Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N123L

DATE: **May 30, 2023** **PERIOD: SPRING 2023**

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: **Spring 2023**
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

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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:** 60 students enrolled 58 students completed 57 students passed 98% students passed (%) 2 students withdrawn 1 students failed **Course Attrition:** 3 students attrited 5% students attrited (%) **Course:** 4.92 course evaluation rating 4.70 average instructor rating 4.77 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)
Additional Comments	

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		

Section Three: Evaluation/Improvement/ Reevaluation of Outcomes cycle

Evaluation Findings	**Student Performance**: There were 60 students enrolled in N123L. *One (1) student failed clinical for exceeding allowed clinical absence. *A total of 58 students completed but only 57 students passed N123L. *Two (2) students were academically withdrawn (AW) due to failure (F) from another course - One (1) student AW from this course due to failure in N121. - One (1) student AW from this course due to failure in N124. *The attrition rate of 3% in this course was related to the above reasons. **Course performance**: *The course evaluation rating was 4.92, which is well above the 3.5 threshold for action. This rating is higher (0.5) than the 4.42 rating from Fall 2022. *The overall Global Index rating was 4.77, higher (0.3) than the 4.47 from Fall 2022. *The average instructor rating was 4.70, higher (0.21) than the 4.49 from Fall 2022. Instructor to student ratio was 1:9 to 1:10 for this semester, which is different 1:8 to 1:10 from last Fall 2022. *The overall evaluation rating for the Simulation Clinical Experience (SCE) for the semester was 4.38 (Session 1) and 4.5 (Session 2); average 4.44 overall rating for this spring semester. Last semester's (Fall 2022) clinical simulations overall evaluation rating was 4.52. **Identify items requiring action**: No items fell below the 3.5 threshold for action. Semester two faculty will continue to track these values and address concerns as needed. **Identify student evaluation comments requiring attention**: There were no negative comments that needed explanation and requiring attention. One student commented that he/she would like "having the option of doing 1 day (12 hours) clinical". This is something that our semester group and school administration will have to discuss as well as the clinical placement team. Students gave positive comments stating that this N123L course was an "overall great experience". Another student commented "The clinical experience at this school is challenging but I've seen growth from it in myself. I believe that it's sharpening us so we can become good nurses. Every single instructor is knowledgeable in their field, compassionate, and encouraging. I'm grateful for the experience. Also, the objectives were written out clearly in the syllabi and rubrics." **Comments (from Simulation Clinical Experience [SCE E] evaluation):** Very positive comments from students regarding simulation. Common themes included the following: (1) Prioritization of care (2) How to follow orders

	(3) Working as a team (teamwork) (4) Collaborating with MDs, other nurses, and patients' family (5) Learning the difference between non-emergent/urgent/emergent (6) Prioritization of care (7) Assessing their students' strength and weaknesses (8) Applying theory learned in lecture with simulation scenarios (9) Understanding the importance of assessment and follow-through (10) When to delegate and when to disseminate orders to group members (11) Critical thinking skill development with the scenarios. Students also gave some suggestions on how to improveSCE . Ideas presented are as follows: smaller groups; ensure equipment like glucometer, mannequins, audio microphones are working; better orientation to the supply room, MD orders would look more like the MAR; delegation of tasks and assigning of roles. There were suggestions for the faculty to give clearer instructions regarding simulation and mannequin do's and don'ts. Nevertheless, there were lots of comments that were 'okay' with working with other schoolmates/students they have not worked with, and there were comments that were 'not okay' with working with classmates whom they did not know their skill level. Students expressed that this was a fun, great learning experience and would like more simulations. They appreciated the debriefing as helpful and important in discussing lessons learned especially after the video of their performance was shown. They commented that "watching the playback was the most helpful and makes me want to be more efficient in my actions as a bedside nurse." They commented on the preparation that went into getting the simulation ready and appreciated what semester 2 faculty have done to prepare for this clinical simulation experience. 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, 8B, 4F/5F, and Olive View experience. Clinical Site Harbor-UCLA for semester 2 students: Both fall 2022 and Spring 2023, the students were in the PCU. During Fall 2022, the overarching theme was that the students' complained of their inability to act independently with clinical skills that they were previously checked off satisfactory. These were skills that were taught in both semester 1 and 2. The students must understand that clinical experience must also comply with the policies and procedures of each respective clinical sites. For the Spring 2023, the students commented on their 'amazing' clinical experience. They felt that the nursing staff was instrumental in helping them learn and utilize the skills that were taught in semester 2. They were able to do a lot of the hands-on 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	**Fall 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, 5 students failed DDCC but passed on the DDCC retake.

Contributors:
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