# Los Angeles County College of Nursing and Allied Health
# STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
# SCHOOL OF NURSING: N113L FALL 2022

DATE: 1/11/2023

REPORT SUBMITTED BY: Beena Davis TITLE: Semester 1 Coordinator

SEMESTER 1

**Section One**: SLO and Assessment Method

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| **COURSE (S)** | Nursing 113L: Introduction Medical-Surgical & Psychiatric Nursing Clinical |
| **Student Learning Outcomes** | Students competently provide basic care through the beginning application of the nursing process and basic psychomotor communication skills to clients with common health problems in acute care settings. |
| **Incorporation Of General Education Student Learning Outcomes (SLOGE)** | Students:<br><br>**SLOGE 1:** Apply critical thinking to communicate effectively, collaborate with others, and demonstrate ability to research subject matter through reading, speech, demonstration, and writing.<br><br>**SLOGE 2:** Demonstrate knowledge of the human mind, body, and behavior through interactions with other and be accountable in the application of this knowledge and skill in an ethical and professional manner.<br><br>**SLOGE 3:** Demonstrate cultural sensitivity in interacting with the community through the acceptance of diverse philosophical, cultural, and religious beliefs.<br><br>**SLOGE 4:** Apply logical reasoning and fundamental mathematical processes and demonstrate competency in the professional setting.<br><br>**SLOGE 5:** Apply technological skills to access information, create and organize data, communicate information, use software programs, and operate basic technological equipment. |
| **Correlated Student Learning Outcomes: College (SLOC)** | Students:<br><br>**SLOC1:** Demonstrate knowledge and skills necessary to provide safe and effective care, which enables them to adapt in a multicultural healthcare environment.<br><br>**SLOC 2:** Demonstrate effective communication and collaboration to promote optimal health outcomes in a variety of healthcare settings. |

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| **Correlated Student Learning Outcomes: Program (SLOP)** | Students:<br>**SLOP 1:** Demonstrate essential competencies when providing client-centered nursing care using the nursing process and evidence-based outcomes to accommodate societal/cultural differences. |
| **Method of Assessment** | • 70% or greater on Abbreviation Exercise<br>• 85% or greater on Drug Dosage Calculation Competency<br>• Satisfactory completion of weekly Clinical Worksheets/Concept Maps<br>• Satisfactory completion of intake and output exercises<br>• Satisfactory grade on:<br>  ○ Nursing Care Plan<br>  ○ Skills Competency<br>  ○ Written Clinical Competency with a score $\geq$70%<br>  ○ Skills lab demonstrations and practice<br>• Satisfactory completion of CoursePoint+ vSim for Nursing: Fundamentals - Sara Lin<br>• Active participation in clinical conferences<br>• Active participation in simulation<br>• Active participation in clinical judgment activities<br>• Absences not exceeding 3 clinical days<br>• Tardies not exceeding 3 times<br>• Satisfactory grade at end of semester clinical evaluation<br><br><u>Performance Indicators:</u><br><br>• Student course survey threshold average score of 3.5 or higher<br>• Institutional effectiveness (IE) indicator II.B: Nursing course pass rate of 85%<br>• IE indicator II.E: Student Attrition/class less than 15%<br>• IE indicator II.P: SON Petition and Grievances less than 5% |
| **Data Collection Schedule** | Period: FALL 2022 |
| **Required Resources** | Survey software, OMR Scanner, large classrooms, conference rooms, computer labs, photocopier, clerical support, and IT support. Technologic equipment: Computers, TV, LCD, wireless presenter with laser pointer, laptops, microphone, and secure online meeting rooms. ERC educational software, videos, clinical sites, skills kit, skills laboratory including supplies and equipment (e.g., beds and beddings, Low-Fidelity manikins, simulators, syringes, needles, injection pads, practice medications, IV infusion pumps, electronic health record (EHR), and computerized Workstations on Wheels (WOW). |

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**Section Two**: Analysis of Assessment Results

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| **Outcomes Evaluation Method** | Check all that apply:<br>1. ☒ Formative Evaluation ☒ Summative<br>2. ☒ Direct Evidence ☒ Indirect Evidence<br>3. ☒ Quantitative ☒ Qualitative |
| **Evaluation Tools** | • Skills inventory checklists<br>• Clinical Performance Evaluation Summary<br>• Student Grade Sheet<br>• Student course evaluation result<br>• Student Status Report<br>• Student Clinical Evaluation<br>• Clinical Site Evaluation Tool<br>• Attendance Sheet<br>• Instructor teaching effectiveness survey<br>• Clinical Site Evaluation Minutes<br>• CoursePoint+ vSim for Nursing: Fundamentals |
| **Analysis Of Data Report** | **Students:**<br>62 students enrolled<br>56 students completed<br>56 students passed<br>100 students passed (%)<br>6 students withdrawn<br>0 student failed<br>**Course Attrition:**<br>6 students attrited<br>9.68 students attrited (%)<br>**Course:**<br>4.78 course evaluation rating<br>4.65 average instructor rating<br>4.68 overall rating (Global Index)<br>1 petition filed<br>0 petition advanced to grievance<br>yes pass rate threshold achieved (yes or no)<br>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* |
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| 4.5 – 5.0 | 10 | 90.9% |
| 4.0 – 4.4 | 1 | 9.09% |
| 3.5 – 3.9 | 0 | 0% |
| 3.0 – 3.4 | | |
| 2.0 – 2.9 | | |
| 1.0 – 1.9 | | |
| Total # Items | 11 | Total = 99.99% |
| * Do not round up numbers | | |

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| **Additional Comments** | None |

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

| **Evaluation Findings** | **<u>Student Performance:</u>**<br><br>The course pass rate was above the threshold of 85%. Fifty six of 62 students enrolled passed the course. Six (6) students were administratively withdrawn from the course.<br>• Administrative withdrawal reasons:<br>  ○ Two (2) students failed N112: Introduction to nursing role and were administratively withdrawn from N113L<br>  ○ Three (3) students withdrew from other semester 1 courses due to personal reasons and were administratively withdrawn from N113L<br>  ○ One (1) failed N113: Medical/Surgical Nursing theory and was administratively withdrawn from N113L<br><br>**<u>Course performance:</u>**<br><br>The course achieved a 4.78 rating, well above the threshold of 3.5 and significantly higher than the Spring 2022 course rating of 4.34. The overall course rating of 4.68 significantly increased from Spring 2022's overall rating of 4.48. In addition, the average instructor rating increased from 4.53 in Spring 2022 to 4.65.<br><br>Before starting the Fall 2022 semester, the students received four-hour ORCHID training and passed the posttest. In addition, students received an additional 2 hours of ORCHID navigation tutorial, an ORCHID video navigational guide on MS teams online, and a PDF guide to further help students familiarize with EHR. During the first clinical day, each instructor dedicates more than 3 hours to ORCHID navigation and information gathering. Overall, semester one instructors spent at least 9 hours of structured ORCHID training and numerous unstructured hours during clinical days helping students.<br><br>All students completed Course Point+ vSim for Nursing Fundamental course assignments, and discussion regarding the scenario during post-conference ensued to enhance students' clinical judgment.<br><br>During the fourth week and right before the hospital clinical, the low-fidelity one-minute safety simulation received positive feedback from students. The exercise prepared the students' environmental safety awareness.<br><br>The semester 1 faculty implemented the clinical judgment activity (CJA) in the ninth week of clinical. The introduction of the case study followed by discussion is to prepare, enhance and gauge the students' development of clinical judgment. The students verbalized their enthusiasm for the clinical |
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| | judgment activity and noted how the case study prepared them to fill out their AAPIE.<br><br>**<u>Identify items requiring action</u>:**<br>None<br><br>**<u>Identify student evaluation comments requiring attention:</u>**<br>1. "We should be able to see our written comp after it was graded since we have at least one every semester it is helpful for us to know what we did wrong"<br>**<u>Quality improvement needs:</u>**<br>See plans for improvement. |
| **Plans For Improvement** | 1. The written competency will be available for review after the grades are posted. Priority will be given to the students who failed the competency. The semester 1 faculty will inform students of their availability to review the written competency as needed. |
| **Re-evaluation Due Date** | Spring 2023 |
| **Suggestions For Change in SLO and Rationale** | None |
| **Additional Comments** | "I am thankful for the clinical experience I've gain."<br>"It's invaluable and so happy I am a CONAH student."<br>"I came to CONAH for its clinical experience and needless to say, it delivered all of its expectations of what I hoped to learn and achieve."<br>"I was excited to get into nursing school, and I'm more excited now."<br>"What a great semester with amazing instruction." |

**Contributors:**
Maria Theresa Antonio, MSN, RN, PHN, CCRN, TCRN (Course coordinator)
Nicholas Bachman, MSN, RN
Beena Davis, PhD, RN (Semester One Coordinator)
Mirna Guardado, MSN, RN (Course coordinator)
Kimberley Magsayo, MSN, RN
Margeaux Mandap, DNP, RN, CCRN
Beverly McLawyer, MSN, RN