



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N111 – Fall 2025

DATE: 01/07/2026

REPORT SUBMITTED BY: Beena Davis

TITLE: Semester Coordinator

SEMESTER 1

Section One: SLO and Assessment Method

COURSE (S)	Nursing 111: Nursing Pharmacology
Student Learning Outcomes	Students competently identify the integration of pharmacological knowledge in the delivery of nursing care to patients receiving medications.
Incorporation of General Education Student Learning Outcomes (SLOGE)	SLOGE 2: Demonstrate knowledge of the human mind, body, and behavior through interactions with others and be accountable in the application of this knowledge and skill in an ethical and professional manner. SLOGE 4: Apply logical reasoning and fundamental mathematical processes and demonstrate competency in the professional setting.
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.
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.
Method of Assessment	Students attain an overall cumulative score of 70% or higher on exams. Exams test concepts related to safe medication dose calculations and administration. A passing score indicates attainment of the student learning outcome. Testing consists of: 3 exams consisting of 50 questions each: Exam 1: 32% of total grade Exam 2: 32% of total grade Exam 3: 32% of total grade 4 adaptive learning assignments worth 4% of the grade <u>Performance Indicators:</u> - The student course survey threshold average score of 3.5 or higher. - Institutional effectiveness indicator II.B: Nursing course success rate of 85%. - Institutional effectiveness indicator II.E: Student Attrition/class less than 15%. - Institutional effectiveness indicator II.P: SON Petition and Grievances less than 5%.
Data Collection Schedule	Period: <u>Fall 2025</u> Academic Year: <u>2025-2026</u>



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Required Resources	Testing, grading, survey software, OMR scanner, large classrooms, Wi-Fi, online student database for handouts, digital book, dry erase boards, microphone, photocopier, printer, clerical support, and IT support. Technological equipment: computers, large monitors / televisions, electronic tablets/laptops, and speakers. Secure online meeting rooms. ERC: Nursing pharmacology book, journals, medication references, and student laptop loans.
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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 result • Attendance Sheet • Student status report															
Analysis Of Data Report	Students: <u>58</u> students enrolled <u>54</u> students completed <u>48</u> students passed <u>88.89</u> students passed (%) <u>4</u> students withdrawn <u>6</u> students failed Course Attrition: <u>10</u> students attrited <u>17.24</u> students attrited (%) Course: <u>3.88</u> course evaluation rating <u>4.56</u> average instructor rating <u>4.51</u> overall rating (Global Index) <u>0</u> petition(s) 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) <table border="1"> <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>0</td><td>0</td></tr> <tr> <td>4.0 – 4.4</td><td>0</td><td>0</td></tr> <tr> <td>3.5 – 3.9</td><td>3</td><td>100%</td></tr> <tr> <td>3.0 – 3.4</td><td>0</td><td>0</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	0	0	3.5 – 3.9	3	100%	3.0 – 3.4	0	0
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	0	0														
3.5 – 3.9	3	100%														
3.0 – 3.4	0	0														



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	2.0 – 2.9	0	0
	1.0 – 1.9	0	0
	Total # Items	3	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 N111 course began with fifty-eight (58) students. Ten students were placed on Academic Warning at Mid-term. Fifty-four (54) students completed the course. Forty-eight (48) students passed the course. Two students withdrew from the course due to personal reasons. One student was withdrawn from the course due to failure of the Drug Dosage Calculations Competency and another student was withdrawn from the course due to failure of N113L. Six students failed the course. The following is a breakdown of the students' grades: • <u>6</u> students received an A (11.11%) • <u>17</u> students received a B (31.48%) • <u>25</u> students received a C (46.30%) • <u>5</u> students received a D (9.26%) • <u>1</u> student received a F (1.85%) <u>Course performance:</u> The Fall 2025 average course rating was 3.88, and the average instructor rating was 4.56. The Spring 2025 average course rating was 3.89, and the average instructor rating was 4.53. There was no change in the average course rating and a slight increase in the average instructor rating from Spring 2025 to Fall 2025. All item ratings continue to remain above the 3.5 threshold. Additionally, the Fall 2025 attrition rate was 17.24%, and the Spring 2025 attrition rate was 5.88%. There was a significant increase in the attrition rate from Spring to Fall. Faculty used a variety of lecture styles, anecdotes, and case studies to assist students in obtaining the knowledge, skills, and attitudes needed for safe medication administration in the clinical areas. Several faculty members used additional videos and actual patient scenarios to assist students with learning the pharmacology content and incorporating the nursing process into medication administration. Due to the limited availability of the college tutor due to staffing shortage, faculty increased their availability to students for tutoring and concept clarification via email, MS Teams, and office hours. Students were also encouraged to email and schedule an appointment with the college tutor as an alternative option to enhance learning and
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	comprehension. Students continued to be referred to the college tutor when faculty identified there was a need for better comprehension and when placed on Academic Warning. Students were encouraged to read the information related to the lecture content in their required readings. Students were also encouraged to create medication sheets for the medication categories discussed in lecture to assist with gaining medication knowledge as well as medication administration during clinical. All medications in the lecture were labeled using the generic name. Additionally, students were encouraged to also learn common brand names since some medications that they will administer during clinical use the brand name. The use of Lippincott digital textbooks and PrepU adaptive learning assignments continued. Students were also encouraged to use the Lippincott Advisor and a medication website. Student results were tracked to ensure these methods were successful in maintaining high student performance. Faculty also continued to implement NCLEX-style questions. <u>Identify items requiring action:</u> All items met threshold. <u>Identify student evaluation comments requiring attention:</u> One comment regarding the Respiratory lecture: • "Slides for respiratory med content was unorganized, please improve for next semester students." Two comments regarding Pediatric content: • "Don't ask peds questions on exams for a geriatric course." • "Many instructors told us to only focus on adult pts since we would only be tested on adults this semester and there was questions on the exams regarding pediatric pts so I was left a bit confused overall I thought it was a great class." Two comments regarding teaching methodology: • "It would be awesome if we had Kahoot sessions." • "Would like to see more comprehensive case studies." One comment regarding Fluid and Electrolytes: • "The F/E portion felt like way too much information for one exam." <u>Quality improvement needs:</u> See Plans for Improvement
Plans For Improvement	• The slides for the respiratory lecture follow the chapters. However, chapter 22 content on tuberculosis comes after the respiratory medication information in chapters 31, 32, and 33. Chapter 22 tuberculosis content will be returned to the first part of the lecture to keep the chapters in order. The lecture content for all chapters will continue to follow the information in the required reading. • During the N111 Pharmacology course orientation, faculty will clearly explain to students that the course does include some pediatric content, since the content is not repeated in the

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Research Division



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	second and third semester pharmacology courses. • Faculty will review their lecture content and determine whether a Kahoot session is feasible. Since Kahoot uses a question-and-answer platform, students will be encouraged not only to use the PrepU component of the Abram's Clinical Drug Therapy book for assignments due but also to use it for practice questions related to the lecture topics. Additionally, students will be encouraged to answer the "Clinical Application Case studies" found throughout the relevant chapters in the book. • Faculty will review fluid and electrolyte lecture PowerPoint slides and revise as needed.
Re-evaluation Due Date	Spring 2026
Suggestions For Change in SLO and Rationale	None
Additional Comments	Positive comments: • "Course was straightforward and difficult, as expected." • "(Names redacted) lectures and slides were well organized and easier to follow." • "PowerPoints and instruction really helped." • "Situational videos help in understanding nursing interventions."

Contributors:

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