



## Los Angeles County College of Nursing and Allied Health

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

DATE: January 24, 2017

REPORT SUBMITTED BY: M. Gonzales TITLE: (Acting) Semester 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 settings.
Incorporation of General Education Student Learning Outcomes (SLOGE)	Students: <b>SLOGE 1:</b> Apply critical thinking to communicate effectively, collaborate with others, show comprehension, and research subject matter through reading, speech, demonstration, and writing. <b>SLOGE 2:</b> 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. <b>SLOGE 3:</b> 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. <b>SLOGE 4:</b> Incorporate fundamental mathematical processes and reasoning and demonstrate competency in applying mathematical formulas, conveying knowledge, evaluating mathematical information, and problem solving. <b>SLOGE 5:</b> Develop competency in the application of technological skills to access information online, create and organize data, communicate information, use learning
Correlated Student Learning Outcomes: College (SLOC)	Students: <b>SLOC1:</b> 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. <b>SLOC 2:</b> 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.
Correlated Student Learning Outcomes: Program (SLOP)	Students: <b>SLOP 1:</b> Develop essential competencies of a beginning practitioner in the provision and management of care for professional licensure
Method of Assessment	<ul style="list-style-type: none"><li>• Satisfactory completion of weekly Clinical Worksheets</li><li>• Satisfactory grade on:<ul style="list-style-type: none"><li>○ 2 nursing care plans</li></ul></li></ul>



# Los Angeles County College of Nursing and Allied Health

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

	<ul style="list-style-type: none"> <li>○ Skills competency</li> <li>○ Skills lab demonstrations and practice</li> <li>• 85% or greater score on Drug Dosage Calculation Competency</li> <li>• 70% or greater on Abbreviation Exercise</li> <li>• 100% on Digital Clinical Experience (DCE) Orientation</li> <li>• 70% on DCE assignments</li> <li>• Active participation in Clinical conferences</li> <li>• Student Clinical Diary Discussion</li> <li>• Elderly Health Focused Discussion</li> <li>• Satisfactory completion of Intake and Output Exercises</li> <li>• Absences not exceeding 3 clinical days</li> <li>• Tardies not exceeding 3 times</li> <li>• Satisfactory grade at end of semester clinical evaluation</li> </ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>• Student course survey threshold average score of 3.5 or higher</li> <li>• Institutional effectiveness (IE) indicator II.B: Nursing course pass rate of 85%</li> <li>• IE indicator II.E: Student Attrition/class less than 15%</li> <li>• IE indicator II.P: SON Petition and Grievances less than 5%</li> </ul>
<b>Data Collection Schedule</b>	Period: <u>Fall 2016</u> Academic year <u>2016-2017</u>
<b>Required Resources</b>	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-Fidelity manikins, simulators, syringes, needles, injection pads, practice medications, and IV infusion pumps).

### Section Two: Analysis of Assessment Results

<b>Outcomes Evaluation Method</b>	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
<b>Evaluation Tools</b>	<ul style="list-style-type: none"> <li>• Skills inventory checklists</li> <li>• Clinical performance evaluation summary</li> <li>• Student grade sheet</li> <li>• Student course evaluation result</li> <li>• Student Status Report</li> <li>• Student Clinical Evaluation</li> <li>• Clinical Affiliation Evaluations</li> <li>• Attendance sheet</li> <li>• DCE Rubric</li> <li>• Instructor teaching effectiveness survey               <ul style="list-style-type: none"> <li>○ Class Climate Surveys</li> </ul> </li> </ul>
<b>Analysis of Data Report</b>	<u>54</u> students enrolled <u>4</u> students withdrawn



# Los Angeles County College of Nursing and Allied Health

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

	3 _____	students failed (including WF)																											
	7 _____	students attrited (course attrition)																											
	47 _____	students completed																											
	47 _____	students passed																											
	100 _____	students who completed that passed (%)																											
	2 _____	students filed a petition																											
	0 _____	petition advanced to grievance																											
	4.64 _____	course evaluation rating																											
	4.74 _____	average instructor rating																											
	4.71 _____	overall rating (Global Index)																											
	yes _____	pass rate threshold achieved (yes or no)																											
	yes _____	all items achieved threshold (yes or no)																											
	<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>10</td> <td>90.9%</td> </tr> <tr> <td>4.0 – 4.4</td> <td>1</td> <td>9.1%</td> </tr> <tr> <td>3.5 – 3.9</td> <td>0</td> <td>0</td> </tr> <tr> <td>3.0 – 3.4</td> <td>0</td> <td>0</td> </tr> <tr> <td>2.0 – 2.9</td> <td>0</td> <td>0</td> </tr> <tr> <td>1.0 – 1.9</td> <td>0</td> <td>0</td> </tr> <tr> <td>Total # Items</td> <td>11</td> <td>Total = 100%</td> </tr> <tr> <td>* Do not round up numbers</td> <td></td> <td></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	10	90.9%	4.0 – 4.4	1	9.1%	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		
	Course/Program Rating Scale	Number of Items at this Rating Scale	Percent of Items at this Rating Scale*																										
	4.5 – 5.0	10	90.9%																										
4.0 – 4.4	1	9.1%																											
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																													
<b>Additional Comments</b>	None																												

### Section Three: Evaluation/Improvement/Reevaluation of Outcomes Cycle



## Los Angeles County College of Nursing and Allied Health

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

<b>Evaluation Findings</b>	<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. Four withdrawals for the following reasons:</p> <ol style="list-style-type: none"><li>1. 3 AW due to failure in another course</li><li>2. 1 AW due to personal reasons</li></ol> <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 one.</p> <p><u>Course performance:</u> Course average of 4.64, as well as average instructor rating of 4.74, represented overall course performance of 4.61, which were all above the threshold of 3.5. Drug Dosage Calculation Competency (DDCC) pass rate was 100% after the DDCC retake in week four. Overall, course performance consistently rates high throughout the years, which faculty members have attributed to consistent identification and prompt responses to students' learning needs. 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 outcome.</p> <p>In fall 2016, skills laboratory schedule and presentations were continued to be arranged to correlate with N113 classroom lecture content and facilitate reinforcement in skills practicum.</p> <p>All students were LiveScan cleared prior to the start of clinical.</p> <p>OSEN competencies were incorporated and integrated throughout the course material.</p> <p>Online student learning software, Shadow Health Online Digital Clinical Experience (DCE), was incorporated and piloted in fall 2015 and continued to be utilized in fall 2016. The DCE percentage for passing increased from 50% to 70%. Electronic health record - ORCHID training was continued with each student attending one of the three training sessions (four hours each session with posttest). All students were successful with ORCHID training.</p> <p>Simulation activity took place over three weeks in the student-friendly, clinically- safe learning environment of the Simulation Laboratory after midterm. Student feedback reflected consistent, positive remarks in helping them collaborate, prioritize care, apply clinical reasoning, and experience (through simulation) the preoperative care. Small student groups and a short, preoperative-themed scenario enhanced active student participation. The central control room and intercom system were not utilized this semester. Organized planning, including students' assignment to simulation and clinical, continued to make this</p>
----------------------------	---



## Los Angeles County College of Nursing and Allied Health

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

	<p>simulation experience for five clinical groups successful in a three-day period.</p> <p>All semester one students did their clinical rotation in LAC+USC Medical Center and provided positive feedback of their clinical experience on the floors to which they were assigned. Common affirming themes included clinical settings conducive to implementing psychomotor and critical thinking skills, informative staff, learning provided by instructor and environment, and enjoyment of concept maps.</p> <p><u>Identify items requiring action:</u> None.</p> <p><u>Identify student evaluation comments requiring attention:</u></p> <ol style="list-style-type: none"><li>1. "In testing of our Skills, I feel it only appropriate that there be a better way for students to be able to apply that which is taught, or afford the opportunities to practice them. If we are to be tested on Skills that could be demonstrated in Clinicals, but aren't allowed the opportunity to show them for whatever reason (Client discharged, no client has wound care), then we should be allowed the time within scheduled school hours to practice them; we shouldn't be 'expected' to sacrifice our own time to practice them, and have to work around the schools/Skills lab hours. For example, if we are going to be held accountable to know how to do a Wet-to-Moist Dressing Change, but during our time in Clinicals no clients present an opportunity, then we should be allowed to make time in Skills Lab to practice the skill while we are scheduled to be here. Also, there needs to be a more flexible way to afford ALL students the opportunity to utilize the Skills Lab when needed, even if some sort of alternative needs to be implemented (i.e. Having a 'lab' room overseen by ASB and Class officers that can be accessed during weekends)&gt; To have to work around other Semester class schedules, XXX schedule, expected time for paperwork and studying, as well as our personal lives/schedules, does not make it feasible to get in the necessary practice for Skills."</li></ol> <p>"One day to learn a skill on campus is not enough time to actually learn it. Just because an instructor goes over a Power Point and then does a quick demonstration doesn't mean that the skill is learned. Skills are learned by repetition. If the skill isn't available to be done at the hospital (happens very often) then we have to do a competency on it, makes no sense. Having to utilize the skills lab on our own time to dedicate hours to practice a skill is outrageous. More time needs to be dedicated to teaching skills multiple times throughout the semester to make sure the students are competent when competencies come around. Also, the skills lab instructor is always on her phone. Multiple times when I went to skills lab asking if certain things are done in a</p>
--	--



# Los Angeles County College of Nursing and Allied Health

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

	<p>certain way for competencies and she couldn't answer my questions because she wasn't familiar on how the testing is done. Having a dedicated person for a skills lab, that person should be able to instruct us 100% in the correct way to perform a skill the way it should be done for competencies."</p> <ol style="list-style-type: none"> <li>"Clinical worksheets were very overwhelming and time consuming"</li> <li>"Skills competency worksheets need to be reviewed and corrected for accuracy. There were a lot of things that was expected by different instructors and it is not on the rubric."</li> <li>Repeated common themes regarding the DCE assignments included time consuming, unrealistic, and issues involving vocabulary on question and answer interviews.</li> </ol> <p><u>Quality improvement needs:</u></p> <ol style="list-style-type: none"> <li>Continue to begin course with a thorough orientation explaining the course week-by-week, allowing time for questions and answers to facilitate student comprehension of the course expectations.</li> <li>Continue to encourage students' use of the skills lab for skill practice, to utilize clinical instructor and make appointments as needed to address students' areas of concern.</li> </ol>
<b>Plans For Improvement</b>	<ol style="list-style-type: none"> <li>Reinforce student's accountability in learning; Skills Procedure binder is available for student reference in the Skills Lab.</li> <li>Standardize clinical worksheet and NCP overview presentations; reinforce investment of time &amp; effort in learning the mechanics &amp; rubric criteria of written assignments</li> <li>As teaching styles may vary, continue to reinforce faculty approved (standardized) rubrics and skills competency procedures</li> <li>Effectiveness of DCE assignments in enhancing physical assessment skills has been brought up to faculty organization for discussion as students had given negative feedback for the past three semesters. Semester I faculty will continue to follow up DCE with reflective discussion during clinical post conference.</li> </ol>
<b>Re-evaluation Due Date</b>	Spring 2017
<b>Suggestions for Change in SLO and Rationale</b>	<p>Template changes for Methods of Assessment section to accurately reflect incorporation of technology into student learning:</p> <ul style="list-style-type: none"> <li>Delete the word "exam" from Skills Competency</li> <li>Add "100% on Digital Clinical Experience (DCE) Orientation"</li> <li>Add "70% on DCE assignments"</li> <li>Add "Student Clinical Diary Discussion"</li> <li>Add "Elderly Health Focused Discussion"</li> <li>Add "Satisfactory completion of Intake and Output Exercises"</li> </ul>



## Los Angeles County College of Nursing and Allied Health

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

Additional Comments	None
---------------------	------

**Contributors:**

Naira Arquell, MSN, RN, Nicholas Bachman, MSN, RN  
Frances Chisholm-Cervantes, BSN, RN, MICN  
Mildred Gonzales, PhD, RN, OCN (Acting Semester One Coordinator)  
Sarah Granger, MSN, RN, PHN  
Janette Linke, MSN, RN  
Leslie Martinez, MSNEd, RN  
Trina Trongone, MSN, RN