Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N233L

DATE: 5/31/2023

REPORT SUBMITTED BY: Grace Escudero 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 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 0630 each clinical day.
	• Receive a grade of satisfactory on:
	  ○ Nursing Care plan & Reflection Paper
	  ○ PassPoint Exercises
	  ○ PassPoint Competency
	  ○ Cultural Assessment Interview
	  ○ Process recording following guidelines provided
	  ○ Formal Teaching Project
	• Research medications and present findings to instructor and/or clinical group for all rotations.
	• Complete research on a mental health support group and complete a report on the observation/research.
	• Complete written documents and participate in discussion regarding:
	  ○ Legal and regulatory policies during clinical post conference
	  ○ Court Hearing procedures or research on the LAC Mental Health Court system in post conference
	  ○ Research on NAMI 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 Medical Surgical rotation.
	• 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>1/17/2023 – 5/24/2023</u>
Required Resources	Testing, grading, survey software, large classrooms, conference rooms, computer labs, photocopier, clerical support, IT support, distance education, vSIMS, and eBooks. Technology equipment: computers, LCD, laptops, projectors, portable microphone, ERC educational software, clinical site and simulation/skills laboratory, MS Teams, MS Surface Pros, e-book access.

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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 • Clinical Performance Evaluation Tool summary • Clinical Site Evaluation Tools
Analysis Of Data Report	**Students:** 48 students enrolled 45 students completed 45 students passed 100 % students passed (%) 1 students withdrawn 2 students failed **Course Attrition:** 2 students attrited 4.17% students attrited (%) **Course:** 4.54 course evaluation rating 4.57 average instructor rating 4.57 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	10	83.33
4.0 – 4.4	2	16.67
3.5 – 3.9	0	
3.0 – 3.4	0	
2.0 – 2.9	0	
1.0 – 1.9	0	
Total # Items	12	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 100% pass rate was above the threshold of 85%with 45 students in completing the course, with 2 failures and one withdrawal in the course. One of the failures had an academic warning prior to the failure and one failure exceeded absences allowed in clinical. Two petitions were filed this semester and both were denied. One proceeded to a preliminary grievance which was denied, it proceeded to an appeal which was also denied. **<u>Course performance:</u>** The 45 students that passed completed all assignments and 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 and concurrent with theory courses. This term, the semester utilized an online computer testing methodology (PassPoint Competency) in lieu of previous paper-pencil written competencies. This online exam took place in week 15 of the term and required the students to answer 130 questions within a three-hour window striving to reach 70% of the questions correct as per the utilized exam company Wolters Kluwer. The highest score was 95.5% and the lowest score was 80.7%. All students were able to reach a pass score of 70% or above, reflecting their ability to apply theories, concepts, and skills learned from semesters one through three. Prior to this, students had 2 different online practice tests (60 questions each) with the same testing company. This was to allow the students' exposure to NCLEX Next Gen-type questions and format and familiarize them with this exam and question style. In addition, high-fidelity manikin simulated clinical experience (SCE) took place at varied times throughout the semester during the students' medical/surgical rotations in a student-friendly, clinically safe learning environment Small student groups and a short scenario enhanced active student participation. The clinical day included a pre-brief, the simulated clinical experience, and a student-driven, faculty-supported debrief of the experience. Students also had the opportunity to practice their skills in the skills laboratory while they awaited their turn for the simulated experience. Organized planning, including students' assignment to simulation and clinical, continue to make this simulation experience successful. Students continue to comment their desire for more simulations. The feedback for the simulated clinical experience (SCE) was overall positive and the average was 4.59 with students stating it helped them with critical thinking and "real life experiences". Students also completed BRN-mandated DEI training modules and met with ACEN and BRN accrediting bodies during their clinical experience.

	<u>Identify items requiring action</u>: None **<u>Identify student evaluation comments requiring attention:</u>** There were only 3 comments from students: 1. There was 1 comment that was positive and praised "intensive skills" they learned in clinical. 2. A comment discussed that Monday lab classes were not helpful and were "redundant." They also stated the hospital videos from EDCOS were different from the clinical packet and skills videos. 3. A comment discussed difficulty in completing goals in ambulatory care, but that most students did reach objectives. Although students understood that clinical rotations are held at different locations and patient assignments vary, they wish they could have more skills in ambulatory care. **<u>Quality improvement needs:</u>** 1. Faculty continues to include student feedback to improve teaching strategies. 2. Monday lab classes will continue to be taught to reinforce Med-Surg lecture material. Faculty will be reviewing skill videos and merge information with skills checklist, videos and textbook content. 3. Students get the opportunity to practice central line, chest tube, and tracheostomy skills not only in the hospital setting but in skills lab. Faculty will continue to encourage students to utilize the skills lab to practice their skills. Students will continue to engage in simulated clinical experience that involves all previously learned skills including semester three skills of tracheostomy suctioning and care, IV start, blood withdrawal, and chest tube troubleshooting.
Plans For Improvement	1. Faculty will ensure e course SLOs are met by utilizing the nursing process, critical thinking & therapeutic communication in all rotations. Skills lab courses will continue be done in person for Fall 2023. Faculty will continue to use MS Teams as a communication method with students. The semester will continue to make sure all students have a complete Skills Bag for the 3rd semester skills in orientation. In addition, students will be allowed to do their patient research the Mondays before clinical for the first two weeks of the rotation after which they will do research on Tuesday mornings. Instructors will discuss with students the methods of obtaining pertinent patient data quickly. Faculty will continue to assist students to collaborate with members of the multidisciplinary health team in safe care for individuals, families & groups with medical and mental health problems.
Re-evaluation Due Date	Fall 2023
Suggestions For Change in SLO and Rationale	None

Additional Comments	None

Contributors:

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