



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N125

DATE: July 14, 2025

REPORT SUBMITTED BY: T. ANTONIO/M. GONZALES **TITLE:** Course Coordinators

Section One: SLO and Assessment Method

COURSE (S)	Nursing 125: Transition Course
Student Learning Outcomes	Students: Implement the registered nurses' role in approaches to communication, collaboration, and accountability in providing care to patients in a multicultural environment and are able to distinguish these roles from that of the licensed vocational nurse. Utilize the nursing process, concepts of individualized care, advocacy, and sociocultural sensitivity in providing care to patients in the medical surgical area, incorporating critical thinking, professionalism and ethics through demonstration, oral and written presentations.
Incorporation Of General Education Student Learning Outcomes (SLOGE)	Students: SLOGE 1: Apply critical thinking to communicate effectively, collaborate with others, show comprehension, and 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
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	Student achievement of the criteria listed below indicates attainment of the student learning outcome: Cumulative didactic score of 70% or higher. The didactic score consists of: - Two (2) exams worth 45% each - Clinical Judgment Activity presentation worth 10% - No absence(s)



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	- Completion of 18 total theory hours Clinical – a grade of satisfactory on: 85% or greater on the Drug Dosage Calculation Competency - Satisfactory grade at the end of course clinical performance evaluation - Not exceeding one (1) tardy - No absence(s) - Completion of 60 total clinical hours <u>Performance Indicators:</u> - The student course survey threshold average score of 3.5 or higher. - Institutional effectiveness indicator II.B: Nursing course pass 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: SUMMER Academic Year: 2024-2025
Required Resources	Survey software, OMR Scanner, large classrooms, conference rooms, computer labs, photocopier, clerical support, and IT support. Technologic equipment: Computers, TV, projector, wireless presenter with laser pointer, laptops, microphone, and secure online meeting rooms. Education Resource Center (ERC) videos, clinical sites, skills kit, skills laboratory including supplies and equipment (e.g., beds and beddings, simulators, syringes, needles, injection pads, practice medications, IV infusion pumps, electronic health record (EHR), and computerized Workstations on Wheels (WOW)).

Section Two: Analysis of Assessment Results

Outcomes Evaluation Method	Check all that apply: <table border="0"> <tr> <td>1. ☒ Formative Evaluation</td><td>☒ Summative</td></tr> <tr> <td>2. ☒ Direct Evidence</td><td>☒ Indirect Evidence</td></tr> <tr> <td>3. ☒ Quantitative</td><td>☒ Qualitative</td></tr> </table>	1. ☒ Formative Evaluation	☒ Summative	2. ☒ Direct Evidence	☒ Indirect Evidence	3. ☒ Quantitative	☒ Qualitative						
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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>21</td><td>Students enrolled</td></tr> <tr> <td>19</td><td>Students completed</td></tr> <tr> <td>19</td><td>Students passed</td></tr> <tr> <td>100</td><td>Students passed (%)</td></tr> <tr> <td>0</td><td>Students withdrawn</td></tr> <tr> <td>2</td><td>Students failed</td></tr> </table>	21	Students enrolled	19	Students completed	19	Students passed	100	Students passed (%)	0	Students withdrawn	2	Students failed
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	Course Attrition:																													
	2	Students attrited																												
	9.52	Students attrited (%)																												
	Course:																													
	4.84	Course evaluation rating																												
	4.87	Average instructor rating																												
	4.87	Overall rating (Global Index)																												
	1	Petition filed																												
	0	Petition advanced to grievance																												
	Yes	Pass rate threshold achieved (yes or no)																												
	Yes	All items achieved threshold (yes or no)																												
	<table><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><tr><td>4.5 – 5.0</td><td>8</td><td>100%</td></tr><tr><td>4.0 – 4.4</td><td></td><td></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>8</td><td>Total = 100%</td></tr><tr><td>* Do not round up numbers</td><td></td><td></td></tr></table>			Course/Program Rating Scale	Number of Items at this Rating Scale	Percent of Items at this Rating Scale*	4.5 – 5.0	8	100%	4.0 – 4.4			3.5 – 3.9			3.0 – 3.4			2.0 – 2.9			1.0 – 1.9			Total # Items	8	Total = 100%	* Do not round up numbers		
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Additional Comments	None																													

Section Three: Evaluation/Improvement/Reevaluation of Outcomes cycle

Evaluation Findings	<u>Student Performance:</u> There were twenty-one (21) students enrolled in the N125 LVN-to-RN transition course. Two (2) students failed the theory part of N125. One (1) petition was filed, but no petition advanced to grievance. The following is the breakdown of student grades: A = 1 (4.76%) B = 12 (57.14%) C = 6 (28.57%) D = 1 (4.76%) F = 1 (4.76%) The N125 course attrition rate was 9.52%, a slight increase from Summer 2024's attrition rate of 8%. The Summer 2025 course attrition rate falls below the institutional threshold of 15%. <u>Course performance:</u> The N125 Summer 2025 course achieved a rating of 4.84, well above the institutional threshold of 3.5. The course's global index of 4.87 is a significant increase from Summer 2024's 4.42. The average instructor rating of 4.87 represents a notable increase from the Summer 2024 rating
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	of 4.64. Overall, the course performed well above the college's benchmark. N125 implemented a clinical judgment activity presentation to enhance the students' ability to plan and correctly write a plan of care for their patients. The students were given randomized patient cases to discuss, plan, and present as a group. The students were divided into clinical groups and presented accordingly. To aid with their Orchid charting and navigation, the Student Success Committee held a workshop to help students develop a better understanding of data gathering and everyday charting. <u>Identify items requiring action:</u> There were no items requiring attention. <u>Identify student evaluation comments requiring attention:</u> "It was a bit stressful with the amount of materials to cover to decipher which to focus on for the exam. I think a study guide for each text would have been more relieving, knowing what to expect." <u>Quality improvement needs:</u> See improvement plans.
Plans For Improvement	During course orientation, the rigors of the course were outlined through explanation, scheduling, and verbal reminders. The N125 coordinator will ensure that students are aware of how to use the syllabus as a "study guide" and better prepare them for the course.
Re-evaluation Due Date	Summer 2026
Suggestions For Change in SLO and Rationale	None
Additional Comments	"Enjoyed lectures and clinical was very informative and hands-on."

Contributors:

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