



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N123L

DATE: SPRING 2017 – 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	<p>Period: <u>Spring, 2017</u></p>
Required Resources	<p>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.</p>



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Section Two: Analysis of Assessment Results

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: <u>52</u> students enrolled <u>45</u> students completed <u>45</u> students passed <u>100</u> students passed (%) <u>5</u> students withdrawn <u>2</u> students failed</p> <p>Course Attrition: <u>7</u> students attrited <u>14%</u> students attrited (%)</p> <p>Course: <u>4.74</u> course evaluation rating <u>4.81</u> average instructor rating <u>4.74</u> overall rating (Global Index) <u>0</u> petition filed <u>0</u> petition advanced to grievance <u>Yes</u> pass rate threshold achieved (yes or no) <u>Yes</u> all items achieved threshold (yes or no)</p> <table border="1" data-bbox="657 1459 1487 1850"> <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>11</td><td>100</td></tr> <tr> <td>4.0 – 4.4</td><td></td><td></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	11	100	4.0 – 4.4			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 52 students enrolled in the course. Two students failed clinical. One failed because he was unable to meet his clinical objectives by the end of the nine-week session, the second failed due to exceeding the maximum number of absences. Five students were academically withdrawn from the course. One was failing Pharmacology and withdrew from N124, then subsequently administratively withdrawn from all other courses. The second failed pharmacology, therefore was withdrawn from all other courses, and the remaining three failed N123, therefore were administratively withdrawn from 123L. A total of 45 students completed and passed the course.</p> <p><u>Course performance:</u> The course evaluation rating was 4.74, which is well above the 3.5 threshold for action. This rating is minimally higher (0.15) than the 4.59 rating for the Fall, 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 five written comments:</p> <p>Comment #1: "Definitely learned and experienced more this time."</p> <p>Comment #2: "I would prefer to do more simulations in place of Shadow Health. I also feel the only having one day off in a 9-week span of time is not only unfair to students, but can put patients at risk if a student is ill."</p> <p>Comment #3: "Please continue to have the skills lab open for an extended amount of hours, the extra amount of time that the skills lab is open is very beneficial in terms of student for skills."</p> <p>Comment #4: "Simulation was very helpful and impactful."</p> <p>Comment #5: "The hours for clinical in both pediatric and med/surg should be adjusted to let students know the start time is actually 0630, not 0700."</p> <p><u>Quality improvement needs:</u> No recurrent theme regarding the clinical experience on ward 7C. (see fall 2016 SLO comments) The Spring 2017 students had a positive experience. The nurse manager is meeting with staff to emphasize that the unit is pro nursing student.</p>
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	<p>Comment #2: Semester 2 will continue to have a simulation experience during the medical/ surgical rotation. Simulations are also provided during the school year as an additional learning tool. Students need to sign up to participate. Shadow Health is being discontinued throughout the curriculum due to many student comments stating it has not been a useful learning tool. The attendance policy is standardized and based on clinical hours. If students exceed their absences for clinical they can petition for a waiver of policy. Each individual case is discussed in our semester 2 meetings. All students must meet their clinical objectives to proceed to third semester.</p> <p>Comment #3: Semester 2 will continue to have extended skills lab hours prior to psychomotor competency testing.</p> <p>Comment #5: All clinical courses start at 0700. Some students choose to go to the ward earlier to check to see if there are any changes in Dr.'s orders or patient care.</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	Fall 2017
Suggestions For Change in SLO and Rationale	No changes at this time.
Additional Comments	No petitions or grievances for N123L

Contributors:

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