



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N243

DATE: 06/18/26

REPORT SUBMITTED BY: K. Magsayo, MSN, RN TITLE: Nursing Instructor

SEMESTER 4

Section One: SLO and Assessment Method

COURSE (S)	Nursing 243: Advanced Medical Surgical and Gerontological Nursing
Student Learning Outcomes	Students competently identify the implementation, analysis, and integration of advanced medical/surgical and gerontological nursing care principles needed in managing the care of clients in situations involving multi system health problems within various healthcare 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
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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Method of Assessment	Students attain an overall cumulative score of 70% or higher on exams and quizzes. Exams and quizzes test concepts related to protection, digestion nutrition, elimination, mobility, sensation and cognition utilizing the Nursing Process, Communication, Education, Decision making, and Socio-cultural sensitivity. A passing score indicates attainment of the student learning outcome. Testing consists of: - 3 exams, each worth 20% of the grade. - Cumulative final exam worth 30% of the grade - 4 quizzes each worth 2.5% 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 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.

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
Analysis Of Data Report	Students:



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	<u>49</u> students enrolled <u>47</u> students completed <u>43</u> students passed <u>91.49%</u> students passed (%) <u>2</u> students withdrawn <u>4</u> students failed Course Attrition: <u>6</u> students attrited <u>12.24%</u> students attrited (%) Course: <u>4.12</u> course evaluation rating <u>4.29</u> average instructor rating (<i>combined theory courses</i>) <u>4.27</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>3</td><td>100</td></tr> <tr> <td>3.5 – 3.9</td><td></td><td></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>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	3	100	3.5 – 3.9			3.0 – 3.4			2.0 – 2.9			1.0 – 1.9			Total # Items	3	100	* Do not round up numbers		
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Section Three: Evaluation/Improvement/Revaluation of Outcomes Cycle Evaluation Findings	<u>Student Performance:</u> A total of 49 students enrolled in the course: • At midterm, eleven (11) students were identified at risk for failing to achieve a cumulative score of 70%. A Plan for Success was implemented. The students were instructed to review the tests and to attend tutoring. In addition, the students were instructed to contact the lecturer to clarify any course content from the lecture. • 7 students achieved a “B” grade (14.29 %) • 38 students achieved a “C” grade (77.55%) • 3 students achieved a “D” grade (6.12%) • 1 student achieved an “F” grade (2.04%) <u>Course performance:</u> The Fall average course rating was 4.12, which exceeded the established threshold and showed improvement compared to Fall 2025. During the spring, semester, 4 managed with only three full-time faculty members. The faculty was able to maintain the semester and took on additional responsibilities as well as new lecture content. Semester 4 is currently under the direct supervision of the Program Director, who is also serving as the interim Semester 4 Coordinator. Throughout the semester, all faculty members worked together to review newly assigned lecture material and diligently reviewed test items to ensure alignment with lecture content and assigned readings. The 4th semester faculty worked to maintain consistency and support student learning. In addition, faculty from other areas of the college took on extra duties by assisting with lectures, providing support that helped ensure a positive learning environment. <u>Identify student evaluation comments requiring attention:</u> Student comment: “The course objectives were broad, and there was a lot of content, which became challenging to manage. It would be nice to have additional study time between Nursing Role and Medical-Surgical content to have time to learn the content. The clarity of some exam questions and some questions were difficult to interpret. The process of requesting review or clarification on exam items was frustrating.”
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	“Some students commented on the clarity of some of the lecture’s content, and the course objectives were broad, and there was a lot of content”
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Plans For Improvement	• Faculty will continue to encourage students to do assigned reading, review presentations, and complete modules before attending class, so they are familiar with the material before class to avoid becoming overwhelmed with information. • Students are encouraged to reach out to the lecturer to clarify content from the lecture. • Faculty will continue to review course objectives for clarity. • Faculty will continue to review exams for question clarity, alignment with course content, and fairness. • Faculty will continue to polish the delivery of new lectures to ensure clarity, alignment with course objectives, and better support student learning.
Re-evaluation Due Date	Fall 2026
Suggestions For Change in SLO and Rationale	None
Additional Comments	The average instructor rating includes both theory courses, while instructors are evaluated individually based on their lectured content.

Contributors:

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M. Gonzales, Ph. D., RN – Interim Semester Coordinator

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