Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N123

DATE: **December 20, 2022**

REPORT SUBMITTED BY: Heather Brodzik, MSN, RN **TITLE:** Clinical Instructor

SEMESTER 2

Section One: SLO and Assessment method

COURSE (S)	N 123: Intermediate Medical-Surgical Nursing
Student Learning Outcomes	Students competently identify the application and implementation of appropriate medical/surgical interventions needed to provide care to adult clients with common health problems in a variety of health care settings.
Incorporation Of General Education Student Learning Outcomes (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 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: **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	A passing score indicates attainment of the student learning outcome. Students attain an overall cumulative score of 70% or higher on Exams, Quizzes, Case studies, and Computer assignment. Exams, quizzes, and assignments test concepts relate to utilizing the nursing process, critical thinking, therapeutic communication, and collaboration with other disciplines in providing care to patients diagnosed with Diabetes, Gastrointestinal, Hematological, Sexually Transmitted Infections, Gynecological and Genitourinary problems. Testing consists of: 1. 3 exams worth 90% (each exam 30%) of the grade 2. 1 quiz worth 6% of the grade 3. 4 Prep U assignments (each worth 1%) 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 Academic year 2022-2023
Required Resources	Testing, grading, and survey software, OMR scanner, large classrooms, microphone, photocopier, printer, clerical support, IT support. Technology equipment: computers, LCD, laptops. ERC educational 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 results • Attendance sheet • Student Status Report
Analysis Of Data Report	**Students:** 55 students enrolled* 51 students completed 47 students passed 92% students passed (%) 4 student withdrawn 4 students failed **Course Attrition:** 8 students attrited 14.6% students attrited (%) **Course:** 4.01 course evaluation rating 4.12 average instructor rating 4.1 overall rating (Global Index) 0 petition filed 0 petition advanced to grievance yes pass rate threshold achieved (yes or no) No 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	**2**	**66.67%**
3.5 – 3.9	**1**	**33.33%**
3.0 – 3.4		
2.0 – 2.9		
1.0 – 1.9		
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 55 students enrolled in the class. Four AW's due to poor performance in a different course. Four failed the final exam. Fifty-one completed the course.
- Student pass rate for Fall 2022 is 92%. Breakdown of the grades:
  N/A student received an A (N/A)
  17 students received a B (33.33%)
  30 students received a C (58.82%)
  4 students received a D (7.84%)
- Of 55 students, 8 students attrited (14.6%) from the course for the following reasons:
  - 4 students failed N123
  - 3 students withdrew due to failures in other courses
  - 1 student withdrew from the School of Nursing altogether
- At midterm,6 students were below 70%, and were placed on academic warning.

Course performance:

- The overall course rating for Fall 2022 **4.01**.
- The average instructor rating for Fall 2022 is **4.12**.
- The overall rating (Global Index) for Fall 2022 is **4.10.**

A new faculty member was added in Fall 2022 who delivered the Blood Disorder lecture.

Identify

- 1.3 Teaching methods were effective in meeting course objectives. Scored less than the median of 4 with a score of 3.94.

Identify student evaluation comments requiring attention:

- Multiple students commented on the number of slides per lecture. It was felt that 40 slides per hour (as some lectures have) is too many and they need to be more concise.

	➢ "As a general format for all lectures, time should be allotted for Q&A (minimum 5 min at the end of lecture). This has not been the case where lecture content runs the full extent of the class time with no consideration made to allow for a Q&A section." ➢ "Reconsider the back-to-back exam scheduling. It may make sense to do this for Pharm/Med-Surg since content is often aligned but doing so with Maternal-Child and Med-Surg where content is vastly different disallows students from achieving the best outcome on exams d/t the time constraints of having to focus on studying for one exam before being able to being studying for the other" ➢ "It could be helpful if teachers were encouraged to post on Teams more. Little reminders on there for students can be very helpful. There were times when things like study guide answers were added to files and a lot of students didn't notice. Posting an announcement about if on the main page would have been nice. General updates throughout the semester would also have been nice." ➢ One student had outlier comments stating a preference as to how the PowerPoint slides for each lecture should be formatted as well as stating that they felt that different exams should be allotted more time: "Med-Surg being an exam that requires the most amount of clinical judgement skills with additional time needed for analysis and application should be given more time than other exams to complete the questions. Rushing through the exam simply to be able to complete all the questions in time disallows the student to properly practice their clinical judgement skills that will be an important skillset to have to successfully pass the NCLEX". ➢ "There must be a way to organize the semester, so it is a little more fair to students who are stuck doing their Med Surg clinical rotations first. It is much harder to do well on exams when Mondays are spent filling out clinical worksheets/concept maps which only happens during the Med Surg clinical. There are more exams and more lectures in the first half of the semester so makes it unfair for those who are stuck doing Med Surg clinical first. Those of us at the beginning of the semester also had to study Pharm which is so much more content heavy than Role. Additionally, in the last four weeks of class there is no Med Surg or Maternal Child lectures which makes this second half of the semester very light. Since Med Surg and Maternal Child are the biggest credit load classes, I think they should start two weeks after the start of the semester and end two before the end of the semester to make the difficult, content-heavy portion of the class more evenly split between the two rotations." **<u>Quality improvement needs:</u>** • Faculty will increase interactive teaching methodologies. • Engage students in learning by offering a time for questions at the end of lecture. • Encourage students to come for tutoring and test review. • Increase utilization of CONAH tutoring services earlier in the semester.
Re-evaluation Due Date	End of Spring 2023
Suggestions For Change in SLO and Rationale	None

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 visual aids, demonstration videos and incorporation of practice questions during lecture.

Contributors:

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