Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N233L

DATE: 5/30/19

REPORT SUBMITTED BY: G. Escudero TITLE: Semester 3 Interim 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 team in planning and providing safe 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, 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)	Students: **SLOP 1:** Demonstrate essential competencies when providing client-centered nursing care using the nursing process and evidence-based outcomes to accommodate societal/cultural differences.

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Method of Assessment	Students achievement of all clinical Performance Evaluation criteria listed below indicates attainment of the student learning outcome:
	• Complete clinical worksheet/concept map by 0700 each clinical day.
	• Receive a grade of satisfactory on:
	  ○ Nursing Care plan & Reflection Paper
	  ○ Clinical competency examination
	  ○ Cultural Assessment Interview
	  ○ Process recording following guidelines provided
	  ○ Formal Teaching Project
	• Research medications and present findings to instructor and/or clinical group
	• Attend a support group meeting and complete a report on the observation
	• Participate in discussion regarding:
	  ○ Legal and regulatory policies during clinical post conference
	  ○ Court Hearing procedures in post conference
	  ○ The 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 Medical/Surgical rotation
	• Satisfactorily provide care to 2 to 3 patients in the clinical setting
	• Receive a score of 70% or greater in the written competency to achieve a grade of satisfactory
	• Absences not exceeding:
	  Three clinical days (1 per rotation) and four hours of clinical laboratory time (2 days)
	• Receive a score of 85% or greater in the Drug Dosage Calculation Competency
	
	<u>Performance Indicators:</u>
	• The student course survey threshold average score of 3.5 or higher.
	• Institutional Effectiveness indicator course pass rate of 85%.

Data Collection Schedule	Period: <u>1/15/2019 – 5/23/2019</u>
Required Resources	Testing, grading, survey software, large classrooms, conference rooms, computer labs, photocopier, clerical support, IT support. Technology equipment: computers, LCD, laptops, projectors, portable microphone, ERC educational software, clinical sites, and skills laboratory.

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Section Two: Analysis of Assessment Results

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:** 58 students enrolled 56 students completed 55 students passed 94.83% students passed (%) 3 students withdrawn 0 students failed **Course Attrition:** 3 students attrited 5.17% students attrited (%) **Course:** 4.34 course evaluation rating 4.46 average instructor rating 4.46 overall rating (Global Index) 2 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	3	27.27%
4.0 – 4.4	8	72.73%
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		

Additional Comments	None

Section Three: Evaluation/Improvement/Revaluation of Outcomes Cycle

Evaluation Findings	**<u>Student Performance:</u>** The pass rate was above the threshold of 3.5 with 55 students passing the course, and 3 academic withdrawals. **<u>Course performance:</u>** All students that passed received a satisfactory grade for this course. Teaching methodologies have been effective in meeting objectives of the course. Faculty continues to strive to make the course organized in its content to the theory courses. **<u>Identify items requiring action</u>:** None **<u>Identify student evaluation comments requiring attention:</u>** 1. One comment was made that clinical labs were not very helpful and/or organized. 2. There was a negative comment regarding the move of skills lab to the new building during the middle of the semester. Student felt it impacted their ability to learn and practice. The student also stated that the new skills lab and sim lab are cramped and too small to work in. 3. A comment was made that the written competency was too much. **<u>Quality improvement needs:</u>** 1. Clinical labs have been every Thursday for 2 hours. Each topic covered in the skills lab is stated in their semester schedule. Four of these skills labs were dedicated to reviewing the skills students will need to know for their Skills Competency. 2. The move to the new building was an unavoidable incident that could not wait until after the semester ended. Unfortunately, the move happened towards the end of the semester and students did not utilize the skills lab until 1 week prior to the Skills Competency. Semester faculty will be decreasing the number of students assigned to simulation by having only 2 groups at a time in simulation. 3. The Written Competency scenarios are given to students 8 weeks prior to taking it. Two weeks prior is a Question and Answer session where students can ask faculty about anything that is

	questionable or unfamiliar. All diagnosis and problems patients have in the scenarios are those that they have experienced in semesters 1 thru 3. For the fall 2019 semester, the faculty has decided to decrease the amount of information included in each scenario and to give them fewer scenarios to prepare for. All students satisfactorily passed the Written Competency on their first attempt this semester.
Plans for Improvement	1. Decrease the amount of information in the Written Competency scenarios and decrease the number of scenarios. 2. Ask all students during orientation if they need any supplies from their Skills Bags. They need to have CVC Dressing Change kits, Suction kit, and Tracheostomy Care kit. If they do not, we will refer them back to the company that sold them the bags. 3. Have only 2 MedSurg groups at a time for Simulation.
Re-evaluation Due Date	Fall 2019
Suggestions for Change in SLO and Rationale	None
Additional Comments	None

Contributors:

J. Anderson MSN, RN
N. Arquell MSN, ANP, RN
G. Escudero MSN, PHN, RN (Interim Semester Coordinator)
J. Felix BS, RN
M. Guerrero MSN, RN
T, Imanaka MSN, CCRN, RN
A. Sanders MSN, RN