Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N113L

DATE: January 15, 2019

REPORT SUBMITTED BY: M. Gonzales TITLE: Semester One 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 and ambulatory care settings.
Incorporation of General Education Student Learning Outcomes (SLOGE)	Students: **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)	Students: • **SLOP 1:** Demonstrate essential competencies when providing client-centered nursing care using the nursing process and evidence-based outcomes to accommodate societal/cultural differences.

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Method of Assessment	• Satisfactory completion of Intake and Output Exercises
	• 85% or greater score on Drug Dosage Calculation Competency
	• 70% or greater on Abbreviation Exercise
	• Satisfactory completion of weekly Clinical Worksheets
	• Satisfactory grade on:
	  ○ 2 nursing care plans
	  ○ Skills competency
	  ○ Skills lab demonstrations and practice
	• Virtual simulation - completion of Pre-Sim Quiz and Documentation, 70% or greater on vSim and Post-Sim Quiz
	• Active participation in Clinical conferences
	• Elderly Health Focused Discussion
	• Absences not exceeding 3 clinical days
	• Tardies not exceeding 3 times
	• Satisfactory grade at end of semester clinical evaluation
	<u>Performance Indicators:</u>
	• 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 2018</u> Academic year <u>2018-2019</u>
Required Resources	Survey software, OMR Scanner, large classrooms, conference rooms, computer labs, photocopier, clerical support, IT support. Technologic equipment: Computers, Smart 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- and Low-Fidelity manikins, simulators, syringes, needles, injection pads, practice medications, IV infusion pumps and electronic health record (EHR) computerized Workstations on Wheels (WOW).

Section Two: Analysis of Assessment Results

Outcomes Evaluation Method	Select all that apply: 1. ☒ Formative Evaluation ☒ Summative 2. ☒ Direct Evidence ☒ Indirect 3. ☒ Quantitative ☒ Qualitative
Evaluation Tools	• 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 • Clinical Site Evaluation Minutes • Virtual Simulation
Analysis of Data Report	**Students:** ___45___students enrolled ___39___students completed ___38___students passed ___97___students passed (%) ___7___students withdrawn ___0___students failed **Course Attrition:** ___7___ students attrited ___15.56___students attrited (%) **Course:** ___4.5__ course evaluation rating ___4.37___ average instructor rating ___4.6___ overall rating (Global Index) ___1___ 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	4	36.4%
4.0 – 4.4	7	63.6%
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		

Additional Comments	None.

Section Three: Evaluation/Improvement/ Reevaluation of Outcomes cycle

Evaluation Findings	<u>Student performance:</u> Pass rate for students who completed the course was 100%, above the threshold of 85%. Zero failure. Seven withdrawals for the following: 1. 2 AW due to W in N111 due to personal reasons 2. 2 AW due to failure in N111 3. 1 AW due to failure in N113 4. 1 AW due to W in N112 due to personal reasons 5. 1 W due to semester withdrawal for personal and financial reasons. Overall, the students who completed and passed the course successfully met their clinical objectives and performed most of the skills expected in semester one. <u>Course performance:</u> Course average of 4.50 as well as average instructor rating of 4.37 represented the overall course performance of 4.6. All above the threshold of 3.5. The attrition rate was 15.56%; it was less than the previous semester of 16.36%. Seven students failed the first Drug Dosage Calculation Competency (DDCC). Plan of action before the second DDCC (retake) included individual and group tutoring of students. On the second DDCC, the pass rate was 97.83%; one student failed leading to administrative withdrawal from the semester. The initial seven failures were improvement from the previous semester of 12 failures. In this semester, DDCC was given in week 2 and DDCC retake on week 3. Giving the DDCC earlier by one week as compared to previous semesters correlates with the School policy on drop out period or finalization of student roster. Overall, course performance continues to rate consistently high. 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 outcomes. One student petition was filed to excuse absences due to death in the family. Petition was approved. Electronic health record (ORCHID) documentation orientation continued with each student attending a four-hour training session and passing a post test. All students were successful for ORCHID documentation in the clinical setting after ORCHID testing retake by week three. All students obtained ORCHID access on a timely manner by first day of clinicals. All students completed Course Point+ vSim for Nursing: Fundamentals - Sara Lin. Students verbalized the activity as a positive learning experience that enhanced their learning in the course, in which they could integrate critical thinking and apply newly learned assessment

	skills. Semester one students experienced their clinical rotation in LAC+USC Medical Center, and Rancho Los Amigos National Rehabilitation Center and Olive View-Harbor UCLA Medical Center. This was the first clinical rotation in Rancho Los Amigos National Rehabilitation Center, and for the first time in several years, a clinical rotation in Olive View. All students provided positive feedback on their clinical experience, assigned clinical sites, and perception of the importance of the course. <u>Identify items requiring action</u>: None <u>Identify student evaluation comments requiring attention:</u> None <u>Quality improvement needs:</u> • Keep clinical groups at maximum of 10 students per instructor. • Allocate adequate number of infusion pumps for equitable competencies experience. <u>Student's Comments:</u> • "I like clinicals! Learned a lot. I like pre- and post-conferences. It is a great way to recap what others have experienced and to reflect on how far we have come throughout the semester. It is a great way to learn from each other. The evaluations were fair. Grading is fair." • "The program is well-structured with a strong emphasis on progressing student knowledge and skills." • "Effective teaching strategies." • "Learned a lot."
Plans for Improvement	1. Students are referred to follow the Rubric and Skill Competency Procedure Check Lists for their practice and preparation for competencies. Faculty will continue to emphasize the students' use of these tools. All students are evaluated using the Rubric and Skill Competency Procedure Check Lists. 2. Lack of availability of intravenous infusion pumps during competency due to equipment shared with other divisions within the College presented some challenges but all the individual groups had the same opportunity to perform the skills as arrangements were made ahead of time. Request for the purchase of two additional IV infusion pumps has been submitted to College administration to ensure ample supply of equipment is available for use.
Re-evaluation Due Date	Spring 2019

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Suggestions for Change in SLO and Rationale	Include in the Method of Assessment and Evaluation Tool • Virtual simulation - completion of Pre-Sim Quiz and Documentation, 70% or greater on vSim and Post-Sim Quiz With the new Lippincott textbooks and digital resources, virtual simulation was integrated in the course as part of teaching methodology in enhancing student learning.
Additional Comments	1. Beginning fall 2018, incoming students purchased pre-assembled skills bags from a third-party vendor for student use throughout the program. 2. Beginning fall 2018, new textbooks were utilized, which included virtual simulation and "watch and learn" videos to enhance the student's online learning experience. 3. Drug Dosage and Calculation Competency module will continue to be presented to incoming students during the orientation week, with the review presentation in week one. The Drug Dosage and Calculation Competency will continue to take place in week two with retake schedule on week three. 4. Clinical site experiences for semester one students have expanded into other Department of Health Services facilities: Olive View-Harbor UCLA Medical Center in Sylmar and Rancho Los Amigos National Rehabilitation Center in Downey. 5. One semester I student received a Rancho Star Award for clinical excellence during this clinical rotation.

Contributors:
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