Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N111 – Spring 2023

DATE: 07/03/2023
REPORT SUBMITTED BY: Beena Davis TITLE: Semester Coordinator

SEMESTER 1
Section One: SLO and Assessment Method

COURSE (S)	Nursing 111: Nursing Pharmacology
Student Learning Outcomes	Students competently identify the integration of pharmacological knowledge in the delivery of nursing care to patients receiving medications.
Incorporation of General Education Student Learning Outcomes (SLOGE)	**SLOGE 2:** Demonstrate knowledge of the human mind, body, and behavior through interactions with others and be accountable in the application of this knowledge and skill in an ethical and professional manner **SLOGE 4:** Apply logical reasoning and fundamental mathematical processes and demonstrate competency in the professional setting.
Correlated Student Learning Outcomes: College (SLOC)	Students: **SLOC1:** Demonstrate knowledge and skills necessary to provide safe and effective care, which enables them to adapt in a multicultural healthcare environment.
Correlated Student Learning Outcomes: Program (SLOP)	Students: • **SLOP 1:** Demonstrate essential competencies when providing client-centered nursing care using the nursing process and evidence-based outcomes to accommodate societal/cultural differences.
Method of Assessment	Students attain an overall cumulative score of 70% or higher on exams. Exams test concepts related to safe medication dose calculations and administration. A passing score indicates attainment of the student learning outcome. Testing consists of: - 3 exams consisting of 50 questions each Exam 1: 32% of total grade Exam 2: 32% of total grade Exam 3: 32% of total grade - 4 adaptive learning assignments worth 4% of the grade Performance Indicators: • The student course survey threshold average score of 3.5 or higher. • Institutional effectiveness indicator II.B: Nursing course success rate of 85%. • 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: Spring 2023

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Required Resources	Testing, grading, survey software, OMR scanner, large classrooms, Wi-Fi, online student database for handouts, digital book, dry erase boards, microphone, photocopier, printer, clerical support, and IT support. Technological equipment: computers, large monitors / televisions, LCD projector, secure online meeting rooms, and electronic tablets/laptops. ERC: education software, videos, DVDs, online nursing journals, and books.

Section Two: Analysis of Assessment Results

Outcomes Evaluation Method	Check all that apply: 1. ☒ Formative Evaluation ☒ Summative 2. ☒ Direct Evidence ☒ Indirect Evidence 3. ☒ Quantitative ☒ Qualitative
Evaluation Tools	• Student grade sheet • Student course evaluation result • Attendance Sheet • Student status report
Analysis Of Data Report	**Students:** 50 students enrolled 48 students completed 48 students passed 100 students passed (%) 2 students withdrawn 0 students failed **Course Attrition:** 2 students attrited 4.0 students attrited (%) **Course:** 4.33 course evaluation rating 4.56 average instructor rating 4.52 overall rating (Global Index) 2 petition filed 0 petition advanced to grievance Yes pass rate threshold achieved (yes or no) Yes all items achieved threshold (yes or no)

Course/Program Rating Scale	Number of Items at this Rating Scale	Percent of Items at this Rating Scale*
4.5 – 5.0	0	0
4.0 – 4.4	3	100
3.5 – 3.9	0	0
3.0 – 3.4	0	0
2.0 – 2.9	0	0

	1.0 – 1.9	0	0
	Total # Items	3	Total = 100%
	* Do not round up numbers		
Additional Comments	None		

Section Three: Evaluation/Improvement/Revaluation of Outcomes Cycle

Evaluation Findings	Student Performance: At the conclusion of the N111 course, all students passed the course. Two students withdrew from N113L and were administratively withdrawn from N111. The following is the breakdown of the students' grades: • 13 students received an A (27.08%) • 20 students received a B (41.67%) • 15 students received a C (31.25%) Course performance: The overall course rating is above the 3.5 threshold. Additionally, there is a slight increase in the Global Index from Fall 2022 of 4.51 to Spring 2023 of 4.52. The syllabus, containing content outlines and specific required pages to read before and after class, as well as lecture handouts were posted online via Microsoft Teams to aid the students' preparation for the course and to aid in studying. Finally, in-person lectures were the mode of delivery adopted by faculty. Each lecturer set aside time to answer questions during lectures and encouraged students to contact them with additional questions. Aside from the specific subject lecturer, the clinical instructors also facilitated clarifications and answers. In addition, the students utilized other college resources such as the college tutor to assist with learning medications and applying information to medication administration. Students were encouraged to create medication sheets for the medication categories discussed to assist with gaining medication knowledge and medication administration during clinical. Faculty continued to ensure all medications in lecture were labeled using the generic name and when applicable the Brand name in parenthesis. Faculty also continued to implement NCLEX style questions using only generic medication names on exams. The use of Lippincott digital textbooks and PrepU adaptive learning assignments continued. Student results were tracked to ensure these methods were successful in maintaining high student performance. Faculty also used a variety of lecture styles, anecdotes, and case studies to assist

	students in obtaining the knowledge, skills and attitudes needed for safe medication administration in the clinical areas. New test questions were added to the exam question pool for anti-hypertensive, pain, fluid and electrolytes, and anti-inflammatory medications. As a continued practice, the lead proctor and co-proctor proofread all exams for clarity and spelling within the week prior to testing days. After each exam the lead proctor, co-proctor, and instructors who had questions on the exam reviewed the Exam Test Item analysis. The class schedule of two and three-hour lectures over the course of seven weeks with four adaptive learning assignments and three exams for testing remained unchanged from previous semesters. <u>Identify items requiring action</u>: None <u>Identify student evaluation comments requiring attention:</u> 1. "There is a lot of information discrepancies between n111 and n113. It's understandable that it's possible to occur. But it makes it harder during examinations since students might not be able to recall the source of the information due to it being stored as a semantic memory rather than episodic. N111 and N113 often have coinciding lectures but we're not always sure which part of the subject we will be tested on. A lot of pharmacology information was tested on in n113 and a lot of disease processes were tested on in n111. This makes it harder to study because the student might end up focusing on the wrong aspect of the course. For example, if I studied that a medication creates RBC breakdown and should look at CBC panel and monitor for signs and symptoms of anemia but did not look up the term for RBC breakdown = hemolysis, I would get the question wrong because I did not know what hemolytic anemia was and did not receive enough context clues in the question to determine what the disease process was. So I would make a mistake because of the terminology and not because of a knowledge deficit on the actual medication. And while it can be argued that terminology is a necessary aspect to pharmacology, I wish it was emphasized more clearly." <u>Quality improvement needs:</u> See Plans For Improvement
Plans For Improvement	1. Course coordinator and each faculty lecturer will review content that is similar in N111 and N113 and make revisions as needed if there are contradicting information. Students are provided with the Test-item Breakdown which has the lecture topics and number of test questions under each exam of the course. Faculty will continue to remind students that N111 exam questions only come from N111 lecture content and

	required readings. During the course orientation and throughout the N111 course, students will be reminded that terminology and definitions of abbreviations are important to know in making sure they meet the student learning outcomes.
Re-evaluation Due Date	Fall 2023
Suggestions For Change in SLO and Rationale	None
Additional Comments	"Great!." "I enjoyed the class and the teachers." "Power points helped, depending on the instructor." "You all are amazing instructors, thank you."

Contributors:
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