



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N111 – Spring 2026

DATE: 06/11/2026

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%.



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Data Collection Schedule	Period: <u>Spring 2026</u> Academic Year: <u>2025-2026</u>
Required Resources	Testing, grading, survey software, OMR scanner, large classrooms, Wi-Fi, online student database for handouts, digital books, dry erase boards, microphone, photocopier, printer, clerical support, and IT support. Technological equipment: computers, large monitors/televisions, electronic tablets/laptops, and speakers. ERC: Nursing pharmacology book, medication references, and student laptop loans.

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>47</u> students enrolled <u>46</u> students completed <u>44</u> students passed <u>95.65</u> students passed (%) <u>1</u> student withdrawn <u>2</u> students failed Course Attrition: <u>3</u> students attrited <u>6.38</u> students attrited (%) Course: <u>3.77</u> course evaluation rating <u>4.28</u> average instructor rating <u>4.23</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>No</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>1</td><td>33.33%</td></tr> <tr> <td>3.5 – 3.9</td><td>1</td><td>33.33%</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	1	33.33%	3.5 – 3.9	1	33.33%
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	1	33.33%											
3.5 – 3.9	1	33.33%											

Orin: 3/08
Slo: mi

Revised: 5/11, 12/13, 2/17, 3/18
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	3.0 – 3.4	1	33.33%
	2.0 – 2.9	0	0
	1.0 – 1.9	0	0
	Total # Items	3	Total = 99.99%
	* 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 Forty-seven (47) students. Forty-six (46) students completed the course. Four students were placed on Academic Warning at the course mid-term. Of those students who were on academic warning two failed and two passed. Forty-four (44) students passed the course. One student was withdrawn from the course due to a program dismissal. The following is a breakdown of the students' grades: • <u>1</u> student received an A (2.17%) • <u>15</u> students received a B (32.61%) • <u>28</u> students received a C (60.87%) • <u>2</u> students received a D (4.35%) <u>Course performance:</u> The Spring 2026 average course rating was 3.77 and the average instructor rating was 4.28. The Fall 2025 average course rating was 3.88 and the average instructor rating was 4.56. There was a slight decrease in the average course rating and average instructor rating between Fall 2025 and Spring 2026. The overall rating (Global index) was 4.23 which is a slight decrease from the Fall 2025 Global index of 4.51. There was one item rating was less than the 3.5 threshold. Additionally, the Spring 2026 attrition rate was 6.38 and the Fall 2025 attrition rate was 17.24%. There was a significant decrease in the attrition rate from Fall 2025 to Spring 2026. Faculty increased their availability to students for tutoring and concept clarification via email and in-person office hours. Students were also encouraged to email and schedule an appointment with the college tutor as an alternative option to enhance learning and 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 required information related to lecture content and to create medication sheets for the medication
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	categories discussed in lecture to enhance their medication knowledge. 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 in the semester. Students were also encouraged to practice PrepU questions and use the Lippincott Advisor. Faculty will continue to track student results to ensure these methods were successful in maintaining high student performance. Faculty also continued to use NCLEX-style questions during their lecture. <u>Identify items requiring action:</u> The Item "Teaching methods were effective in meeting the course objectives" had an overall score of 3.45. <u>Identify student evaluation comments requiring attention:</u> One comment regarding lecture content: • "Some contents needed clarification and felt confusing, Not very straight forward at times." Three comments regarding teaching methodology and students' learning preferences. • "Reading through 30 slides with 15 minutes of class left is wrong." • "Assignments, worksheets would work best for my learning style, lecture are mostly reading the PowerPoints. Tactile learning would complete the effectiveness of learning." • "Hands on activities in class. Question and answer sessions (scheduled during lecture time) or even optional later." "Please incorporate more questions during lecture." <u>Quality improvement needs:</u> • Faculty will continue to use 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. Faculty will also continue to use additional videos and actual patient scenarios to assist students with learning the pharmacology content and incorporating the nursing process into medication administration.
Plans For Improvement	• Faculty will encourage students during the course orientation and throughout the course to contact the content lecturer for clarification on any of the content that is confusing. • Faculty will review their lecture slides and work to adjust lecture timing so that the last lecture slides are not rushed. • Faculty will ensure students relate pharmacology theory to practice in the clinical area, which will provide "hands-on activities." Also, faculty will continue to encourage students to make medication sheets to enhance their own learning on different medication categories.

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	Faculty will incorporate PowerPoint slides of practice questions during lectures and encourage students to answer the "Clinical Application Case studies" found throughout the relevant chapters in the Abram's Clinical Drug Therapy book.
Re-evaluation Due Date	Fall 2026
Suggestions For Change in SLO and Rationale	None
Additional Comments	Positive comments: "(Name redacted) was very helpful in understanding these complex topic; he's the only reason I KEEP PASSING MY CLASSES." "(Name redacted)! Makes a difference!" "Overall attainable to learn the material if the student truly applies themselves." "The pharmacology course was very interesting." "This class was very difficult but prepared me for my clinical experience"

Contributors:

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