**Los Angeles County College of Nursing and Allied Health**

**STUDENT LEARNING OUTCOMES ASSESSMENT REPORT**
**SCHOOL OF NURSING: N243**

DATE: 05/18/2023

REPORT SUBMITTED BY: L. Myers DNP, MSN , RN TITLE: Semester 4 Coordinator

SEMESTER 4

**Section One**: SLO and Assessment Method

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| **COURSE (S)** | Nursing 243: Advanced Medical Surgical and Gerontological Nursing |
| **Student Learning Outcomes** | Students competently identify the implementation, analysis and integration of advanced medical/surgical and gerontological nursing care principles needed in managing the care of clients in situations involving multi system health problems within various healthcare settings. |
| **Incorporation Of General Education Student Learning Outcomes (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 2:** Demonstrate knowledge of the human mind, body, and behavior through interactions with other and be accountable in the application of this knowledge and skill in an ethical and professional manner |
| **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.<br>**SLOP 2:** Demonstrate professional responsibility and accountability for quality nursing care. |

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| **Method of Assessment** | Students attain an overall cumulative score of 70% or higher on exams and quizzes. Exams and quizzes test concepts related to protection, digestion nutrition, elimination, mobility, sensation and cognition utilizing the Nursing Process, Communication, Education, Decision making, and Socio-cultural sensitivity. A passing score indicates attainment of the student learning outcome.<br>Testing consists of:<br>- 3 exams, each worth 20% of the grade.<br>- Cumulative final exam worth 30% of the grade<br>- 4 quizzes each worth 2.0 % of the grade<br>- 2 adaptive learning exercise each worth 1.0 % of grade<br><br><u>Performance Indicators:</u><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%.<br>• Institutional effectiveness indicator II.P: SON Petition and Grievances less than 5%. |
| **Data Collection Schedule** | Period: SPRING 2023 |
| **Required Resources** | Testing and Grading software, Survey software and supplies, OMR Scanner, Large Classrooms, Photocopier, Clerical Support, IT Support, Technological equipment; computers, LCD, Laptops. ERC educational software. |

**Section Two**: Analysis of Assessment Results

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| **Outcomes Evaluation Method** | Check 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>47 students enrolled<br>45 students completed<br>44 students passed<br>97.7% students passed (%)<br>2 students withdrawn<br>1 students failed |

**Course Attrition:**

3 students attrited
6.3% students attrited (%)

**Course:**

4.24 course evaluation rating
4.40 average instructor rating
4.38 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 | | |
| 4.0 – 4.4 | 3 | 100% |
| 3.5 – 3.9 | | |
| 3.0 – 3.4 | | |
| 2.0 – 2.9 | | |
| 1.0 – 1.9 | | |
| Total # Items | | |
| * Do not round up numbers | | |

**Additional Comments**

**Section Three**: Evaluation/Improvement/Revaluation of Outcomes Cycle

| **Evaluation Findings** | Student Performance:<br>A total of 47 students enrolled in the course<br>• Seven (7) students were identified at risk for failing due to achieving a cumulative score <70% at midterm. A Plan for Success was implemented. An early intervention plan (academic remediation plan) was initiated for these students soon after the first exam. The students were instructed to review the tests and to attend all tutoring sessions that were offered. In addition to that, the students were instructed to contact the lecturer to clarify any course content lectured.<br>• 45 students completed the course. One student was unable to achieve a cumulative score ≥70% and failed the course.<br>• The course pass rate is which is well above the established IE threshold of 85%. The student attrition rate is 6.3%.<br><br>• 13 students achieved a "B" grade (28.89%)<br>• 31 students achieved a "C" grade (68.89%)<br>• 1 student achieved a "D" grade (2.22%)<br><br>Course performance:<br>Global Index: 4.38<br>Average Course rating: 4.24<br>Instructor Rating:4.40<br>Attrition Rate:6.3% |
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| | Identify items requiring action:<br>None<br>Student comment:<br>For students that are kinesthetic and visual learners…."Classroom based critical thinking activities, take home worksheets, peer teaching, projects etcs, all encourage students in different ways and can be tailored to the content and outcomes of each class. Having students read the book and listen to professors during lecture is limited in its ability to train students to think critically."<br>Identify student evaluation comments requiring attention: improvement needs:<br>Encourage students to do assigned reading and complete modules before attending class to enhance learning during flipped classrooms. Students have the list of the different teaching strategies and learning activities faculty could utilize in their syllabus? |
| **Plans For Improvement** | • Faculty will continue to implement a faculty facilitated/ flipped classroom format to augment learning with lecturing.<br>• Continue the use of case studies to encourage critical thinking and nursing care.<br>• Faculty will encourage students to do required reading before the lecture and to actively participate during the flipped classroom to enhance learning experience.<br>• Continue to encourage students to read the textbooks for understanding the lecture content in detail.<br>• Continue to evaluate all test items prior to the administration of any test.<br>• Continue with the use of sample questions in the lecture to prepare the students to critically think and answer the higher cognitive level questions.<br>• Continue with Academic Remediation Plan for all students who score below 70% on the exams as early as the first exam.<br>• During lectures faculty will emphasize the importance of focusing on nursing interventions and care when preparing for tests. Additionally, faculty will add sample questions to lecture emphasizing the importance of nursing interventions and prioritization.<br>• |
| **Re-evaluation Due Date** | Fall 2023 |
| **Suggestions For Change in SLO and Rationale** | None |
| **Additional Comments** | None |

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