

# Luna Community College

## Improving Student Learning



## Fall 2011 Report



## Forward

In 2009, Luna Community College took a progressive approach to student learning with a reorganization of learning goals for all programs of study and implementation of an institutional assessment plan. In addition, LCC recognized a need for a standard syllabi with a focus on student learning outcomes and methods to measure those outcomes.

In the Spring of 2010, LCC identified a further commitment to assessment by requiring academic departments to be integrated into the assessment process; therefore, it was determined that all departments participate in semester assessment reporting. The department director along with the faculty conduct the process. The purpose is to provide a baseline for future improvements, not only for improving student learning but for program quality, curriculum improvements and instructional delivery.

This fall 2011 report on Improving Student Learning is a testimony to LCC's commitment to assessment.

Vidal Martinez, Ed.D.  
Vice President for Instruction  
Luna Community College

December 16, 2011

## **LCC's Principles of Assessment**

- Assessment must continuously improve student learning at Luna Community College.
- Assessment is an extension to the needs and attention of students at Luna Community College.
- Assessment is ongoing at Luna Community College.
- Assessment activities must be useful to the individuals that conduct them, to programs, and to Luna Community College.

## **LCC's Assessment Plan**

All course offerings, including degree and certificate programs, at Luna Community College are required to follow the four step assessment process. They include:

- A list of expected learning outcomes
- Assessment tools that directly measure those learning outcomes
- The results of the data, and
- How the data will be used to improve student learning

## Luna Community College: Improving Student Learning – Fall 2011 Report

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**Department of Business and Professional Studies**  
**Assessment Report**  
**MGMT 218: Principles of Small Business Management**  
**ITV course**

Prepared by Lea Midkiff, Adjunct Faculty  
Fall 2011

**PURPOSE**

The purpose of this report is to evaluate student performance in the Principles of Small Business Management (MGMT 218) class in the Fall of 2011. To determine the effectiveness of the course, the analysis will be based on student achievement and mastery of the course competencies and learning objectives.

**BACKGROUND**

The Principles of Small Business Management course (MGMT 218) provides students with extensive knowledge of the steps needed to start and run a small business. Topics include; entrepreneurial opportunities, preparing the business plan, marketing and managing small business operations, financial and administrative controls, and social and legal environment. Students will gain knowledge, as well as utilize prior skills and knowledge, in the areas of financial management, concepts in marketing, computer applications, human resource management and ethical procedures in management.

**CORE COMPETENCIES AND LEARNING OBJECTIVES**

Core Competencies:

1. Demonstrate the importance of a business plan for small businesses
2. Demonstrate and utilize all elements in a business plan
3. Identify business opportunities in starting, operating, and maintaining a business
4. Recognize the importance of customer service

Learning Objectives: Upon successful completion of the course with a "C" or better the student will be able to:

1. Develop a new venture business plan
2. Explore opportunities that exist between a sole proprietorship, partnership, and corporation
3. Create, modify, and evaluate the management plan
4. Create, modify, and evaluate the operations plan
5. Create, modify, and evaluate the effectiveness of the marketing plan
6. Forecast Revenues and expenditures
7. Obtain financing for the business

## STRATEGIES AND ASSESSMENT METHODS

The measurable learning outcomes monitor and assess student progress in achieving proficiency in core competencies. The following are:

1. (3) Quizzes – allow students to demonstrate the level of understanding the students possess.
2. (15) Written assignments – monitor the students’ reading and comprehension of the current information.
3. In-class discussion – questions and insight the students offer, allow thought processes and analytical conclusions to be drawn. Grades for discussion were minimally subjective, as grades were based on how closely verbal answers matched what was written in the textbook.
4. Midterm Exam and Business Plan Outline
5. Pre-and Post tests
6. Final Exam. Business Plan Presentation, oral and written submission.

## BASIS FOR STUDENT EVALUATION

15%	<b>Assignments:</b> exploring the web, selective situations, and other assignments (cases)
10%	<b>Chapter quizzes/exams:</b>
5%	<b>Attendance:</b>
20%	<b>Midterm Exam / Business Plan Outline (Research)</b>
15%	<b>Business Plan-</b> Students are required to develop a business plan
15%	<b>Oral Presentation-</b> Students will represent business plan (Due Finals)
20%	<b>Final Exam:</b>

Using Standard Grade Scale.

## SUMMARY OF RESULTS

These results show the number of students who mastered (or not) the core competencies of the class. Of the 16 total students, One student never showed up to class, but never officially dropped the class. One student withdrew about half-way through the class. One student stopped coming about half-way through the class, but never officially dropped. One student came all the way up until the day of the final exam, and didn’t produce a final business plan outline. This was an ITV class, with two students in Santa Rosa.

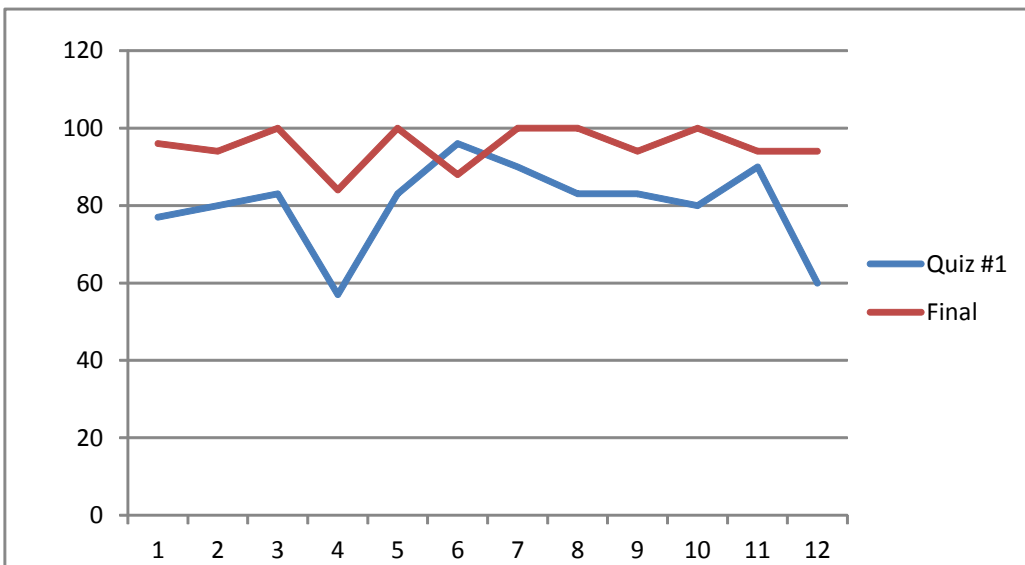
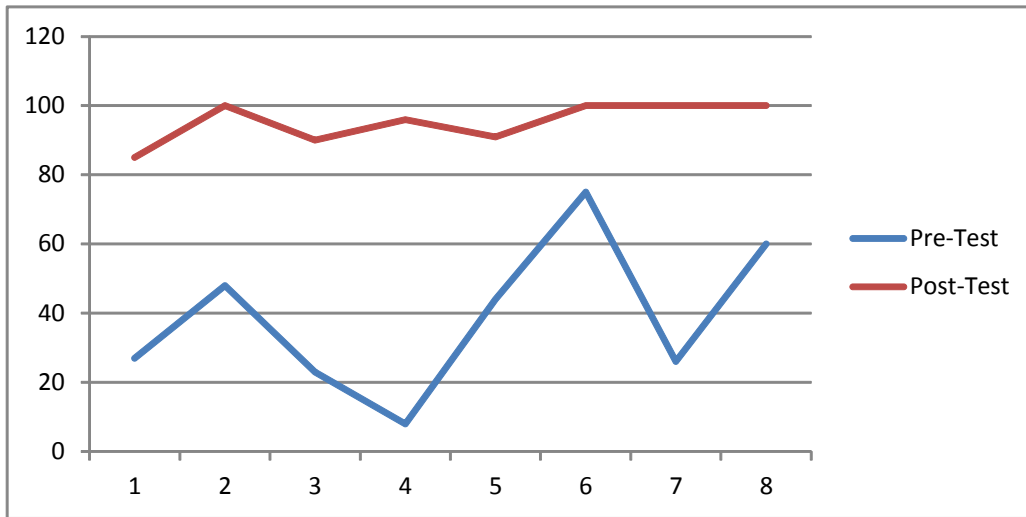
This shows the number of students who achieved a “C” or above (fair or better) in the core competencies.



This shows the number of students who achieved a “C” or better (fair or above) in the learning objectives.

Comparison of Test and Performance Scores

Pre-Test	Post-Test	Quiz #1	Final	Bus Plan	Final Grade
27	85	77	96	87	88
48	100	80	94	100	96
23	90	83	100	100	67
8	96	57	84	87	81
44	91	83	100	100	94
75	100	96	88	100	97
26	100	90	100	67	84
60	100	83	100	100	97
		83	94	87	75
38		80	100	100	80
60		90	94	100	90
0	85	60	94	100	72



## **CONCLUSIONS**

The core competencies were best learned and tested through the homework assignments. Each chapter contained a case study, which was a practical application of the material discussed in each chapter. The students could see how the chapter content pertained to a real life situation, and the essence of the material would be better understood.

Additionally, the quizzes were designed to see if the students retained what they had learned. Initially, the quizzes were derived from the CD accompanying the book. They were a combination of multiple choice, and true or false. Each quiz contained one essay question as well. It seemed the material could be more effectively expressed through essay questions. All the exams and quizzes were then written and compiled from essay questions from the chapters. This way the thought process applied to the answer could be seen, and not just test whether or not the student could find the answer in the book. This improves student learning, because students learn differently. This way partial credit could be offered.

The most important demonstration of understanding for the students was the production of a business plan. Each student prepared a business plan to secure funding, and describe their intentions and plans for the start of a small business of their choosing. Embodied in this plan, was each and every aspect of operating a small business that deserved attention. Beginning with a concept, and taking that to the next level of making it a virtual reality, required full understanding of the material covered in class.

The data shows that students who came to class, and participated did very well. Those who did not do well either didn't come to class, or did not turn in assignments or a combination of both. Few students utilized office hours, but those who did showed significant improvement in understanding of the course content.

The lower grades were directly related to lack of attendance and not submitting assignments, and not performing well on quizzes and exams.

The production of a complete business plan was an excellent opportunity for students to demonstrate their understanding of the crucial elements of this class.

## **HOW THE DATA IS USED TO IMPROVE STUDENT LEARNING**

- Students should have had access to computers during this class. Initially, that was planned, however we changed rooms to accommodate ITV students. I introduced much outside material, however next time I would recommend that the students bring in their own outside information and not simply rely on what I provided to them.

- I introduced several variations of acceptable business plan outlines. All outlines included the same essential information, however I believe the course would have been less confusing if I had used one outline. The goal of this was to show that there is no one correct outline, but they all contain the same core information. I do believe I wound up confusing some students.
- I had to adjust the syllabus twice throughout the semester. In retrospect, some of my syllabus was a bit subjective and ambiguous in places. I would have a more solid, concise course outline and I believe that would have clarified some issues.
- For the chapter summaries, I went over the key points of each chapter. Next time I would have each student take a turn and present their summary of a particular chapter. I would structure the class to insure more active student participation and less passive listening.
- I would assign both questions at the end of the chapter as well as the case studies. I assigned only the case studies, with the hopes that the students could apply what they had read to a “real life” situation. I don’t know that that was enough. I do think I could have assigned more questions to insure a deeper understanding of the chapter material. The data told me that some students would have been better served by having assigned some of the questions at the end of the chapter in addition to the case studies.
- I would not use the computer generated tests at all. I utilized the CD from the textbook to construct the first two quizzes. However, it seemed that essay questions gave a better opportunity for students to express their understanding of subject matter, than True/False and multiple choice. Written essay exams were more accurate at gauging student learning outcomes than simple answer questions, because it gave students an opportunity for explanation and partial credit.

**DEPARTMENT OF VOCATIONAL EDUCATION**  
**Auto 135 Brakes**  
**Pre – Co requisite Auto 100 Automotive Fundamentals**

Prepared by: Eugene Sandoval

**PURPOSE**

The purpose of this report is to assess the student learning outcomes in the Auto 135 Brakes Course. The focus of this report is on how the outcomes of the assessments conducted during the delivery of the course are, and can be used to inform decisions on modifications to the course subject matter, emphasis, assessment, and teaching methodologies.

Course Description: Pre/Co requisite Auto 100 (Automotive Fundamentals). This course provides fundamentals of the automotive brake system, including the fundamentals of brake systems. The course includes theory, inspection and diagnostic practices with an emphasis on safety, along with repair procedures and inspection on specific equipment operation as specified according to NATEF (National Automotive Technicians Education Foundation).

**LEARNING OUTCOMES**

Competency 1: Project 30(Natef Job Sheets Book). Students will demonstrate the proper use of tools while performing general brake system diagnosis and service, which would include diagnose brake systems, inspect and replace wheel studs, service wheel bearings, and service a parking brake.

Competency 2: Project 31(Natef Job Sheets Book). Students will demonstrate and apply their knowledge while servicing a brake hydraulic system, which includes diagnose brake hydraulic system problems, replace brake lines, hoses, and valves; service a master cylinder, and bleed a brake system.

Competency 3: Project 32(Natef Job Sheets Book). Students will demonstrate the proper and safe use of the tools utilized for servicing drum brakes, and machining a brake drum.

Competency 4: Project 33(Natef Job Sheets Book). Students will perform and properly demonstrate the correct use of tools and information obtained by the computer base or books needed to service disc brakes, which includes servicing disc brakes, overhauling a disc brake caliper, and machining a brake rotor.

**ASSESSMENT METHODS**

The methods used to assess outcomes include:

- Chapter tests
- Natef job sheets
- Instructor observations and evaluations, graded with a rubric.

- Student Portfolios
- Pre/Post test
- Midterm and Final exams
- Attendance

### SUMMARY OF RESULTS

Student	Pretest	Post test	Comp. 1 Project 30	Comp. 2 Project 31	Comp.3 Project 32	Comp. 4 Project 33	Final Grade
1	52%	84%	3	3	3	3	89%=B
2	52%	88%	2	1	1	1	60%=D
3	68%	72%	2	1	1	1	63%=D
4	64%	80%	3	3	3	3	88%=B
5	60%	84%	3	3	3	3	79%=C
6	52%	72%	3	3	3	3	79%=C
7	64%	100%	3	3	3	3	82%=B
8	48%	88%	3	3	3	3	75%=C

### SCALE FOR COMPETENCIES

1= Unsatisfactory performance of task

2= Satisfactory performance of some elements of task and unsatisfactory performance of some elements of task

3= Capable of performing task adequately, but some elements need improvement

4= Satisfactory performance of task. Acceptable performance of all elements of task with mastery of some elements

5= Mastered competency. Able to perform all elements of task successfully and independently without supervision

### SUMMARY CONCLUSIONS

Out of the 8 students 2 did not pass the class due to learning disability, 6 passed the class. There was an improvement of 51% overall in comparison with the pretest to the post test.

**EXAMPLES OF THE USE OF ASSESSMENT DATA FOR COURSE IMPROVEMENTS**

- Address students with learning disability at beginning of semester.
- Implement more Hands On training using Natef job sheets. Both in the classroom and hands on in the shop.
- Give students more responsibilities on chapter reviews. Such as having the students give me a review of the chapter being assigned.
- Identify what equipment is needed to accomplish Natef job sheets. As jobs are being performed there are certain tools that are needed in order to perform these tasks.

**DEPARTMENT OF SCIENCE, MATH, and ENGINEERING TECHNOLOGY**  
**SUMMARY ASSESSMENT REPORT**  
**MATH 105 General Mathematics**  
**Fall 2011**

Prepared by Dr. Samuel Stockett, Instructor

**PURPOSE**

The purpose of this report is to see if students in MATH 105 General Math are being prepared for the subsequent courses meeting state HED mandated competencies and instructor developed learning outcomes in mathematics. The end goal of assessment is to improve student learning. The data collected from this class and previous MATH 105 sections indicates a need for written and oral components in addition to the usual mathematics.

**BACKGROUND**

MATH 105 is a course meant to help prepare students for Math 116 Intermediate Algebra which in turn is preparation for Math 180 College Algebra which meets state HED requirements for transfer.

**LEARNING OUTCOMES**

Students will:

- Display, analyze and interpret data.
  - Discriminate among different types of data displays for the most effective presentations
  - Draw conclusions from data presented
  - Analyze the implications of the conclusions to real life situations
- Demonstrate knowledge of problem solving strategies.
  - For a given problem, gather and organize relevant information.
  - Choose an effective strategy to solve the problem
  - Express and reflect on the reasonableness of the solution to the problem

**COURSE SPECIFIC LEARNING OBJECTIVES**

Upon completion of MATH 105 students will:

- Solve basic percent equations
- Calculate percent increase and decreases
- Calculate simple and compound interest
- Convert quantities from one system of units to another



- Present and interpret data as Graphs, Histograms and Box-Whisker Plots
- Calculate Measures of Central Tendency

### ASSESSMENT METHODS

The methods used to assess student progress toward and achievement of the learning outcomes included:

- Four chapter exams
- Weekly quizzes
- A final exam
- Chapter homework assignments
- Subjective evaluation of class discussion

### SUMMARY OF RESULTS

The following tables display the results of student achievement of the learning outcomes.

#### COMPETENCY RATING FORM – MATH 105 General Mathematics Fall 2011

Student	C1	C2	Average
A	4	4	4
B	2	3	2.5
C	4	5	4.5
D	5	5	5
E	4	4	4
F	3	4	3.5
G	3	3	3
H	5	4	4.5
I	3	3	3
Class Average	3.7	3.9	3.8

Pre-Test Post Test Comparison			
Student ID #		PRE-TEST % SCORE	FINAL EXAM
1.	A	0	77
2.	B	5	69
3.	C	5	79
4.	D	10	93
5.	E	5	73
6.	F	0	73
7.	G	10	65
8.	H	10	95
9.	I	5	69

#### FINAL GRADE REPORT

Student #	Final Exam	Grade	Final Grade
A	77	80	B
B	69	73	C
C	79	85	B
D	93	95	A
E	73	84	B
F	73	80	B
G	65	73	C
H	69	74	C
I	95	98	A

Total 16 students registered for class

A's = 13%

B's = 25%

C's = 19%

D's = 0%

F's = 19%

W's = 25%

Percent Successful – Grade "C" or Higher = 56%

**Percent retained: 56%**

**SUMMARY CONCLUSIONS: FUNDAMENTAL PREREQUISITES FOR EFFECTIVE LEARNING**

- Students generally have difficulty relating numbers and pictures on paper to real world situations
- Students generally have difficulty recognizing the reasonableness or unreasonableness of the magnitudes of answers
- Students generally have difficulty in the translation between natural language and mathematics

**EXAMPLES OF THE USE OF ASSESSMENT DATA FOR IMPROVING STUDENT LEARNING OUTCOMES**

- Require some answers to be articulated in natural language rather than given as a number.
- More actively encourage student participation in class. Encourage group learning and discussion.
- Emphasize “reality checking” solutions.
- Include estimation techniques.

**DEPARTMENT OF SCIENCE, MATH, and ENGINEERING TECHNOLOGY**  
**SUMMARY ASSESSMENT REPORT**

**MATH190 – Trigonometry - Fall 2011**

Prepared by Dr. Rita Surdi

**PURPOSE**

The purpose of this report is to assess if students in MATH190-Trigonometry are meeting state HED mandated mathematics competencies for a General Education Core transfer course. Furthermore, the end goal of assessment is to improve student learning. With the data collected from this class and previous MATH190 sections changes will be made to improve student learning with respect to material comprehension.

**BACKGROUND**

The course is described in the LCC 2009-20012 Catalog:

This course is a study of trigonometric functions, radian and degree measure, graphs, basic trigonometry identities and inverse trigonometric functions, study of conic sections and basic geometry principles.

During the Fall 2011 semester the course started with 8 registered students; at the end of the semester 6 students took the final exam and completed the course.

**LEARNING OUTCOMES**

1. Demonstrate an understanding of trigonometric functions.
  - a) Angles and measure.
  - b) Right triangle trigonometry.
  - c) Trigonometry functions of any angle.
  - d) Graphs of sine and cosine function.
  - e) Inverse trigonometry functions.
2. Use concepts of analytic trigonometry
  - a) Fundamental identities.
  - b) Solving trigonometry equations.
  - c) Sum and difference formulas.
3. Students will apply the law of sines and cosines.
4. Use concepts of analytic geometry.
  - a) Circles and parabolas.
  - b) Ellipses

## c) Hyperbolas

**COURSE SPECIFIC LEARNING OBJECTIVES:**

Upon completion of MATH190-Trigonometry students will:

1. Evaluate the trigonometric function value for any angle, evaluate the inverse trigonometric functions, solve right triangles and graph sine and cosine waves. (C1)
2. Solve trigonometric equations, simplify trigonometric expressions, apply sum and difference formulas and multiple angle formulas.(C2)
3. Apply law of sines and cosines to solve any triangle. (C3)
4. Graph any conic section i.e. circle, parabola, ellipse and hyperbola.(C4)

**ASSESSMENT METHODS**

The methods used to assess student progress toward and achievement of the learning outcome included:

- Three 1-hour in class exams—43%
- Weekly quizzes—14%
- Homework assignments—14%
- Cumulative Final—30%

**SUMMARY OF RESULTS**

The following tables display the results of student achievement of the learning outcomes. The results are shown for each section.

**COMPETENCY RATING FORM – MATH180—College Algebra**

Student ID#		C1	C2	C3	C4	Average	
1.	A	5	5	5	4	4.75	
2.	B	5	5	5	4	4.75	
3.	C	4	3	3	1	2.75	
4.	D	5	5	5	4	4.75	
5.	E	5	4	4	1	3.5	
6.	F	5	5	5	4	4.74	
	Class Average	4.8	4.5	4.5	3		

<b>Pre-Test Post Test Comparison</b>			
<b>YOU MUST USE % SCORES</b>			
<b>Student ID #</b>		<b>PRE-TEST</b>	<b>FINAL EXAM</b>
		<b>% SCORE</b>	
<b>1.</b>	A	0	87.5
<b>2.</b>	B	0	96.5
<b>3.</b>	C	0	62.5
<b>4.</b>	D	0	89.5
<b>5.</b>	E	0	68
<b>6.</b>	F	0	86.5

### **FINAL GRADE REPORT**

Student #	Final Exam	Grade	Final Grade
<b>A</b>	87.5	B	A
<b>B</b>	96.5	A	A
<b>C</b>	62.5	D	C
<b>D</b>	89.5	B	A
<b>E</b>	68	D	B
<b>F</b>	86.5	B	A
<b>%Successful</b>	100%		
<b>%Retention</b>	75%		

Total 6 students registered for class

A's = 66,6%

B's = 16.6%

C's = 16.6%

D's = 0%

F's = 0%

W's = 25%

Percent Successful – Grade "C" or Higher = 100%

Percent Retained = 75%

**SUMMARY CONCLUSIONS: FUNDAMENTAL PREREQUISITES FOR EFFECTIVE LEARNING**

This was a small upper division math class and the students were extremely motivated, attending class regularly and keeping up with all assigned homework. The major difficulty with a few students was a weakness in applying algebraic principles to trigonometric functions.

**EXAMPLES OF THE USE OF ASSESSMENT DATA FOR IMPROVING STUDENT LEARNING OUTCOMES**

The following would help in students' comprehension of material:

- 1) Class discussion on more challenging problems.
- 2) Have an assigned Student Instructional Leader to provide help to the weaker students.
- 3) Continue homework assignments for course and encourage students to work together more.
- 4) Reinstate College Success course to improve student study habits and emphasize attendance.

**DEPARTMENT OF EDUCATION**  
**SUMMARY ASSESSMENT REPORT**  
**EDUC210: PROGRAM MANAGEMENT & CURRICULUM DEVELOPMENT**

Prepared by Michael Wilbourn, Course Instructor  
Fall 2011 semester

**PURPOSE**

The purpose of this assessment for EDUC210 Program Management and Curriculum Development is to improve instruction and learning by ensuring course and outcomes are being achieved. Through this process of collection of evidence relative to quality and constructive feedback through peer review, the course and program will achieve the outcomes intended.

**BACKGROUND**

As described in the LCC 2009-2012 Catalog: This course provides a broad based orientation to the field of early care and education. It explores early education as a profession and advocates for young children and their families. It examines the legislative, licensing, legal, and ethical issues involved in providing quality programs for young children. Planning start-up procedures, budgeting, record keeping, policies, assessment strategies, community resources, and working families is emphasized. Various curriculum models, teaching and learning strategies will be included. The curriculum will develop skills in planning developmentally appropriate learning experiences for students in grades K-12. The content includes, but is not limited to literacy, math, science, social studies, health/wellness, the arts, technology and adaptive skills for children.

**LEARNING OBJECTIVES/COMPETENCIES**

**Course Objective:** This course is part of the required program of study in New Mexico for an Associates of Arts degree in Teacher Education. The following objectives are taken from the New Mexico State department of Education's Common core Competencies for early childhood professionals. Upon completion of this course, students will:

1. Apply theories of student learning and development, and provide learning opportunities that support the intellectual, social and personal development of all students.
2. Demonstrate the ability to differentiate instruction based on how students differ in their approach to learning and create instructional opportunities that are adapted to diverse learners.
3. Design a stimulating environment so all students have an opportunity for high achievement and success in learning.



4. Identify and apply a variety of classroom management theories, models, and strategies that foster a stimulating productive classroom environment.
5. Demonstrate effective verbal and nonverbal communications with students and the educational community.
6. Develop skills to enhance communication with parents/caregivers, and encourage their involvement with the school and their child's education.
7. Perform as reflective practitioners who continually assess the effect of choices and actions.

#### Assessment Methods:

1. Quizzes
2. Oral presentations
3. Projects
4. Participation/ Discussions
5. Written Reports

#### Summary of Results

The following table displays the class outcomes for the stated learning competencies

	Mastered	Exceeded	Met	Somewhat Met	Did Not Meet
<b>Competency 1</b>	1	3	2	2	1
<b>Competency 2</b>	1	6	2	0	0
<b>Competency 3</b>			7	2	
<b>Competency 4</b>	2	5	1	1	0
<b>Competency 5</b>	0	8	0	1	0
<b>Competency 6</b>	2	5	2	0	0
<b>Competency 7</b>	1	6	2	0	1

The following table provides student learning outcomes by individual

	<b>Mastered 90 - 100</b>	<b>Exceeded 89 - 80</b>	<b>Met 79 - 70</b>	<b>Somewhat Met 69 – 60</b>	<b>Did Meet Below 60</b>	<b>Not</b>
<b>Student 1</b>	5	2	0	0	0	
<b>Student 2</b>	4	3	0	0	0	
<b>Student 3</b>	4	3	0	0	0	
<b>Student 4</b>	0	2	4	1	0	
<b>Student 5</b>	5	2	0	0	0	
<b>Student 6</b>	1	5	1	0	0	
<b>Student 7</b>	1	5	1	0	0	
<b>Student 8</b>	4	5	0	0	0	
<b>Student 9</b>	5	2	0	0	0	

### Summary Conclusions

Attendance certainly played a major factor in overall student success. Those who attended class regularly garnered the higher scores in terms of mastery of course concepts. The majority of the assessment measure utilized for this course required students understand and clarify expectations of criteria for success. Students who missed the vital information presented in class regarding assignment criteria typically fell short of mastery on the assessment.

### Examples of the use of Assessment Data for Course Delivery Improvements

- Implement the use of pre/post assessment to gather baseline data on student knowledge of the subject matter.
- Assign credit for attendance as evidence shows that it made a difference in student's mastery of course learning outcomes
- Allow students more input of topic selection for written reports. Instructor assigned topics did not necessarily garner the type of in-depth research the assignments were intended to insight.
- Reflection journals kept by students should have been monitored throughout the course rather than at the end of the course to 1) students were completing them as assigned, and 2) that the journals were of benefit to student learning
- Incorporate more "out- of – class" resources such as interviews with practicing instructors, principals, parents, and community resource personnel.

**DEPARTMENT OF HUMANITIES**  
**Student Learning Outcomes Assessment Report**  
**PSYCH101: Introduction to Psychology**  
**FALL 2011**

Prepared by Rebecca Lynn Fowler

**PURPOSE**

The primary purpose of Introduction to Psychology is to learn methods and principles utilized to better understand the vast field of psychological studies. Topics introduced include: human evolution and development, biopsychology, perception, learning, thinking, motivation, and social interaction. The outcome of this course study is to help the student understand and apply the basic disciplines and/or principals of Psychology as both an applied and academic field of study that pertains to the human mind and behavior.

**BACKGROUND**

Introduction to Psychology is a core curriculum class in the 2009-2011 catalogs, with a prerequisite of READ105 Developmental Reading or equivalent COMPASS/ACT score.

**LEARNING OUTCOMES**

After completion of this course, students will:

1. Apply learned terminology and vocabulary accurately.
2. Understand the study and applications of Psychology as a method to develop reliable knowledge about the world present and past through on-going coursework.
3. Learn to use an “open-minded” approach when differentiating ideals through class discussions, media input, and written assignments.
4. Apply basic Psychological concepts and their relevance in daily life.

**ASSESSMENT METHODS**

Quizzes (25%)  
Midterm (25%)  
Final Exams (25%)  
Assignments (25%)

\*\*\*Students with perfect attendance will receive an extra 10 points, at the end of the semester.

**SUMMARY OF RESULTS**

<b>Student</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>Average</b>	<b>Grade</b>
1	4	5	3	4	4.0	B
2	4	4	4	4	4.0	B
3	4	3	3	3	3.25	C
4	4	4	4	4	4.0	B
5	4	3	4	4	3.75	B
6	2	2	2	2	2.0	F
7	4	4	4	3	3.75	C
8	5	4	4	3	4.0	B
9	4	3	4	4	3.75	B
10	4	3	3	4	3.5	B
11	5	5	4	4	4.5	B
12	4	4	4	4	4.0	B
13	5	5	5	5	5.0	A
14	0	0	0	0	0	F
15	4	3	4	3	3.5	B
16	3	3	3	3	3.0	C
17	3	2	3	2	2.5	D

Student	C1	C2	C3	C4	Average	Grade
18	3	3	3	3	3.0	C
19	0	0	0	0	0.0	F
20	4	3	4	3	3.5	B
21	0	0	0	0	0.0	F
22	4	4	4	4	4.0	B
23	3	4	3	3	3.75	C

### SUMMARY CONCLUSIONS

Successful: 69%

Retention: 88%

A:	1/26 = 4%
B:	12/26 = 46%
C:	5/26 = 19%
D:	1/26 = 4%
F:	4/26 = 15%

### IMPROVEMENTS

- Require better Student Advisement Techniques; such as, having all students complete READ105 and ENG104 courses before entering PSY101 to facilitate students being better prepared for the required reading text and course load.
- Continue homework assignments for course, but add more student centered learning assignments such as small group presentations, learning games, and other peer activities.
- Increase the usage of oral and written presentations to enhance articulation and communication skills and techniques in social and behavioral science.

**DEPARTMENT OF HUMANITIES****Student Learning Outcomes Assessment Report****Eng203: American Literature I****FALL 2011**

Prepared by Leslie Jae Dennis

**PURPOSE**

Just as the primary purpose of literary study is to better relate with the world and one's place in it, the study of American Literature, in particular, increases the understanding and appreciation of the complexities for American history, society, and human experience, which in turn augments one's appreciation of present American values and ideals. The secondary purpose is to discover how the themes explored in literary works reflect larger currents within contemporary American society and culture. Skills taught in Composition I are further emphasized through class work, including critical thinking, analysis, and summary.

**BACKGROUND**

American Literature I is a core curriculum class in the 2009-2011 catalog. American Literature I surveys authors from early America to mid-nineteenth century ending with the Romantic Period. Lectures introduce historical information, facts about authors, and terminology peculiar to a particular genre. The outcome of this course study is to help the student understand and appreciate American literature in a variety of genres and social contexts.

**LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

1. penetrate below the superficial or surface of writing to find and interpret meaning through analysis of complex literary texts
2. recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives by developing an awareness of the social and political forces shaping American culture during different time periods
3. use textual evidence to support claims in oral and informal written discussion of assigned texts, without dismissing or oversimplifying views which differ from their own
4. plan, draft, revise, and polish high-quality academic writing to defend a fresh, original claim
5. draw from historical and/or cultural perspectives studied in the context of lectures and student research to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought

**ASSESSMENT METHODS**

Discussion questions for each reading (20%)

Reading Quizzes (15%)

Unit, Midterm, Final Exams (30%)

Literary Analysis Term Paper (30%)

Participation (5%)

**SUMMARY OF RESULTS**

<b>Student</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>Average</b>	<b>Grade</b>
1	3	5	4	5	4.25	B
2	2	3	2	3	2.50	C
3	3	3	3	3	3.0	C
4	4	4	4	3	3.75	C
5	4	3	3	4	3.50	B
6	5	5	5	5	5.0	A
7	4	3	4	4	3.75	B
8	3	2	2	2	2.25	F
9	4	3	3	4	3.50	D
10	2	3	3	3	2.75	C
11	4	2	3	2	2.75	C
12	3	3	4	4	3.50	C
13	4	3	4	4	3.75	B
14	5	5	5	5	5.0	A

15	5	4	5	5	4.75	A
16	3	3	3	3	3.00	C
17	4	3	4	4	3.75	B

### **SUMMARY CONCLUSIONS**

Successful: 88%

Retention: 90%

A: 3

B: 5

C: 7

D: 1

F:1

### **IMPROVEMENTS**

- Allot more time at the end of the semester for the practice of literary analysis, which enhances the understanding of artistic meaning, interpretation, and critical thinking.
- Include more Southwestern authors of Early America in order to relate to the student base, which in turn encourages more active participation and learning or understanding. This allows students to better relate to the diversity of human experience and cultural perspectives.
- Reword the competencies to clarify specific outcomes and goals relating to American Literature
- Encourage Class Discussion: Include specific oral questions for students ahead of time that will promote in-class dialogue



**DEPARTMENT OF HUMANITIES SUMMARY**  
**ASSESSMENT REPORT**  
**ART 110 / 02 INTRODUCTION TO ART**  
Prepared by Nancy Bohm, Adjunct Instructor

**PURPOSE**

The purpose of this report is to assess the Student Learning Outcomes of the Introduction to Art course based on student achievement of the course competencies and learning outcomes. The focus of this report is on how the outcomes of the assessments can be used to inform decisions regarding modification of the course delivery to increase the students' understanding of the course content.

**BACKGROUND**

Nancy Bohm has been teaching Art110, Introduction to Art since September, 2008, during the Fall, Spring and Summer semesters. As described in the LCC Fall 2011 catalog, this course will provide:

Introduction and exposure to the various areas with emphasis on the visual arts.  
Correlation of the evolution of art with those of the United States and Latin America.

**New Mexico core competencies**

Upon successful completion of the course, the student will be able to:

1. Analyze and critically interpret primary texts and/or works of art.
2. Compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).
3. Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.
4. Draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.

Purpose or Objective of Course:

1. To introduce a global selection of artworks and artists throughout history.
2. To facilitate an understanding and appreciation of many artistic forms and mediums.
3. To encourage an informed appreciation of art in an historical and ethnographic context.
4. To develop an understanding of the influence of historic events (war, peace, religion Industrialization, etc.)

5. To develop an understanding and appreciation of the content of many artworks and insight into the hearts and minds of the artists who created them.

### **ASSESSMENT METHODS**

The methods used to assess student progress toward and achievement of the learning outcome included:

- 20% 12 Writing assignments, which are personal responses and critical evaluations of 12 films which are in-depth studies of the lives and work of major artists from various cultures and historical time periods.
- 10% Class participation/discussion
- 10% Sketchbook/Vocabulary Notebook
- 30% Midterm Exam, Quizzes
- 30% Final Presentation/Research paper

### **SUMMARY OF RESULTS**

The following displays the results of student achievement of the learning outcomes:

	excellent	good	average	poor	failing
Competency 1	8	8	4	1	3
Competency 2	5	8	7	1	3
Competency 3	4	7	7	1	3
Competency 4	3	13	3	1	3

As the table illustrates, most students were ranked as good in achieving course competencies.

### **SUMMARY CONCLUSIONS**

Assessment methods in this course are complex and interconnected. Since art is an intuitive discipline, an important competency goal for students is an intuitive understanding of the artworks presented, as measured through class discussion and student descriptions of the art. The films are an essential part of the course content, as they provide insight into the hearts and minds of the featured artists, and into the historical relevance of the artworks' inspiration/creation. They also refer to the purely visual and formal aspects of how the artwork was made. The written assignments are an invaluable method of measuring learning outcomes because, in their personal responses, the students often find a thread which relates to them in the context of their contemporary lives and experiences. Initially, this also allows the instructor to gauge the students' literacy level, which, while at the outset of the course is too often very poor, improves dramatically by the end of the semester.

Sketches and vocabulary definitions are completed while the students read the assigned chapters. This assures a better absorption of the sometimes overwhelming amount of

information in the text, to which most of the students have never been exposed, with the added benefit of greatly improved drawing skills as the semester proceeds.

The midterm exam and quiz are effective in measuring the students' understanding of the formal and critical aspects of the text, but it is in the written assignments and the final research assignment that they connect all of this complex information and are able to express their appreciation of art in a visually literate manner. To illustrate this, following is an example of one student's response to the last film shown this semester :( The artist referred to is Mark Rothko.)

“This film was very insightful to me because I have always been drawn to Rothko's work, but I never knew why. Now that I have seen this film I understand that I am attracted to his work because of the intense emotions that come across in his seemingly simple lines of color. It took Rothko years of practice to be able to translate such strong emotions on canvas. Rothko began by creating very strange, sad, and lost subjects that were somewhat awkward. This was Rothko's first attempt at describing the world around him and it came across as though he was trying too hard. Soon Rothko realized that he needed to rely more on his natural ability than minding all of “the rules of art”. Due to the conflict of WWII, Rothko became increasingly obsessed with tragedy, using slaughter, sacrifice, and disembowelment to reflect the state of the world, which he saw as the annihilation of civilization.

Rothko said, “The tragic notion of image is always present in my mind. I can't paint it out.any skulls and bones.” This is when Rothko began to use raw, shapeless color to represent basic human emotion.

It's apparent that he was able to accomplish this because some people literally break down at the sight of his paintings and cry. By abandoning structured figures and using soft edges, Rothko was finally able to accomplish his mission of expressing his emotions and having the power to take people to a place where they would recover their humanity. I find it incredible that he could create something so powerful with such a simple concept of shapeless colors, and admire him for his belief that art could and should change the world.”

Examples of the Use of Assessment Data for Course Delivery Improvement:

- Provide adequate technology and equipment for visual enhancement of course.
- Student self assessment.

The achievement level and learning outcomes for this course are dependent upon the literacy level and maturity of the students. Since this course is offered for college credit, the prerequisites for this course should include the ability to read at a level appropriate to the text and to focus attention on films and lectures.

## DEPARTMENT OF HUMANITIES

### ENG102: Introduction to Grammar

Prepared by: Charles Peterson, Adjunct Faculty

#### PRUPOSE

Objective of this specific SLOA exercise was to measure the performance of this class: to identify learnings on the part of the teacher and translate these into action items to implement into successive ENG102 courses.

#### MEASURES OF COURSE SUCCESS

- Beginning Enrollment – 17
- % Successful – 73.3% (11)
- % Retention – 88.2% (15)

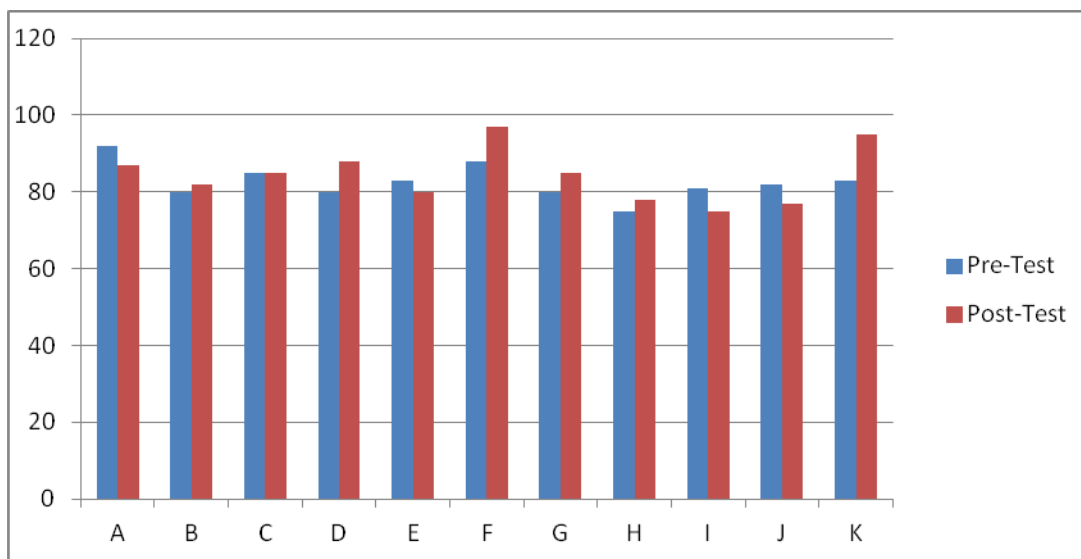
#### GRADE DISTRIBUTION

- A 1
- B 5
- C 5
- F 4
- W

#### INSTRUCTOR LEARNINGS

- From Plato “Skeptic” to Plato “Apostle” – significant impact on writing skills – approximately 38% improvement (from 1/8 epw -errors per word written- to 1/11 epw).

	Pre-Test	Post-Test
A	92	87
B	80	82
C	85	85
D	80	88
E	83	80
F	88	97
G	80	85
H	75	78
I	81	75
J	82	77
K	83	95



- Demanding Course – Hard to sustain interest with need to cover so much “cold” grammar. Opportunity for me to improve delivery variations.

## COMPETENCIES

New Mexico State Higher Education (NMHED)

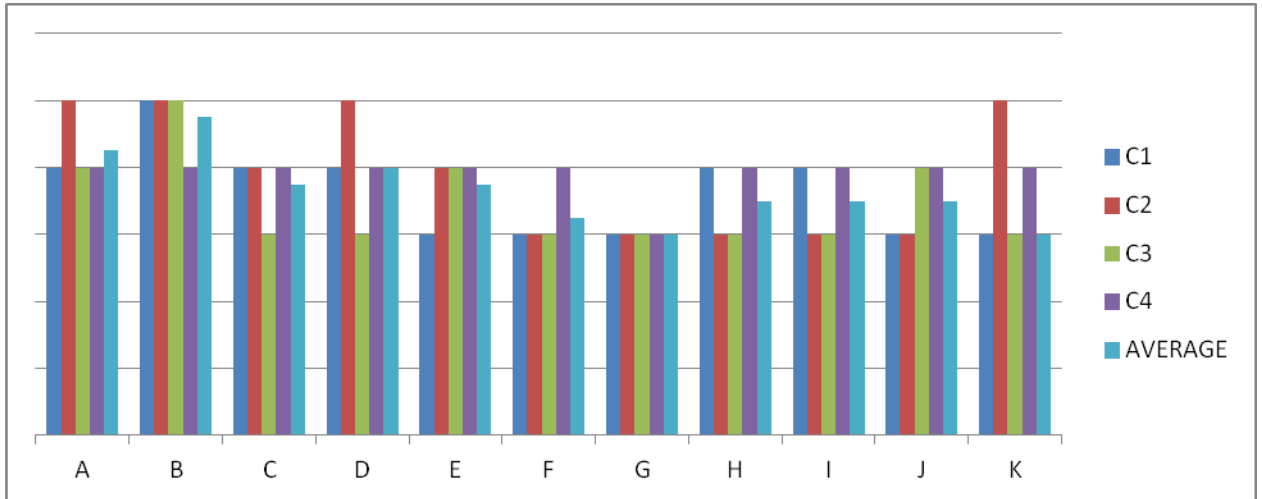
C1. Identify the role of and definition of the eight parts of speech.

C2. Apply parts of speech in writing.

C3. Use the correct spelling, grammar, sentence structure, and punctuation.

C4. Paragraphing.

	Competencies				
	C1	C2	C3	C4	AVERAGE
A	4	5	4	4	4.25
B	5	5	5	4	4.75
C	4	4	3	4	3.75
D	4	5	3	4	4
E	3	4	4	4	3.75
F	3	3	3	4	3.25
G	3	3	3	3	3
H	4	3	3	4	3.5
I	4	3	3	4	3.5
J	3	3	4	4	3.5
K	3	5	3	4	3



- Increased productivity on homework + 10.8% 1<sup>st</sup>Q to 2<sup>nd</sup>Q

**ALLIED HEALTH DEPARTMENT**  
**BIO 217: Human Anatomy and Physiology I**  
**Fall 2011**

*Prepared by Erin Abreu Gilland, MAT, Faculty*

**PURPOSE**

The purpose of this report is to analyze effectiveness of instruction in Human Anatomy and Physiology I in terms of 1) expected student learning outcomes and 2) data derived from assessment tools utilized in the course. Instructor improvements made in the course of the semester, along with possible future improvements, will also be discussed.

**COURSE DESCRIPTION**

“Course includes the structure and function of the human body at the cellular, tissue, organ, and organ systems levels of organization. The integumentary (skin), skeletal, muscular, and nervous systems are addressed in detail.” --LCC 2009-2012 Catalog

**BACKGROUND**

This course is a requirement for application to LCC’s nursing program. It provides a scientific base of knowledge regarding the human body, essential for entrants into health and medical fields.

**LEARNING OUTCOMES**

The Learning Outcomes as stated in the syllabus for this course are:

Upon completion of the course, the student will be able to:

1. Identify and scientifically discuss the fundamental parts of the human body within the realm of anatomy and physiology.
2. Demonstrate an understanding of those same parts and their role in normal functioning of the human body.
3. Identify and scientifically discuss the fundamental parts of the body within the scheme of organ systems.
4. Discuss the origin, prognosis, and treatment of major homeostatic imbalances of major organ systems.

Listed below are three representative examples of specific Learning Objectives for this course, given in place of a complete list of the more than one hundred learning objectives for the course:

- Define anatomy, physiology, and the subcategories of each study.
- Identify the bones of the appendicular skeleton.
- Describe a motor unit and how muscles are stimulated to contract.

A complete list of learning objectives for the course is included in the course syllabus.

### **ASSESSMENT TOOLS:**

Assessment tools used in this class fall into the following categories, arranged in order from most formative to most summative. Numbers given in parentheses after each assessment tool indicate the percentage contribution of each assessment tool to a student's overall grade.

- Informal, In-class Question and Answer (0%)
- Lab Workbook (10%)
- Weekly Lab Assignments and Quizzes (25%)
- 4 Major In-class Exams (65%)

### **DATA AND IMPROVEMENTS BASED ON DATA:**

#### ➤ **Assessment Type: Informal, Formative, In-class Q&A**

*Qualitative Data:* Inability of students to respond to basic questions during lecture indicated very low in-class comprehension. Further inquiry revealed that students struggled to take notes and assimilate information simultaneously.

*Instructor Response:*

- Created website, began posting notes online

*Results:*

- Majority of students began showing up to class with notes already printed off of website.
- Depending on individual learning styles, some chose to focus on writing down notes, others to focus on listening, assimilating, and responding with questions or comments.
- Marked increase in participation and comprehension in-class.
- Absences caused less hardship, as students were able to obtain notes online.

#### ➤ **Assessment Type: Lab Assignments and Quizzes and Major Exams**

*Data Set 1:*

- Average Score, Exam 1: 70%
- Average Lab Assignment Scores leading up to Exam 1: 95%

*Analysis of Data Set 1:* Low exam scores despite high performance on open-book lab assignments indicated low retention of information.



*Instructor Response to Data Set 1:* Instigated weekly written Lab Quizzes based on lab assignments to encourage studying between labs.

*Data Set 2:*

- Average Score, Exam 2: 60%
- Average Written Lab Quiz Scores: 85%

*Analysis of Data Set 2:* Instigation of lab quizzes had no apparent effect on study habits or retention, but did give a slightly more accurately prediction of exam performance

*Instructor Response to Data Set 2:* Instigated Verbal, Public, Pass/Fail Lab Quizzes with unlimited re-takes, emphasizing interaction, responsibility, repetition, retention, and mastery

*Data Set 3:*

- Average Score, Exam 1: 70%
- Average Score, Exam 2: 60%
- Average Score, Exam 3: 83%

(Note: The most intense Verbal Lab Quizzes took place between Exams 2 and 3.)

*Analysis of Data Set 3:* Verbal quizzing in lab (an instructor response to Data Set 2) correlated with greater success on exam material.

*Instructor Response to Data Set 3:* Continued practice of verbal quizzing in lab as described under Data Set 2.

*Data Set 4:*

30 A grades  
 25 B grades  
 10 C grades  
 4 D grades  
 11 Failing (10 had < 50% attendance)  
 14 Withdrawals (9 had < 50% attendance)

➔ 87.7% success rate (grade of A, B, or C) among attending students (students with >50% attendance)

→ 85.1% retention rate (percentage of students who did not withdraw from the course)

*Analysis of Data Set 4:* The vast majority of students came to class and studied hard to earn high grades. Attendance had a major impact on students' ability to pass the class.

*Instructor Response to Data Set 4:* See Summary below.

### **SUMMARY OF IMPROVEMENTS BASED ON DATA**

The following summarizes changes made in response to data collected in the course of the semester. Also described are proposed future changes based on the data. Improvements described below are generally applicable not only to Anatomy and Physiology, but may be beneficial when modified for use in other courses.

Improvements:

- Continued implementation of verbal, public, pass-fail quizzes with unlimited re-takes in lab in order to encourage active student involvement, mastery learning, retention of material, and increased performance on Exams.
- Immediate collection of student contact information at the beginning of the semester to allow more timely and consistent encouragement of students to attend class, or to allow counseling of students to withdraw if attendance obligations can not be met.
- Assigning a small number of points for attendance in order to give students a tangible incentive for being present in class as often as possible.
- Utilization of online computer programs such as *Blackboard* to improve quality and usefulness of homework. In this course, a program called *Mastering A&P* will be implemented. It is online, aligned with the textbook, and gives students dynamic feedback and assistance on homework assignments based on their responses. Statistically, this program has been shown to dependably increase student retention of material and performance on exams.

**DEPARTMENT OF ALLIED HEALTH**  
**NRSG 216: Mental Health Nursing**  
**Fall 2011**

Prepared by Jacqueline Romero-Arguello, RN, BS, MSN, Faculty

**PURPOSE:**

The purpose of this report is to assess student learning throughout the semester in this second level nursing course.

**BACKGROUND:**

Mental Health Nursing is offered in the Fall of each semester of the student's second year in the nursing program. They must complete the first year of study to be able to continue with the second year. It is a 2 credit hour class that helps students learn to communicate and care for those clients in our communities who have mental illness.

**COURSE DESCRIPTION:**

The focus of this course is an overview of mental health and psychiatric concepts applicable to individuals, families and groups experiencing disruptions in mental health. Emphasis is placed on nursing process, principles of therapeutic communication and understanding therapeutic use of self. The relationship between legal and civil rights of mental health clients and the ethics of a world view of mental health nursing care are examined.

**COURSE OUTCOMES:**

*Upon completion of the course, the student will be able to:*

- Utilize scientific principles and nursing theory to provide care for clients with complex mental health care needs within diverse health care settings.
- Utilize appropriate decision-making skills and collaboration with others to deliver nursing care to clients with complex mental health care problems.
- Demonstrate accountability and beginning practice of professional roles when
- Provide care that is consistent with values, beliefs and cultural traditions when caring for clients with complex mental health needs.
- Utilizes therapeutic, professional and collaborative communication skills when caring for clients with complex mental health care needs.

**ASSESSMENT TOOLS:**

Weekly Unit Exams/Quizzes	50%
Midterm Exam	17%

Final Exam	30%
Student Presentations	1.5%
Case Studies	1.5%

**\*\*\*PASSING SCORE OF 77%:**

- The nursing grading scale has stricter requirements because of the rigor and high standards required in health care delivery. We are evaluated by the State Board of Nursing (SBON) on first-time board RN takers. In order to achieve the benchmark set by the SBON, higher scores are necessary.
- In the fall of 2011, passing score on all LCC nursing core classes was raised from 75% to 77% due primarily to a 2010 NCLEX RN passing score of 52%. A minimum passing score for all nursing programs is 80%. As of right now, our pass rate for 2011 is 83% (to the best of our knowledge). Schools not meeting SBON benchmarks have to produce and submit corrective plans. **The plan approved for LCC included this raising of passing score as well as not taking in provisional students into the program. This change of policy was also supported by the Feb. 2011 NLNAC site visitors.**
- If the school does not meet these benchmarks; conditional, probational, and closure options are on the table.
- The acuity of the boards has continually increased due to technological and knowledge advances. This translates into schools becoming more rigorous as well.

Grading Scale	Wkly Exams (50%)	Midterm Exam (17%)	Final Exam (30%)	Presentations (1.5%)	Case Studies (1.5%)	Final class grade
A (90-100)	zero	7	2	36	19	5
B (80-89)	23	16	17			16
C (77-79)	10	2	9			9
D (63-76)	3	11	8			6
F (below 62)					17	
<b>***The increase of failures seen in Fall of 2011 was primarily due to the increase of passing score to 77%. Only 2 would have failed with the previous passing score of 75%.</b>						
# of students failing class this year	6		Average failure rate prior to this class	0-1		

**ISSUES RELATED TO STUDENT FAILURE:**

- ✚ Class size was 36 students in the live section and only 4 on-line. Not enough individual attention for students.
- ✚ The number of failures shows that class size was too large based on student complaints and evaluations.
- ✚ Raising the minimum passing score to 77% from 75% was an issue
- ✚ Learning was hindered based on the number of students when comparing the midterm, the final, and their final grade.
  - A: decreased by 5 students yet 5 students earned an A as a final grade
  - B: increased by 1 student yet 16 students earned a B as a final grade
  - C: increased by 7 students yet 9 students earned a C as a final grade
  - D: decreased by 3 students yet 6 students earned a D and FAILED the class
- ✚ Can see the difference when comparing prior years to this year's failures.

**IMPROVEMENTS:**

1. Class size should be kept at 25 students or less. This would allow for more individual attention for the students.
2. Emphasize tutorial resources to help reach successful outcomes. Two tutors were employed for these students for the semester and used minimally. Will offer more on-site tutoring.
3. Continue practicing current pedagogy as in "Blended Learning Revisited" to incorporate social learning (social study groups) and deep tinkering (critical reasoning and thinking outside of the box) for true learning and curiosity to occur. When students come in for advisement concerning a class that they are having difficulty in, we can recommend that they study with a group or change groups if not helping. Give them more critical thinking exercises to complete to help with thinking outside the box.

**Allied Health Department**  
**NRSG 244-01 Pharmacotherapeutics I**  
**Fall 2011**

Maxine Hughes RN MSN, Faculty

**PURPOSE**

The purpose of this report is to assess Pharmacotherapeutics I - Nrsrg 244 learning outcomes and to see if students are meeting the objectives.

**BACKGROUND**

This course is an introduction to clinical drug therapy with an emphasis on the knowledge and interventions needed to maximize therapeutic effects and prevent or minimize adverse effects of prescription drugs. It introduces the basic principles of pharmacology, pharmacodynamics, pharmacokinetics, and pharmacotherapeutics. The initial focus is on health promoting drugs with emphasis on teaching/learning, cultural competency, and promotion of critical thinking toward safe and accurate medication administration.

This course is the first of 4 pharmacology courses in the nursing program. The student must successfully complete each section in order to progress to the next section.

**LEARNING OBJECTIVES**

Based upon reading and written assignments, classroom and /or clinical experiences, and /or student/faculty conferences, the student will be able to:

1. Apply basic scientific principles and knowledge of pharmacotherapeutic interventions to assist individual clients toward health promotion and illness prevention.
  - a. Define terms, concepts and basic processes associated with drug therapy.
  - b. Describe characteristics of major drug groups and selected individual drugs utilized in health promotion and illness prevention.
  - c. Identify client related and drug related factors that influence drug effects.
  - d. Utilize research methods to continue to gain current knowledge of new drugs and new uses for established drugs.
2. Apply the critical thinking process to deliver safe medication interventions to assist individual clients toward health promotion/ illness prevention.
  - a. Identify clinically significant drug-drug, drug-disease, drug-herbs and drug-nutrient interactions.
  - b. Identify major issues/concerns in drug therapy of children, pregnant women and older adults.

- c. Collect and interpret client data needed for clinical decision making
  - d. Apply appropriate problem solving skills in assisting clients/families with medication interventions related to common health needs.
3. Demonstrate accountability in the verbalization of specific roles and responsibilities of the medication nurse in the safe delivery of medication to clients.
    - a. Identify specific competencies, roles, and responsibilities in safe and accurate medication administration.
    - b. Act as client advocate in issues related to drug non-compliance.
  4. Apply knowledge of values, beliefs, and cultural traditions that may impact on client/family's decisions to utilize medication interventions to assist individuals toward health promotion and illness prevention.
    - a. Identify varying cultural patterns and health beliefs
    - b. Interpret cultural patterns, preferences, and practices in providing culturally competent care in administration of medications to individuals with common health problems.
    - c. Assess clients/families from a cultural framework, utilizing reliable cultural assessment data in the planning, implementation and evaluation of medication interventions.
  5. Demonstrate appropriate communication utilization basic therapeutic techniques in the administration of medication interventions.
    - a. Utilize beginning therapeutic communication skills when interacting with clients to maximize teaching/learning about medication interventions.
    - b. Identify the characteristics of communication in self and client to maintain clear, effective communication about medication interventions.

## **ASSESSMENT METHODS**

Methods of evaluation include formative evaluation in the classroom using the question answer method of evaluation during class time as well as other activities to assess student comprehension. In addition multiple choice biweekly exams are give that include all elements of the objectives. Students are also evaluated in the clinical setting as per the clinical evaluation tool attached.

Summative evaluation takes place during the final exam which is comprehensive and well as having the students take a proctored national assessment exam after the second semester of pharmacology, as this course only covers half of the information. Grades for the course are distributed as follows.

- BIWEEKLY MULTIPLE CHOICE EXAMS ON BLACKBOARD 48%
- HERB PRESENTATION 2%

- COMPREHENSIVE MIDTERM 20%
- COMPREHENSIVE FINAL EXAM 30%

### Assessment of Data

#### NURSING DEPARTMENT GRADING SCALE

- 90-100% A
- 80-89% B
- 77-79% C
- 63-74% D
- 0-62% F

### STUDENT DATA

Student enrollment	Midterm	Final exam	Final grade for the course	Number of students completing	Successful	Retained
21	A-2	A-16	A-5	20	95%	95%
	B-10	B-4	B-13			
	C-2	C-0	C-2			
	D-6	D-0	D-0			
	W-1					

### How data is used to make improvements

Data obtained shows that the students had a significant improvement from the midterm grade, and are meeting the course objectives and are being successful, no students failed in the theory course or the clinical area and one student withdrew from the course.

The improvement is attributed to the use of tutors and study groups. Students used the supplemental readings suggested from the Assessment Technologies Institute (ATI) and took the practice exams provided. Students also adopted better study habits and improves retention since information is built upon from simple to complex. The course is ongoing and is merely the beginning of learning all that is needed to successfully achieve the objectives.



Luna Community College Department of Nursing  
Clinical Evaluation Tool

Student \_\_\_\_\_ Clinical Facility \_\_\_\_\_

Clinical Lab Instructor: \_\_\_\_\_

- 4= **Mastery** Student consistently functions with little or no guidance, except in highly complex situations
- 3= **Excellent Proficiency** Student generally functions satisfactorily with minimum guidance in the usual clinical situation
- 2= **Proficient** Student functions safely with moderate amount of guidance in the usual clinical situation
- 1= **Needs Improvement** Student usually requires intense guidance in the usual clinical situation
- 0= Student is considered unsafe to practice without constant, intense guidance

	Dates			
<b>Thread I: Knowledge base for nursing care</b>				
Course outcome: Student will integrate principles, biological, psychological, pathophysiological, social sciences and nursing theory to provide care.				
Student during the clinical experience will:				
<b>1. Perform physical assessment on a client in a knowledgeable, systematic and accurate fashion</b>				
<b>2. Use medical equipment properly</b>				
<b>3. Utilize principles of medical and surgical asepsis</b>				
<b>4. Perform skills of medication preparation and administration safely</b>				
<b>5. Relate accurately rationale for nursing interventions</b>				
<b>Thread II: Critical thinking/decision making</b>				
Course outcome: Student will utilize appropriate decision making skills to provide safe, effective nursing care				
Student during the clinical experience will:				
<b>1. Demonstrate critical thinking in the provision of nursing care</b>				
<b>2. Manage clinical time effectively to complete responsibilities</b>				
<b>3. Seek supervision and guidance in carrying out nursing care</b>				
<b>Thread III: Professional behaviors</b>				
Course outcome: Student will demonstrate accountability and awareness of professional roles when providing nursing care				
Student during the clinical experience will:				
<b>1. Display accountability for one's own actions and behaviors</b>				
<b>2. Use professional terminology and language</b>				
<b>3. Function in a self-directed manner</b>				
<b>4. Accept constructive criticism professionally</b>				
<b>5. Arrive to clinical site well prepared and appropriately dressed</b>				
<b>Thread IV: Cultural Competency</b>				
Course outcome: Student will provide care that is consistent with values, beliefs and cultural traditions when caring for diverse client populations with common health problems				
<b>1. Provide care with respect of client's cultural and ethnic diversity.</b>				
<b>2. Perform cultural assessment of clients.</b>				
<b>Thread V: Communication</b>				
Course outcome: student will utilize therapeutic and professional communication skills when caring for clients				
Student during the clinical experience will:				
<b>1. Exchange information through the spoken and written word that is directed toward the promotion of positive client outcomes</b>				
<b>2. Introduce self and role to clients</b>				
<b>3. Inform client of all nursing care to be performed</b>				
<b>4. Implement effective teaching with clients</b>				
<b>5. Document nursing care using the nursing process</b>				

**BUSINESS & PROFESSIONAL STUDIES**  
**MGMT 211e Business Ethics**  
**Fall 2011**

Prepared by Lita G. Bernal, Adjunct Instructor

**PURPOSE:**

The purpose of this report is to assess the student achievement in the Business Ethics Course based on student achievement of the course learning objectives. The focus of the report is how the outcomes of the assessments conducted during the course can be used to improve student learning through modified teaching methodologies or course content.

**COURSE DESCRIPTION**

Moral reasoning and issues in business that use both a theoretical and practical approach to business decision-making are examined as well as quality and customer service insight and skills. Prerequisites: ENG104 and READ105 or equivalent COMPASS/ACT scores or instructor approval.

**LEARNING COMPETENCIES:**

Upon successful completion of this course, with a minimum of 70%=C (700) or better, the student should:

1. Demonstrate the importance of ethical and corporate responsibility.
2. Identify the value of ethics and social responsibility in building and maintaining business relationships.
3. Identify and differentiate between an ethical and unethical situation.
4. Describe, analyze, develop, and follow policies for managing ethical and legal issues in organizations and in technology-based society.
5. Assess the role of ethics and social responsibility in decision making.

**ASSESSMENT METHODS:**

1. Pretest/Posttest (Posttest score part of exam percentage)
2. Weekly Classroom sessions = 20%
3. Weekly Individual Projects =30%
4. Weekly Discussion Boards 20%
5. Week Examinations (30 point) = 30%

Multiple choice quizzes were based upon the lesson given the previous class. Exams are taken from the test bank constructed by the author of the textbook. Similarly, appropriate homework was assigned that correlates to each week's lesson for the individual project and the discussion board.

**CLASS POINT STRUCTURE:**

1500-1350	A	Excellent
1349-1200	B	Above Average
1199-1050	C	Average
1049-900	D	Below Average
899 and Below	F	Failure

**CLASS CENSUS:**

17 Students

2 officially withdrew

1 attended some class sessions and did not return

**CLASS DATA:**

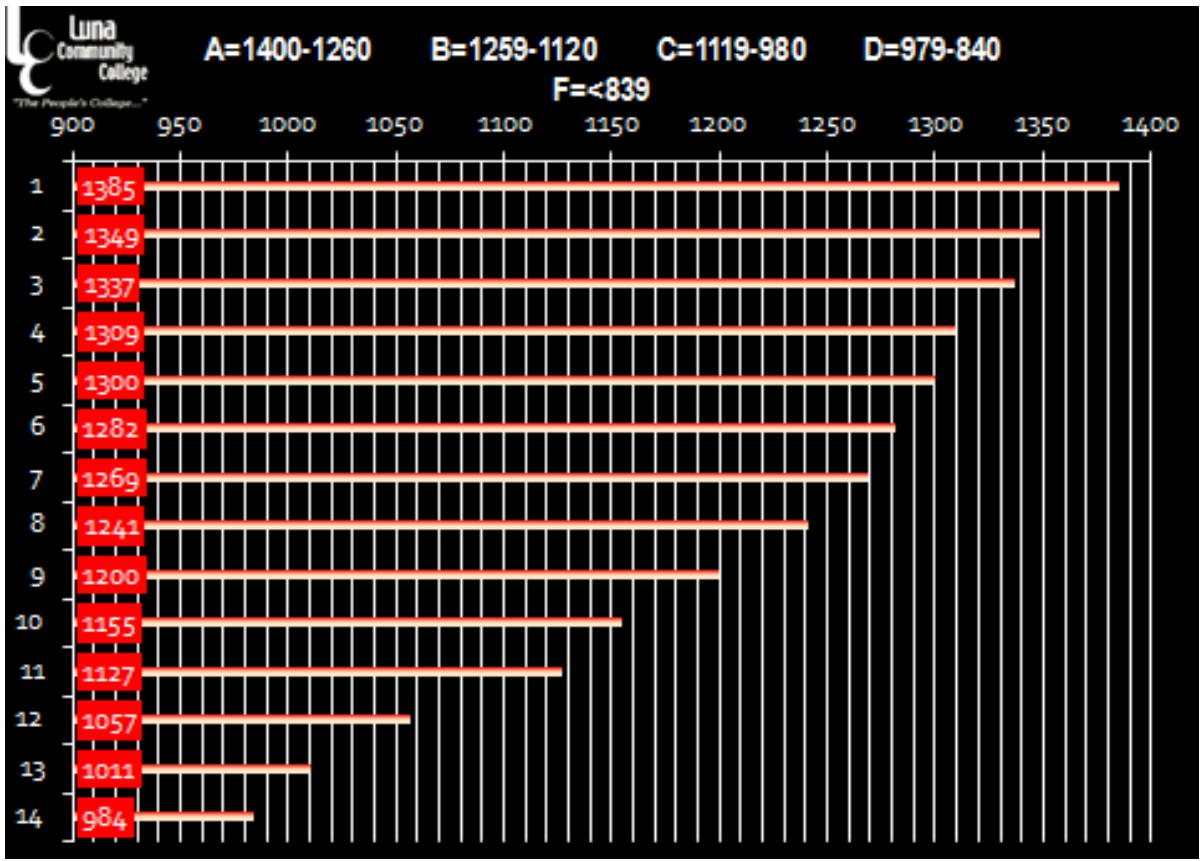
A = 1400-1260 - 7 Students

B = 1259-1120 - 4 Students

C = 1119-980 - 3 Students

D = 979-840 - 0 Students

F = <839 - 0 Students



**IMPROVEMENTS:**

1. Need for a better written class syllabus
2. Immediate need to set the academic bar early and remaining firm.
3. Exam review for each week of study.
4. Role play for greater understanding of ethical dilemmas.
5. Need for class feedback on exams, discussion boards, classroom sessions, etc.

**Pre-test/Post-test Results:**

Every student who took the pre and post-test improved their test scores.

Exam Pretest	Exam Post Test
Not graded	30 Available
18	
21	26
14	25
14	0
23	25
	28

19	28
7	
13	19
22	29
18	25
23	0
11	21
10	25
13	27
12	18