



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N243L

DATE: June 9, 2026

REPORT SUBMITTED BY: N. Renteria, MSN, RN

TITLE: 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: - 1 Nursing Care Plan - Resume and cover letter - Conflict Assignment - Operating Room and Acute Care Summaries - 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 Simulation ~ Skills Refresher Activities • Political-Societal Geriatric Group Presentation • 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%
Data Collection Schedule	Period: <u>Spring 2026</u>



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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.
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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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STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N243L

Analysis of Data Report	Students: <u>49</u> students enrolled. <u>43</u> students completed. <u>43</u> students passed. <u>100%</u> students passed (%) <u>6</u> students withdrawn/Incomplete. <u>0</u> students failed. Course Attrition: <u>6</u> students attrited <u>12.24%</u> students attrited (%) Course: <i>Course survey was missed/not conducted this semester.</i> <u>4.7</u> course evaluation rating <u>4.74</u> average instructor rating <u>4.75</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>10</td> <td>90.9</td> </tr> <tr> <td>4.0 – 4.4</td> <td>1</td> <td>9.1</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>11</td> <td>Total = 100</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	10	90.9	4.0 – 4.4	1	9.1	3.5 – 3.9			3.0 – 3.4			2.0 – 2.9			1.0 – 1.9			Total # Items =	11	Total = 100	*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> Consistent with every previous fourth semester, students require time to adapt to the significantly higher expectations of the Semester 4 clinical. Students demonstrated progressive development in leadership, delegation, clinical judgment, and prioritization throughout the semester. Three students required
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STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N243L

clinical warning and individualized remediation related to medication administration, clinical reasoning, and prioritization. Following targeted faculty coaching, tutoring, and supervised clinical practice, all students successfully demonstrated competency and met the clinical performance expectations for the course.

Course performance

Initial Enrollment: 49 students

Attrition (6 students total):

- 4 withdrawals due to N243 failure
- 1 withdrawal due to N242 failure
- 1 excused withdrawal
- Attrition rate of 12.24%

Seven students required remediation before successfully passing the Drug Dosage Calculation Competency, and five students required a second attempt to achieve the required NCLEX PassPoint mastery level of 8. Course evaluation benchmarks and institutional performance indicators were achieved.

Action Plan & Recommendations

1. Evaluate and Utilize NCLEX PassPoint Data

Data Analysis: Fall 2025 data showed 6 students failed to reach the required Level 8 mastery on their first attempt (scoring levels 6–7), but all passed on the second attempt. In response, the 4th-semester faculty implemented three practice tests for Spring 2026.

Outcomes: The intervention was effective. Spring 2026 data showed improvement, with only 5 students missing the first attempt passing score, all achieving a higher baseline (Level 7 mastery) than the previous cohort.

Plan: Maintain the PassPoint computer-adaptive practice schedule before formal competency testing to sustain student preparedness and simulate realistic testing conditions.

2. Enhance Written Clinical Competency Assessments

Plan: Conduct routine reviews and revisions of written clinical competency case scenarios. Focus on refining assessment items to more accurately measure clinical judgment, prioritization, appropriate interventions, and leadership/management skills.



Los Angeles County College of Nursing and Allied Health

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT SCHOOL OF NURSING: N243L

	3. Maintain Student-Led Clinical Skills Refresher Implementation: Following a successful Spring 2026 rollout, this refresher will become a permanent preparatory component for graduating students to bridge the gap between classroom learning and practice-readiness. Outcomes: Actively reinforces safety measures, peer collaboration, communication, and professional practice considerations. <u>Identify Items Requiring Action</u> – N/A <u>Identify Student Evaluation Comments Requiring Attention</u> 1. No comments were given 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. 2. Clinical Learning Environment: Students in one clinical group reported restricted access to college laptops.
Plans for Improvement	1. To minimize the stress due to competencies and other course requirements at the end of the semester, the Skills Refresher activity will be moved earlier in the semester. 2. This concern was addressed by faculty informing students of the rationales for restricting use. The college-wide laptop loan-to-student program has been paused due to HIPAA and cybersecurity concerns. Continuous Quality Improvement (CQI): Following data analysis and faculty feedback from the initial rollout, the evaluation rubric has been refined to streamline the grading process, reduce variability, and provide clear benchmarks for student performance. Future iterations will utilize this optimized rubric to evaluate student competency and maintain high standards of practice-readiness. The rubrics have been reviewed and revised, including the Skills Refresher, and continuing PassPoint competency practice.
Re-evaluation Due Date	Fall 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.



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Contributors:

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