



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N231

DATE: 12/30/25

REPORT SUBMITTED BY: Grace Escudero TITLE: Semester Coordinator

SEMESTER 3

Section One: SLO and Assessment Method

COURSE (S)	Nursing 231: Nursing Pharmacology
Student Learning Outcomes	Students competently identify the implementation and integration of pharmaco-therapeutic concepts taking into consideration legal/ethical implications, client educational needs, and sociocultural variations needed in the safe administration of medications to clients with common health problems in acute, ambulatory care, and psychiatric care settings.
Incorporation Of General Education Student Learning Outcomes (SLOGE)	Students: 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.
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. SLOC 3: Pursue lifelong learning to enrich personal and professional development.
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 and quizzes. Exams and quizzes test concepts related to geropharmacology, psychotropic drugs, cardiovascular drugs, anticonvulsant, ophthalmic and drugs affecting the autonomic and central nervous system. A passing score indicates attainment of the student learning outcome. Testing consists of:



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	- Three exams: two exams are worth 33% each, and one exam is worth 29% of total grade. - One quiz worth 5% 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 90%. • 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>10/20-12/08/2025</u>
Required Resources	Testing, grading, and survey software, OMR Scanner, Large classrooms for exams, Conference rooms, Computer labs, Photocopier, Clerical support, IT support. Technological equipment; Computers, LCD, Laptops, Projectors, portable microphone. ERC Educational software. Clinical sites, Skill laboratory, MS Teams, Surface Pros, e-books access.

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 results • Student status report
Analysis Of Data Report	Students: <u>57</u> students enrolled <u>48</u> students completed <u>48</u> students passed <u>100%</u> students passed (%) <u>9</u> students withdrawn <u>0</u> students failed Course Attrition: <u>9</u> students attrited <u>15.78%</u> students attrited (%) Course: <u>4.23</u> course evaluation rating <u>4.40</u> average instructor rating <u>4.23</u> overall rating (Global Index)



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	☒ petition filed ☒ petition advanced to grievance Yes ☐ pass rate threshold achieved (yes or no) Yes ☐ 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		
	4.0 – 4.4	3	100%
	3.5 – 3.9		
	3.0 – 3.4		
	2.0 – 2.9		
	1.0 – 1.9		
	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> Pharmacology N231: 48 out of 53 students were successful in the course. The following numbers are a breakdown of grades: A-2 students (4.16%) B-35 students (72.92%) C-11 students (22.92%) W/D-9 students <u>Course performance:</u> During the fall 2025 semester, the academic program reached a high point of consistency, with both the global index score and course evaluations rising to a matching 4.23. This growth was sustained by maintaining the effective pedagogical practices established in previous terms. The average instructor ratings increased to 4.40, well above the threshold; the core of this success was driven by the faculty's dedication. Instructors proved to be exceptionally reliable and ready to meet course objectives, demonstrating a deep commitment to high-quality delivery. The instructional approach blended traditional and modern techniques, primarily utilizing live lectures enriched by flipped classroom elements. To further support diverse learning needs, all lecture materials were archived and made available for download,
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	allowing students the flexibility to review the content whenever necessary. To further energize the classroom environment, instructors integrated interactive, game-based platforms like Kahoot! A tool that transformed review sessions into engaging, competitive learning experiences that bolstered student retention. Beyond the classroom, faculty remained highly accessible, offering a robust support system through multiple communication channels. Instructors were consistently available to provide tutoring, clarify complex topics, and address individual student concerns. This support was delivered through a flexible mix of in-person appointments, Microsoft Teams meetings, and email correspondence. To ensure students always knew where to turn for help, contact information and office hours were proactively shared during orientation and remained clearly posted on the semester schedule and Teams platforms throughout the year. <u>Identify items requiring action:</u> All items of valuation were above the threshold. <u>Identify student evaluation comments requiring attention:</u> The only comment stated for this course identified it as “good.” <u>Quality improvement needs:</u> No comments
Plans For Improvement	The Semester 3 faculty maintain a steadfast dedication to student success, positioning themselves as accessible mentors throughout the academic journey. To ensure no student is left behind, the team remains fully available to provide personalized tutoring, clarify complex subject matter, and proactively address any concerns that may arise. This commitment to excellence is reinforced by the strategic use of academic resources; faculty consistently leverage modern teaching tools and encourage students to engage deeply with e-book study guides to reinforce their understanding. Ultimately, the faculty’s primary mission remains the fulfillment of course objectives, ensuring every student is equipped to meet and exceed their intended learning outcomes.
Re-evaluation Due Date	Spring 2026
Suggestions For Change in SLO and Rationale	None



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Additional Comments	None
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