



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N233L

DATE: 06/14/17

REPORT SUBMITTED BY: J. Teal TITLE: 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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Method of Assessment	<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 reflection assignment○ Clinical competency assessment.○ Case presentation○ Process recording following guidelines provided.• Research Psych 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○ 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 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 to achieve a grade of satisfactory• Absences not exceeding: Three clinical days and four hours of clinical laboratory time• 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">• The student course survey threshold average score of 3.5 or higher.• Institutional effectiveness indicator course pass rate of 90%.
Data Collection Schedule	Period: <u>Spring 2017</u>
Required Resources	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.

Section Two: Analysis of Assessment Results



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Outcomes Evaluation Method	Check all that apply: 1. <input checked="" type="checkbox"/> Formative Evaluation <input checked="" type="checkbox"/> Summative 2. <input checked="" type="checkbox"/> Direct Evidence <input checked="" type="checkbox"/> Indirect Evidence 3. <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>Students: <u>43</u> students enrolled <u>41</u> students completed <u>41</u> students passed <u>97.67%</u> students passed (%) <u>1</u> students withdrawn <u>1</u> students failed</p> <p>Course Attrition: <u>2</u> students attrited <u>4.65%</u> students attrited (%)</p> <p>Course: <u>4.54</u> course evaluation rating <u>4.57</u> average instructor rating <u>4.57</u> overall rating (Global Index) <u>1</u> petition filed <u>0</u> petition advanced to grievance <u>Yes</u> pass rate threshold achieved (yes or no) <u>Yes</u> all items achieved threshold (yes or no)</p> <table border="1" data-bbox="634 1365 1487 1772"> <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>5</td><td>62.5%</td></tr> <tr> <td>4.0 – 4.4</td><td>3</td><td>37.5%</td></tr> <tr> <td>3.5 – 3.9</td><td></td><td></td></tr> <tr> <td>3.0 – 3.4</td><td></td><td></td></tr> <tr> <td>2.0 – 2.9</td><td></td><td></td></tr> <tr> <td>1.0 – 1.9</td><td></td><td></td></tr> <tr> <td>Total # Items</td><td></td><td>Total = 100%</td></tr> <tr> <td>* Do not round up numbers</td><td></td><td></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	5	62.5%	4.0 – 4.4	3	37.5%	3.5 – 3.9			3.0 – 3.4			2.0 – 2.9			1.0 – 1.9			Total # Items		Total = 100%	* Do not round up numbers		
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Section Three: Evaluation/Improvement/Revaluation of Outcomes Cycle

Evaluation Findings	<p><u>Student Performance:</u> Pass rate was above threshold for action.</p> <p><u>Course performance:</u> Exceeded expectation</p> <p><u>Identify items requiring action:</u> None</p> <p><u>Identify student evaluation comments requiring attention:</u> There were two comments about wanting to have Hospital keys. Keys are only issued to staff.</p> <p><u>Quality improvement needs:</u> None</p>
Plans For Improvement	There are no data driven improvement needs.
Re-evaluation Due Date	Fall 2017
Suggestions For Change in SLO and Rationale	The Clinical Competency is an Assessment rather than an "examination."
Additional Comments	None

Contributors:

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