Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N111 – Fall 2022

DATE: 01/26/2023

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%.

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Data Collection Schedule	Period: Fall 2022
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, 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:** 55 students enrolled 54 students completed 54 students passed 100 students passed (%) 1 students withdrawn 0 students failed **Course Attrition:** 1 students attrited 1.82 students attrited (%) **Course:** 4.39 course evaluation rating 4.53 average instructor rating 4.51 overall rating (Global Index) 1 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	1	33.33
4.0 – 4.4	2	66.66
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 = 99.99%
	* Do not round up numbers		
Additional Comments	None		

Section Three: Evaluation/Improvement/Reevaluation of Outcomes Cycle

Evaluation Findings	Student Performance: At the conclusion of the N111 course, all students passed the course. The following is the breakdown of the students' grades: • 12 students received an A (22.22%) • 31 students received a B (57.41%) • 11 students received a C (20.37%) Course performance: The overall course rating is well above the 3.5 threshold. Additionally, there is an increase in the Global Index from Spring 2022 of 4.36 to Fall 2022 of 4.51. One student was placed on academic warning at midterm but successfully completed the course. The syllabus, containing content outlines and specific required pages to read before class, and lecture handouts were posted online via Microsoft Teams to aid the students' preparation for the course. Finally, in-person lectures were the primary 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. The class schedule of 2 and 3-hour lectures over the course of 7 weeks with 4 adaptive learning assignments and 3 exams for testing remained unchanged from previous semesters. <u>Identify items requiring action</u>: None <u>Identify student evaluation comments requiring attention:</u> 1. "It would be nice to be provided with the actual powerpoint so we can convert the ppt to outline view and type notes. When we are sent the PDF, we cannot convert to outline view and type notes. Please consider this, thank you!" 2. "Overall, my main concern was how rushed a lot of the lectures felt. I was thinking that it was likely related to the sheer amount of information that was required to be "taught" by the BRN standards. With this in consideration, I think it is fair to say CONAH does have its own curriculum of what it believes to be more important to focus on (and generally what we are evaluated on) and it should be highlighted or distinguished in some way." 3. "CONAH should start moving further towards an updated NCLEX style with short answers and partial credits for select all that apply answers. Short answers create a better evaluation of student knowledge and make exams a more accurate representation of student performance. Additionally, the same comes with select all that applies questions where there is no distinguising between an individual who knew none of the correct answer versus an individual who missed one of the options." <u>Quality improvement needs:</u> See Plans For Improvement
Plans For Improvement	1. Currently, the College has agreed that all students will be provided handouts with 3 PowerPoint slides per page and in Pdf format. The Pdf format allows for maintenance of PowerPoint slide integrity without inadvertent changes to the content. 2. The course syllabus provides unit objectives and a content outline. The course coordinator will provide a more extensive review od the course syllabus and course content during the N111 course orientation on the first day of class. Additionally, each faculty member will review the objectives and outline for

	each topic with students prior to the start of lecture. 3. Faculty will continue to use a variety of NCLEX style questions during exams. The current PAR Score system used by the College does not allow for grading short answers or for partial credit to be given for select all that apply questions when only part of the answer is correct. However, Next Generation NCLEX style questions with short answers, fill-in-the-blank, and matching are provided during the N113L written competency exam and partial credits are also given.
Re-evaluation Due Date	Spring 2023
Suggestions For Change in SLO and Rationale	None
Additional Comments	"Good class." "Overall presented very well!" "The prepu assignments were helpful with getting familiar with the material before lecture."

Contributors:
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