



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N242

DATE: June 24, 2026

REPORT SUBMITTED BY: Frances Cervantes TITLE: Nursing Instructor

SEMESTER 4

Section One: SLO and Assessment Method

COURSE (S)	N242: Nursing Role in Leadership, Management, Current Issues, and Gerontology Nursing
Student Learning Outcomes	Students competently identify the implementation and analysis of nursing responsibility, accountability, and the integration of leadership principles and management strategies needed to direct high-quality client care in diverse community and acute care settings with focus on the elderly.
Incorporation of General Education Student Learning Outcomes (SLOGE)	Students: SLOGE 1: Apply critical thinking to communicate effectively, collaborate with others, and demonstrate the 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 others 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.
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. SLOP 2: Demonstrate professional responsibility and accountability for quality nursing care.



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	SLOP 3: Adhere to ethical and legal standards and promote a positive image of professional nursing.
Method of Assessment	Students are to attain a cumulative score of 70% or higher. The course test concepts shall be related to leadership and management principles, professional issues, caring for culturally diverse community aggregates, federal and healthcare regulations, and accreditation systems. A passing score indicates attainment of the student learning outcome. Summative assessment consists of: exams: 3 exams – - Exam #1 worth 33% - Exam #2 worth 33 % - Exam #3 worth 34 % <u>Performance Indicators:</u> • 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: <u> SPRING 2026 </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 Connectivity to current Learning Management System & Microsoft Surface Pros, e-book access.

Section Two: Analysis of Assessment Results



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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 • Attendance sheet • Student Status Report																											
Analysis of Data Report	Students: <u>49</u> students enrolled <u>48</u> students completed <u>47</u> students passed <u>97.92</u> % students passed (%) <u>1</u> students withdrawn <u>1</u> students failed Course Attrition: <u>2</u> students attrited <u>4 .08%</u> students attrited (%) Course: <u>3.95</u> course evaluation rating <u>4.29</u> average instructor rating (<i>combined theory courses</i>) <u>3.95</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) <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></td><td></td></tr> <tr> <td>4.0 – 4.4</td><td>1</td><td>33.33</td></tr> <tr> <td>3.5 – 3.9</td><td>2</td><td>66.67</td></tr> <tr> <td>3.0 – 3.4</td><td></td><td></td></tr> <tr> <td>2.0 – 2.9</td><td></td><td></td></tr> <tr> <td>1.0 – 1.9</td><td></td><td></td></tr> <tr> <td>Total # Items</td><td>3</td><td>Total = 100%</td></tr> <tr> <td>* Do not round up numbers</td><td></td><td></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			4.0 – 4.4	1	33.33	3.5 – 3.9	2	66.67	3.0 – 3.4			2.0 – 2.9			1.0 – 1.9			Total # Items	3	Total = 100%	* Do not round up numbers		
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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> One student withdrawn from the course for medical leave of absence. The following demonstrates the students' achievement in the course: ➤ 0 students achieved an A (0%) ➤ 18 students achieved a B (36.74%) ➤ 30 students achieved a C (61.22%) ➤ 1 student achieved an F (2.04%) <u>Course performance:</u> The course is currently rated at 3.95 and remains above the 3.5 threshold. This threshold has significantly decreased from the previous 4.12 rating. Like the Fall 2025 term, this term again has a semester comprised of three full-time faculty. Faculty from Student Support Services assisted in the lecture presentation to the students. Students received an adequate orientation on the first day of the course with an overview of the syllabus, reviewing course objectives, methods of assessment, and the schedule. Semester Four faculty continues to deliver content via in-person PowerPoint presentations and case studies. Two comments provide positivity to the course: “good” and “least favorite class but the instructors made it bearable!”. <u>Identify items requiring action:</u> All Items above the threshold <u>Identify student evaluation comments requiring attention:</u> 1. One comment addresses test item structure and the student's need to interpret the question to understand what the question is asking. 2. One comment identified students' use of AI to generate quizzes to study. 3. One comment suggests more emphasis in the lecture about diversity, equity, and inclusion (DEI), health disparities, and the dismantling of protective laws.
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Plans for Improvement	1. Faculty will continue to review test items to ensure that test items are written clearly. Faculty will continue to encourage students to utilize alternative online learning methods to familiarize themselves, develop their test-taking strategy, and meet with a college tutor as needed for concept review. 2. Artificial intelligence (AI), when utilized correctly, offers an opportunity to promote recollection of learned concepts while also supporting effective retention. Faculty will continue to support students in their appropriate use of AI to enhance student learning 3. Faculty recognize and acknowledge that topics of DEI, health disparities, and the status of protective laws are important components in nursing practice. Faculty will continue to ensure its incorporation into our lecture presentations and discussions.
Re-evaluation Due Date	FALL 2026
Suggestions for Change in SLO and Rationale	Change Methods of Assessment on page 2 as follows: - Remove Group Presentations - Modify exam breakdown to Exam #1 worth 33%, Exam #2 worth 33%, and Exam #3 worth 34%.
Additional Comments	• The Methods of Assessment were updated - Group presentations assignment was removed from this course and integrated into the N243L course. • The average instructor rating includes both theory courses, while instructors are evaluated individually based on their lectured content.

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