



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N231

DATE: 06/11/2026

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, each worth 30% and one worth 35%. - 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>04/06-05/18/2026</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 microphones. 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>59</u> students enrolled <u>49</u> students completed <u>49</u> students passed <u>83.05%</u> students passed (%) <u>8</u> students withdrawn <u>2</u> students failed Course Attrition: <u>10</u> students attrited <u>16.94%</u> students attrited (%) Course: <u>4.33</u> course evaluation rating <u>4.46</u> average instructor rating <u>4.33</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, 49 out of 51 students were successful in the course. The following numbers are a breakdown of grades: A-2 students (4.08%) B-24 students (48.97%) C-23 students (46.93%) D-2 students (4.08%) W/D-8 students <u>Course performance:</u> The Spring 2026 semester marked a high point for the academic course, defined by a wave of consistency and growth. By doubling down on the effective teaching practices of previous terms, the course saw its global index score climb to 4.33, a trajectory mirrored by student course evaluations, which rose to the same score. At the heart of this success were dedicated faculty. Driven by a commitment to education, instructors consistently exceeded baseline thresholds, earning an outstanding average rating of 4.46 while
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	proving themselves both reliable and ready to meet course objectives. In the classroom, faculty brought the curriculum to life by blending traditional lectures with modern, dynamic techniques. They embraced a flipped classroom model to encourage active participation. Recognizing that students learn at different paces, the faculty posts all lecture materials for download, giving students the flexibility to review complex content whenever they need it. This care for the student experience extended beyond the classroom walls. Faculty built a highly accessible support system, making themselves available for tutoring, clarifying tough concepts, and addressing individual concerns. Whether students preferred the personal touch of an in-person appointment, the convenience of a Microsoft Teams meeting, or a quick email exchange, help was always within reach. To remove any guesswork, instructors proactively shared their contact information and office hours during orientation and kept them prominently displayed on the semester schedule and Teams platforms all year long, ensuring no student was ever left wondering where to turn for guidance. <u>Identify student evaluation comments requiring attention:</u> Feedback on the course was sparse, with only a single student offering a tangible opinion: they suggested shifting the pharmacology course to the very beginning of the semester rather than leaving it for the end. <u>Quality improvement needs:</u> Faculty reviewed moving pharmacology earlier in the semester. The current sequence is intentional, as foundational concepts—including the role of the psychiatric nurse and mental health assessment—are taught first to provide the necessary context for understanding psychopharmacology. Therefore, no curricular changes are recommended at this time.
Plans For Improvement	Semester 3 faculty are deeply committed to student success, serving as approachable mentors throughout the academic journey. To ensure every student thrives, the team is readily available to offer personalized tutoring, clarify complex topics, and proactively resolve any concerns. This dedication is backed by the strategic integration of modern teaching tools and interactive e-books.



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	Ultimately, the faculty's core mission is to help students master course objectives and exceed their learning outcomes.
Re-evaluation Due Date	Fall 2026
Suggestions For Change in SLO and Rationale	None
Additional Comments	None

Contributors:

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