



Los Angeles County College of Nursing and Allied Health

**STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
EDUCATION AND CONSULTING SERVICES: EMERGENCY NURSING**

DATE: November 2015

REPORT SUBMITTED BY: Mark Hollinger, RN

TITLE: Program Coordinator

Section One: SLO and Assessment Method

Course(s)	Emergency Nursing: April 2014 Program
Student Learning Outcomes	<p>The registered nurse safety and effectively manages the care of patients, of all age groups and chief complaints, presenting to the emergency department, to include:</p> <ol style="list-style-type: none"> 1. Initial assessment, triage, and management 2. Ongoing assessment and management of a minimum of four patients throughout their emergency department stay, until admission, transfer, or discharge 3. Accurate, timely, and safe administration of emergency medications and procedures.
Incorporation of Student Learning Outcomes: General Education (SLOGE)	<p>Students:</p> <p>SLOGE 1: Apply critical thinking to communicate effectively, collaborate with others, show comprehension, and research subject matter through reading, speech, demonstration, and writing.</p> <p>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.</p> <p>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.</p> <p>SLOGE 4: Incorporate fundamental mathematical processes and reasoning and demonstrate competency in applying mathematical formulas, conveying knowledge, evaluating mathematical information, and problem solving.</p> <p>SLOGE 5: Develop competency in the application of technological skills to access information online, create and organize data, communicate information, use learning software programs, and operate basic technological equipment.</p>
Correlated Student Learning Outcomes: College (SLOC)	<p>Students:</p> <p>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.</p> <p>SLOC 2: Utilize critical thinking, problem-solving skills, and evidence-based strategies in effectively communicating and collaborating with others to promote and maintain optimal</p>



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	<p>health in their area of practice. SLOC 3: Pursue lifelong learning to enrich personal and professional development; enjoy the benefits of inquiry and self-discovery; and embrace change in the fast-paced world of technological advances and health innovations.</p>
<p align="center">Correlated Student Learning Outcomes: Program (SLOP)</p>	<p>SLOP: Upon completion of EDCOS programs, the nurse will demonstrate ongoing professional development through application of academic, technical, collaborative, communication and critical thinking skills in the safe care of culturally diverse patients in a variety of settings.</p>
<p align="center">Method of Assessment</p>	<p><u>Written exams:</u> The student must obtain a minimum score of 75% on all exams. The program has 2 written exams, as follows: 1. Comprehensive Final Exam 2. Basic Arrhythmia exam Exams test the concepts related to the basic understanding of the conditions for which patients present to the emergency department, and the provision of safe emergency care to those patients. Students are evaluated, by written exam, at the end of the didactic portion of the program. Passing scores indicate student attainment of competency. <u>Certifications:</u> The student must obtain the following certification exams by completion of Preceptorship: 1. Advanced Cardiac Life Support (ACLS) 2. Pediatric Advanced Life Support (PALS) 3. Nonviolent Crisis Intervention <u>Clinical Evaluation:</u> The student must show competence in the clinical setting, as evaluated by a College instructor, to include: 1. Assessments, both initial and ongoing 2. Care planning, including prioritization and organization 3. Emergency nursing interventions 4. Evaluation of emergency care provided 5. Documentation of care Provided 6. Professional responsibility in the emergency department 7. Proper use of emergency equipment The student is evaluated through the clinical portion. <u>Preceptorship:</u> The student must show competency in providing emergency care for 4 patients in DEM- North, incorporating everything they learned during the course. They must provide safe care in a timely manner and document that care. <u>Performance Indicators:</u></p> <ul style="list-style-type: none"> • Institutional effectiveness (IE) indicator III.E: Course pass rate of 80% • IE indicator III.F: Student evaluations of Instructors meet or exceed threshold of 3.5 • IE indicator III.G: Student evaluations of Program meet or exceed threshold of 3.5



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	<ul style="list-style-type: none"> IE indicator III.A: Employer Satisfaction survey meets or exceed threshold of 3.0 (competent)
Data Collection Schedule	Annual Period: 2014 Academic year
Required Resources	<ol style="list-style-type: none"> Testing, grading and survey software Classrooms Photocopier Clerical support Technological equipment Computer Laptop computer and LCD

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																																																																								
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Analysis of Data Report	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Time Period:</td> <td style="width: 20%;">Time Period:</td> <td></td> </tr> <tr> <td>April 2014</td> <td>April 2014</td> <td></td> </tr> <tr> <td><u>Part 1</u></td> <td><u>Part 2</u></td> <td></td> </tr> <tr> <td>23 _____</td> <td>23 _____</td> <td>students enrolled</td> </tr> <tr> <td>0 _____</td> <td>0 _____</td> <td>student withdrawn</td> </tr> <tr> <td>0 _____</td> <td>1 _____</td> <td>students failed (including WF)</td> </tr> <tr> <td>0 _____</td> <td>0 _____</td> <td>students attrited (course attrition)</td> </tr> <tr> <td>23 _____</td> <td>22 _____</td> <td>students completed</td> </tr> <tr> <td>23 _____</td> <td>22 _____</td> <td>students passed</td> </tr> <tr> <td>100% _____</td> <td>96% _____</td> <td>students who completed that passed (%)</td> </tr> <tr> <td>_____</td> <td>4.83 _____</td> <td>course evaluation rating</td> </tr> <tr> <td>_____</td> <td>4.85 _____</td> <td>course instructor rating</td> </tr> <tr> <td>_____</td> <td>4.84 _____</td> <td>overall rating (Global Index)</td> </tr> <tr> <td>_____</td> <td>yes _____</td> <td>pass rate threshold achieved (yes or no)</td> </tr> <tr> <td>_____</td> <td>yes _____</td> <td>all items achieved threshold (yes or no)</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 33%;">Course/Program Rating Scale</th> <th style="width: 33%;">Number of Items at this Rating Scale</th> <th style="width: 33%;">Percent of Items at this Rating Scale*</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4.5 – 5.0</td> <td style="text-align: center;">23</td> <td style="text-align: center;">100%</td> </tr> <tr> <td style="text-align: center;">4.0 – 4.4</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">3.5 – 3.9</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">3.0 – 3.4</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">2.0 – 2.9</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">1.0 – 1.9</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Total # Items 39</td> <td></td> <td style="text-align: center;">Total = 100%</td> </tr> <tr> <td colspan="3">* Do not round up numbers</td> </tr> </tbody> </table>	Time Period:	Time Period:		April 2014	April 2014		<u>Part 1</u>	<u>Part 2</u>		23 _____	23 _____	students enrolled	0 _____	0 _____	student withdrawn	0 _____	1 _____	students failed (including WF)	0 _____	0 _____	students attrited (course attrition)	23 _____	22 _____	students completed	23 _____	22 _____	students passed	100% _____	96% _____	students who completed that passed (%)	_____	4.83 _____	course evaluation rating	_____	4.85 _____	course instructor rating	_____	4.84 _____	overall rating (Global Index)	_____	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	23	100%	4.0 – 4.4			3.5 – 3.9			3.0 – 3.4			2.0 – 2.9			1.0 – 1.9			Total # Items 39		Total = 100%	* Do not round up numbers		
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Additional Comments	<p>Harbor-UCLA attends didactic portion only, and all 5 who attended passed the exams. Student comments all positive and high-rating for instructors.</p> <p>Negative comments were related to the early morning (0700) lectures, 5 day (M-F) weeks, and they want 12-hour clinical days.</p> <p>EDCOS will evaluate the program due to high-enrollment and nurses being hired with no experience in basic nursing. We will consider doing 12 hours clinical next program (2- 8 hour lecture days and 3-12 hours clinical)</p>
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Section Three: Evaluation/Improvement/Re-evaluation of Outcomes Cycle

Evaluation Findings	<p><u>Student performance:</u> 1 student failed the clinical portion in Part 2 and was transferred to Jail ward.</p> <p><u>Course performance:</u> All items met threshold</p> <p><u>Identify items requiring action:</u> none</p> <p><u>Identify student evaluation comments requiring attention:</u> none</p> <p><u>Quality improvement needs:</u> none</p>
Plans for Improvement	<p>Look at 12 hour clinical shifts. Meeting with DEM nursing admin to require students to get 3-6 months experience on ward before attending program.</p>
Re-evaluation Due Date	<p>Year 2015.</p>
Suggestions for Change in SLO and Rationale	<p>none</p>
Additional Comments	<p>none</p>

Contributors: