

Program Student Learning Outcome (PSLO) Assessment Reporting Template 2016-2017

[For further guidance on this process, see the [PSLO Assessment How-To Guide](#) on the TLC website]

Program: Licensed Vocational Nursing

Semester: FA16

Faculty/Staff Assessing the Program: Debra Hawkes, Beth Ann Roberston, Susan Reno, Joyce O'Rourke

Part 1: Assessment Goals

What do you want to learn about your students and their learning from this process?

Is the current program structure and curriculum giving out students the educational and professional skills tools needed to pass the NCLEX PN exam and successfully obtain employment?

Part 2: Assessment Plan

PSLO	Method of Assessment	Proficiency Criteria	Student Population Assessed
<i>Enter all the PSLOs for your program below. (Additional rows may be needed)</i>	<i>Identify and describe the assessment activity (capstone project, portfolio, interview, pre/post survey, analysis of success rates, etc.) used to assess the students' proficiency of the PSLO. Explicitly state which part of the assessment activity assessed a particular PSLO.</i>	<i>List the criteria you used to determine proficiency levels for each of your PSLOs. How did you determine "needs improvement," "meets proficiency," or "exceeds proficiency" criteria?</i>	<i>Describe which student populations you assessed and how you chose those populations. How many students did you assess? To what extent did the sample adequately represent all students in the program? Why did you choose this particular group for this particular PSLO? Explain.</i>
PSLO __1 : Be academically prepared to take and pass the NCLEX-PN examination for licensure as a licensed vocational nurse (LVN)	NCLEX Style Homework questions are given each semester of the program using the resources provided by Textbook publishers. Additionally, adaptive quizzing and HESI testing (NCELX-VN Indicator Testing) is utilized to assess future success rates.	A minimum pass rate for homework assignments and quizzes was established at 75% percent. If this score was not achieved in the adaptive quizzing homework, (HESI) an individualized study plan was created for the student.	Entire class population/census.
PSLO __2 : Be academically prepared to secure an entry-level position as a licensed vocational nurse (LVN)	The whole person concept is addressed in our Nursing Program; preparing students with soft and hard skills, real world clinical experience, contact with local and outlying communities. Professional Skills rubric was added to each course grading criteria.	We increased our academic standards to 75% from 70% which helps to ensure the academic success of our students in a competitive entry level LVN market.	Entire class population/census.

<p>PSLO _3_ : Demonstrate theoretical knowledge and application of technical skills to obtain an entry-level position as a licensed vocational nurse (LVN)</p>	<p>Our LVN Students are exposed not only to a vast variety of live patients at the clinical location but also a cutting edge quality clinical simulation lab with highly educated staff who work diligently to keep abreast of best practices and new techniques</p>	<p>Each student must work with a student team as well as with instructors to pass rigorous simulation and skills check offs in order to progress in skills lab courses. They are allowed free lab time and offered mentoring and tutoring as needed.</p>	<p>Entire class population/census.</p>
<p>PSLO 4__ : Apply critical thinking skills in the care of medical/surgical, maternity, pediatric, and/or psychiatric clients in various clinical settings</p>	<p>Each student must research, prepare, present, case studies, care maps, group presentations, care plans, clinical interviews, in each of the specified areas. They must show proficiency in both clinical and theoretical settings. Passing the course exhibits their autonomous ability to critically think and utilize the nursing process in adapting to each patient safely and with culturally competent patient centered care.</p>	<p>In theory, course work, Care Maps, and Case Studies are utilized to assess critical thinking skills and utilization of the nursing process. Additionally, formative quizzes, midterms and final exams address these skills and students must achieve a score of 75% or better in each course. In clinical courses each student prepares a care plan, presents it to the instructor, and is interviewed by the clinical instructor. The student passes or fails according to their ability to use critical thinking skills and the nursing process during patient care and while communicating in the patient care setting.</p>	<p>Entire class population/census.</p>
<p>PSLO __5 : Utilize therapeutic communication skills (oral and written) in a clinical setting that assist the client and family to cope with and resolve problems</p>	<p>In theory and clinical courses student must participate in group presentations/capstone presentations of Nursing Projects. They are also trained to work with clinical site staff and patients using therapeutic communication via soft skill training in the classroom and clinical sites. Videos/simulations, instructors modeling, as well as discussion of appropriate communication in various setting as used to reinforce these skills.</p>	<p>A Professional skills rubric provides a set of expectations specifically addressing written and oral communication. Each student is directly observed in peer to peer, peer to instructor, peer to simulation communication as well as peer to patient communication. Each student is graded via the Professionals Skills Rubric and provided immediate feedback daily.</p>	<p>Entire class population/census.</p>

<p>PSLO __6 : Determine the effects of nursing interventions on the clients.</p>	<p>Each student must participate for a specified number of hours in a variety of clinical practice areas under instructor’s observation. They will critically think and utilize the nursing process as a guide in providing appropriate nursing interventions with supervision. Students will evaluate, document and analyze the intervention and are provided instructor feedback on the interventions provided.</p>	<p>The student will be interviewed by the instructor throughout the day and in post conference setting. They will be expected to explain the care plan/nursing process/interventions and actions at a passing level of understanding that is deemed acceptable to the clinical instructor.</p>	<p>Entire class population/census.</p>
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Part 3: Assessment Findings

What are the findings from your assessment efforts?

All of our students in the fall 2016 (the first semester of a new cohort of students) were successful in demonstrating the professional skills tools needed to pass the class, however, two students were not able to successfully pass the academic portion of the course. We have experienced the same difficulties in each “first” semester of the program with students academically unprepared for the rigors of the program.

Part 4: Next Steps

What are your next steps?

- How will the results of this assessment be used to improve student learning in your program, if you found that improvement is needed? How might you adjust your teaching methods, program design, or other component of your program, if applicable?
- *We have already taken steps with the new cohort to implement a Professional Skills Rubric into all courses to help them with the employment skills needed to transition to a work setting. We are using and are also increasing the use of online resources for instruction and communication. We have introduced adaptive quizzing to address the knowledge/testing component required to pass the NCLEX PN exam. The current cohort is using college level textbooks to increase the rigor of the course. Some of our students are deficient in their writing skills/oral expression. Fortunately, we have been supported by student success funds and have been able to set up one and one tutoring support using faculty mentors.*
- To what extent do your results point you to a need for professional development? Explain.
- *Because we are increasing our online delivery of instruction, there is a need for instructor continuing education in using the variety of tools offered in the LMS, as well as those provided by textbook publishers.*
- What is the plan of action and timeline of your next steps? Who are the major players?
- *We plan to continue to increase the use of technology in educating students for success and to emphasize Professional behavior at all times. We will look for professional educational opportunities to enhance our understanding of the available technological resources.*

Part 5: Report Summary

Lastly, sum up your PSLO assessment in 400 words or less. This summary, along with all program assessment summaries, will be made public on the LMC website's Program Assessment page and used to inform our accreditation self-evaluation. Your summary should include:

The Los Medanos College Vocational Nursing Program was on furlough status from 2012 to 2014 due to insufficient staffing. The Program was restarted and the first cohort accepted in the spring of 2015. This was a building and restoration phase of the program as a new director was brought on board to reestablished the program and recruit new faculty.

The reestablishment of the program gave us an opportunity to reassess our educational delivery methods and to assess the needs of the population of students that enter our program. Historically, we have found that we have students that are academically unprepared for the rigor of the courses. The past two cohorts of students that also included students that struggle with basic academic skills. We also discovered that the need for clear guidance and modeling regarding the expectation of professionalism in the classroom and clinical setting. Our students are motivated and hardworking, but many need tutoring support and academic mentoring to tackle the rigor of the course content. Students also lack of proficiency in math and writing skills. It is imperative that they gain proficiency in these skills to be able to pass the National Licensure Exam (NCLEX) and thus gain employment in the Nursing field.

In the past year we have introduced our students to a multitude of online resources and educational technology, including adaptive quizzing which gives the students real time feedback on their ability to critically think about the concepts that are taught in the classroom and at the clinical sites. We also increased our faculty mentoring/tutoring hours with the help of student success monies provided by the college. To aid in employability, we addressed the skills needed to be a successful employee and patient care giver. A Professional Skills Rubric was developed to give clearly identifiable behaviors that would improve our student's professional behaviors. The Rubric was introduced into each of our courses and the students received a letter grade as well as immediate feedback throughout the semester to help them identify exactly what it means to behave professionally.

Overall, we have seen progress in the past year in many facets of the program, but more work still needs to be done. We are proud to report that our first graduating class (2016) since restarting the program obtained a pass rate of 94% on the NCLEX-PN Exam.

**** If available, please include the assessment collection or analysis tools you used, such as exam questions, essay prompts, or rubrics, at the end of your report [copy and paste into this same document to limit your report to one file].****

Professional Skills Rubric

Goal: Nurses require a set of soft skills to safely deliver care to patients. The skill set translates to safety and success in the classroom and healthcare setting. This rubric is intended to evaluate student's demonstration of these skills. Adapted from www.insidehigher.edu

Criteria	Assessment Levels		
	Exemplary	Acceptable	Unacceptable
Points	5	3	0
Attendance Class Attendance (demonstrates self-management)	Attends 100% of classes; notifies instructor prior to absence due to extraordinary circumstances	Rarely misses class; notifies instructor prior to absences	Attends class less than required amount of time
Time Management punctual attendance; turns in work on time	Always on time for class; no late work; demonstrates self-responsibility; uses free time in clinical setting engaged in learning activities	Is not on time for class or does not turn in work on time 3 or fewer times; usually uses free time for learning activities	Is not on time for class or does not turn in work on time more than 3 times; rarely uses free time for learning
Professionalism behavior, attitude, personal presentation	always demonstrates positive attitude, self-control, good personal presentation (appropriate dress and appearance for clinical site) and traits of life-long learning.	consistently positive; embraces life-long learning; and demonstrates appropriate personal presentation	resists new ideas and skills; rarely positive; demonstrates poor personal presentation;
Communication listening; oral & written;	always uses clear, organized language; effectively exchanges ideas; uses open ended questions when interviewing clients.	consistently uses clear/organized language for exchanging ideas and information	poor demonstration of communication and listening skills; disrespectful in interactions with nursing staff, patients or instructors
Quality of Work/Safety clinical/ academic performance	consistently gives best effort; quality work; performs skills safely	usually gives best effort and consistently completes work; performs skills safely	demonstrates minimal effort, work is sometimes incomplete
Participation/ Teamwork working with others, class discussion, Interdependence	self-confident; demonstrates self-awareness in accepting responsibility for own choices	consistently accepts responsibility for own choices; often demonstrates strong interdependence	rarely accepts responsibility for own choices; makes poor choices when working with others, cell phone use during class time
Effort Exhibits strong work ethic; preparedness	consistently comes to class prepared; maximizes class time available	almost always prepared; frequently uses class time effectively	frequently does not come to class prepared; poor use of class time
Critical Thinking Strong problem solving skills; adaptation to change	always thinks through problems; selects strategy; finds way to solve; looks for quality improvement opportunities	consistent use of problem solving strategies	consistently avoids problem solving; rarely seeks assistance

Program Review Report Summary

Los Medanos College Licensed Vocational Nursing Program

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Attachment: Professional Skills Rubric

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