Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N113L

DATE: June 17, 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
	• 70% or greater on Pre-Sim Quiz, vSim, and Post-Sim Quiz CoursePoint+ vSim for Nursing: Fundamentals
	• 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: Spring 2019 Academic year: 2018-2019
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- 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

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	• Student Status Report • Student Clinical Evaluation • Clinical Site Evaluation Tool • Attendance Sheet • Instructor teaching effectiveness survey • Clinical Site Evaluation Minutes • CoursePoint+ vSim for Nursing: Fundamentals
Analysis of Data Report	**Students:** ____49__students enrolled ____47__students completed ____47__students passed ____100__students passed (%) ____2___students withdrawn ____0___students failed **Course Attrition:** _____2___students attrited ___4.08_students attrited (%) **Course:** ___4.6____course evaluation rating ___4.64___average instructor rating ___4.62___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	9	81.82%
4.0 – 4.4	2	18.18%
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%. There were two withdrawals for the following reasons: 1. 1 AW due to failure in N111 2. 1 AW due to failure in N112 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 evaluation rating was 4.6 and average instructor rating was 4.64, which represented the overall rating (global index) of 4.62; all above the threshold of 3.5. This is an improvement from previous semester overall rating of 4.45. The attrition rate was 4.08%; it was a significant improvement from the previous semester of 15.56%. Seventeen students failed the first Drug Dosage Calculation Competency (DDCC). Out of 17 students who took the second DDCC in week three, one double failed. The number of re-takers significantly increased from fall semester, i.e. seven failures. Semester faculty reviewed the possible reason and noted the course did not have a change on the module, presentation and delivery of DDC practice and competency. Faculty identified variety of reasons for failing DDCC. Many students had difficulty calculating drip rate versus infusion rate. Few students needed assistance with rounding, writing the unit of measurement and dosage calculation. Plan of action before the second DDCC included individual and group tutoring with students. Faculty will continue reinforcing to students to thoroughly review the DDC module and answer the practice questions prior to class – DDC review. 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. 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 in a timely manner. All students completed CoursePoint+ 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. Students requested to introduce vSim earlier in the semester. Some students believe that having the simulation earlier will assist them in visualizing what to expect in the clinical site and enhance their

	knowledge of patient care. Semester one students experienced their clinical rotation in LAC+USC Medical Center, and Rancho Los Amigos National Rehabilitation Center and Olive View-UCLA Medical Center. All students provided positive feedback of their experience on the assigned units including their perception of the importance of the course. The following positive student comments were written: • "Going to the hospital to practice what we learned and to learn more things helped me to feel confident for the next semesters. Enjoyed going there to be able to apply my knowledge and help the patients." • "My instructor was incredible and prepared us each step of the way." <u>Identify items requiring action</u>: None <u>Identify student evaluation comments requiring attention:</u> 1. Students commented on clinical worksheets as follows: "Introduce the concept map earlier in the course, that way we can have more practice going to 2nd semester." "Please do clinical worksheets the less necessary. students under too much pressure. not sleeping day before clinicals, stress affects overall health. Concept maps give more chance to learn about pt. because we have more time to review with less unnecessary writing." "There should be more time allotted for instructors to teach their students the skills prior to clinicals. It felt rushed and unorganized. It would be best to have the nursing dx be due on Wed/Thursday along with adpie because a lot of time when we meet the patient, the nursing dx written the day before isn't appropriate once you visualize and physically evaluate the pt." 2. Other students wrote "vSim seemed was not helpful in our setting." "Introduced too late and not realistic." <u>Quality improvement needs:</u> Please see "Plans for Improvement"
Plans for Improvement	1. On DDCC, reinforce to students the importance of comprehensive review of the DDCC Module and answering the practice questions prior to class - DDC review and Competency to achieve better test results. 2. Concept Map will be introduced after midterm instead of week 14 as current practice. In order to minimize the time spent on clinical worksheets and maximize student learning, students will be encouraged to utilize the digital resources in CoursePoint^{+}, i.e. Lippincott advisor for education - Laboratory (Diagnostic Tests), Drug information, and Nursing Care Plan, and Stedman's Online. In addition, continue to encourage students to attend the success workshop on clinical worksheet preparation. The Semester faculty acknowledged the limited time of skills

	practicum allotted in the course. To enhance skills' performance, continue to encourage students to sign up in the skills lab for practice and utilize the "Watch and Learn" videos of Lippincott CoursePoint+. 3. vSim - Sara Lin will be scheduled earlier in the semester. i. e. week 6 instead of week 12. In addition, Semester faculty decided to implement again the actual or live simulation in fall 2019. The plan is to utilize the "One Minute Safety Simulation" to enhance students' awareness on safety needs of patients.
Re-evaluation Due Date	Fall 2019
Suggestions for Change in SLO and Rationale	See suggested SLO changes for Fall 2018
Additional Comments	1. Incoming students will continue to purchase pre-assembled skills bags from a third-party vendor for student use throughout the program. 2. Continue to use the new electronic textbooks on CoursePoint+, which include virtual simulations, "Watch and Learn" videos, and case studies to enhance student learning. 3. Drug Dosage and Calculation Competency module will continue to be presented to students during the orientation week, with the review presentation in week one. The Drug Dosage and Calculation Competency will take place in week two with retake schedule on week three. 4. Clinical site experiences for semester one will continue to be held at LAC+USC Medical Center in Los Angeles and Olive View-UCLA Medical Center in Sylmar and Rancho Los Amigos National Rehabilitation Center in Downey.

Contributors:
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