



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N233

DATE: __06/16/2026__

REPORT SUBMITTED BY: G. Escudero TITLE: Coordinator

SEMESTER 3

Section One: SLO and Assessment Method

COURSE (S)	Nursing 233: Intermediate Medical/Surgical & Psychiatric Nursing
Student Learning Outcomes	N233 Students competently identify the application, implementation and analysis of appropriate medical-surgical interventions needed to provide care to clients with acute and complex health problems in the acute, ambulatory, and psychiatric care settings through critical thinking and professional nursing judgment in collaboration with the health care team.
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
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.
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 relate to psychosocial adaptations, oxygenation, acid-base imbalance and tissue perfusion utilizing the Nursing Process, Collaboration, Accountability, Communication, Education, Decision-making and Sociocultural Sensitivity. A passing score indicates attainment of the student learning outcome. Testing consists of: • 4 exams, each worth 22% of the grade • 2 quizzes, each worth 8% of the grade • 4 Pass Point quizzes each worth 1%



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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 success 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: 01/12/2026-04/30/2026
Required Resources	Hybrid distance learning environment with synchronous and asynchronous delivery methods, testing, grading, and survey software, OMR scanner, large classrooms, microphone, photocopier, printer, clerical support, IT support. Technology equipment: computers, LCD, overhead projector, laptops. ERC educational software, videos, DVDs, nursing journals, and books conducive to current Learning Management System, Surface Pros, IT posting to school website, 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: _____ 59 students enrolled _____ 49 students completed _____ 49 students passed _____ 83.05% students passed (%) _____ 5 students withdrawn _____ 5 students failed Course Attrition: _____ 10 students attrited _____ 16.95% students attrited (%) Course: _____ 4.33 course evaluation rating _____ 4.33 overall rating (Global Index) _____ 0 petition filed _____ 0 petition advanced to grievance



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	☐ <u>No</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	0	
	4.0 – 4.4	3	100%
	3.5 – 3.9	0	
	3.0 – 3.4	0	
	2.0 – 2.9	0	
	1.0 – 1.9	0	
	Total # Items 3	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> Out of 59 students in the course, 49 completed the course: 49 students passed with 83.05% pass rate. A = 0 (0%) B = 12 (24.49%) C = 37 (75.51%) ----- F=5 W=5 <u>Course performance:</u> The overall course rating for spring 2026 is 4.33, the global index is 4.33, and the overall instructor rating is 4.46. No petition was filed this semester. Course Instructor rating meets and exceeds the 3.5 threshold. <u>Identify items requiring action:</u> The programmatic metrics—specifically the 16.95% attrition rate (target < 15%) and the 83.05% course pass rate (target > 85%)—require targeted intervention strategy planning. <u>Identify student evaluation comments requiring attention:</u> Areas for Focus: A group of students felt the assignment workload was heavy and requested additional visual aids/video integration for complex lectures. <u>Overall Course Strengths Highlighted by Students:</u> Strengths: Instructors' passion, real-world experience, group worksheets, and case studies were highly praised. <u>Comments needed attention:</u>
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	• "Found YouTube videos more useful in explaining information given in lecture" • "I find the group in-class assignments, YouTube videos, personal experiences, and case studies to be very helpful." • "The group worksheets are very helpful in understanding disease processes and identifying areas of weakness." • "Too many assignments."
Plans for Improvement	<u>Quality improvement needs:</u> • Multimedia Integration: Incorporate carefully selected, well-vetted visual and multimedia resources (such as relevant online videos) to reinforce complex lecture concepts. These will serve as quality supplements to complement—not replace—standard instructional readings and faculty lectures. • Active Learning Expansion: Continue integrating active learning strategies, clinical case studies, and additional visual aids into class structures to boost student engagement, critical thinking, and real-world application. • Collaborative Activities: Maintain the use of interactive, concept-based group worksheets. These tools help strengthen students' clinical reasoning, track comprehension, and pinpoint specific topics requiring remedial attention. • Workload Optimization: Continuously monitor and balance assignment volume and scheduling. This ensures that all required student tasks remain purposeful, supportive of learning, and tightly aligned with course objectives and students' learning outcomes while fulfilling program and institutional accreditation standards.
Re-evaluation Due Date	Fall 2026
Suggestions for Change in SLO and Rationale	None
Additional Comments	None

Contributors:

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