## Los Angeles County College of Nursing and Allied Health

## STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
## SCHOOL OF NURSING: N122

**DATE:** May 30, 2023

**PERIOD:** Spring 2023

**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:<br>**SLOGE 1:** Apply critical thinking to communicate effectively, collaborate with others, and demonstrate ability to research subject matter through reading, speech, demonstration, and writing.<br>**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:<br>**SLOC1:** Demonstrate knowledge and skills necessary to provide safe and effective care, which enables them to adapt in a multicultural healthcare environment.<br>**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:<br>**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.<br>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.<br>Testing consists of:<br>- 2 Exams worth 80% of the grade<br>- Ethical Case Study debate worth 20% of the grade<br>Performance Indicators:<br>• The student course survey threshold average score of 3.5 or higher<br>• Institutional effectiveness indicator II.B: Nursing course success rate of 85%.<br>• 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 |
| **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:<br>1. ☒ Formative Evaluation ☒ Summative<br>2. ☒ Direct Evidence ☒ Indirect Evidence<br>3. ☒ Quantitative ☒ Qualitative |
| **Evaluation Tools** | • Student grade sheet<br>• Student course evaluation results<br>• Attendance sheet<br>• Student status report |
| **Analysis of Data Report** | **Students:**<br>60 students enrolled<br>57 students completed<br>57 students passed<br>100 students passed (%)<br>3 students withdrawn<br>0 students failed<br><br>**Course Attrition:**<br>3 students attrited<br>5% students attrited (%)<br><br>**Course:**<br>4.53 course evaluation rating<br>4.55 average instructor rating<br>4.55 overall rating (Global Index)<br>1 petition filed<br>0 petition advanced to grievance<br>yes pass rate threshold achieved (yes or no)<br>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 | 2 | 66.7% |
| 4.0 – 4.4 | 1 | 33.3% |

| | | | |
|---|---|---|---|
| | 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 60 students enrolled in the course with 57 successfully completing. Three students were academically withdrawn due to failures in another course. There were no failures of the course.<br><br>The course pass rate was 100%, meeting the pass rate threshold. The breakdown of grades are as follows:<br>7 students received an A (12.3%)<br>44 students received a B (77.2%)<br>6 students received a C (10.5%)<br>All three students that attrited were academically withdrawn due to failure of another course.<br><br>Course performance: Survey completion was 93%. All items exceeded threshold with a course rating of 4.53. Average Instructor rating (4.55) and overall rating (4.55) demonstrate a positive course performance. Average instructor rating and overall rating are higher than Fall. This indicates a positive improvement, even with instructors who are still learning new lectures and content.<br><br>No clear theme was identified in the comments. Only two comments were made and one was positive while the other was negative.<br><br>Course attrition rate was 5% which is far below the performance indicator of less 15%.<br><br>The debates continue to be a creative way for students to learn about group process while learning and presenting important ethical dilemmas in nursing.<br><br>Identify items requiring action: All items exceeded student course survey threshold score of 3.5 or higher. The lowest scoring items were 4.44 (#1.3) which address teaching methods. No comments specific to teaching methods were made.<br><br>Identify student evaluation comments requiring attention:<br>• There was one student comment regarding test questions |

| | |
|---|---|
| | being poorly written, confusing, and not helpful for passing the NCLEX. Faculty is constantly updating data to make it relevant and helpful for clinical practice. We are aware that the role course can be difficult for some students to connect with, as it delves more deeply into the psychosocial aspects of nursing. As for the questions being poorly written, and confusing, the progression of knowledge questions from first semester to understanding, analysis and application questions can be challenging for students to digest. The material itself may seem unhelpful for the NCLEX but learning to answer these types of layered questions most assuredly will be.<br><br>Quality improvement needs: New debate scenarios are always needed to keep the information fresh and relevant. Exam questions need to be carefully looked at prior to testing to verify the information is relevant to course objectives 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** | Fall 2023 |
| **Suggestions For Change In SLO And Rationale** | None |
| **Additional Comments** | None |

**Contributors:**
Lydia Thompson, MSN, RN Semester Coordinator
Alisha Black MSN, RN
Victoria Perez, MSN, RN
Maria Teresa Najera, MSN, RN