>Quality improvement needs:</u></p> <ul style="list-style-type: none"> <li>-Implement the use of the student portal (CAMS) to post: <ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Handouts</li> <li>• Modules</li> <li>• Assignments</li> <li>• Announcements</li> <li>• Grades</li> </ul> </li> <li>-Projectors mounted in the classrooms.</li> <li>-Assign a projector to each semester.</li> <li>-Clickers (presenters) available for PowerPoint presentations.</li> <li>-Have library open to borrow and return AV aids before and after lecture hours.</li> </ul>
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<b>Plans for Improvement</b>	<ul style="list-style-type: none"><li>• Continue to evaluate all test items prior to the administration of any exam or quiz.</li><li>• Students will be encouraged to review exams and quizzes.</li><li>• Continue with the use of sample questions in the lecture to prepare the students to critically think and answer the higher cognitive level questions.</li><li>• Continue to provide scheduled tutoring sessions weekly.</li><li>• Continue to post the lecture handouts and modules online in order for the students to access them prior to lecture and to get prepared.</li><li>• Provide the modules to the students in advance and continue with module(s) discussion, clarification, and help the students to focus on important concepts.</li><li>• Conduct quizzes prior to lecture (Neuro &amp; Endocrine) and assign grades (10 points) based on the modules (anatomy &amp; physiology portion). Inclusion of module contents in quizzes provide students the benefits of completing the module.</li><li>• Continue with Academic Remediation Plan and a plan for success for all students who score below 70% on the exams as early as the first exam. Borderline grades are also being identified and a plan for success is implemented for each at-risk student.</li></ul>
<b>Re-evaluation Due Date</b>	Spring 2017
<b>Suggestions for Change in SLO and Rationale</b>	None
<b>Additional Comments</b>	<ul style="list-style-type: none"><li>• All lecture handouts &amp; modules were posted on the website at least 4 weeks prior to lecture.</li><li>• Most of the students performed well with the Academic Remediation Plan. All the students who scored &lt;70% at midterm and were on academic warning and remediation plan passed the course except two.</li><li>• Faculty would like to explore the possibility of integrating a web-based program that can facilitate student learning.</li></ul>

#### Contributors:

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