



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N232

DATE: 11/21/2025

REPORT SUBMITTED BY: Grace Escudero TITLE: Semester 3 Coordinator

Section One: SLO and Assessment Method

COURSE (S)	Nursing 232: Specialized Nursing Role
Student Learning Outcomes	N232 Students competently identify the application, implementation, and analysis of the principles of goal-oriented communication needed to establish professional and therapeutic relationships in advocate for culturally diverse individuals, families and groups in specialized settings.
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 3: Incorporate a legal/ethical approach in dealing with the community through the acceptance of diverse philosophical, cultural, and religious beliefs, and the application of cultural sensitivity, which prepares the students to live and work in a multicultural and global environment.
Correlated Student Learning Outcomes: College (SLOC)	Students: SLOC1: Possess knowledge and life skills necessary to provide safe, effective and efficient care, which enables them to adapt to living and working in a multicultural environment and provide health maintenance and promotion in a global context. SLOC 2: Utilize critical thinking, problem-solving skills, and evidence-based strategies in effectively communicating and collaborating with others to promote and maintain optimal health in their area of practice.
Correlated Student Learning Outcomes: Program (SLOP)	Students: SLOP 1: Develop essential competencies of a beginning practitioner in the provision and management of care for professional licensure.
Method of Assessment	Students attain an overall cumulative score of 70% or higher on exams. Exams concepts relate to legal/ethical issues, regulatory agencies and end of life issues in nursing practice. A passing score indicates attainment of the student learning outcome. Testing consists of 3 exams: #1 and #2 are 35% and exam #3 is 30%.



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	Performance Indicators: - The student course survey threshold average score of 3.5 or higher. - Institutional effectiveness indicator II.B: Nursing course pass 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>August 18, 2025 – October 6, 2025</u>
Required Resources	Testing and Grading software, Survey software and supplies, OMR Scanner, Large Classrooms, Photocopier, Clerical Support, IT Support, Technological equipment; computers, LCD, Laptops, ERC educational software, online conductivity to current Learning Management System & Surface Pros, e-book access.

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 results - Student Status Report
Analysis Of Data Report	Students: <u>51</u> students enrolled <u>49</u> students completed <u>49</u> students passed <u>96</u> students passed (%) <u>2</u> students withdrawn <u>0</u> students failed Course Attrition: <u>2</u> students attrited <u>3.92</u> students attrited (%) Course:



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	<u>4.29</u> course evaluation rating <u>4.40</u> average instructor rating <u>4.29</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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Additional Comments	None																													



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Section Three: Evaluation/Improvement/Revaluation of Outcomes Cycle

Evaluation Findings	<u>Student Performance:</u> Out of 51 students enrolled in the course, 49 passed. Two students academically withdrew. This is the breakdown of the class grades: • 1 student scored an “A” (1.96%) • 40 students scored a “B” (78.43%) • 8 students scored a “C” (15.68%) • 2 students were withdrawn (3.92%) <u>Course performance:</u> The course is currently rated at 4.29 but remains above the threshold of 3.5. This threshold has increased from the previous 3.66. Overall, 1 student attained an average grade of “A,” with 40 receiving a “B” and 8 receiving a “C.” Semester 3 continuously delivers content that meets CONAH’s current objectives and mandates, done through use of PowerPoints and in-person Case Studies. For Fall 2025, Covid face mask precautions will remain optional for those students who want to continue to wear them. <u>Identify items requiring action:</u> All items maintained above the 3.5 threshold. No action required. <u>Identify student evaluation comments requiring attention:</u> There are 5 negative comments being addressed below: 1. The lectures are insufficient as the material did not follow the book and at times was contradicting. 2. Lecture recording was not helpful due to instructor being soft spoken, explanations unclear, did not always directly answer questions. 3. Tutoring unavailable and learning class material heavily dependent on external sources not provided by program. 4. Some lectures felt disorganized: specifically, the nursing role for families lecture. It was very hard to define what was important in that lecture. 5. When I emailed instructor regarding questions on their material in class, I did not receive a response. <u>Quality improvement needs:</u> 1. Instructors revise their lecture materials regularly, ensuring demonstrable alignment between the course syllabus, the required textbook, lecture content and stated learning outcomes. Peer reviews are also done to evaluate the clarity, organization, and coherence of their lecture delivery in real time.
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	2. Soft-spoken instructors are required to consistently use a dedicated microphone (e.g., lapel or headset mic), and recording levels will be monitored to ensure the audio is captured at an appropriate, audible volume for all students, particularly in recordings. Instructors are trained on techniques for actively listening to student questions and providing direct, comprehensive, and focused answers before elaborating or moving to the next topic. 3. Lecturing faculty continue to make themselves available for students via email, office hours, and Teams to meet with students to review concepts. Faculty contact information is available on the class schedule, PowerPoints, and the school's main lobby. Students were made aware of faculty availability in course orientation and with each lecture. 4. Slides are intentionally designed as a visual framework or outline for key concepts, rather than as exhaustive notes. During the lecture and discussion, instructors elaborate on the slide content, provide real-world examples, facilitate critical thinking, and answer questions. Our nursing program has made a deliberate and evidence-informed decision to limit the level of detail provided in the lecture slides and provide the content outlines in the syllabi. Lecture presentations represent key concepts of the reading material. 5. Lecturing faculty continue to make themselves available for students via email, office hours, and Teams to meet with students to review concepts. Students are encouraged to contact faculty as needed. Students are informed it is possible that they may not receive an immediate response for communications after hours, and faculty will reply upon their return to work. Students are encouraged to call the semester coordinator if faculty are not responding to emails.
Plans for Improvement (Future)	Faculty will continue to use MS Teams to provide all students with course materials: using weekly handouts, syllabus, and any other documents for each course. Faculty will continue to focus on course objectives to support student success within the course. In the classroom setting, face mask covers remain a personal choice in adhering to COVID-19 protocols. Faculty will continue to flip their classroom, post lectures, and use electronic resources (e.g., Kahoot) to engage students and utilize case studies as needed during the lecture time to enhance learning.
Re-evaluation Due Date	Spring 2026



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Suggestions For Change in SLO and Rationale	None
Additional Comments	N/A

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