Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING – N113

DATE: January 11, 2023

REPORT SUBMITTED BY: Beena Davis TITLE: Semester One Coordinator
SEMESTER 1

Section One: SLO and Assessment method

COURSE (S)	Nursing 113: Introduction to Medical Surgical Nursing
Student Learning Outcomes	Students competently identify appropriate components of a complete health assessment and medical/surgical interventions to include health teaching and promotion needed to provide care to patients with common adult health problems.
Incorporation Of General Education Student Learning Outcomes (SLOGE)	Students: **SLOGE 1:** Apply critical thinking to communicate effectively, collaborate with others, show comprehension, and research subject matter through reading, speech, demonstration, and writing. **SLOGE 2:** Demonstrate knowledge of the human mind, body, behavior and responses to internal and external stressors through interactions with others and the provision of care. Demonstrate accountability in the application of this knowledge and skill in an ethical and professional manner.
Correlated Student Learning Outcomes: College (SLOC)	Students: **SLOC 1:** Possess knowledge and life skills necessary to provide safe, effective and efficient care, which enables them to adapt to living and working in a multicultural environment and provide health maintenance and promotion in a global context. **SLOC 2:** Utilize critical thinking, problem-solving skills, and evidence-based strategies in effectively communicating and collaborating with others to promote and maintain optimal health in their area of practice.
Correlated Student Learning Outcomes: Program (SLOP)	Students: **SLOP 1:** Develop essential competencies of a beginning practitioner in the provision and management of care for professional licensure.
Method of Assessment	Students attain an overall cumulative score of 70% or higher on Exams. Exams test concepts related to assessment, inflammation/infection, changes in vital signs, hypertension, pain management, perioperative nursing, musculoskeletal disorders, fluid/electrolyte/nutritional imbalances, nursing process, and cancer. A passing score indicates attainment of the student learning outcome • 5 exams worth 70% of the grade (each exam worth 14%) • 1 cumulative exam worth 25% • 5 adaptive learning assignments worth 5% of the grade Performance Indicators: • The student course survey threshold average score of 3.5 or higher. • Institutional effectiveness indicator II.B: Nursing course pass 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, Survey software, OMR scanner, Large classrooms, Wi-Fi, Online student database for handouts, Digital book, Microphone, Photocopier, Printer, Clerical support, and IT support. Technological equipment; Computers, Large monitor, LCD, Wireless presenter with laser pointer, prerecorded voice over PowerPoint, Microsoft Teams, and 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 (For theory courses) • Student course evaluation result • Attendance Sheet • Student Status Report
Analysis Of Data Report	**Students:** 62 students enrolled 57 students completed 56 students passed 98.25 students passed (%) 5 students withdrawn 1 students failed **Course Attrition:** 6 students attrited 9.68 students attrited (%) **Course:** 4.35 course evaluation rating 4.61 average instructor rating 4.57 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	0	0%
	4.0 – 4.4	3	100%
	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 = 100%
	* Do not round up numbers		
Additional Comments	None		

Section Three: Evaluation/Improvement/ Reevaluation of Outcomes cycle

Evaluation Findings	<u>Student Performance:</u> There were 62 students enrolled in this course and 57 students completed with a course pass rate of 98.25%. Two students had administrative withdrawals after a failure in N112. One student who was placed on academic warning at midterm and referred for tutoring and counseling failed the course after the cumulative final. One student withdrew from the course after requesting a leave of absence due to personal reasons. One student had an administrative withdrawal after a withdrawal in N112 due to personal reasons. One student had an administrative withdrawal after a withdrawal in N111 due to personal reasons. Two students were placed on academic warning this semester, and each were referred to tutoring and counseling. One student was successful and passed the course. One student was unsuccessful and failed the course in the end. The following represents a breakdown of the final course grades: • 3 students received an A (5.26%) • 37 students received a B (64.91%) • 16 students received a C (28.07%) • 1 student received a D (1.75%) The course attrition rate was 9.68%, which is below the 15% threshold, and an increase from the 3.85% attrition rate in Spring 2022. <u>Course performance:</u> The course rating is above threshold at 4.35, which is an increase from the previous semester rating of 4.28 in Spring 2022. The overall rating (Global index) was 4.57 which is an increase from the previous semester rating of 4.44. Handouts were posted to MS Teams online to aid students in preparation for lecture. The course utilized the Lippincott electronic textbooks and PrepU adaptive learning assignments. Student results were tracked to ensure these methods were successful in maintaining high student performance. As a continued practice, the Lead and Co-Proctor proofread all exams one week prior to testing days for clarity. The class schedule of 5-hour lectures over the course of 16 weeks with 5 exams and 1 cumulative final for testing remained unchanged from the previous semester. <u>Identify items requiring action</u>: None. <u>Identify student evaluation comments requiring attention:</u> 1. One student commented, "I hope to have the option of receiving PDF PowerPoints without the 3 lines so we can open on PowerPoint and print the layout that works for us." Another student commented, "I think if we had the PowerPoints uploaded and we can choose how we can print out the slides would be helpful." Additionally, one more student stated, "PowerPoint copy should be provided rather than the pdf outline."

	2. One student commented, "Maybe adding a section on "how to use your resources" For example, the "All in One" would have been a great resource if we were told how to use it or the importance of it. Not just that it's a helpful resource. Our first practice at an AAPIE was never returned or given feedback. Maybe adding more case studies from the beginning of the semester with an emphasis on the importance of eventually creating your own care plan." <u>Quality improvement needs:</u> Please see "Plans for Improvement"
Plans For Improvement	1. Faculty have agreed on a standardized pdf handout across all semesters for lecture slides. This will be a continued practice as it allows the students to have access to the information presented in the classroom while also protecting each instructor's intellectual property contained in the original PowerPoint materials. 2. Nursing Process lecture includes a thorough overview of AAPIE with an unfolding AAPIE case study which will be a continued practice in the Spring 2023 semester. All-in-One Nursing Care Plan Resource textbook is a required resource for all students and will be reviewed with students during course orientation. An overview of the All-in-One textbook will also be included in N113L during the clinical worksheet presentation and integrated with the unfolding AAPIE case study exercise.
Re-evaluation Due Date	Spring 2023
Suggestions For Change in SLO and Rationale	None
Additional Comments	One student stated, "Adaptive learning assignments were great." Another student stated, "I truly enjoyed every single semester 1 instructor and am so sad to be without them next semester. Thank you every instructor for truly wanting us to pass and always helping us!" Another student stated, "It has been an amazing first semester, thank you to each instructor for their patience, their guidance and hard work. It was greatly appreciated." Additionally, one more student commented, "Very special thanks to all the instructors and staff that motivate the students to succeed and inspire character worthy of merit. Thank you for being part of our arduous journeys."

Contributors:
Theresa Antonio, MSN, PHN, CCRN, TCRN
Nicholas Bachman, MSN, RN (Course Coordinator)
Beena Davis, Ph.D., RN (Semester One Coordinator)
Mirna Guardado, MSN, RN
Kim Magsayo, MSN, RN
Margeaux Mandap, DNP, RN, CCRN
Beverly McLawyer, MSN, RN