



Los Angeles County College of Nursing and Allied Health

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

DATE: 1/11/15

REPORT SUBMITTED BY: M. Gonzales **TITLE:** Nursing Instructor

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>
Correlated Student Learning Outcomes: Program (SLOP)	<p>Students:</p> <p>SLOP 1: Develop essential competencies of a beginning practitioner in the provision and management of care for professional licensure</p>
Method of Assessment	<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



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	<ul style="list-style-type: none"> ▪ Skills competency exam ▪ Skills lab demonstrations and practice • Active participation in clinical conferences • 85% or greater score on Drug Dosage Competency Exam • 70% or greater on abbreviation quiz • Satisfactory completion of Elderly Health Assessment tool • Completion of: <ul style="list-style-type: none"> ▪ Intake and Output activity ▪ 4 Student Clinical Diary entries ▪ Elderly Health Interview • Absences not exceeding 3 clinical days • Tardies not exceeding 3 times • Satisfactory grade at midterm and 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%
Data Collection Schedule	Period: <u>Fall 2014</u> Academic year
Required Resources	Survey software, OMR Scanner, large classrooms, conference rooms, computer labs, photocopier, clerical support, IT support. Technologic equipment: Computers, TV, LCD, laptops, projectors, portable microphone. ERC educational software, videos, clinical sites, skills kit, skills laboratory including supplies and equipments e.g. beds and beddings, manikins, simulators, syringes, needles, injection pads, practice medications.

Section Two: Analysis of Assessment Results

Outcomes Evaluation Method	Select all that apply: <input checked="" type="checkbox"/> Formative Evaluation <input checked="" type="checkbox"/> Summative <input checked="" type="checkbox"/> Direct Evidence <input checked="" type="checkbox"/> Indirect Evidence <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 Ward Exit Evaluations • Attendance sheet • Instructor teaching effectiveness survey • Exit minutes
Analysis of Data Report	54 _____ students enrolled 6 _____ students withdrawn



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	<p>3 _____ students failed (including WF) 9 _____ students attrited (course attrition) 45 _____ students completed 45 _____ students passed 100 _____ students who completed that passed (%) 1 _____ students filed a petition 0 _____ petition advanced to grievance 4.79 _____ course evaluation rating 4.73 _____ average instructor rating 4.75 _____ overall rating (Global Index) Yes _____ pass rate threshold achieved (yes or no) Yes _____ all items achieved threshold (yes or no)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Course/Program Rating Scale</th> <th style="text-align: center;">Number of Items at this Rating Scale</th> <th style="text-align: center;">Percent of Items at this Rating Scale*</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4.5 – 5.0</td> <td style="text-align: center;">11</td> <td style="text-align: center;">100</td> </tr> <tr> <td style="text-align: center;">4.0 – 4.4</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">3.5 – 3.9</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">3.0 – 3.4</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">2.0 – 2.9</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">1.0 – 1.9</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">Total # Items</td> <td style="text-align: center;">11</td> <td style="text-align: center;">Total = 100%</td> </tr> <tr> <td colspan="3">* Do not round up numbers</td> </tr> </tbody> </table>	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	0	0	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	11	Total = 100%	* Do not round up numbers		
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Additional Comments	None																											

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%. Three failures prior to the end of the semester were due to unsatisfactory clinical performance and inconsistent progress after remediation and counseling with instructors. Six withdrawals were due to failure from other courses (n=3), personal reason (n=2), and failure from DDCC (n = 1).</p> <p>Overall, the students who completed and passed the course had successfully met their clinical objectives and performed most of the skills expected in semester 1.</p> <p><u>Course performance:</u> Course average of 4.79 as well as average instructor rating of 4.73 represented overall course performance (global index) of 4.75, which were all above the threshold of 3.5. Drug Dosage Calculation Competency (DDCC) pass rate was 98.15% (1 failure) after the DDCC retake. Overall high rating course performance has been consistent throughout the years, which faculty members have attributed to consistent identification and prompt responses to students’ needs to help meet their learning needs. Students’ written and verbal</p>
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	<p>comments pertaining to the course were all noted, recognized, and discussed by semester 1 faculty to improve teaching methodology and student learning outcomes.</p> <p>In fall 2014, Laboratory Interpretation was incorporated as part of skills' presentation for semester 1. This strategy was done to facilitate students' understanding of the significance of the laboratory results in preparation to clinical and writing of clinical worksheets.</p> <p>Moreover, after years of ongoing issue with delayed fingerprint clearances of students, for the first time this semester, all students were cleared prior to the start clinical (week 5). This positive outcome has been attributed to earlier fingerprinting schedule with LAC Human Resources.</p> <p>Simulation activity after midterm has received consistent positive feedback from students in helping them collaborate, prioritize care, apply clinical reasoning, and experience (through simulation) the preoperative care. For this semester, smaller groups and shorter scenario were designed for enhanced active participations of students. Three instructors and a "volunteer" retired instructor led the simulations together with the Skills Lab Coordinator. Organized planning including students' assignment to simulation and clinical has made this simulation successful in a two-day period.</p> <p>All semester 1 students did their clinical rotation in LAC Medical Center and had unanimously given overall positive feedback with their clinical experience on the clinical floors that they were assigned. This is a positive note compared to previous semesters' SLO reports on collaborative issues with Olive View nursing staff, students, and clinical instructor.</p> <p><u>Identify items requiring action:</u> None. All items were within the 4.5 to 5 rating scale, which supported the positive learning outcomes of students and global index evaluation of the course.</p> <p><u>Identify student evaluation comments requiring attention:</u></p> <ul style="list-style-type: none">• Student's comment on "feeling alone on the floor" due to his/her clinical instructor having 10 more students to supervise. This statement supported the instructors' difficulty of having more than 10 students per clinical group for first semester. Semester 1 students in general, required a lot of time and repetition in order to understand the basic concepts and perform the skills in nursing. <p>Eleven students per clinical instructor (5 instructors with total of 55 students) have been the target number for enrollment per semester. From previous experience, ten students per clinical group have been challenging for instructors to meet the learning needs of students at the clinical settings. Higher number of student assignment in a clinical group has been decided by</p>
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	<p>Administration to account for potential attrition during the semester; however, attrition does not come equally among clinical groups. Semester 1 faculty has recommended allowing re-assignment of students to different clinical groups until midterm to even out the number of students per group in the event of skewed attrition. This issue has been noted and would be monitored for the next semester.</p> <ul style="list-style-type: none"> • Student’s comment on “DDC textbook has been a waste of money”. DDC module developed for the Course is being given to students to facilitate learning of the basic conversion and formula for drug calculation. On this same fall semester, Faculty Org has unanimously voted to delete the DDC textbook by Pickar from the booklist due to the same comment given by previous semester 1 students. • Student’s comment on skills lab hours: “It would be appreciated if there were more hours available for using the skills lab.” Each semester, skills lab schedule including extended hours prior to Competency will be announced to students in order to reinforce information given during general orientation for semester 1. We will continue to monitor the need of students for skills lab practice and possibly present to Faculty Org again the need for skills lab throughout the weekdays as deemed necessary. <p><u>Quality improvement needs:</u></p> <ul style="list-style-type: none"> • Smaller clinical groups of ten students are personal preference of instructors due to potential problems of instructor’s availability and adequacy of time per student at the bedside; thus, compromising quality learning rendered to students.
Plans For Improvement	<ul style="list-style-type: none"> • Quality improvement need written above has been communicated to B. Collier, Dean and Acting Provost of SON.
Re-evaluation Due Date	Spring 2015
Suggestions for Change in SLO and Rationale	None
Additional Comments	None

Contributors:

Frances Cervantes, BSN, RN, MICN
 Grace Escudero, MSN, RN, PHN
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