



Los Angeles County College of Nursing and Allied Health

**STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N233L**

DATE: 02/09/15

REPORT SUBMITTED BY: Jutara Srivali Teal, RN **TITLE:** Acting Semester 3 Coordinator

SEMESTER 3

Section One: SLO and Assessment Method

Course(s)	Nursing 233L: Intermediate Medical-Surgical & Psychiatric Nursing Clinical
Student Learning Outcomes	Students incorporate concepts of professional role development through collaboration with members of the multidisciplinary health care team in planning and providing care for individuals, families and groups with mental health problems, utilizing the nursing process, critical thinking, and therapeutic communication techniques in acute care, psychiatric, and ambulatory care settings.
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.



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<p align="center">Method of Assessment</p>	<p>Students achievement of all clinical Performance Evaluation criteria listed below indicates attainment of the student learning outcome:</p> <ul style="list-style-type: none"> • Complete clinical worksheet by 0700 each clinical day • Receive a grade of satisfactory on: <ul style="list-style-type: none"> ▪ Nursing Care Plan ▪ Clinical competency examination ▪ Case presentation ▪ Process recording following guidelines provided • Research psychiatric medication and present findings at a medication conference • Implement a formal teaching plan • Attend a support group meeting and complete a report on the observation • Participate in discussion regarding: <ul style="list-style-type: none"> ▪ Legal and regulatory policies during clinical post conference ▪ Hearing procedures in post conference ▪ Communication process of the family and group during clinical post conference ▪ Cultural differences in health care • Perform a satisfactory physical assessment within the first 2 weeks of the Med/Surg. rotation • Satisfactorily provide care to 2 to 4 patients in the clinical setting • Receive a score of 70% or greater in the written competency examination to achieve a grade of satisfactory • Attend a minimum of: <ul style="list-style-type: none"> ▪ 15 days in the Med/Surg. rotation ▪ 7 days in the Psychiatric rotation ▪ 7 days in the Ambulatory rotation ▪ Attends a minimum of 32 hours of clinical conferences • Obtain a satisfactory on teaching presentation • Receive a score of 85% or greater in the Drug Dosage Calculation Competency • Absence no greater than 10% of clinical hours <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> • Student course survey threshold average score of 3.5 or higher • Institutional effectiveness indicator course pass rate of 90%
<p align="center">Data Collection Schedule</p>	<p>Period: Fall 2014 Academic year 2014 - 2015</p>
<p align="center">Required Resources</p>	<p>Testing, grading, and survey software, OMR scanner, large classrooms, conference rooms, computer labs, photocopier, clerical support, IT support. Technology equipment: computers, LCD, laptops, projectors, portable microphone. ERC educational software. Clinical sites, skills laboratory.</p>



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Section Two: Analysis of Assessment Results

Outcomes Evaluation Method	Select all that apply: <input checked="" type="checkbox"/> Formative Evaluation <input checked="" type="checkbox"/> Summative <input checked="" type="checkbox"/> Direct Evidence <input checked="" type="checkbox"/> Indirect Evidence <input checked="" type="checkbox"/> Quantitative <input checked="" type="checkbox"/> Qualitative																											
Evaluation Tools	<ul style="list-style-type: none"> • Student grade sheet • Student course evaluation results • Attendance sheet • Student Status Report 																											
Analysis of Data Report	<p>50 _____ students enrolled 3 _____ students withdrawn 1 _____ students failed 4 _____ students attrited (course attrition) 46 _____ students completed 46 _____ students passed 100% _____ students who completed that passed (%) 0 _____ students filed a petition 0 _____ petition advanced to grievance 4.07 _____ course evaluation rating 4.49 _____ average instructor rating 4.39 _____ overall rating (Global Index) yes _____ pass rate threshold achieved (yes or no) yes _____ all items achieved threshold (yes or no)</p> <table border="1" data-bbox="657 1171 1490 1564"> <thead> <tr> <th>Course/Program Rating Scale</th> <th>Number of Items at this Rating Scale</th> <th>Percent of Items at this Rating Scale*</th> </tr> </thead> <tbody> <tr> <td>4.5 – 5.0</td> <td align="center">0</td> <td align="center">0</td> </tr> <tr> <td>4.0 – 4.4</td> <td align="center">10</td> <td align="center">90.09%</td> </tr> <tr> <td>3.5 – 3.9</td> <td align="center">1</td> <td align="center">9.91%</td> </tr> <tr> <td>3.0 – 3.4</td> <td align="center">0</td> <td align="center">0%</td> </tr> <tr> <td>2.0 – 2.9</td> <td align="center">0</td> <td align="center">0%</td> </tr> <tr> <td>1.0 – 1.9</td> <td align="center">0</td> <td align="center">0%</td> </tr> <tr> <td>Total # Items 11</td> <td></td> <td align="center">Total = 100%</td> </tr> <tr> <td colspan="3">* Do not round up numbers</td> </tr> </tbody> </table>	Course/Program Rating Scale	Number of Items at this Rating Scale	Percent of Items at this Rating Scale*	4.5 – 5.0	0	0	4.0 – 4.4	10	90.09%	3.5 – 3.9	1	9.91%	3.0 – 3.4	0	0%	2.0 – 2.9	0	0%	1.0 – 1.9	0	0%	Total # Items 11		Total = 100%	* Do not round up numbers		
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Additional Comments																												

Section Three: Evaluation/Improvement/Reevaluation of Outcomes Cycle

Evaluation Findings	<p><u>Student performance:</u></p> <ul style="list-style-type: none"> • Student attrition rate for Fall 2014 was 8.0% and Spring 2014 was 9.25% • Two students withdrew due to poor performance in a co-requisite course
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	<p><u>Course performance:</u> The overall rating for Fall of 2014 was 4.07 and Spring 2014 was 4.59. All course items were above threshold.</p> <p><u>Identify items requiring action:</u> All items were well above threshold.</p> <p><u>Identify student evaluation comments requiring attention:</u> <ul style="list-style-type: none"> • Student comments reflected: - It would be nice to have our own Central Line Care kit </p> <p><u>Quality improvement needs:</u> <ul style="list-style-type: none"> - Central Line Care Kits for skills practice </p>
Plans for Improvement	Collaborate with ERC regarding possibility of providing Central Line Care kits for individual students
Re-evaluation Due Date	Spring 2015
Suggestions for Change in SLO and Rationale	None
Additional Comments	<p>Trach care kits were available for each student. Student input now calls for Central Line Care Kits for individual practice. The cost of Central Line Care Kits is high. Suggestion of ordering them without the Bio-patch (which is the costliest part) was discussed.</p> <p>Skills stations were set up so that there was less student crowding at the Skills Lab bedside.</p> <p>Fall 2014 marked the first time that Semester 3 used the MetiMan in the Med/surg rotation. -Comments from students were positive.</p> <p>Plans for having the MetiMan at the beginning of each Med-surg rotation are in order for Spring 2015.</p>

Contributors:

- Tricia Imanaka, MSN, RN, CCRN
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