



**STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N113L**

DATE: June 14, 2017

REPORT SUBMITTED BY: M. Gonzales

TITLE: Acting Semester I Coordinator

SEMESTER: 1

Section One: SLO and Assessment method

COURSE (S)	N113L: Introduction to Medical Surgical Nursing Clinical
Student Learning Outcomes	Students competently provide basic care through the beginning application of the nursing process and basic psychomotor and communication skills to clients with common health problems in acute care settings.
Incorporation Of General Education Student Learning Outcomes (SLOGE)	<p>Students:</p> <p>SLOGE 1: Apply critical thinking to communicate effectively, collaborate with others, show comprehension, and research subject matter through reading, speech, demonstration, and writing.</p> <p>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.</p> <p>SLOGE 3: Incorporate a legal/ethical approach in dealing with the community through the acceptance of diverse philosophical, cultural, and religious beliefs, and the application of cultural sensitivity, which prepares the students to live and work in a multicultural and global environment.</p> <p>SLOGE 4: Incorporate fundamental mathematical processes and reasoning and demonstrate competency in applying mathematical formulas, conveying knowledge, evaluating mathematical information, and problem solving.</p> <p>SLOGE 5: Develop competency in the application of technological skills to access information online, create and organize data, communicate information, use learning</p>
Correlated Student Learning Outcomes: College (SLOC)	<p>Students:</p> <p>SLOC1: 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.</p> <p>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.</p>



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<p>Correlated Student Learning Outcomes: Program (SLOP)</p>	<p>Students: SLOP 1: Develop essential competencies of a beginning practitioner in the provision and management of care for professional licensure</p>
<p>Method of Assessment</p>	<ul style="list-style-type: none"> • Satisfactory completion of weekly Clinical Worksheets • Satisfactory grade on: <ul style="list-style-type: none"> ○ 2 nursing care plans ○ Skills competency ○ Skills lab demonstrations and practice • 85% or greater score on Drug Dosage Calculation Competency • 70% or greater on Abbreviation Exercise • 100% on Digital Clinical Experience (DCE) Orientation • 70% on DCE assignments • Active participation in Clinical conferences • Student Clinical Diary Discussion • Elderly Health Focused Discussion • Satisfactory completion of Intake and Output Exercises • Absences not exceeding 3 clinical days • Tardies not exceeding 3 times • Satisfactory grade at end of semester clinical evaluation <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> • Student course survey threshold average score of 3.5 or higher • Institutional effectiveness (IE) indicator II.B: Nursing course pass rate of 85% • IE indicator II.E: Student Attrition/class less than 15% • IE indicator II.P: SON Petition and Grievances less than 5%
<p>Data Collection Schedule</p>	<p>Period: <u>Spring 2017</u> Academic year <u>2016-2017</u></p>
<p>Required Resources</p>	<p>Survey software, OMR Scanner, large classrooms, conference rooms, computer labs, photocopier, clerical support, IT support. Technologic equipment: Computers, TV, LCD, wireless presenter with laser pointer, laptops, and microphone. ERC educational software, videos, clinical sites, skills kit, skills laboratory including supplies and equipment (e.g. beds and beddings, High-Fidelity manikins, simulators, syringes, needles, injection pads, practice medications, and IV infusion pumps.</p>

Section Two: Analysis of Assessment Results



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Outcomes Evaluation Method	Select all that apply: 1. <input checked="" type="checkbox"/> Formative Evaluation <input checked="" type="checkbox"/> Summative 2. <input checked="" type="checkbox"/> Direct Evidence <input checked="" type="checkbox"/> Indirect 3. <input checked="" type="checkbox"/> Quantitative <input checked="" type="checkbox"/> Qualitative																								
Evaluation Tools	<ul style="list-style-type: none"> • Skills inventory checklists • Clinical Performance Evaluation summary • Student Grade Sheet • Student course evaluation result • Student Status Report • Student Clinical Evaluation • Clinical Site Evaluation Tool • Attendance Sheet • Instructor teaching effectiveness survey • Exit Minutes 																								
Analysis Of Data Report	<p>Students: <u>51</u> students enrolled <u>47</u> students completed <u>47</u> students passed <u>100</u> students passed (%) <u>3</u> students withdrawn <u>1</u> students failed</p> <p>Course Attrition: <u>4</u> students attrited <u>7.8</u> students attrited (%)</p> <p>Course: <u>4.75</u> course evaluation rating <u>4.79</u> average instructor rating <u>4.79</u> overall rating (Global Index) <u>0</u> petition filed <u>0</u> petition advanced to grievance <u>yes</u> pass rate threshold achieved (yes or no) <u>yes</u> all items achieved threshold (yes or no)</p> <table border="1" data-bbox="657 1507 1490 1816"> <thead> <tr> <th>Course/Program Rating Scale</th> <th>Number of Items at this Rating Scale</th> <th>Percent of Items at this Rating Scale*</th> </tr> </thead> <tbody> <tr> <td>4.5 – 5.0</td> <td>11</td> <td>100%</td> </tr> <tr> <td>4.0 – 4.4</td> <td></td> <td></td> </tr> <tr> <td>3.5 – 3.9</td> <td></td> <td></td> </tr> <tr> <td>3.0 – 3.4</td> <td></td> <td></td> </tr> <tr> <td>2.0 – 2.9</td> <td></td> <td></td> </tr> <tr> <td>1.0 – 1.9</td> <td></td> <td></td> </tr> <tr> <td>Total # Items</td> <td>11</td> <td>Total = 100%</td> </tr> </tbody> </table> <p>* Do not round up numbers</p>	Course/Program Rating Scale	Number of Items at this Rating Scale	Percent of Items at this Rating Scale*	4.5 – 5.0	11	100%	4.0 – 4.4			3.5 – 3.9			3.0 – 3.4			2.0 – 2.9			1.0 – 1.9			Total # Items	11	Total = 100%
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Additional Comments	None
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Section Three: Evaluation/Improvement/ Reevaluation of Outcomes cycle

Evaluation Findings	<p><u>Student performance:</u> Pass rate for students who completed the course was 100%, above the threshold of 85%. One failure, prior to the end of the semester, was due to unsatisfactory clinical performance and inconsistent progress after remediation and counseling with instructor. Three withdrawals for the following:</p> <ol style="list-style-type: none"> 1. 2 AW due to failure in another course 2. 1 W due to personal reasons, <p>resulting in two program failures and one program withdrawal.</p> <p>Overall, the students who completed and passed the course successfully met their clinical objectives and performed most of the skills expected in semester one.</p> <p><u>Course performance:</u> Course average of 4.75, as well as average instructor rating of 4.8, represented overall course performance of 4.79, all above the threshold of 3.5 and increased from last semester. Drug Dosage Calculation Competency (DDCC) pass rate was 100% after the three DDCC retakes in week four. Overall, course performance consistently rates high throughout the years, attributed by faculty to consistent identification and prompt responses to students' learning needs. Students' written and verbal comments pertaining to the course were all noted, recognized, and discussed by semester one faculty to improve teaching methodology and student learning outcome.</p> <p>All students were LiveScan cleared prior to the start of clinical (week five), contributing to lower attrition early in the semester.</p> <p>Course material incorporated and integrated QSEN competencies in compliance with program goals to enhance quality, safe, patient-centered care.</p> <p>Online student learning virtual simulation software, Shadow Health Online Digital Clinical Experience (DCE), first piloted in fall 2015, continued to be utilized in spring 2017. The DCE percentage for passing increased from 50% to 70% with all students meeting objective. Students reported negatively through anonymous survey, comprising nearly 43% of the course evaluation comments.</p> <p>Electronic health record (ORCHID) documentation orientation continued with each student attending one of the three separate learning sessions lasting four hours each and completing an exam. All students were successful for ORCHID documentation in the clinical setting after ORCHID testing retake by week four.</p> <p>High-fidelity manikin simulation activity took place over three weeks in</p>
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	<p>the student-friendly, clinically-safe learning environment of the Simulation Laboratory after midterm. Student feedback reflected consistent, positive remarks in helping them collaborate, prioritize care, apply clinical reasoning, and experience (through simulation) the preoperative care. Small student groups and a short, preoperative-themed scenario enhanced active student participation. Organized planning, including students' assignment to simulation and clinical, continued to make this simulation experience for five clinical groups successful in a three-day period.</p> <p>All semester one students did their clinical rotation in LAC+USC Medical Center and provided positive feedback of their experience on the assigned floors.</p> <p><u>Identify items requiring action:</u> None.</p> <p><u>Identify student evaluation comments requiring attention:</u> A total of seven comments were noted, four requiring attention:</p> <ol style="list-style-type: none"> 1. "I did not feel that the Shadow Health assignments helped me.", "I didn't think the online lab portion for clinicals or the course is helpful.", and "The computer assignments were the biggest waste of time. I did not feel they helped improve my learning." 2. "More sim lab please." <p><u>Quality improvement needs:</u> None</p>
<p>Plans For Improvement</p>	<ol style="list-style-type: none"> 1. After four semesters of implementation, significant benefit of Shadow Health assignments was not established in enhancing physical assessment skill. The faculty decided to discontinue utilization of the Shadow Health online digital clinical experience at this time and explore virtual simulation opportunities through textbook resources. 2. In responses to repeated student requests for more simulation activities, semester one faculty will further explore the offering of additional, shorter simulation activities as post-conferences in this course. School of Nursing faculty will continue provision of additional simulation opportunities for the students as student success workshops throughout the semester, aside from those experiences embedded into the course curriculum.
<p>Re-evaluation Due Date</p>	<p>Fall 2017</p>
<p>Suggestions For Change in SLO and Rationale</p>	<p>Template changes for Methods of Assessment section to accurately reflect chronological order of events occurring in the semester:</p> <ul style="list-style-type: none"> • List "Satisfactory completion of Intake and Output Exercises" first in section



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SCHOOL OF NURSING: N113L**

	<ul style="list-style-type: none"> • List "70% or greater on Abbreviation Exercise" under "Satisfactory completion of Intake and Output Exercises" • List "85% or greater score on Drug Dosage Calculation Competency" after "70% or greater on Abbreviation Exercise" List "Active participation in clinical conferences" after <p>Template changes for Methods of Assessment section to reflect faculty decision to discontinue utilization of Shadow Health online Digital Clinical Experience:</p> <p>Delete the following methods of assessment:</p> <ul style="list-style-type: none"> • "100% on Digital Clinical Experience (DCE) Orientation" • "70% on DCE assignments" <p>Under Evaluation Tools, revise "Clinical Ward Exit Evaluations" to "Clinical Site Evaluation Tool"</p>
Additional Comments	None

Contributors:

- Naira Arquell, MSN, RN,
- Nicholas Bachman, MSN, RN
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