

Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N113L

DATE: <u>June 14, 2017</u>		
REPORT SUBMITTED BY:	M. Gonzales	TITLE: Acting Semester I Coordinator
SEMESTER: 1		

Section One: SLO and Assessment method

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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	Students:
Education Student Learning	SLOGE 1: Apply critical thinking to communicate effectively,
Outcomes (SLOGE)	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. 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.
	sloge 4: Incorporate fundamental mathematical processes and reasoning and demonstrate competency in applying mathematical formulas, conveying knowledge, evaluating mathematical information, and problem solving. sloge 5: Develop competency in the application of technological skills to access information online, create and organize data, communicate information, use learning
Correlated Student Learning	Students:
Outcomes: College (SLOC)	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. 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.

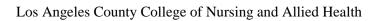
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Correlated Student Learning Outcomes: Program (SLOP) Method of Assessment	Students: SLOP 1: Develop essential competencies of a beginning practitioner in the provision and management of care for professional licensure	
method of Assessment	 Satisfactory completion of weekly Clinical Worksheets Satisfactory grade on: 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 Performance Indicators: 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% 	
Data Collection Schedule	Period: Spring 2017 Academic year 2016-2017	
Required Resources	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.	

Section Two: Analysis of Assessment Results





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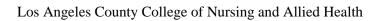
Outcomes Evaluation Method	Select all that apply:		
	│ 1. ☑ Formative Evaluat	ion 🗵 Su	mmative
	2. Direct Evidence	⊠ Inc	direct
		_	
Evaluation Tools	3. QuantitativeSkills inventory chec		alitative
	 Clinical Performance Evaluation summary Student Grade Sheet Student course evaluation result Student Status Report Student Clinical Evaluation Clinical Site Evaluation Tool Attendance Sheet Instructor teaching effectiveness survey Exit Minutes 		
Analysis Of Data Report	Students:	oprolled	
Analysis of Data Report			
	7.8 students a	ttrited (%)	
	Course: 4.75 course evaluation rating 4.79 average instructor rating 4.79 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	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%
	* Do not round up numbers		



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Additional Comments	None
Additional Comments	INOTIC
Section Three: Evaluation/Imp	rovement/ Reevaluation of Outcomes cycle
Evaluation Findings	Student performance: 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: 1. 2 AW due to failure in another course 2. 1 W due to personal reasons,
	resulting in two program failures and one program withdrawal.
	Overall, the students who completed and passed the course successfully met their clinical objectives and performed most of the skills expected in semester one.
	Course performance: 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.
	All students were LiveScan cleared prior to the start of clinical (week five), contributing to lower attrition early in the semester.
	Course material incorporated and integrated QSEN competencies in compliance with program goals to enhance quality, safe, patient-centered care.
	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.
	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.
	High-fidelity manikin simulation activity took place over three weeks in





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	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. All semester one students did their clinical rotation in LAC+USC Medical Center and provided positive feedback of their experience on the assigned floors. Identify items requiring action: None. Identify student evaluation comments requiring attention: A total of seven comments were noted, four requiring attention: 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."
	Quality improvement needs: None
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Plans For Improvement	 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. 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.
Re-evaluation Due Date	Fall 2017
Suggestions For Change in SLO and Rationale	Template changes for Methods of Assessment section to accurately reflect chronological order of events occurring in the semester: List "Satisfactory completion of Intake and Output Exercises" first in section

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	 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
	Template changes for Methods of Assessment section to reflect faculty decision to discontinue utilization of Shadow Health online Digital Clinical Experience:
	Delete the following methods of assessment: • "100% on Digital Clinical Experience (DCE) Orientation" • "70% on DCE assignments"
	Under Evaluation Tools, revise "Clinical Ward Exit Evaluations" to "Clinical Site Evaluation Tool"
Additional Comments	None

Contributors:

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