Course Learning Outcome Report Form
(Spring Semester 2020)

Luna Community College

Student Grade	#of Students	% of Students		Success	Failure	Non-Completion
Final Grade of **A**	13	65	%	Total %		
Final Grade of **B**	7	36	%	100		
Final Grade of **C**	0	0	%			
Final Grade of **D**	0	0	%		Total %	
Final Grade of **F**	0	0	%			
Pending Grade of **I**	0	0	%			Total %
Final Grade of **W**	0	0	%			0
Final Grade of **AU**	0	0	%			

Department / Date Form is Completed	Nursing	/12/7/20
Names of Instructor / Status	Kimberly Sena	/ (X)FT ( )PT Adjunct
Course Number / Class Section	NMNEC1110	/ 05
Course Name	Introduction to Nursing Concepts	

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 failure (non-success) rate for this activity greater than 30%? What will you change in the next course cycle to improve student success rates?
Learning Outcome #1 Learning Outcome: Integrate knowledge from nursing pre- and co-requisites into a conceptual learning model.. [L1.3/P3; L1.6/P6]	Activity(ies): ■ Communication – SBAR- Collaboration with peers, healthcare workers ■ Critical Thinking – Exams score of 80% or better ■ Quantitative Reasoning – Exams, Care Plans, Concept Maps ■ Personal and Social Responsibility – Professionalism, in uniform on campus and clinical, promptness to class and clinical, fair treatment of clients in healthcare setting ■ Information and Digital Literacy – Electronic Medical Records and Charting	A 65% B 35 % 100 % C 0 % % success D 0 % 0 % F 0 % % failure AU / I Do not count these grades in total	Activity/Class Improvement:
Learning Outcome #2 Learning Outcome: Apply conceptual learning to select nursing concepts. [L1.6/P6]	Activity(ies): ■ Communication – SBAR- Collaboration with peers, healthcare workers ■ Critical Thinking – Exams score of 80% or better ■ Quantitative Reasoning – Exams, Care Plans, Concept Maps ■ Personal and Social Responsibility – Professionalism, in uniform on campus and clinical, promptness to class and clinical, fair treatment of clients in healthcare setting ■ Information and Digital Literacy – Electronic Medical Records and Charting	A 65 % B 35 % 100 % C 0 % % success D 0 % 0 % F 0 % % failure AU / I Do not count these grades in total	Activity/Class Improvement:
Course Learning Outcome #3 Learning Outcome: Define personal values, beliefs, and attitudes about health and wellness. [L1.1/P1]	Activity(ies): ■ Communication – SBAR- Collaboration with peers, healthcare workers ■ Critical Thinking – Exams score of 80% or better ■ Quantitative Reasoning – Exams, Care Plans, Concept Maps ■ Personal and Social Responsibility – Professionalism, in uniform on campus and clinical, promptness to class and clinical, fair treatment of clients in healthcare setting ■ Information and Digital Literacy – Electronic Medical Records and Charting	A 65 % B 35 % 100 % C 0 % % success D 0 % 0 % F 0 % % failure AU / I Do not count these grades in total	Activity/Class Improvement:

Learning Outcome:	Activity(ies):	Grade	Distribution	Activity/Class Improvement:

Describe importance of identifying patient safety issues. [L1.2/P2]	■ Communication
	   – *SBAR- Collaboration with peers, healthcare workers*
	■ Critical Thinking
	   – *Exams score of 80% or better*
	■ Quantitative Reasoning
	   – *Exams, Care Plans, Concept Maps*
	■ Personal and Social Responsibility
	   – *Professionalism, in uniform on campus and clinical, promptness to class and clinical, fair treatment of clients in healthcare setting*
	■ Information and Digital Literacy
	   – *Electronic Medical Records and Charting*
		A 65 %
		B 35 % 100 %
		C 0 % % success
		
		D 0 % 0 %
		F 0 % % failure
		
		AU I — Do not count these grades in total	

Describe roles and values of nursing and members of the healthcare team. [L1.5/P5]	■ Communication
	   – *SBAR- Collaboration with peers, healthcare workers*
	■ Critical Thinking
	   – *Exams score of 80% or better*
	■ Quantitative Reasoning
	   – *Exams, Care Plans, Concept Maps*
	■ Personal and Social Responsibility
	   – *Professionalism, in uniform on campus and clinical, promptness to class and clinical, fair treatment of clients in healthcare setting*
	■ Information and Digital Literacy
	   – *Electronic Medical Records and Charting*
		A 65 %
		B 35 % 100 %
		C 0 % % success
		
		D 0 % 0 %
		F 0 % % failure
		
		AU I — Do not count these grades in total	

Describe standards and regulations that apply to nursing practice. [L1.4/P4]	■ Communication
	   – *SBAR- Collaboration with peers, healthcare workers*
	■ Critical Thinking
	   – *Exams score of 80% or better*
	■ Quantitative Reasoning
	   – *Exams, Care Plans, Concept Maps*
	■ Personal and Social Responsibility
	   – *Professionalism, in uniform on campus and clinical, promptness to class and clinical, fair treatment of clients in healthcare setting*
	■ Information and Digital Literacy
	   – *Electronic Medical Records and Charting*
		A 65 %
		B 35 % 100 %
		C 0 % % success
		
		D 0 % 0 %
		F 0 % % failure
		
		AU I — Do not count these grades in total	

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.