Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N243L

DATE: May 31, 2023

REPORT SUBMITTED BY: L. Myers, 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 being delivered by others in a diverse healthcare setting.
Incorporation of General Education Student Learning Outcomes (SLOGE)	**SLOGE 1:** Apply critical thinking to communicate effectively, collaborate with others, and demonstrate ability to research subject matter through reading, speech, demonstration, and writing **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 **SLOGE 3:** Demonstrate cultural sensitivity in interacting with the community through the acceptance of diverse philosophical, cultural and religious beliefs. **SLOGE 4:** Apply logical reasoning and fundamental mathematical processes and demonstrate competency in the professional setting. **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: **SLOC1:** Demonstrate knowledge and skills necessary to provide safe and effective care, which enables them to adapt in a multicultural healthcare environment. **SLOC 2:** Demonstrate effective communication and collaboration to promote optimal health outcomes in a variety of healthcare settings.
Correlated Student Learning Outcomes: Program (SLOP)	**SLOP 1**. Demonstrate essential competencies when providing client-centered nursing care using the nursing process and evidence-based outcomes to accommodate societal/cultural differences. **SLOP 2:** Demonstrate professional responsibility and accountability for quality nursing care.
Method of Assessment	Student achievement of all the clinical Performance Evaluation criteria listed below indicates attainment of the student learning outcomes: • Satisfactory grade on: - 1 Nursing Care Plan - Resume and cover letter - Assignment-making sheet - Conflict Assignment

	- Geriatric Care Plan on well elderly person - Windshield Survey of the community - 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: ~ 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 Performance Indicators: • Student course survey threshold average score of 3.5 or higher • Institutional effectiveness (IE) indicator II.B: Nursing course pass rate of 85% • IE indicator II.E: Student Attrition/class less than 15% • IE indicator II.P: SON Petition and Grievances less than 5%
Data Collection Schedule	Period: SPRING 2023 Academic year 2022-2023
Required Resources	Testing, grading, and survey software; OMR scanner; large classrooms and conference rooms; computer labs; photocopier; tables/student desks; and clerical support. Technology: IT support, computers, Internet, Wi-Fi, 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.

Section Two: Analysis of Assessment Results

Outcomes Evaluation Method	Select all that apply: ☒ Formative Evaluation ☒ Summative ☒ Direct Evidence ☒ Indirect Evidence ☒ Quantitative ☒ Qualitative
Evaluation Tools	• Student grade sheet • Student course evaluation results • Attendance sheet • Student Status Reports

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Analysis of Data Report	**Students:** 47 students enrolled 44 students completed 44 students passed 95.65 % students passed (%) 1 students withdrawn/Incomplete 2 students failed **Course Attrition:** 1 students attrited 6.38% students attrited (%) **Course:** 4.38 course evaluation rating 4.61 average instructor rating 4.50 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		
4.0 – 4.4	**6**	**100%**
3.5 – 3.9		
3.0 – 3.4		
2.0 – 2.9		
1.0 – 1.9		
Total # Items = 6		Total = **100%**
*Do not round up numbers		

Additional Comments	None.

Section Three: Evaluation/Improvement/Revaluation of Outcomes Cycle

Evaluation of Findings	Student Performance 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).

	Course performance The semester began with 48 students with 44students successfully completing the course. • Survey Score for Student Learning was 4.57 • Seven (7) students failed the DDCC exam on the first attempt. All seven students passed on the second attempt. • Two (2) students failed 243L • One (1) student withdrew from the semester the first week of clinical and will return in the fall 2023 after a clinical remediation plan is implemented during summer break. • One (1) student was "AW" due to a failure in N243. Identify Items Requiring Action All items were above the 3.5 threshold. All ratings were between 4.15 and 4.49. The students' comments were reflective of the overall score of the course. Identify Student Evaluation Comments Requiring Attention "The lack of rationales on test was frustrating this semester due to the fact that we had previously always had them. Our instructors were sometimes not experts on the subject in the question and so then seek out the other instructors was difficult at times. Sometimes instructors didn't want to have a discussion to explain the question either. There were three comments addressing the NCLEX Pass Point
Plans for Improvement	• Rationales were placed in Par Test to support instructors or give insight to content covered on exams. Participating in test review is an effective way for students to strengthen their metacognitive skills. Test review helps identify areas of strength and weakness, see patterns in students' answers, and teaches them how to improve for future test. Test review is more than a snapshot of student's mastery of content. Test review /discussions allows students to transfer new knowledge and skills from short term to long term. • **Reviewing an exam can help the instructor determine what the student knows and what still needs to be worked on. The review process can help the students understand key ideas and concepts that are the foundation for further learning in the course.**

	• Pass Point Exam will continue to be used in conjunction with the Written Clinical Competency Exam to assist students with next generation NCLEX exam. • Students were given three Cognitive Skills Enhancement assignments that incorporated next generation NCLEX style questions to help support clinical judgement. Each assignment is reviewed or discussed as a post clinical conference. This assist ed the faculty in evaluating the students understanding of the assignment. • Faculty will continue to refer students to Director of Tutoring and Mentoring as needed. • The faculty will continue to collaborate on improving fourth semester operations and take into consideration student feedback while exploring new and innovative ways of applying various educational methods
Re-evaluation Due Date	FALL 2023
Suggestions for Change in SLO and Rationale	None.
Additional Comments	

Contributors:
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