



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N233L

DATE: 05/21/2026

REPORT SUBMITTED BY: Grace Escudero

TITLE: Semester 3 Coordinator

SEMESTER 3

Section One: SLO and Assessment Method

COURSE (S)	Nursing 233L: Intermediate Medical-Surgical & Psychiatric Nursing Clinical
Student Learning Outcomes	Students incorporate concepts of professional role development through collaboration with members of the multidisciplinary health team in planning and providing safe care for individuals, families and groups with mental health problems, utilizing the nursing process, critical thinking, and therapeutic communication techniques in acute care, psychiatric, and ambulatory care settings.
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 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. 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.

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Method of Assessment	Students' achievement of all Clinical Performance Evaluation criteria listed below indicates attainment of the student learning outcome: • Complete clinical worksheet/concept map by 0700 each clinical day. • Receive a grade of satisfactory on: ○ Nursing Care plan & Reflection Paper ○ PassPoint Competency ○ Psychomotor Competency ○ Written Competency ○ Psychiatric Case Presentation ○ Process recording following guidelines provided ○ Formal Teaching Project • Research medications and present findings to instructor and/or clinical group for all rotations. • Complete research on a mental health support group and complete a report on the observation/research. • Complete written documents and participate in discussion regarding: ○ Legal and regulatory policies during clinical post conference ○ Research on the LAC Mental Health Court system in post conference ○ Research on NAMI/SAMHSA in post conference ○ The communication process of the family and group during clinical post conference ○ Cultural differences in health care • Perform a satisfactory physical assessment within the first 2 weeks of the Medical/Surgical rotation. • Satisfactorily provide care to 2 to 3 patients in the Medical Surgical rotation. • Absences not exceeding: Three clinical days (1 per rotation) and four hours of clinical laboratory time (2 days). • Receive a score of 85% or greater in the Drug Dosage Calculation Competency <u>Performance Indicators:</u> • The student course survey threshold average score of 3.5 or higher. • Institutional Effectiveness indicator course pass rate of 85%.
Data Collection Schedule	Period: <u>01/19/2026-05/22/2026</u>
Required Resources	Testing, grading, survey software, large classrooms, conference rooms, computer labs, photocopier, clerical support, IT support, distance education, vSIMS, and eBooks. Technology equipment: computers, LCD, laptops, projectors, portable microphone, ERC educational software, clinical site and simulation/skills laboratory, MS Teams, MS Surface Pros, e-book access. Supplies for psychomotor skills for lab conferences and competencies for students and faculty.

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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 • Attendance Sheet • Student status report • Clinical Performance Evaluation Tool summary • Clinical Site Evaluation Tools																								
Analysis Of Data Report	Students: <u>59</u> students enrolled <u>49</u> students completed <u>49</u> students passed <u>83 %</u> students passed (%) <u>8</u> students withdrawn <u>2</u> students failed Course Attrition: <u>10</u> students attrited <u>16.9 %</u> students attrited (%) Course: <u>4.44</u> course evaluation rating <u>4.46</u> average instructor rating <u>4.46</u> overall rating (Global Index) <u>1</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) <table border="1"> <thead> <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> </thead> <tbody> <tr> <td>4.5 – 5.0</td><td>0</td><td></td></tr> <tr> <td>4.0 – 4.4</td><td>12</td><td>100</td></tr> <tr> <td>3.5 – 3.9</td><td>0</td><td></td></tr> <tr> <td>3.0 – 3.4</td><td>0</td><td></td></tr> <tr> <td>2.0 – 2.9</td><td>0</td><td></td></tr> <tr> <td>1.0 – 1.9</td><td>0</td><td></td></tr> <tr> <td>Total # Items</td><td>12</td><td>Total = 100%</td></tr> </tbody> </table>	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	12	100	3.5 – 3.9	0		3.0 – 3.4	0		2.0 – 2.9	0		1.0 – 1.9	0		Total # Items	12	Total = 100%
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	* Do not round up numbers		
Additional Comments	None		

Section Three: Evaluation/Improvement/Revaluation of Outcomes Cycle

Evaluation Findings	<u>Student Performance:</u> The pass rate was above the threshold of 3.5 with 49 students in completing the course, with 2 failures and 8 withdrawals in the course. No petitions were filed this semester. <u>Course performance:</u> The 49 students who passed completed all assignments and received a satisfactory grade for this course. One petition was granted by the administration for attendance. Teaching methodologies have been effective in meeting the objectives of the course. Faculty continues to strive to make the course organized in its content to the current theory courses. The semester utilized an online computer testing methodology (PassPoint Competency). This online exam took place in week 16 of the term and required the students to answer 120 questions within a three-hour window, striving to reach 70% of the questions correct. 56 students took the exam with the highest score was 81% and the lowest score was 49%. 15 students were able to reach a pass score of 70% or above, reflecting their ability to apply theories, concepts, and skills learned from semesters one through three. 37 students took retake exam #1 and 13 of the students were successful and reached 70%. 24 of the students who did not pass retake exam #1 were successful on their second attempt of the retake exam. Prior to this, students had 4 different online practice tests (30 questions each) with the same testing company. Students were provided with instructions on how to create their own practice quizzes with the same testing company to further enhance their familiarity and exposure to the testing platform. This was to allow the students' exposure to NCLEX Next Gen-type questions and format to familiarize them with this exam and question style. In addition, high-fidelity manikin simulated clinical experience (SCE) took place at varied times throughout the semester during the students' medical/surgical rotations in a student-friendly, clinically safe learning environment of the Simulation Laboratory on the college campus. Small student groups and a short scenario enhanced active student participation. The clinical day included a pre-brief, the simulated clinical experience, and a student-driven, faculty-supported debrief of the experience. Students had the opportunity to practice their skills in the skills laboratory while they awaited their turn for the simulated experience and had to complete a Peer Evaluation Checklist on each of the 3rd semester skills. The feedback for the simulated clinical experience (SCE) was overall positive, and the average was 4.37, with students stating it helped them with clinical judgment and helped them understand critical clinical scenarios.
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	<u>Identify items requiring action:</u> None <u>Identify student evaluation comments requiring attention:</u> 1. There was one comment stating, "written competency was unclear." <u>Quality improvement needs:</u> 1. Faculty plans to utilize the Q&A session the week before the examination to explicitly clarify the structure and scope of the assessment without disclosing specific exam content. Faculty will brief the students on the overall layout of the test, explaining that the examination is built around a comprehensive clinical scenario mirroring the direct patient care experiences they encounter in their actual clinical rotations. Faculty will guide them on how to navigate the test structure, explicitly explaining how to distinguish between questions tied directly to that active patient scenario and any interspersed general knowledge items. By establishing these clear expectations and explaining the contextual framework of the evaluation ahead of time, faculty aims to eliminate instructional ambiguity and reduce test anxiety before students sit for the competency.
Plans For Improvement	1. Faculty will uphold the course SLO by utilizing the nursing process, critical thinking & therapeutic communication in all rotations. Skills lab courses will continue to be done in person for Fall 2026. Faculty will continue to use MS Teams as an effective communication method with students. The semester will continue to make sure all students have a complete Skills Bag for the 3rd semester skills in orientation. The semester will have 1-hour appointments for students to complete their psychomotor skills competency in the Skills Lab. In addition, students will be required to complete a minimum of six (6) hours of skills laboratory time and complete a peer check off checklist. This requirement is implemented to ensure students develop and refine essential practical skills, ultimately leading to improved competency.
Re-evaluation Due Date	Fall 2026
Suggestions For Change in SLO and Rationale	None
Additional Comments	None



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