



Course Learning Outcome Report Form

Department / Date Form is Completed

Names of Instructor / Status

Course Number / Class Section

Course Name

Student Grade	#of Students	#of Students	Success	Failure	Non-Completion
Final Grade of A	19	0.8636363636	1		
Final Grade of B	3	0.1363636364			
Final Grade of C	0	0			
Final Grade of D	0	0			
Final Grade of F	0	0		0	
Final Grade of I	0	0			
Final Grade of W	0	0			
Final Grade of AU	0	0			0

Total # Stuentns

22

Total # Studnets after withdraw

0

Calucaltions					
Grade	CLOA 1	%	Grade	CLOA 2	%
A	#DIV/0!		A	#DIV/0!	
B	#DIV/0!		B	#DIV/0!	
C	#DIV/0!		C	#DIV/0!	
D	#DIV/0!		D	#DIV/0!	
F	#DIV/0!		F	#DIV/0!	
Please place the number of students who recived each grade under the header "CLOA"					

Learning Outcome #1.2.3

Learning Outcome #4.5

Course Learning Outcome 6.7

Insert the 1st Learning Outcome listed on your course syllabus into this cell.

List the activity(ies) you used to engage and teach students this concept/practice. Provide detail of how student performance was assessed (assignment rubric, test rubric, performance rubric).

Provide the Grade Distribution for this activity only(not entire class).

Is the success rate for this activity less than 70%? What will you change in the next course cycle to improve student success rates?

1. Identify values, beliefs and attitudes towards health and illness of the health care participant. [L2.1/P1]2. Articulate the role of nursing in relation to the health of vulnerable populations and elimination of health disparities. [L2.2/P2]3. Describe the protective and predictive factors which influence the health of families, groups, communities, and populations. [L2.3/P3]

1. Lecture, group discussion, case study, videos, independent study, creative exercises, large group work, small group work, Blackboard assignments, discussion board postings, FlipGrid, critical thinking exercises, classroom activities, role play, Kahoot, NCLEX practice questions, homework assignments, Quality Improvement Project, reflective journaling, exams and quizzes. 2. Lecture, group discussion, case study, videos, independent study, creative exercises, large group work, small group work, Blackboard assignments, discussion board postings, FlipGrid, critical thinking exercises, classroom activities, role play, Kahoot, NCLEX practice questions, homework assignments, Quality Improvement Project, reflective journaling, exams and quizzes. 3. Lecture, group discussion, case study, videos, independent study, creative exercises, large group work, small group work, Blackboard assignments, discussion board postings, FlipGrid, critical thinking exercises, classroom activities, role play, Kahoot, NCLEX practice questions, homework assignments, Quality Improvement Project, reflective journaling, exams and quizzes.

A 87% 100%
B 13%
C 0% success
D 0% 0%
F 0%
AU I Do not count these grades in total

Activity/Class Improvement: No, the failure rate for this activity is not greater than 30%. Continue to flip the classroom, bring more clinical scenarios to the classroom, have more role playing and begin using next-gen NCLEX questions.

4. Describe the use of evidence based practices to guide health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral, and follow-up throughout the lifespan. [L2.3/P3]5. Describe the use of information and communication technologies in preventive care. [L2.6/P6]

4. Lecture, group discussion, case study, videos, independent study, creative exercises, large group work, small group work, Blackboard assignments, discussion board postings, FlipGrid, critical thinking exercises, classroom activities, role play, Kahoot, NCLEX practice questions, homework assignments, Quality Improvement Project, reflective journaling, exams and quizzes. 5. Lecture, group discussion, case study, videos, independent study, creative exercises, large group work, small group work, Blackboard assignments, discussion board postings, FlipGrid, critical thinking exercises, classroom activities, role play, Kahoot, NCLEX practice questions, homework assignments, Quality Improvement Project, reflective journaling, exams and quizzes.

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B 13%
C 0% success
D 0% 0%
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AU I Do not count these grades in total

Activity/Class Improvement: No, the failure rate for this activity is not greater than 30%. Continue to flip the classroom, bring more clinical scenarios to the classroom, have more role playing and begin using next-gen NCLEX questions.

6. Examine the health care and emergency preparedness needs of the local community and state of New Mexico. [L2.2/P2]7. Identify clinical prevention and population focused interventions with attention to effectiveness, efficiency, cost effectiveness, and equity. [L2.2/P2]

6. Lecture, group discussion, case study, videos, independent study, creative exercises, large group work, small group work, Blackboard assignments, discussion board postings, FlipGrid, critical thinking exercises, classroom activities, role play, Kahoot, NCLEX practice questions, homework assignments, Quality Improvement Project, reflective journaling, exams and quizzes. 7. Lecture, group discussion, case study, videos, independent study, creative exercises, large group work, small group work, Blackboard assignments, discussion board postings, FlipGrid, critical thinking exercises, classroom activities, role play, Kahoot, NCLEX practice questions, homework assignments, Quality Improvement Project, reflective journaling, exams and quizzes.

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Activity/Class Improvement: No, the failure rate for this activity is not greater than 30%. Continue to flip the classroom, bring more clinical scenarios to the classroom, have more role playing and begin using next-gen NCLEX questions.

INSTRUCTIONS 1. Complete department, instructor, and course information. 2. Complete Final Grade Distribution Chart(top, right-hand corner of form). 3. Insert the top three Course Learning Outcomes, as they are listed on your course syllabus, in the three cells in this column. This block explains what your students should gain through participation in the course. Only list the first three outcomes. 4. List the activity (ies) you used to engage and teach students the concept or practice that is found in the learning outcome you listed. Provide some detail of how you assessed student learning during this activity(ies). This block explains how you taught and how you measured student learning. 5. Provide the grade distribution for this activity (not for the entire class). This block will explain the results of your measurement. Do not count Audits or Incompletes as a success or failure. If a student does not participate or complete the activity, that would be considered an F grade, unless there is an assumed incomplete for that activity. 6. Look at your success and failure rate for each measurement. If your failure rate is greater than 30% explain what you will do during the next class cycle to improve student success for this specific learning outcome. This may require more explanation than just a classroom improvement.