



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N243L

DATE: February 4, 2026

REPORT SUBMITTED BY: M. Gonzales/N. Renteria

TITLE: Interim Semester 4 Coordinator/Clinical Instructor

SEMESTER 4

Section One: SLO and Assessment Method

Course(s)	Nursing 243L: Advanced Medical Surgical & Gerontological Nursing Clinical
Student Learning Outcomes	Students incorporate sound leadership principles according to the standards of competent performance in planning, managing, and delivering health care using a collaborative interdisciplinary approach including delegation and supervision of nursing care being delivered by others in a diverse healthcare setting.
Incorporation of General Education Student Learning Outcomes (SLOGE)	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)	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	Student achievement of all the clinical Performance Evaluation criteria listed below indicates attainment of the student learning outcomes: • Satisfactory grade on: - One Nursing Care Plan - Resume and cover letter - Assignment-making sheet - Conflict Assignment - Geriatric Care Plan for a well, elderly person - Windshield Survey of the community - Leadership experience: Team Leader for 3-5 students and completion of an Assignment sheet, Audit form, and Summary of the experience - Written documentation of participation in Health Fair or other approved community activity • Participation in all clinical case studies • Participation in cognitive/psychomotor skills: ~ Mock code ~ Ventilator • Presentation of political-societal issue among the geriatric population • Daily oral reports • Electronic Health Record documentation • Satisfactory completion of Clinical Worksheets/Concept Maps • Satisfactory care of at least 3 patients in the clinical setting • Mandatory attendance of clinical laboratory conferences • Score of 70% or greater in the written Clinical Competency examination • Score of 85% or greater on the Drug Dosage Calculation Competency • Mastery level of 8 in NCLEX PassPoint Computer Adaptive Examination • Absences of no more than 3 clinical days • Tardies no more than 3 occasions • Satisfactory achievement on Clinical Performance Evaluation <u>Performance Indicators:</u> • Student course survey threshold average score of 3.5 or higher • Institutional effectiveness (IE) indicator II.B: Nursing course pass rate of 85% • IE indicator II.E: Student Attrition/class less than 15% • IE indicator II.P: SON Petition and Grievances less than 5%
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Data Collection Schedule	Period: <u>Fall</u> Academic year <u>2025-2026</u>
Required Resources	Testing, grading, and survey software; OMR scanner; large classrooms and conference rooms; computer labs; photocopier; tables/student desks; and clerical support. <u>Technology</u> : IT support, computers, Internet, Wi-Fi, laptops, extension cords, and wireless microphone. ERC educational software. Clinical sites, skills and simulation laboratories, crash cart, Wi-Fi simulators, two resuscitative manikins, and ACLS related equipment, video equipment, and defibrillator.

Section Two: Analysis of Assessment Results

Outcomes Evaluation Method	Select all that apply: ☒ Formative Evaluation ☒ Summative ☒ Direct Evidence ☒ Indirect Evidence ☒ Quantitative ☒ Qualitative
Evaluation Tools	• Student grade sheet • Student course evaluation results • Attendance sheet • Student Status Reports



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Analysis of Data Report	Students:																												
	<u>50</u>	students enrolled.																											
	<u>49</u>	students completed.																											
	<u>49</u>	students passed.																											
	<u>100%</u>	students passed (%)																											
	<u>1</u>	students withdrawn/Incomplete.																											
	<u>0</u>	students failed.																											
	Course Attrition:																												
	<u>1</u>	students attrited																											
	<u>2%</u>	students attrited (%)																											
Course: <i>Course survey was missed/not conducted this semester.</i>																													
<u>-</u>	course evaluation rating																												
<u>4.85</u>	average instructor rating																												
<u>-</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>-</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></td> <td></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 = 6</td> <td></td> <td>Total = N/A</td> </tr> <tr> <td>*Do not round up</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			3.5 – 3.9			3.0 – 3.4			2.0 – 2.9			1.0 – 1.9			Total # Items = 6		Total = N/A	*Do not round up			
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Additional Comments	None																												

Section Three: Evaluation/Improvement/Revaluation of Outcomes Cycle

Evaluation of Findings	<u>Student Performance</u>
	Students received adequate orientation and ongoing guidance in the clinical setting. Consistent with trends observed in previous semesters, students require time to adjust to the increased expectations of Semester 4 clinical. Some students experienced



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challenges related to safe medication administration, clinical reasoning, clinical judgment, prioritization, and application of basic or fundamental patient-care concepts.

Through timely faculty support, tutoring, and remediation, all students, including five (5) who were placed on clinical warning, were able to demonstrate improvement and successfully pass the course.

Course performance

Out of the 50 students enrolled in the course, one (1) student was withdrawn due to failure in the N243 course. Eight (8) students were unsuccessful on the first DDCC; all subsequently passed following remediation and retake. In addition, some students did not achieve a passing score on the first attempt of the Written Clinical Competency (2 failures) and the NCLEX PassPoint Computer Adaptive Examination (5 failures). After a group of faculty-led test review and tutoring, all students passed.

Identify Items Requiring Action – N/A

Identify Student Evaluation Comments Requiring Attention

- No formal data was available due to missed course survey administration this semester. Informally, students communicated to their instructors that the rigor of the program, particularly the level of preparation required for clinical practice and competencies, was stressful, especially toward the end of the semester. A small, focused group recommended incorporating a computer-adaptive PassPoint practice assessment before the actual computer-adaptive competency examination, rather than using the current three (3) quizzes for practice.
- Clinical Learning Environment: Students in one clinical group reported restricted access to computers at the nurses' station. This concern was addressed by faculty, and students were informed of the unit policy and rationale for restricting use to ensure availability for nursing and healthcare staff. This procedure is also observed in other units. Students were instructed to utilize the computers located in their assigned patient rooms for documentation.
- The same group also reported concerns regarding the behavior of the nurse manager, describing interactions as unsupportive and, at times, intimidating. See plans for improvement addressing this issue.



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Plans for Improvement	• Strengthening clinical communication and collaboration: Enhance communication and collaboration with nursing staff and clinical leaders to better support student learning in the clinical environment. Through positive professional relationships/collaboration, students will feel supported, psychologically safe, and encouraged to perform to their full potential in clinical practice. • Evaluate and utilize NCLEX PassPoint data: Continue to analyze NCLEX PassPoint data to determine whether the School of Nursing meets expected student learning achievement for End-of-Program Student Learning Outcomes (EPSLOs). Data analysis results for Fall 2025 are pending. Beginning Spring 2026, NCLEX PassPoint computer-adaptive practice will be implemented before the formal competency assessment to provide a realistic testing experience and support/improve student preparedness. • Enhance Written Clinical Competency Assessments: Conduct periodic review and revision of Written Clinical Competency case scenarios and assessment items to more accurately evaluate students' clinical judgment, prioritization, appropriate interventions, and leadership and management in the clinical setting. • Implement Student-Led Skills Refresher: Develop and implement a student-led Skills Refresher designed to prepare graduating students to integrate previously learned knowledge and psychomotor skills and to practice procedures that may not be routinely encountered in clinical settings. These include, but are not limited to, Foley catheterization, nasogastric tube (NGT) insertion, tracheostomy care, suctioning, and central line care/dressing. The Skills Refresher will promote active student engagement, communication, and collaboration while reinforcing skills procedures, core concepts, safety measures, and clinical considerations applicable to professional practice (practice-readiness). Implementation is planned for Spring 2026.
Re-evaluation Due Date	Spring 2026
Suggestions for Change in SLO and Rationale	None
Additional Comments	Methods of Assessment will be reviewed and updated with the integration of the Student-Led Skills Refresher for Spring 2026.



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Contributors:

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