



**STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N112**

DATE: January 07, 2026

REPORT SUBMITTED BY: Beena Davis

TITLE: Semester One Coordinator

SEMESTER 1

Section One: SLO and Assessment Method

Course(s)	Nursing 112: Introduction to Professional Nursing Role
Student Learning Outcomes	Students competently identify appropriate legal and ethical principles and the use of therapeutic communication needed to provide care for adult clients in a variety of health care settings.
Incorporation Of Student Learning Outcomes: General Education (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 3: Demonstrate cultural sensitivity in interacting with the community through the acceptance of diverse philosophical, cultural and religious beliefs.
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.
Method of Assessment	Students attain an overall cumulative score of 70% or higher on exams. Exams test concepts related to communication, collaboration, advocacy, and sociocultural sensitivity. A passing score indicates attainment of the student learning outcome. Testing consists of: 2 Exams - 64% of the grade - Final Exam - 32% of the grade - Adaptive learning assignments - 4% of the grade Performance Indicators: - 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>Fall 2025</u> Academic Year: <u>2025-2026</u>
Required Resources	Testing, grading, and survey software, large classrooms, Wi-Fi, online database for handouts, digital book, microphone, photocopier, printer, clerical support, IT support. Technological equipment: computers, projector, wireless presenter with laser pointer, secure online meeting rooms, and electronic tablets/laptops. ERC: education software, videos, DVDs, nursing journals, and books.

Section Two: Analysis of Assessment Results

Outcomes Evaluation Method	Select 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>54</u> students enrolled <u>51</u> students completed <u>51</u> students passed <u>100</u> students passed (%) <u>3</u> students withdrawn <u>0</u> students failed Course Attrition: <u>3</u> students attrited <u>5.56</u> students attrited (%) Course: <u>4.21</u> course evaluation rating <u>4.56</u> average instructor rating <u>4.51</u> overall rating (Global Index) <u>0</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)



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	Course/Program Rating Scale	Number of Items at this Rating Scale	Percent of Items at this Rating Scale*
	4.5 – 5.0	0	
	4.0 – 4.4	3	100%
	3.5 – 3.9	0	
	3.0 – 3.4	0	
	2.0 – 2.9	0	
	1.0 – 1.9	0	
	Total # Items	3	Total = 100%
	* Do not round up numbers		
Additional Comments	None		

Section Three: Evaluation/Improvement/Re-evaluation of Outcomes Cycle

Evaluation Findings	<u>Student Performance:</u> There were fifty-four (54) students enrolled in the course. Two (2) students were placed on Academic Warning at midterm. Three (3) students withdrew from the course. Fifty-one (51) students completed the course. Zero (0) students failed. Zero (0) petitions were filed, no petition advanced to grievance. The following list is the breakdown of grades: • 5 students scored an A (9.80%) • 32 students scored a B (62.75%) • 14 students scored a C (27.45%) • 0 students scored D or F (0%) The N112 attrition rate was 5.56%, which is well below the 15% threshold, and significantly lower than the 10% attrition rate from Spring 2025. <u>Course performance:</u> The Fall 2025 course rating was 4.21 and the average instructor rating was 4.56. The Spring 2025 course rating average was 4.35 and the average instructor rating was 4.53. There was a decrease in the course rating and an increase in instructor rating averages between Spring 2025 and Fall 2025. All items' ratings remained well above the 3.5 threshold. Faculty continued to make themselves available to students for tutoring and concept clarification via email 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 comprehension. <u>Identify items requiring action:</u> • All items met threshold.
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	<u>Identify student evaluation comments requiring attention:</u> Four comments addressed exam questions: • "Exam 1 felt like there was a lot of emphasis on the Board of Nursing when I felt the content of Exam 1 did not really go so in depth for the BRN." • "I do feel there should've have been a comment on how the exam questions were a little more scenario based and tricky." • "The questions on the test was tricky and I feel the PowerPoint could provide more information regarding the test." • "... it would be very helpful if we had mini post lecture Kahoot review to help us gage our critical thinking and better understand which objectives we need to focus on to be ready for the exam or the type of questions we would see on the exam." One comment addressed content presentation: • "I would appreciate more structured lessons in the future to help us stay on track." <u>Quality improvement needs:</u> • Please see Plans for Improvement.
Plans For Improvement	• During course orientation, students are notified that exam content are sourced from PPT presentations, lecture handouts, and required readings. Multiple faculty included practice questions within their lectures that reflect the type and difficulty level of questions on the exams. PrepU questions for all textbook chapters are available to students throughout the course. Test questions follow PrepU questions in terms of content and question formatting. • During course orientation, students are directed to follow the course objectives in the syllabus, which provide the overall structure of the course and exam content. Additionally, Students will be encouraged to answer the "NCLEX Success" questions found in the required reading book chapters to help with understanding how exam questions may be asked.
Re-evaluation Due Date	Spring 2026
Suggestions For Change In SLO And Rationale	None.
Additional Comments	Positive Comments: "... the class is very straightforward." "I enjoyed the course and found it interesting. The prep u assignments were helpful." "In terms of studying, the prep u's have been a great study tool and the course objectives provide a helpful structure. Over all, I have enjoyed this class." "Interesting topics and informative lectures." "This course has taught me much." "PrepU practice questions are helpful."



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Contributors:

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