



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N243L

DATE: December, 2016

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 are being delivered by others in a diverse healthcare setting.
Incorporation of General Education Student Learning Outcomes (SLOGE)	<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>SLOC 1: 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>SLOP 1: Develop essential competencies of a beginning practitioner in the provision and management of care for professional licensure.</p> <p>SLOP 2: Successfully complete all required courses of the program in the specified time and are eligible to take the NCLEX-RN examination.</p>



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<p>Method of Assessment</p>	<p>Student achievement of all the clinical Performance Evaluation criteria listed below indicates attainment of the student learning outcomes:</p> <ul style="list-style-type: none"> • Satisfactory grade on: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> ~ 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 <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 95% • IE indicator II.E: Student Attrition/class less than 15% • IE indicator II.P: SON Petition and Grievances less than 5%
<p>Data Collection Schedule</p>	<p>Period: <u>Fall 2016</u> Academic year <u>2016-2017</u></p>
<p>Required Resources</p>	<p>Testing, grading, and survey software; OMR scanner; large classrooms and conference rooms; computer labs; photocopier; tables/student desks; and clerical support. <u>Technology:</u> 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.</p>



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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"> • Student grade sheet • Student course evaluation results • Attendance sheet • Student Status Reports 																																																							
Analysis of Data Report	<table border="0"> <tr><td><u>50</u></td><td>students enrolled</td></tr> <tr><td><u>3</u></td><td>students withdrawn</td></tr> <tr><td><u>1</u></td><td>students failed</td></tr> <tr><td><u>4</u></td><td>students attrited (course attrition)</td></tr> <tr><td><u>4</u></td><td>students completed</td></tr> <tr><td><u>46</u></td><td>students passed</td></tr> <tr><td><u>100%</u></td><td>students who completed that passed (%)</td></tr> <tr><td><u>0</u></td><td>students filed a petition</td></tr> <tr><td><u>0</u></td><td>petition advanced to grievance</td></tr> <tr><td><u>4.41</u></td><td>course evaluation rating</td></tr> <tr><td><u>4.48</u></td><td>average instructor rating</td></tr> <tr><td><u>4.42</u></td><td>overall rating (Global Index)</td></tr> <tr><td><u>yes</u></td><td>pass rate threshold achieved (yes or no)</td></tr> <tr><td><u>yes</u></td><td>all items achieved threshold (yes or no)</td></tr> </table> <table border="1"> <thead> <tr> <th>Course/Program Rating Scale</th><th>Number of Items at this Rating Scale</th><th>Percent of Items at this Rating Scale*</th></tr> </thead> <tbody> <tr><td>4.5 – 5.0</td><td>5</td><td>45.46%</td></tr> <tr><td>4.0 – 4.4</td><td>6</td><td>54.54%</td></tr> <tr><td>3.5 – 3.9</td><td></td><td>0%</td></tr> <tr><td>3.0 – 3.4</td><td></td><td>0%</td></tr> <tr><td>2.0 – 2.9</td><td></td><td>0%</td></tr> <tr><td>1.0 – 1.9</td><td></td><td>0%</td></tr> <tr><td>Total # Items = 11</td><td></td><td>Total = 100%</td></tr> <tr><td>*Do not round up numbers</td><td></td><td></td></tr> </tbody> </table>	<u>50</u>	students enrolled	<u>3</u>	students withdrawn	<u>1</u>	students failed	<u>4</u>	students attrited (course attrition)	<u>4</u>	students completed	<u>46</u>	students passed	<u>100%</u>	students who completed that passed (%)	<u>0</u>	students filed a petition	<u>0</u>	petition advanced to grievance	<u>4.41</u>	course evaluation rating	<u>4.48</u>	average instructor rating	<u>4.42</u>	overall rating (Global Index)	<u>yes</u>	pass rate threshold achieved (yes or no)	<u>yes</u>	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	5	45.46%	4.0 – 4.4	6	54.54%	3.5 – 3.9		0%	3.0 – 3.4		0%	2.0 – 2.9		0%	1.0 – 1.9		0%	Total # Items = 11		Total = 100%	*Do not round up numbers		
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Section Three: Evaluation/Improvement/Revaluation of Outcomes Cycle

Evaluation of Findings	<p><u>Student Performance</u></p> <p>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, Harbor-UCLA, and Olive View-UCLA). Each student signed a clinical attestation form stating that the student read and understood the N243L expectations.</p> <p>The semester began with 50 students and ended with 46 students passing the course. Four of the 50 students had to take the DDCC a second time; two (2) students were unsuccessful on the second attempt. One (1) student failed clinical due to unsatisfactory clinical performance. One (1) student withdrew from clinical due to poor clinical performance, and two (2) were administratively withdrawn due to unsatisfactory performance in the corresponding theory course.</p> <p>Two (2) students were placed on clinical warning during the semester. Both students were counseled and provided with a PLAN FOR SUCCESS. One student was unsatisfactory in their plan for success and one student withdrew from the course. Several students were given warning notices regarding their accumulation of three absences.</p> <p><u>Winter 2016 Remediation</u></p> <p>Winter Remediation is scheduled for four days during late December 2016 and early January 2017. The goal of clinical remediation is to assist students identified as “high risk” with the opportunity to determine what their clinical strengths and weaknesses are. Subsequently, the student will have every opportunity to improve on those identified areas. High risk students are those who have been absent from clinical for longer than six (6) months or those who did not successfully complete the course by choosing to withdraw or receipt of an unsatisfactory grade.</p> <p><u>Course performance</u></p> <p>Fall 2016 Global Index: 4.51 Average Course Rate: 4.40 Instructor: 4.48 Attrition Rate: 8%</p>
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	<p><u>Identify Items Requiring Action</u></p> <p>There were no items that required any action. All items were above the 3.5 threshold. All Ratings were between 4.11 and 4.65. The students' comments were reflective of the overall score of the course.</p> <p><u>Identify Student Evaluation Comments Requiring Attention</u></p> <ul style="list-style-type: none"> • One comment praised the clinical competency for encouraging studying. Also, noted typos on the exam • One comment stated there was no feedback with the clinical scenarios. Also, noted on the same comment was switching of clinical settings was sometimes unorganized.
Plans for Improvement	<p><u>Quality Improvement Needs</u></p> <p>The faculty will continue to collaborate on improving semester 4 operations and take in student feedback while exploring new and inventive ways of applying various educational methods.</p> <p><u>Clinical Comprehensive Examination</u></p> <p>All instructors will continue to participate in all sections of the clinical comprehensive examination.</p> <p>A more comprehensive review by all instructors will be done on the Clinical Comprehensive Exams for errors in spelling, grammar, and content.</p> <p><u>Additional Resources Requested</u></p> <p>Presentation pointers, video camera with SIM card, and mounted LCDs in each classroom so that each semester will not have to worry about reserving a LCD.</p>
Re-evaluation Due Date	Spring 2017
Suggestions for Change in SLO and Rationale	None.
Additional Comments	Review of Plans for Improvement from the Spring 2017 Session to implement this coming semester



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Contributors:

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