



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N123L

DATE: FALL 2016 – June 29, 2017

REPORT SUBMITTED BY: Roslyn Nott **TITLE:** Nursing Instructor

SEMESTER 2

Section One: SLO and Assessment method

COURSE (S)	N123L Intermediate Medical-Surgical Clinical
Student Learning Outcomes	Students identify, apply, and safely integrate legal-ethical decisions and communication skills in providing care for culturally diverse patients in acute care settings utilizing the fundamentals of the nursing process.
Incorporation Of General Education Student Learning Outcomes (SLOGE)	Students: SLOGE 1: Apply critical thinking to communicate effectively, collaborate with others, show comprehension, and research subject matter through reading, speech, demonstration, and writing. 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. 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. SLOGE 4: Incorporate fundamental mathematical processes and reasoning and demonstrate competency in applying mathematical formulas, conveying knowledge, evaluating mathematical information, and problem solving.
Correlated Student Learning Outcomes: College (SLOC)	Students: SLOC1: 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. 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.
Correlated Student Learning Outcomes: Program (SLOP)	Students: SLOP 1: Develop essential competencies of a beginning practitioner in the provision and management of care for professional licensure.



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Method of Assessment	<p>Students achievement of all clinical Performance Evaluation criteria listed below indicates attainment of the student learning outcome:</p> <ul style="list-style-type: none"> • Complete clinical worksheet by 0700 each clinical day. • Receive a grade of satisfactory on: <ul style="list-style-type: none"> ○ Nursing Care plan ○ Written clinical competency examination with a score \geq 70% ○ Psychomotor Skills competency ○ All course objectives • Research medication and present findings at a medication conference • Implement a formal teaching plan • Satisfactory performance in caring for 2 patients by the end of the course • Obtain a satisfactory on teaching plan implementation. • Receive a score of 85% or greater in the Drug Dosage Calculation Competency • Semester 2 absences: three days total: 1 in N123L; 2 in N124L (1 in each pediatric/OB rotation) • Satisfactory performance on each criterion on the Clinical Evaluation form. <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> • The student course survey threshold average score of 3.5 or higher. • Institutional effectiveness indicator II.B: Nursing course pass rate of 90%. • Institutional effectiveness indicator II.E: Student Attrition/class less than 15%. • Institutional effectiveness indicator II.P: SON Petition and Grievances less than 5%.
Data Collection Schedule	Period: <u>Fall, 2016</u>
Required Resources	Testing, grading, and survey software, OMR scanner, large classrooms, conference rooms, computer labs, photocopier, clerical support, IT support. Technologic equipment: computers, LCD, laptops, projectors, portable microphone. ERC educational software. Clinical sites, skills laboratory.

Section Two: Analysis of Assessment Results



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Outcomes Evaluation Method	Check all that apply: 1. <input checked="" type="checkbox"/> Formative Evaluation <input checked="" type="checkbox"/> Summative 2. <input checked="" type="checkbox"/> Direct Evidence <input checked="" type="checkbox"/> Indirect Evidence 3. <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 report 																											
Analysis Of Data Report	<p>Students: 41 students enrolled 37 students completed 37 students passed 100 students passed (%) 2 students withdrawn 2 students failed</p> <p>Course Attrition: 4 students attrited 10% students attrited (%)</p> <p>Course: 4.59 course evaluation rating 4.66 average instructor rating 4.64 overall rating (Global Index) 2 petition filed 0 petition advanced to grievance Yes pass rate threshold achieved (yes or no) Yes all items achieved threshold (yes or no)</p> <table border="1" data-bbox="657 1394 1489 1787"> <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</td></tr> <tr> <td>4.0 – 4.4</td><td>1</td><td>10</td></tr> <tr> <td>3.5 – 3.9</td><td></td><td></td></tr> <tr> <td>3.0 – 3.4</td><td></td><td></td></tr> <tr> <td>2.0 – 2.9</td><td></td><td></td></tr> <tr> <td>1.0 – 1.9</td><td></td><td></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>	Course/Program Rating Scale	Number of Items at this Rating Scale	Percent of Items at this Rating Scale*	4.5 – 5.0	10	90	4.0 – 4.4	1	10	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		
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Section Three: Evaluation/Improvement/Reevaluation of Outcomes cycle

<p>Evaluation Findings</p>	<p><u>Student Performance:</u> There were 41 students enrolled in the course. Two students failed clinical. One failed written competency testing, and the second failed due to exceeding the maximum number of absences. Two students were academically withdrawn from the course. One was due to a failure in N124, and the second was due to withdrawal from N124 for poor academic performance. A total of 37 students completed and passed the course.</p> <p><u>Course performance:</u> The course evaluation rating was 4.59, which is well above the 3.5 threshold for action. This rating is minimally higher (0.06) than the 4.53 rating for the Spring 2016. The semester two faculty will continue to trend these values and address concerns as needed.</p> <p><u>Identify items requiring action:</u> No items fell below the 3.5 threshold for action. The semester two faculty will continue to trend these values and address concerns as needed.</p> <p><u>Identify student evaluation comments requiring attention:</u> There were a total of four written comments:</p> <p>"I thought everything was great except I don't think 7C is the best floor for students to be on. Some of the nurses were welcoming but some clearly did not want students working with them and many of the CNA's were rude or not helpful. Overall, the course objectives were met, however I feel like a different floor may be more positive for students to learn."</p> <p>"The IV therapy fluid daily log should be thought differently...each teacher has its own way and I personally learned it from a student cause not enough time was spent in class teaching the topic and it's worth 20 points..."</p> <p>"Need to incorporate with auditory, visual and practical, factuality should develop online lecture so we could be able to study 24/7, now in higher institutions have developed method of teaching in actual in-class lecture and video file that we can assess to review them."</p> <p>"Writing a nursing progress note for the skills comp needs to be taught more completely, all computer charting needs more review."</p> <p><u>Quality improvement needs:</u> Comment #1- Unit 7C is a high acuity floor, some staff have a difficult time adjusting to students. Similar comments were evident in the clinical site evaluation tool, and were shared with the new Nurse Manager. The new nurse manager is pro student and has been addressing some issues with staff work ethic and attitude. Will</p>
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	<p>reassess during Spring 2017 feedback.</p> <p>Comment #2- The IV Therapy intake and output skill is presented in day 1 or day 2 of skills presentation day. The students are offered individual instruction and more practice problems by T. Trongone and M. Webster. The concepts are introduced in skills, but students need to practice to fully understand the concepts. This was the first time the faculty introduced ORCHID iaware in addition to IV intake and output.</p> <p>Comment #3- Our lectures are available on-line and students are welcome to record most lectures. We will continue to ensure updated lectures are posted and available on the College Website.</p> <p>Comment #4- M. Najera teaches the nursing progress note in her diabetic lecture (first lecture in med/surg) and the concept is emphasized during the skills presentation day. Review of ORCHID charting is provided prior to clinical orientation on the floor. All nursing students have access to the computer rooms the entire semester to review or refresh ORCHID concepts.</p>
Plans For Improvement	Faculty reviewed and discussed the above comments. These have not been recurring themes over the years. We will continue to address any major concerns and track the course evaluation results to incorporate quality improvement strategies.
Re-evaluation Due Date	Spring 2017
Suggestions For Change in SLO and Rationale	No changes at this time.
Additional Comments	There were 2 petitions during the fall 2016 semester for N123L. The first petition was for a student who missed the written competency test due illness, and then failed the second written competency. Per the policy if the student is absent on the day of the written competency test it counts as a failure. This policy was waived and the student was provided a second opportunity to take the written competency exam. The second petition was due to a student exceeding the maximum absences. This petition was denied. The petition did not proceed to grievance.

Contributors:

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