Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N243L

DATE: January 2019

REPORT SUBMITTED BY: L. Myers, DNP, FNP, RN **TITLE:** Semester Four Coordinator

SEMESTER 4

Section One: SLO and Assessment Method

Course(s)	Nursing 243L: Advanced Medical Surgical & Gerontological Nursing Clinical
Student Learning Outcomes	Students incorporate sound leadership principles according to the standards of competent performance in planning, managing, and delivering health care using a collaborative interdisciplinary approach including delegation and supervision of nursing care being delivered by others in a diverse healthcare setting.
Incorporation of General Education Student Learning Outcomes (SLOGE)	**SLOGE 1:** Apply critical thinking to communicate effectively, collaborate with others, and demonstrate ability to research subject matter through reading, speech, demonstration, and writing **SLOGE 2:** Demonstrate knowledge of the human mind, body, and behavior through interactions with other and be accountable in the application of this knowledge and skill in an ethical and professional manner **SLOGE 3:** Demonstrate cultural sensitivity in interacting with the community through the acceptance of diverse philosophical, cultural and religious beliefs. **SLOGE 4:** Apply logical reasoning and fundamental mathematical processes and demonstrate competency in the professional setting. **SLOGE 5** Apply technological skills to access information, create and organize data, communicate information, use software programs, and operate basic technological equipment.
Correlated Student Learning Outcomes: College (SLOC)	Students: **SLOC1:** Demonstrate knowledge and skills necessary to provide safe and effective care, which enables them to adapt in a multicultural healthcare environment. **SLOC 2:** Demonstrate effective communication and collaboration to promote optimal health outcomes in a variety of healthcare settings.
Correlated Student Learning Outcomes: Program (SLOP)	**SLOP 1**. Demonstrate essential competencies when providing client-centered nursing care using the nursing process and evidence-based outcomes to accommodate societal/cultural differences. **SLOP 2:** Demonstrate professional responsibility and accountability for quality nursing care.
Method of Assessment	Student achievement of all the clinical Performance Evaluation criteria listed below indicates attainment of the student learning outcomes: • Satisfactory grade on: - 2 Nursing Care Plans - Resume and cover letter - Assignment-making sheet - Conflict and Advocacy Issues - Geriatric Care Plan on well elderly person

	- Windshield Survey of the community - Participation at an Alzheimer's care center - Written documentation of Operating Room experience - Leadership experience: Team Leader for 3-5 students and completion of an Assignment sheet, Audit form and Summary of the experience - Written documentation of participation in Health Fair or other approved community activity • Participation in all clinical case studies • Participation in cognitive/psychomotor skills: ~ Mock code ~ Ventilator • Presentation of political-societal issue among the geriatric population • Satisfactory completion of Clinical Worksheets/Concept Maps • Satisfactory care of at least 3 patients in the clinical setting • Score of 70% or greater in the Clinical Competency examination • Score of 85% or greater on the Drug Dosage Calculation Competency • Absences of no more than 10% of total clinical hours 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: Fall 2018 Academic year 2017 - 2018
Required Resources	Testing, grading, and survey software; OMR scanner; large classrooms and conference rooms; computer labs; photocopier; tables/student desks; and clerical support. Technology: IT support, computers, Internet, Wi-Fi, LCDs, laptops, extension cords, and wireless microphone. ERC educational software. Clinical sites, skills and simulation laboratories, crash cart, Wi-Fi simulators, two resuscitative manikins, and ACLS related equipment, video equipment, and defibrillator.

Section Two: Analysis of Assessment Results

Outcomes Evaluation Method	Select all that apply: ☒ Formative Evaluation ☒ Summative ☒ Direct Evidence ☒ Indirect Evidence ☒ Quantitative ☒ Qualitative
Evaluation Tools	• Student grade sheet • Student course evaluation results • Attendance sheet • Student Status Reports

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Analysis of Data Report

Students:
61 students enrolled
61 students completed
61 students passed
100% students passed (%)
0 students withdrawn
0 students failed

Course Attrition:
0 students attrited
0 students attrited (%)

Course:
4.58 course evaluation rating
4.7 average instructor rating
4.67 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	**8**	**72.73%**
4.0 – 4.4	**3**	**27.27%**
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		

Additional Comments

None.

Section Three: Evaluation/Improvement/Revaluation of Outcomes Cycle

Evaluation of Findings

Student Performance

Students were provided a syllabus that outlined Course Objectives, Clinical Expectations, and Professional Standards. The Semester Coordinator presented the highlights of the syllabus with focus on the Clinical Grading criteria. Individual clinical groups then met with their respective clinical instructor who introduced facility specifics regarding their clinical assignment (LAC-USC, and Olive View-UCLA).

The semester began with 61 students successfully completing the course.

- Fifteen (15) students had to retake the DDCC a second time.
- One (1) student was not successful with the second DDCC exam.

	Course performance **Fall 2018** Global Index: 4.67 Average Course Rate: 4.58 Instructor: 4.7 Attrition Rate: 0% Identify Items Requiring Action All items were above the 3.5 threshold. All ratings were between 4.17 and 4.73. The students' comments were reflective of the overall score of the course. Identify Student Evaluation Comments Requiring Attention 1. A comment stated "The objectives of the clinical comps was not good. I was not aware that we would need to be making an assignment during the comps." Discussed in clinical competency review. During Team Leading students were also provided examples of assignment making and were required to turn in examples of their own. 2. Comment made about lack of patients due to preceptorships in units. New hires have a priority with client assignments and all available clients were always utilized. 3. A comment was made about lack of uniformity in individual clinical groups (i.e. Concept map use). Fourth semester faculty discussed the use of concept maps and the decision is made on an individual basis dependent on student's performance.
Plans for Improvement	DDCC The DDCC is reviewed by all fourth semester instructors bi-annually prior to the beginning of each semester. Students are also encouraged to share their math calculation method(s) on the board with their classmates when a method other than what is taught is available. The semester is committed to provide the students with as much support as needed. The fourth semester faculty will continue to email all the handouts prior to DDCC review to all incoming fourth semester students in the hope students will review the material and identify their areas of weakness. Faculty will continue to refer students to Director of Tutoring and Mentoring. The faculty will continue to collaborate on improving fourth semester operations and take in student feedback while exploring new and inventive ways of applying various educational methods. Clinical Comprehensive Examination The Fall 2018 semester, the Clinical Competency Scenarios were reduced in number as well as the number of scenarios tested on in the Medical-

	Surgical portion of the exam from the previous years. The scenarios will continue to be given to the students for their preparation. The exam is designed to prepare the students for the NCLEX, and testing is done on an individual basis. The role portion of the exam will continue to cover the concepts learned in the N242 Nursing Role course. All students are encouraged to contact the corresponding lecturers if they feel unsure about specifics of the lectured material. All instructors have posted office hours, or an appointment can be made to review material when a concept is not clear to a student. In addition to the weekly tutor session, email and texting are also methods for contacting instructors which may be utilized for clarification of any topic. All instructors will continue to participate in all sections of the clinical comprehensive examination. The semester will review the length and number of scenarios and again consider changes for the upcoming semester.
Re-evaluation Due Date	Spring 2019
Suggestions for Change in SLO and Rationale	None.
Additional Comments	Review of Plans for Improvement from the Spring 2018 Session to implement this coming semester

Contributors:

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