



Los Angeles County College of Nursing and Allied Health
STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
SCHOOL OF NURSING: N113L FALL 2025

DATE: **01/07/2025**

REPORT SUBMITTED BY: Beena Davis

TITLE: Semester 1 Coordinator

SEMESTER 1

Section One: SLO and Assessment Method

COURSE (S)	Nursing 113L: Introduction Medical-Surgical Nursing Clinical
Student Learning Outcomes	Students competently provide basic care through the beginning application of the nursing process and basic psychomotor communication skills to clients with common health problems in acute 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.

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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	• 70% or greater on Abbreviation Exercise • 85% or greater on Drug Dosage Calculation Competency (DDCC) • Satisfactory completion of weekly Clinical Worksheets/Concept Maps/Nursing Care Plans: Assessment, Analysis, Planning, Implementation, and Evaluation (AAPIE) • Satisfactory completion of intake and output exercise • Satisfactory grade on: ○ Skills Competency ○ Written Clinical Competency with a score $\geq 70\%$ ○ Skills lab demonstrations and practice • Satisfactory completion of CoursePoint+ vSims for Nursing • Active participation in clinical conferences • Active participation in simulation • Active participation in clinical judgment activities (CJA) • Absences not exceeding 3 clinical days • Tardies not exceeding 3 times • Satisfactory grade at end of semester clinical evaluation <u>Performance Indicators:</u> • Student course survey threshold average score of 3.5 or higher • Institutional effectiveness (IE) indicator II.B: Nursing course pass rate of 85% • IE indicator II.E: Student Attrition/class less than 15% • IE indicator II.P: SON Petition and Grievances less than 5%
Data Collection Schedule	Period: FALL 2025 Academic Year: 2025-2026
Required Resources	Survey software, OMR Scanner, large classrooms, conference rooms, computer labs, photocopier, clerical support, and IT support. Technological equipment: Computers, TV, projector, wireless presenter with laser pointer, laptops, microphone, and secure online meeting rooms. Education Resource Center (ERC) educational software, videos, clinical sites, skills kit, skills laboratory including supplies and equipment (e.g., beds and beddings, low-fidelity manikins, simulators, syringes, needles, injection pads, practice medications, IV infusion pumps, electronic health record (EHR), and computerized Workstations on Wheels (WOW)).



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Section Two: Analysis of Assessment Results

Outcomes Evaluation Method	Check all that apply: 1. ☒ Formative Evaluation ☒ Summative Evaluation 2. ☒ Direct Evidence ☒ Indirect Evidence 3. ☒ Quantitative ☒ Qualitative																																																									
Evaluation Tools	• Skills Checklists • Clinical Performance Evaluation • Student Grade Sheet • Student Course Evaluation Result • Student Status Report • Student Clinical Instructor Evaluation Result • Attendance Sheet • Clinical Evaluation Tool and Exit Interview Minutes																																																									
Analysis Of Data Report	Students: <table border="0"> <tr><td><u>60</u></td><td>Students enrolled</td></tr> <tr><td><u>46</u></td><td>Students completed</td></tr> <tr><td><u>46</u></td><td>Students passed</td></tr> <tr><td><u>100</u></td><td>Students passed (%)</td></tr> <tr><td><u>13</u></td><td>Students withdrawn</td></tr> <tr><td><u>1</u></td><td>Student failed</td></tr> </table> Course Attrition: <table border="0"> <tr><td><u>14</u></td><td>Students attrited</td></tr> <tr><td><u>23.33%</u></td><td>Students attrited (%)</td></tr> </table> Course: <table border="0"> <tr><td><u>4.51</u></td><td>Course evaluation rating</td></tr> <tr><td><u>4.88</u></td><td>Average instructor rating</td></tr> <tr><td><u>4.52</u></td><td>Overall rating (Global Index)</td></tr> <tr><td><u>0</u></td><td>Petition filed</td></tr> <tr><td><u>0</u></td><td>Petition advanced to grievance</td></tr> <tr><td><u>Yes</u></td><td>Pass rate threshold achieved (yes or no)</td></tr> <tr><td><u>Yes</u></td><td>All items achieved threshold (yes or no)</td></tr> </table> <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 align="center">7</td><td align="center">63.63%</td></tr> <tr><td>4.0 – 4.4</td><td align="center">4</td><td align="center">36.36%</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 align="center">11</td><td align="center">Total = 99.99%</td></tr> <tr><td>* Do not round up numbers</td><td></td><td></td></tr> </tbody> </table>	<u>60</u>	Students enrolled	<u>46</u>	Students completed	<u>46</u>	Students passed	<u>100</u>	Students passed (%)	<u>13</u>	Students withdrawn	<u>1</u>	Student failed	<u>14</u>	Students attrited	<u>23.33%</u>	Students attrited (%)	<u>4.51</u>	Course evaluation rating	<u>4.88</u>	Average instructor rating	<u>4.52</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)	Course/Program Rating Scale	Number of Items at this Rating Scale	Percent of Items at this Rating Scale*	4.5 – 5.0	7	63.63%	4.0 – 4.4	4	36.36%	3.5 – 3.9			3.0 – 3.4			2.0 – 2.9			1.0 – 1.9			Total # Items	11	Total = 99.99%	* Do not round up numbers		
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Section Three: Evaluation/Improvement/Revaluation of Outcomes Cycle

Evaluation Findings	<u>Student Performance:</u> Initially, sixty (60) students started the N113L course. Thirteen (13) students withdrew, and one (1) student failed the course. Students' withdrawal reasons are as follows: • One (1) student failed N113L. • One (1) student failed DDCC and was withdrawn from all courses. • Two (2) students withdrew for personal reasons. • Four (4) students failed N113 and withdrawn from N113L. • Six (6) students failed N111 and withdrawn from N113L. <u>Course performance:</u> The N113L course achieved a rating of 4.51, well above the institutional threshold of 3.5. The course's global index of 4.52 represents a significant increase from the Spring 2025 index of 4.33. The average instructor rating of 4.88 represents a slight change from Spring 2025's 4.97 rating. Due to various student reasons unrelated to the N113L, the course's attrition rate is 23.33%. The current attrition rate is higher than the 17.54% reported in Spring 2025. Overall, the course consistently performs well above the College's benchmark. This Fall 2025, the semester introduced a one-day skills competency to align and prepare students with practices from other semesters. The students still had to be prepared for all the skills, and the skills that they needed to perform were chosen randomly on the spot. Aside from the one-day skills competency, the semester continued with the clinical judgment activities to help prepare the students for the written competency. The students used their student IDs, as in the semester's previous practice, to ensure a fair and unbiased grading process for the written competency. In conjunction with efforts to curtail expenses and centralize student files, the semester began using digital forms for evaluations, referrals, attendance notifications, skills log, and other forms. The semester 1 faculty was able to file the signed student document(s) in individual student files located in CONShare. By having the files in CONShare, the students' files were easily filed and transferred to the Office of Educational Services. <u>Identify items requiring action:</u> None <u>Identify student evaluation comments requiring attention:</u> • "Skills should have been shown step by step with patient and verbalize what to look for when doing a procedure. The skills handout was too vague to understand."
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	<u>Quality improvement needs:</u> See plans for improvement.
Plans For Improvement	The first five (5) weeks of Semester 1 and a few other clinical days are specially dedicated to different skills demonstrations and return demonstrations for the students to practice before going to clinical. Students are divided into groups to practice and learn each skill, with faculty members providing a step-by-step demonstration that follows the procedure outlined in the clinical packet. As a continued practice, every skill performed at bedside for the first time, each instructor goes over the step-by-step procedure and allows students to return demonstrate with the patient. The Semester 1 faculty also gives students ample time throughout the semester to ask questions and clarify steps.
Re-evaluation Due Date	Spring 2026
Suggestions For Change in SLO and Rationale	None
Additional Comments	"...I appreciate character building" "The assigned case studies and the case study examples during lectures were very helpful in preparing for the written comp." "The class was well organized and a great overall experience." "This course is so challenging, but the positive environment in the hospital helped a lot." "... I appreciate the experience and everything I learned."

Contributors:

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