Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N123L

DATE: **December 22, 2022** **PERIOD: FALL 2022**

REPORT SUBMITTED BY: Maria Teresa Fernandez-Najera MSN RN 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.

Method of Assessment	Student achievement of all clinical Performance Evaluation criteria listed below indicates attainment of the student learning outcome:
	• Complete clinical worksheet by 0700 each clinical day.
	• Receive a grade of satisfactory on:
	  ○ Nursing Care plan
	  ○ Written clinical competency examination with a score ≥ 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.
	Performance Indicators:
	• 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: **Fall 2022**
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

Outcomes Evaluation Method	Check all that apply: 1. ☒ Formative Evaluation ☒ Summative 2. ☒ Direct Evidence ☒ Indirect Evidence 3. ☒ Quantitative ☒ Qualitative

Evaluation Tools	• Student grade sheet • Student course evaluation results • Attendance Sheet • Student status report
Analysis Of Data Report	**Students:** 55 students enrolled 49 students completed 47 students passed 96% students passed (%) 6 students withdrawn 2 students failed **Course Attrition:** 8 students attrited 14.6% students attrited (%) **Course:** 4.42 course evaluation rating 4.49 average instructor rating 4.47 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	2	18%
4.0 – 4.4	9	82%
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		

Additional Comments	

Section Three: Evaluation/Improvement/ Reevaluation of Outcomes cycle

Evaluation Findings	**Student Performance**: There were 55 students enrolled in N123L. *Two (2) students failed clinical this Fall 2022 semester. *A total of 49 students completed but only 47 students passed N123L. *Seven (7) students were academically withdrawn (AW) due to

	withdrawal (W) and failure (F) from another course: - One (1) student withdrew (W) from N121 and decided to withdraw from this nursing program. - Four (4) students academically withdrawn due to failure N123. *The attrition rate of 14.6% in this course was related to numerous factors as stated above. **Course performance**: The course evaluation rating was 4.42, which is well above the 3.5 threshold for action. This rating is lower (0.35) than the 4.77 rating from Spring 2022. The overall Global Index rating was 4.47, lower (0.16) than the 4.63 from Spring 2022. The average instructor rating was 4.49, lower (0.09) than the 4.58 from Spring 2022. Instructor to student ratio was 1:8 to 1:10, which is the same from Spring 2022. The overall evaluation rating for the Simulation Clinical Experience (SCE) for the semester was 4.47 (Session 1) and 4.69 (Session 2); average 4.52 overall rating for this fall semester. Last semester's (Spring 2022) clinical simulations overall evaluation rating was 4.65. **Identify items requiring action**: No items fell below the 3.5 threshold for action. Semester two faculty will continue to trend these values and address concerns as needed. **Identify student evaluation comments requiring attention**: **Comment #1:** "I wish there could have been a little more cohesiveness between clinical instructors in how many clinical worksheets they assign, how many post conferences they conduct, and on assignments like the teaching project." **Response**: As practiced, this clinical faculty would do the same thing at the same time. For this semester, we had a semester 4 faculty help us out for N123L clinical. Yes, we will be more proactive in making sure guest faculty is aware of how the rest of this semester 2 clinical faculty do our assignments. On the clinical syllabus, clinical packet, and schedule, it was made clear when assignments are due, how the teaching projects are done and when post-conferences are scheduled. **Comment #2**: "We only had two post-conference meetings during our clinical rotation and didn't talk about any of the subjects that were listed as post-conference subjects in the clinical schedule." **Response**: With this comment, every semester 2 faculty exercises academic freedom on how post-conferences are conducted and how each weekly clinical objective is discussed. **Comment #3**: "More exposure to skills such as hanging IV piggyback and NG tube but understood that this will be based on Pt's case." **Response**: Students were assigned to wards 7B, 7C, Harbor UCLA and Olive View wards. Clinical faculty continue to explain that exposure to skills will be dependent on the kind of medical surgical patient assigned. **Comment #4**: "Wish we had a better skill learning experience during

	the med surg orientation week. It felt too rushed, and we didn't get to practice with the instructors much." **Response**: This comment is very subjective. Yes, the first two days of the med surg course was dedicated to skill presentation. Time was allotted to demonstrate the skill again at the Skills Lab, but some students wanted more attention from their clinical instructors when it came to the skills. We, the clinical faculty made ourselves available for our students. Students were asked to be more accountable to their own learning and were encouraged to practice on their own in the skills lab. The student who made this comment did not suggest how to make skills a "better learning experience." **Comments (from Simulation Clinical Experience evaluation):** Very positive comments from students regarding simulation. Common themes included the following: great learning experience on how to follow orders, work as a team, knowing nursing roles in patient situations, how to delegate and disseminate orders to group members, understand the importance of assessment and follow-through, how to give report, how to listen and communicate to each other; collaborate with other doctors, nurses and patient's family; learning the difference between non-emergent/urgent/emergent; calling rapid response team, assessing their students' strength and weaknesses, and applying theory with bedside clinical practice. Students appreciated the debriefing as helpful and important in discussing lessons learned especially after the video of their performance was shown. They commented on the preparation that went into getting the simulation ready, and on what great actors "Mrs. Ivory and Mrs. Majors" were in role playing. There were suggestions for the faculty to give clearer instructions regarding simulation and mannequin do's and don'ts. Overall, simulation was a great educational learning experience. <u>Quality improvement needs:</u> There were no comments from students regarding their experience in wards 7B, 7C, Harbor UCLA, and Olive View experience.
Plans For Improvement	Faculty reviewed and discussed the above comments. We will continue to find the best clinical experience for our students, which includes finding the semester 2 clinical skills in the hospital, emphasizing the use of skills lab for students, and continue to make the library and the computer room available for the students. We will continue to address any major concerns and track the course evaluation results to incorporate quality improvement strategies.
Re-evaluation Due Date	**Spring 2023**
Suggestions For Change in SLO and Rationale	None
Additional Comments	There were no petition nor grievance for N123L from this semester. In the beginning of the semester, a student failed DDCC twice, was

	academically withdrawn and was not counted in the number of students for this semester. This student will come back in Spring 2023.

Contributors:
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