Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N243L

DATE: December 21, 2022

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 <u>Performance Indicators:</u> • 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: <u>Fall 2022 Aca</u>demic year 2022-<u>2023</u>
Required Resources	Testing, grading, and survey software; OMR scanner; large classrooms and conference rooms; computer labs; photocopier; tables/student desks; and clerical support. <u>Technology</u>: 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.

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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
Analysis of Data Report	**Students:** ___30____ students enrolled ____29____ students completed ____29____ students passed ____96.67%_ students passed (%) _____0____ students withdrawn/Incomplete _____1 ___ students failed **Course Attrition:** ____1_____ students attrited ____3.33%_ students attrited (%) **Course:** ___4.63_____ course evaluation rating ___4.80_____ average instructor rating ___4.61_____ overall rating (Global Index) ___1_____ 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	**6**	**75%**
4.0 – 4.4	**2**	**25%**
3.5 – 3.9		
3.0 – 3.4		
2.0 – 2.9		
1.0 – 1.9		

	Total # Items = 8		Total = **100%**
	*Do not round up		

Additional Comments	None.

Section Three: Evaluation/Improvement/Revaluation of Outcomes Cycle

Evaluation of Findings	<u>Student Performance</u> 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). <u>Course performance</u> The semester began with 31 students with 29 students successfully completing the course. • Survey Score for Student Learning was 4.85 • Four (4) students had to retake the DDCC a second time. There was one failure for the DDCC retake. This student was AW from all courses. • One (1) student failed 243L • One (1) student petition for wavier of policy regarding receiving credit for a late assignment. Petition was granted <u>Identify Items Requiring Action</u> All items were above the 3.5 threshold. All ratings were between 4.38 and 4.89. The students' comments were reflective of the overall score of the course. <u>Identify Student Evaluation Comments Requiring Attention</u> There were only three comments Two (2) comments covered the "working environment". Students commented on the challenges of working with the staff, but they did not identify which units either at LAC+USC, HUCLA, or OVMC. One (1) comment addressed students not having assess to Workstation on Wheels (WOW's) and suggested that students have designated WOW's just for student use.

Plans for Improvement	• Faculty will continue to refer students to Director of Tutoring and Mentoring. • 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. • Lippincott Passpoint Exam will be used in conjunction with the Written Clinical Competency Exam. Both exams will be used to foster students using clinical judgement and help student recognize changes in their client's status such as clinical deterioration which can result in a poor outcome. The exam continues to be designed to prepare the students for the NCLEX. • Students were given three Cognitive Skills Enhancement assignments that incorporated next generation NCLEX style questions to help support clinical judgement. • The need of a WOW (workstation on wheels) becomes an issue during medication administration. There are computers placed in each patient room available for students for access to the electronic health record and documentation. Met with Nurse Managers on all assigned units regarding the feasibility of having a WOW designated for student use only. Logistically due to storage space, accountability, and the needed number of WOW's, and cost for each unit the probability of putting this in place is minute.
Re-evaluation Due Date	Spring 2023
Suggestions for Change in SLO and Rationale	None.
Additional Comments	None

Contributors:
L. Myers DNP, RN, APRN, FNP-BC, CCRN – Semester Coordinator
K. Magsayo MSN, RN
P. Major DNP, MSN, RN
L. Mazzocco MSN, RN, AGACNP
N. Renteria BSN, RN
M. Roa MSN, RN