



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N124L

DATE: FALL 2016 January, 2017

REPORT SUBMITTED BY: Lydia Thompson TITLE: Nursing Instructor

SEMESTER 2

Section One: SLO and Assessment method

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| COURSE (S) | N124L Maternal-Child Nursing Clinical |
| Student Learning Outcomes | Students apply and safely integrate the nursing process, legal-ethical behaviors, patient advocacy, sociocultural variables, and effective communication in the collaborative care of childbearing women, neonates, children and their families in acute care settings. |
| Incorporation Of General Education Student Learning Outcomes (SLOGE) | <p>Students:</p> <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> |
| Correlated Student Learning Outcomes: College (SLOC) | <p>Students:</p> <p>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.</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>Students:</p> <p>SLOP 1: Develop essential competencies of a beginning practitioner in the provision and management of care for professional licensure.</p> |



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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"> • Passing score of $\geq 85\%$ on Dosage & Calculation competency • Absences not exceeding three days: 1 in N123L; 2 in N124L (1 in each pediatric/OB rotation) • Satisfactory completion of the following psychomotor competencies <ul style="list-style-type: none"> ▪ IV pediatric medication administration ▪ Newborn assessment • Passing score of $\geq 70\%$ on 2 written competency exams on: <ul style="list-style-type: none"> ▪ Fetal monitoring ▪ IV pediatric medication administration • Satisfactory Completion of written assignments: <ul style="list-style-type: none"> ▪ Maternal teaching project ▪ Maternal Nutritional assessment ▪ Shadow Health Assignments ▪ Weekly clinical worksheets <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. Technological equipment; Computers, LCD, Laptops, Projectors, portable microphone. ERC Educational software. Skill laboratory. Clinical sites; pediatrics, post-partum and labor & delivery units. |

Section Two: Analysis of Assessment Results

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| Outcomes Evaluation Method | <p>Select all that apply:</p> <div style="display: flex; justify-content: space-between;"> <div>1. <input checked="" type="checkbox"/> Formative Evaluation</div> <div><input checked="" type="checkbox"/> Summative</div> </div> <div style="display: flex; justify-content: space-between;"> <div>2. <input checked="" type="checkbox"/> Direct Evidence</div> <div><input checked="" type="checkbox"/> Indirect Evidence</div> </div> <div style="display: flex; justify-content: space-between;"> <div>3. <input checked="" type="checkbox"/> Quantitative</div> <div><input checked="" type="checkbox"/> Qualitative</div> </div> |
| Evaluation Tools | <ul style="list-style-type: none"> ▪ Student grade sheet ▪ Student course evaluation results ▪ Student Status Report ▪ Student Clinical Evaluation ▪ Clinical Ward Exit Evaluations ▪ Attendance Sheet ▪ Instructor teaching effectiveness survey |



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Analysis Of Data Report

Students:

39 students enrolled
 37 students completed
 37 students passed
 100% students passed (%)
 2 students withdrawn
 0 students failed

Course Attrition:

2 students attrited
 5% students attrited (%)

Course:

4.61 course evaluation rating
 4.71 average instructor rating
 4.65 overall rating (Global Index)
 0 petition filed
 0 petition advanced to grievance
 yes pass rate threshold achieved (yes or no)
 yes 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 | 11 | 100% |
| 4.0 – 4.4 | | |
| 3.5 – 3.9 | | |
| 3.0 – 3.4 | | |
| 2.0 – 2.9 | | |
| 1.0 – 1.9 | | |
| Total # Items | | Total = 100% |
| * Do not round up numbers | | |
| | | |

Additional Comments

Section Three: Evaluation/Improvement/ Reevaluation of Outcomes cycle

Evaluation Findings

Student Performance:

There were a total of 39 students. Two students were administratively withdrawn due to a withdrawal or failure in another course.

A total of 37 students passed the course with a course attrition rate of 5% which is well below the TFA (15%).

Course performance:

Overall course rating was 4.61 with 100% of the items were ≥ 4.5 . All students completing the course succeeded which also occurred last semester in Spring 2016.



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| | <p><u>Identify items requiring action:</u> No items below threshold.</p> <p><u>Identify student evaluation comments requiring attention:</u> Three comments were made and are as follows:</p> <ol style="list-style-type: none">1. "It was unfortunate that during our OB rotation we did not get to see a vaginal birth or c-section due to no patients giving deliveries at the time of our rotation."2. "Lack of patients"3. "Need more clear auditory, visual, technical improvisation to have student better understand the lecture and exam structure." <p><u>Quality improvement needs:</u> The first comment above expressed apparent disappointment regarding the L&D observational birth experience. However, this comment implies that none of the students witnessed a birth, which fortunately has never occurred. The low Med Center OB census is a continuing problem although the Olive View site continues to enjoy adequate L&D census. To improve the OB clinical experience at the LAC+USC Medical Center when census is low, additional observational opportunities are being sought beyond the current OB Triage and NICU.</p> <p>The second comment regarding a lack of patients was not specific as to pediatric or OB rotation nor at which location, however we assume it was either referring to the OB rotation at the Medical Center or the pediatric rotation at Olive View, as the census is low in both these areas. The Fall Olive View pediatric rotation usually has a lower census than the Spring semester, therefore the instructor utilizes the pediatric clinics as an additional clinical site. Also this rotation remains concurrent with OB over a nine-week period to take advantage of either location at any given time.</p> <p>The final comment requested alternative teaching methods to "better understand the lecture and exam structure". Although this comment may be better placed in the N124 SLO, the clinical-theory correlation is very important. Currently tutoring is available a week before each exam to clarify any concepts and the OB mannequin mother and baby is available for practice now located in the simulator trailer.</p> |
| Plans For Improvement | <p>To improve learning opportunities when census is low, the instructors continue to seek alternative learning opportunities such as NICU, PICU & PER observation, as well as pediatric clinics. The midwifery clinic and antepartum testing has not been available to the nursing students for many years but is now being discussed. Additionally, the NICU has begun TeamSTEPPS. These include observing in antepartum testing and attending NICU TeamSTEPPS rounds.</p> <p>To improve theory and clinical application for the Maternal-Child student, whether or not they are currently in the clinical rotation, we plan to implement a clinical simulation for postpartum hemorrhage.</p> <p>Plan to initiate discussion regarding the current location of the OB mannequin, due to the student inaccessibility of the Simulator Trailer versus</p> |



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| | the Skills Lab. |
| Re-evaluation Due Date | Spring 2017 |
| Suggestions For Change in SLO and Rationale | None |
| Additional Comments | None |

Contributors:

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