Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N112
SPRING 2023

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

SEMESTER 1

Section One: SLO and Assessment Method

Course(s)	Nursing 112: Introduction to Professional Nursing Role
Student Learning Outcomes	Students competently identify appropriate legal and ethical principles and the use of therapeutic communication needed to provide care for adult clients in a variety of health care settings.
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 quizzes. Exams and quizzes test concepts related to communication, collaboration, advocacy, and sociocultural sensitivity. A passing score indicates attainment of the student learning outcome. Testing consists of: - 2 Exams - 62% of the grade - Final Exam - 32% of the grade - Written Assignment - 6% 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 (02/02/2023-03/16/2023) Academic Year: 2022-2023
Required Resources	Testing, grading, and survey software, large classrooms, Wi-Fi, online database for handouts, digital book, microphone, photocopier, printer, clerical support, IT support. Technological equipment: computers, projector, wireless presenter with laser pointer, secure online meeting rooms, and electronic tablets/laptops. ERC: education software, videos, DVDs, 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 result • Attendance sheet • Student status report
Analysis of Data Report	**Students:** 55 students enrolled 54 students completed 50 students passed 92.59 students passed (%) 1 students withdrawn 4 students failed **Course Attrition:** 5 students attrited 9.09 students attrited (%) **Course:** 4.40 course evaluation rating 4.68 average instructor rating 4.63 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	
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	None

Section Three: Evaluation/Improvement/Re-evaluation of Outcomes Cycle

Evaluation Findings	Student Performance: There were fifty-five (55) students enrolled in the course. One (1) student withdrew due to personal reasons. Fifty-four (54) students completed the course. Fifty (50) students passed, four (4) students failed. One (1) petition filed, no petition advanced to grievance. The following list is the breakdown of grades: • 4 students scored an A (7.41%) • 29 students scored a B (53.70%) • 17 students scored a C (31.48%) • 4 students scored D or F (7.41%) Course performance: The Spring 2023 global index was 4.63 with course rating average of 4.40 and instructors' rating average of 4.68. The Fall 2022 global index, course rating average, and instructors' rating averages were 4.63, 4.38, and 4.68 respectively. There was an increase in course rating average, and no change in global index and instructors' rating average between Fall 2022 and Spring 2023. One hundred percent of the items' ratings are consistently well above the 3.5 threshold. Semester One faculty lecturers performed an extensive review of course objectives and textbook content and updated the syllabus topic outlines and material presentations accordingly for better correlation. Instructors provided supplemental outsource information from online websites to further enhance student concept comprehension, such as the Neuman Systems model website. Faculty continued to make themselves available to students for tutoring and concept clarification via email and office hours. Students were also

	encouraged to email and schedule an appointment with the college tutor as an alternative option to enhance learning and comprehension. To assist students in their written assignment, American Psychological Association (APA) 7th edition Overview and Written Assignment presentations have been consistently offered. Students, per usual, were encouraged to attend. Fifty (50) out of fifty-five (55) students (91%) attended the presentation. As a continued practice, faculty provided students with additional information on how to select research articles and guidelines for article critique. Students were encouraged to use the ERC/librarian as additional resources. Students were instructed to submit their self-selected article to their clinical instructor for approval prior to writing their assignment. Semester faculty further made time to discuss and clarify questions within their own clinical groups. These continued strategies helped the students to be successful in their written assignment. <u>Identify items requiring action</u>: • All items met threshold. <u>Identify student evaluation comments requiring attention:</u> One comment addressed the topic of the Neuman Systems model: • "Almost the entire course was very comprehendible except for 1 lecture: Neuman systems model." <u>Quality improvement needs:</u> • Please see Plans for Improvement.
Plans For Improvement	• The Fundamentals textbook currently used in the course has limited information on the Betty Neuman Systems model. Faculty therefore will continue to provide students with the Neuman Systems model website, listed in Recommended Reading on the syllabus, as well as information from the Nursing Labs website. The information is comprehensive and gives scholarly information regarding the Neuman's Systems Model.
Re-evaluation Due Date	Fall 2023
Suggestions For Change In SLO And Rationale	Add "Semester and Year" to header of SLO template.
Additional Comments	Positive Comments: a. "I enjoyed the adaptive learning assignments through the internet." b. "Loved the interactive quizzes . . . used with Menti. It allowed us to discuss the themes and analyze the rationale of the answers." c. "Some professors were more dynamic in their presentations offering videos, discussion of case studies, and practice questions integrated in their lectures."

Contributors:

Beena Davis, PhD, RN (Semester One Coordinator)
Margeaux Mandap, DNP, RN, CCRN (Course Coordinator)
Theresa Antonio, MSN, RN, PHN, CCRN, TCRN
Mirna Guardado, MSN, RN
Beverly McLawyer, MSN, RN, CCRN
Nicholas Bachman, MSN, RN