Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N122

DATE: December 19, 2022

PERIOD: Fall 2022

REPORT SUBMITTED BY: Alisha Black TITLE: Nursing Instructor

SEMESTER 2

Section One: SLO and Assessment Method

Course(s)	Nursing 122: Interdisciplinary Nursing Role
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, and demonstrate ability to research subject matter through reading, speech, demonstration, and writing. **SLOGE 3:** Demonstrate cultural sensitivity in interacting with the community through the acceptance of diverse philosophical, cultural, and religious beliefs.
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. **SLOC 2:** Demonstrate effective communication and collaboration to promote optimal health outcomes in a variety of healthcare settings.
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 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: - 2 Exams worth 80% of the grade - Ethical Case Study debate worth 20% 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: Fall 2022
Required Resources	Testing, grading, and survey software, OMR scanner, large classrooms, microphone, photocopier, printer, clerical support, IT support. Technological equipment; computers, LCD, laptops, ERC, education software, videos, nursing journals, and books.

Section Two: Analysis of Assessment Results

Outcomes Evaluation Method	Select all that apply: 1. ☒ Formative Evaluation ☒ Summative 2. ☒ Direct Evidence ☒ Indirect Evidence 3. ☒ Quantitative ☒ Qualitative
Evaluation Tools	• Student grade sheet • Student course evaluation results • Attendance sheet • Student status report
Analysis of Data Report	**Students:** 52 students enrolled 44 students completed 44 students passed 100 students passed (%) 8 students withdrawn 0 students failed **Course Attrition:** 8 students attrited 15.4% students attrited (%) **Course:** 4.3 course evaluation rating 4.37 average instructor rating 4.35 overall rating (Global Index) 0 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	
4.0 – 4.4	3	100%

	3.5 – 3.9	0	
	3.0 – 3.4	0	
	2.0 – 2.9	0	
	1.0 – 1.9	0	
	Total # Items – 3		Total = 100%
	* Do not round up numbers		
Additional Comments			

Section Three: Evaluation/Improvement/ Reevaluation of Outcomes cycle

Evaluation Findings	Student Performance: There were 52 students enrolled in the course with 44 successfully completing. One student withdrew from another course and was academically withdrawn from all other courses. Seven students were academically withdrawn due to failures in another course. There were no failures of the course. The course pass rate was 100%, meeting the pass rate threshold. The breakdown of grades are as follows: 6 students received an A (14%) 30 students received a B (68%) 8 students received a C (18%) Of the eight students that attrited, seven were academically withdrawn due to failure of another course. Course performance: Survey completion was 98%. All items exceeded threshold with a course rating of 4.3. Average Instructor rating (4.37) and overall rating (4.35) demonstrate a positive course performance. Average instructor rating and overall rating are higher than Fall, and indicate a positive improvement, even with new instructors and topics that had not been lectured before. No themes were identified as there were no comments received for the course: Course attrition rate was 15.4% which exceeded the performance indicator of less 15%. This attrition rate is a direct effect of multiple academic withdrawals due to failure in another course. The debates continue to be a creative way for students to learn about group process while learning and presenting important ethical dilemmas in nursing. Identify items requiring action: All items exceeded student course survey threshold score of 3.5 or higher. The lowest scoring items were 4.29 (#1.1 & #1.3) which address course objectives and teaching methods. No comments were made in this area.

	Identify student evaluation comments requiring attention: • There were no student evaluation comments to address, however in speaking to the students they seemed to really enjoy the debate activity. Quality improvement needs: One updated ethical dilemma was written and used but new scenarios are always needed to keep the information fresh and relevant. Exam questions need to be carefully looked at prior to testing in order to verify the information is relevant and was covered by readings, lecture, or supplemental material.
Plans for Improvement	Semester 2 faculty understand the difficulty students experience in transitioning from semester one knowledge content to the addition of increased application, comprehension, and analysis content, all while managing numerous concurrent courses. An effort to incorporate additional teaching methodologies to aid in content comprehension continues. These efforts include the flipped classroom, visual aids, demonstration videos and incorporation of practice questions during lecture. Debate instructions and grading rubric will be re-evaluated to ensure clarity of instructions and how to successfully navigate the assignment.
Re-evaluation Due Date	Spring 2023
Suggestions For Change In SLO And Rationale	None
Additional Comments	None

Contributors:
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