



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N243L

DATE: May, 2017

REPORT SUBMITTED BY: R. Gabbedon, 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>



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N243L

<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 a 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>



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N243L

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>53</td><td>students enrolled</td></tr> <tr><td></td><td>students withdrawn</td></tr> <tr><td></td><td>students failed</td></tr> <tr><td></td><td>students attrited (course attrition)</td></tr> <tr><td>44</td><td>students completed</td></tr> <tr><td></td><td>students passed</td></tr> <tr><td></td><td>students who completed that passed (%)</td></tr> <tr><td>0</td><td>students filed a petition</td></tr> <tr><td>0</td><td>petition advanced to grievance</td></tr> <tr><td></td><td>course evaluation rating</td></tr> <tr><td></td><td>average instructor rating</td></tr> <tr><td></td><td>overall rating (Global Index)</td></tr> <tr><td></td><td>pass rate threshold achieved (yes or no)</td></tr> <tr><td></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>0</td><td>0%</td></tr> <tr><td>4.0 – 4.4</td><td>9</td><td>%</td></tr> <tr><td>3.5 – 3.9</td><td>3</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 = 1</td><td></td><td>Total = 100%</td></tr> <tr><td>*Do not round up numbers</td><td></td><td></td></tr> </tbody> </table>	53	students enrolled		students withdrawn		students failed		students attrited (course attrition)	44	students completed		students passed		students who completed that passed (%)	0	students filed a petition	0	petition advanced to grievance		course evaluation rating		average instructor rating		overall rating (Global Index)		pass rate threshold achieved (yes or no)		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	0	0%	4.0 – 4.4	9	%	3.5 – 3.9	3	0%	3.0 – 3.4		0%	2.0 – 2.9		0%	1.0 – 1.9		0%	Total # Items = 1		Total = 100%	*Do not round up numbers		
53	students enrolled																																																							
	students withdrawn																																																							
	students failed																																																							
	students attrited (course attrition)																																																							
44	students completed																																																							
	students passed																																																							
	students who completed that passed (%)																																																							
0	students filed a petition																																																							
0	petition advanced to grievance																																																							
	course evaluation rating																																																							
	average instructor rating																																																							
	overall rating (Global Index)																																																							
	pass rate threshold achieved (yes or no)																																																							
	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	0	0%																																																						
4.0 – 4.4	9	%																																																						
3.5 – 3.9	3	0%																																																						
3.0 – 3.4		0%																																																						
2.0 – 2.9		0%																																																						
1.0 – 1.9		0%																																																						
Total # Items = 1		Total = 100%																																																						
*Do not round up numbers																																																								
Additional Comments	None.																																																							



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N243L

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 53 students and ended with 44 students passing the course. Seventeen students had to take the DDCC a second time; all students passed the retake exam. One (1) student failed clinical due to unsatisfactory clinical performance. A total of five (5) students withdrew from clinical, four (4) due to poor clinical performance, and one (1) due to personal reasons. Three (3) students were administratively withdrawn due to unsatisfactory performance in the corresponding theory course.</p> <p>Ten (10) students were placed on clinical warning during the semester. All students were counseled and a PLAN FOR SUCCESS was initiated. One (1) student was unsatisfactory in their plan for success and four (4) students withdrew from the course, one (1) student received an AW due to an unsuccessful grade in N243, and four (4) students successfully passed the course. Three (3) students were given warning notices for reaching their maximum number of absences.</p> <p><u>Course performance</u></p> <p>Spring 2017 Global Index: 4.21 Average Course Rate: 4.07 Instructor: 4.18 Attrition Rate: 16.98</p> <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 3.62 and 4.33. The students' comments were reflective of the overall score of the course.</p>
-------------------------------	---



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N243L

	<p><u>Identify Student Evaluation Comments Requiring Attention</u></p> <ul style="list-style-type: none"> • One student commented on three (3) people trying to explain a new concept, lack of instructor knowledge teaching ICU math, and lack of enough practice problems. • Another referred to lack of instructions for the role portion of the clinical competencies and more class time needed to practice material taught. • A comment was written in reference to the number of patients in the clinical scenarios being too large. Also, the comment stated written competencies should be tested as a group rather than individual because “nursing is about team play.”
Plans for Improvement	<p><u>Quality Improvement Needs</u></p> <p><u>DDCC</u></p> <p>The DDCC is reviewed by all fourth semester instructors bi-annually prior to the beginning of each semester. The material is taught by a minimum of three (3) instructors to show how to solve the math problems using various mathematical calculation methods. ICU math is taught using specific formulas. Students are also encouraged to share their math calculation method(s) on the board with their classmates when a method other than what is taught was available. Students are encouraged to learn the concept of the math problems and are told to change the numbers in the problems for practice and see their instructors to work out problems for the correct answers. The semester is committed to provide the students with as much support as needed.</p> <p>The upcoming Fall 2017 semester, fourth semester will email all the handouts normally distributed on the first day of DDCC review to all incoming fourth semester students in the hope students will review the material and identify their areas of weakness prior to the DDCC review. The identified areas of weakness can then be readily addressed in.</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>The Spring 2017 semester, the Clinical Competency Scenarios were reduced in number as well as the number of scenarios tested on in the Medical-Surgical portion of the exam from the previous years. The scenarios are given to the students and cover all body systems and major disease processes. The exam is designed to prepare the students for the NCLEX and testing is done on an individual basis. The role portion of the exam covers the concepts learned in the N242 Nursing Role course. Many of the concepts have an additional lab day</p>



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N243L

	<p>associated with it. During the lab the students practice the concepts learned in the theory course. All students are advised to contact the corresponding lecturers if they feel unsure about specifics of the lectured material. All instructors have posted office hours or an appointment can be made to review material when a concept is not clear to a student. In addition to the weekly tutor session, email and texting are also methods for contacting instructors which may be utilized for clarification of any topic.</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 and video camera with SIM card</p>
Re-evaluation Due Date	Fall 2017
Suggestions for Change in SLO and Rationale	None.
Additional Comments	Review of Plans for Improvement from the Fall 2017 Session to implement this coming semester

Contributors:

J. Arrias, MSN, RN
B. Davis, MSN, RN
R. Griggs-Gabbedon, DNP, MSN, RN
T. Imanaka-Gong, MSN, RN
Z. Ivory, MSN, RN
L. Myers, DNP, MSN, RN