Improving Student Learning

Spring 2015 Report

LCC's Principles of Assessment

- Primary goal of Assessment is to 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

Spring 2015
Student Learning Outcomes Assessment Participants
May 12, 2015
LRC – Lecture Hall
830am

- Donnie Atkins – Welding Technology
- Linda Tapia – Humanities
- Gerald Dennis Fresquez – Vocational Education
- J.S. Griego – Humanities
- Kenneth Bachicha – Media Arts
- Betsy Sanchez – STEM
- Nichole Collins – STEM
- Andrellita Chavez – Allied Health
- Shirley Marlow – Humanities
- Mimi Overhulser – Humanities
- Jeanette-Mercedes Nolan – Humanities
- Debbie Trujillo – Education
- Elaine Ortega – School of Business
- Erin Gilland – Allied Health
- Eugene Sandoval – Vocational Education
- Cindy Armijo – Humanities
- Bruce McAllister -- STEM
- Anthony Baca – Auto Collision
- Joseph Montoya – Building Trades
- Vidal Martinez – Administration
- Roxanne DeSpain – Allied Health
- Terri Stafford – Culinary
- Kayleen R Encinias

- **Luna Community College: Improving Student Learning –Spring 2015 Report**

Table of Contents

Course Assessment Reports

Media Arts & Film Technology

Student Learning Outcome Assessment (SLOA) Report
MMC115 Principles of Multimedia

Spring 2015 SLOA

Prepared by Kenneth Bachicha, Full-Time MA&FT Faculty

Purpose: This report will assess the efficiency of the delivery of instructional schemes in MMC115 Principles of Multimedia on student achievement. It will gauge the MMC115 course and determine if students met expectations. The goal of this assessment is to acknowledge both strengths and weaknesses in the course. Allowing faculty to improve teaching methods as well as student attainment of outcomes.

Background: This course offers a brief introduction to digital film. This course will introduce the basic fundamentals of multimedia systems. The course will focus on the digital filmmaking processes including screenwriting, storyboarding, on set filming, and editing. The class will utilize Final Cut Pro and Adobe Photoshop for digital film editing and effects processes. Familiarity with the operation of a Macintosh-based computer is highly recommended.

Learning Outcomes:

The student learning outcomes for the course are as follows:
      1) Illustrate a basic understanding of software principles
      2) Exhibit clear usage of layers
      3) Describe steps used in creating various projects
      4) Identify proper usage of multimedia techniques & terms
      5) Describe usage of interactivity
      6) Clearly communicate constructive analysis during project critique

Assessment Methods:

The methods used to assess student progress toward and achievement of the learning outcome included:
- Written project concepts, documentary and portable device (2)
- Midterm Documentary Idea w/Audio Project and Final Animated Video w/ Audio Project
- Supplemental Media Software Projects (2)
- Project Critique Sessions (6)
- Class Sessions: usage of terms, software, and equipment (30)

Summary of Results:

The following table displays the results of student achievement of learning outcomes.

Student		Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Avg.
1 .		5	3	4	4	4	5	4.2
2 .		5	5	5	5	4	4	4.7
3 .		5	4	4	4	5	3	4.2
4 .		5	5	5	5	5	5	5
5.		5	5	5	4	4	5	4.7
6.		5	5	4	4	5	5	4.7
7.		5	5	5	4	5	4	4.7
Avg. Total		5	4.6	4.6	4.3	4.6	4.4	4.6

- Rubric Rating System: E = 5 Excellent, G = 4 Good, FR = 3 Fair
  U = 2 Unsatisfactory, P = 1 Poor, N = 0 Never Attended

As the tables illustrates, the students were generally ranked as either good or excellent in achieving the course outcomes. Some students ranked average requiring some need for improvement.

Summary Conclusions:

☐ Students with average or above average attendance ranked high in a majority of outcomes retaining or understanding a wider range of the terms and principles. These students were able to use the course terms, software, and equipment more frequently resulting in retention through repetition.
☐ While overall the achievement of learning outcomes was rated good to excellent (4.6 avg.), students were in need of improvement in outcomes **4** (identifying proper usage of multimedia techniques & terms) & **6** (clearly communicating constructive analysis during project critique). Additional supplementary projects are needed.

Use of Assessment Data for Course Improvement:

☐ Even greater emphasis of class attendance and participation.
☐ Requirement of more group projects so that more terms and editing techniques can be reviewed more frequently.
☐ Additional supplemental assignments that emphasis specific terms and techniques
☐ Requiring students to write out critique paragraphs.

SLOA Summary Assessment Report

Spring 2015
Bio 201 and Bio 201L Medical Microbiology
Prepared by instructor Roxane Despain

Purpose
The purpose of this report is to assess the effectiveness of the delivery of the Medical
Microbiology course based on student achievement of the course learning objectives. The focus
of the report is to evaluate the outcomes of an assessment conducted during the delivery of the
course and how it can be used to modify course content and improve student learning and/or
teaching methodologies.

Course Description
This course is designed to give the student a basic understanding of the microbial world and the
role of microbes in human disease. Microbial identification, metabolism, and reproduction will
be addressed. Diseases of the organ systems will be identified along with diagnosis and
treatment of microbial infection.

Background
Passing the Medical Microbiology course is required for completion of Luna Community
College Nursing Program.

Learning Objectives
The learning objectives have been developed after a critical study of the course textbook,
Microbiology, a Human Perspective (7th edition), Nester et. al. The labs procedures are taken
directly from the accompanying lab manual and aligned with the lecture objectives. The learning
objectives for the course are listed as follows:

Upon completion of the course, the student will be able to:
1.   Describe the characteristics of medically important microbes: bacteria, viruses, fungi,
        prions, protozoa, and nematodes.
2.   Name and describe microbiota of the body boarders and their importance to our health.
3.   Describe the virulence factors of pathogens and how they cause disease.
4.   Compare the risks and benefits of using antibiotics vs. vaccines and explain how
        microbial mutations can create drug resistance.
5.   Describe epidemiological techniques to pinpoint outbreaks, endemics epidemics, and
        pandemic disease spread throughout a population.
6.   Compare the effectiveness of microbial controls using physical and chemical methods.

7.   Identify bacterial species of infectious diseases by utilizing a variety of laboratory techniques.
8.   Analyze case studies to diagnose and treat microbial infections using signs and symptoms.

Assessment Methods

Several assessment methods are used in this class.

•   Informal assessment, using classroom participation points, group discussion
•   Multiple choice and matching
•   Exam
•   Final
•   Identifying case studies
•   Satisfactory completion of all lab skills

Multiple choice exams were based upon the lesson given the previous chapters. The two exams and final exam are taken from the test bank provided by the textbook publisher's website. There is no time limitation for completing the exams. Homework assignments consisted of answering focus questions for the chapter and being able to label and explain important diagrams in the chapters. The publisher's on-line learning activities include interactive animations, fill-in and matching assignments which re-enforce the vocabulary and learning objectives.

SUMMARY OF FORMATIVE DATA

Learning objectives	Number of Questions	% Answered Correctly
Exam # 1		
#1	18	53%
#3	06	52%
#4	04	60%
#6	05	70%
#7	09	73%

*Lowest exam score was 40%; highest 98%

Learning objectives	Number of Questions	% Answered Correctly
Exam # 2		
#1	10	57%
#2	03	48%
#3	02	54%
#4	15	63%
#5	06	75%
#8	05	63%

*Lowest Exam score was 26%; highest 98%

Final

Learning Objectives	Number of Questions	% Answered Correctly
#1	15	64%
#2	09	83%
#3	09	44%
#4	26	72%
#5	18	77%
#6	14	73%
#7	08	70%
#8	26	60%

*Lowest exam score was 53%; highest 96%

How the Data is Used To Improve Student Learning.

The following describe the proposed modifications to the course delivery based on preliminary assessment:

• I will align teaching and assignments to better address learning outcomes
• I will use more case studies for student practice on diagnosis
• I will have tests better aligned with learning objectives.

Department of Education

EDUC214E-01: Introduction to Special Education

Prepared by Debbie Trujillo, Education Instructor

Spring 2015

PURPOSE

The purpose of this report is to assess the effectiveness of instruction and student learning based on course learning objectives. The focus of this report will demonstrate the assessment methodology utilized for EDUC214E - Introduction to Special Education. The sample population for this course was 7.

BACKGROUND

The Teacher Education Program is a long standing program at Luna Community College. Most students seeking a degree in Teacher Education have intentions of transfer to a 4-year institution. This course is considered a prerequisite for admittance to the Teacher Education program at New Mexico Highlands University. The course provides students with an introduction to the identification of exceptional learners with respect to educational opportunities; current concepts and goals of special education; specific consideration of educational programs; and a survey of trends and professional opportunities.

Course Alignment to Program Objectives:

1. Objective 1: Demonstrate mastery in the six areas of study of children from birth through age eight by successfully completing each program course with a "C" or better.
2. Objective 2: Demonstrate competency to work in classrooms with children and families of diverse cultures, linguistic backgrounds and developmental levels that are represented in the State of New Mexico.
3. Objective 4: Create respectful, reciprocal relationships that support and empower families and that involve families in their child's learning.
4. Objective 5: Demonstrate knowledge of the goals, benefits, and uses of assessment.
5. Objective 6: Design, implement, and evaluate experiences that promote positive development and learning for all young children.
6. Objective 8: Demonstrate mastery in and application of foundational concepts from general education.
7. Objective 9: Actively seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for students.
8. Objective 10: Foster relationships with colleagues, parents and educational partners in the larger community to support student learning and well-being.

COURSE LEARNING OBJECTIVES

LO 1: Describe the historical development of special education and expected future trends.

LO 2: Identify state and federal laws and regulations, as well as significant litigation which pertain to learners with exceptionalities.

LO 3: Articulate a personal philosophy of inclusive education and mainstreaming practices.

LO 4: Describe the steps in the IEP process, procedural safeguards and legal responsibilities of educators as they pertain to assessment, verification, placement and delivery of services.

LO 5: Define each disability category covered by IDEA.

LO 6: Identify community resources available for special needs children and their families.

LO 7: Describe the needs of other "exceptional" children, such as gifted, at-risk and linguistically diverse learners who also need accommodations to fully benefit from the general classroom program.

ASSESSMENT METHODS AND TOOLS

Several methods of assessment of course learning objectives were utilized. Assessment methods include actual demonstration of skill of skill through practical experiences, assignments, presentations, quizzes and exams. Use of varied assessment tools is necessary to ascertain the student's level of proficiency.

Tools utilized:

Textbook assignments

Lesson Plan

Philosophy Statement

Quizzes

Final exam

Learning Objective	Knowledge	Comprehension	Application	Assignments/ Quizzes	Final Exam
1	X			X	X
2	X			X	X
3	X	X	X	X	
4	X	X	X	X	X
5	X	X		X	X
6	X	X	X	X	X
7	X	X			X

SUCCESS AND RETENTION:

Spring 2015

Introduction to Special Education ~ EDUC214

| Beginning Enrollment | | | | | | 7 | | | | End Enrollment | | | | | | 5 |

A's	B's	C's	D's	F's	I	AU	S	U	W	Total	% A's	% B's	% C's	% D's	% F's	% I's	% AU	Success Rate	Retention
2	1	0	0	1	0	1	0	0	2	7	40	20	0	0	20	0	20	80%	71%

*2-Students were purged for non-payment

Course Number/ Title	Course Description	Course Learning Objectives	Assessment Measure(s)	Assessment Outcomes	Recommendations for Improvement
EDUC214 Introduction to Special Education	Identification of exceptional children with respect to educational opportunities; current concepts and goals of special education; specific consideration of educational programs; and a survey of trends and professional opportunities.	Describe the historical development of special education and expected future trends.	Final exam question 1 Assignment 1	60% performed at 100%, 1 audit, 1 no test.	
		Identify state and federal laws and regulations, as well as significant litigation, which pertain to learners with exceptionalities.	Final exam question 3 Assignment 1	60% performed at 100%, 1 audit, 1 no test.	
		Articulate a personal philosophy of inclusive education and mainstreaming practice.	Personal Philosophy	80% performed at proficient, 1 audit	
		Describe the steps in the IEP process, procedural safeguards and legal responsibilities of educators as they pertain to assessment, verification, placement and delivery of services.	Final exam question 4: Assignment 2	60% of student performed at 100%, 1 audit, 1 no test. 60% performed at 90% or better, 20% performed at 60%, 1 student audit	Role play – through group activity the IEP process. Bring in Sped. Director as guest lecture
		State the definition of each disability category covered by IDEA.	Final exam question 47	60% of students performed at 100%, 1 audit, 1 no test	
		Identify community resources available for special needs children and their families.	Final exam question 3 Assignment 7	60% of students performed at 100%, 1, audit, 1 no test	Invite community guest speakers for online discussion

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Describe the needs of other "exceptional" children, such as gifted, at-risk and linguistically diverse learners who also need accommodations to fully benefit from the general classroom program.	Assignment 9	80% of students performed at 80% or better, 1 audit

SUMMARY OF RESULTS:

As part of the department's continuous quality improvement plan the following recommendations are made to improve teaching and learning for this course.

1. Improve technical aspect of online course - remedy platform issues, technical training for instructors prior to rollout of new instructional software, and provide ongoing training opportunities for instructors to maximize online instructional tools.
2. Student outreach - assist students who falter after midterm to achieve better outcomes for themselves even if that means withdrawing from the course.

Student Learning Outcome Assessment
(SLOA)
FOR
SPAN101E-Beginning Spanish I
SP'15
Presented by
Shirley S. Marlow

Purpose:
This report will assess the effectiveness of the delivery of instructional strategies in Beginning Spanish I on student achievement. It will evaluate this course and determine how well students met expected competencies. The goal of this assessment is to improve student learning instructional strategies and student assessment.

Background:
Beginning Spanish is offered as an elective for the Associate of Arts Degree programs at Luna Community College.

Course description:
The course is designed to include the essentials of first-year communicative function, grammar skills, and cultural overview of different Spanish speaking countries. NM Common course Number: SPAN113.

Student Learning Outcomes
 Students will:
- have a better understanding of the grammar and usage of the Spanish language
- increase their vocabulary and be able to use new vocabulary in sentences
- better understand spoken and written Spanish
- Increase reading skills
- appreciate Spanish culture and heritage
- use appropriate pronunciation, structure and vocabulary to communicate orally with speakers of Spanish, answering questions or making simple descriptions
- read and understand authentic documents in Spanish for cultural information
- write simple texts (shopping lists, descriptions, postcards, forms) using knowledge of vocabulary, culture and basic grammatical structures.
- analyze oral, written and visual sources (phone messages, menus, advertisements, cartoons) of information about Hispanic culture and compare and contrast with what the students know of their own culture.

   Measurement of Learning Outcomes
   1. In class assignments
   2. Homework assignments
   3. Quizzes
   4. Class/oral participation
   5. Mid-term exam
   6. Final exam

	EXCELLENT	GOOD	AVERAGE	POOR	FAILING
SLO 1	6	4	1	1	7
SLO 2	9	1	1	2	6
SLO 3	11			1	7
SLO 4	6	4	1	1	7
SLO 5	11			1	7
SLO 6	6	4	1	1	7
SLO 7	9	1	1	2	6
SLO 8	6	4	1	1	7
SLO 9	6	4	1	1	7

Evaluation:
15%- In class assignments/homework assignments
15%- Quizzes
20%- Attendance and oral participation
25%- Mid-term exam
25%- Final

Summary of Results:
- Table I displays the results of student performance from excellent to average was Forty-six (46%) based on the learning outcomes
- The rate of retention was seventy-nine percent (79%)
- Of the seven students who failed the class, one never attended. The other six either did not submit assignments, performed poorly, attended the on-line lecture sporadically or all of the above.
- The class achieved the learning outcomes and competencies at a good to excellent level.

Course delivery improvements:
- Add more oral presentations to focus on the spoken language
- Incorporate more primary and secondary sources into class lessons
- Provide more opportunity for students to write in Spanish, i.e. short stories, sentences, etc.
- Provide more information based upon the difference in Spanish cultures around the world.

Allied Health Department

NRSG 245-01

Pharmacotherapeutics II

Spring 15

Maxine Hughes RN MSN

Purpose

The purpose of this report is to assess learning outcomes for Pharmacotherapeutics II - Nrsg 245. This process is intended to determine if outcomes are being met and student competency on the clinical setting has occurred. Furthermore the evaluation of learning outcomes will provide information that can be used to improve on the obtainment of future outcomes.

Course Description and Background

This course is a continuation of clinical drug therapy organized by body systems with emphasis on drug actions, indications for uses, adverse effects, various types of drug interactions and key nursing implications. The student will utilize the basic knowledge from Pharmacotherapeutic Interventions I as new drugs are introduced that will follow disease processes taught in Common Health Problems. The continued 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 second 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:

Knowledge Base for Nursing Care – Level I

Apply basic scientific principles and knowledge of pharmacotherapeutic interventions to assist individual clients toward health promotion and illness prevention.

a.Identify, 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.Demonstrate and utilize research methods to continue to gain current knowledge   of new drugs and new uses for established drugs.
e.Demonstrate health teaching concepts to educate clients about their prescribed drugs.

Critical Thinking/Decision Making – Level I

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-herb and *drug*-food interactions that may impact on safety of client.
b.Identify major issues/concerns in drug therapy of children, pregnant women and older adults that impact on safe medication delivery.
c.Assess and interpret client/lab data needed for clinical decision-making re drugs
d.Apply appropriate problem solving skills in assisting clients /families with medication interventions related to common health needs.

Professional Behaviors – Level I

Demonstrate accountability in the specific roles and responsibilities of the medication nurse in the safe delivery of medication to clients.

a.Demonstrate specific competencies, roles and responsibilities in safe and accurate medication administration of all drugs

b.Act as client advocate in issues related to drug non-compliance

Cultural Competency – Level I

Apply knowledge of values, beliefs, and cultural traditions that may impact on client/families decision to utilize medication interventions to assist individuals toward health promotion and illness prevention.

a.Identify varying cultural patterns and health beliefs that impact on drug therapy
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.
d.Identify for client drug/herb interactions that may impair safe medication delivery.

Therapeutic Communication – Level I

Demonstrate appropriate communication utilizing therapeutic techniques in the administration of medication interventions

a.Demonstrate therapeutic communication skills when interacting with clients to maximize teaching/learning about medication interventions.
b.Assess 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 weekly exams are given 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.

3% Student teaching project:
Students will present a medication in a challenging teaching scenario

2% ATI exams
Students will take national assessments to assess their level of knowledge and practice taking multiple choice exam questions

45% Unit exams,
Students will have weekly exams related to the content from the previous week as per the class schedule

20% Midterm exam,
Comprehensive to date exam to test student knowledge at mid- term

30% Final comprehensive exam,
Covers information from the entire semester.

Assessment of Data

Nursing department grading scale

☐ 90-100% A

☐ 80-89% B

☐ 77-79% C

☐ 63-76% D

20

☐ 0-62% F

Student data

Student enrollment	Midterm	Final exam	Final grade for the course	Number of students completing	Successful	Retained
24	A-6	A-8	A-4	23		
	B-14	B-13	B-16			
	C-0	C-2	C-3			
	D-3	D-1	D-1			
	F-1	F-0	F-0			

In addition a pretest and post test for the class were given that tested a random sample of knowledge that the student should obtain at the end of the semester the results are as follows:

Number of students taking exam	Pretest average	Posttest average	% improvement
24	54.7	71.6	17%

Clinical evaluation: Student will perform skills of medication preparation and administration safely.

Number of students		4- mastery	3- excellent proficiency	2- proficiency	1- Needs improvement	0- Unsafe to practice
24	Midterm rankings	0	0	19	5	0
	Final ranking	0	14	10	0	0

	s					

Clinical grading tool:

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

How data is used to make improvements

Data obtained shows that the students improved in their knowledge of pharmacological principles and medication delivery both in theory and clinical areas. They are meeting the course objectives, one student failed in the theory course.

The improvement is attributed to the use of tutors, study groups, and ATI. Students used the supplemental readings suggested from the Assessment Technologies Institute (ATI) and took the practice exams provided. Students also adopted better study habits as they progressed and followed the remediation policies in place. Early intervention and remediation with failing students has proven

successful as demonstrated with 3 of the 4 students failing at midterm, 3 went on to pass the course but not with the 4th one who ultimately failed.

Improvements can be made in the area of knowledge retention, possibly bringing in content from previous exams to be tested on in an ongoing fashion so that information remains fresh and content can be built on.

NRSG 222: Transitional Practicum

Spring 2015

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

PURPOSE:

The purpose of this report is to assess student learning throughout the semester in this second level nursing clinical course. This course is the clinical part of the Management course. If the didactic and/or the clinical portion of the class is failed, the student fails both courses.

BACKGROUND:

Nursing 222; Transitional Practicum is clinical portion of the Nursing Management course. They must complete 80 hours of preceptorship with a qualified RN at either Alta Vista Regional Hospital, Guadalupe County Hospital in Santa Rosa, NM, and/or St. Vincent's in Santa Fe, NM. This preceptorship must be completed in the last semester of the RN year. They must successfully complete the first year of study to be able to continue with the second year.

COURSE DESCRIPTION:

This course is designed to refine the nursing student's management/delegation skills and expand client care and clinical/technical skills. Emphasis is based on the knowledge and skills needed for the staff nurse to analyze the work environment and identify factors that promote an environment that is nurturing, safe and health promoting to both clients and staff taking into account cultural diversity factors. Interpersonal relationships between healthcare workers, as well as between client and nurse are evaluated to enhance the student's skills in the promotion of and maintenance of therapeutic/collaborative communication. Primary content areas that support the development of these skills include: critical thinking/problem solving, decision-making, effective communication, conflict resolution, and professional employment work ethics. The actual clinical time with the preceptor will encompass 80 hours. Hospital orientation and a State board of Nursing disciplinary hearing visit will make up the remaining 10 hours of necessary clinical time.

COURSE OUTCOMES:

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

1. Demonstrate enhanced managerial skills in setting nursing priorities based on utilization of the nursing process for client assessments and staff assignments.
2. Demonstrate implementation of the nursing process in clinical practice.

3. Demonstrate enhanced interpersonal/therapeutic communication skills with team members, clients, client's families and client groups.
4. Administer medications to assigned clients utilizing critical thinking to analyze factors that promote safe administration to individual clients.
5. Demonstrate the ability to work effectively with members of various health care teams.
6. Demonstrate increased mastery of activities such as discharge planning, client teaching, family counseling, etc.
7. Demonstrate enhanced ability to give a thorough nursing report using institutional guidelines.
8. Develop and update nursing care plans following the nursing process as needed.
9. Develop organizational skills to manage all aspects of care for a small group of assigned clients.
10. Formulate clinical objectives specific for practicum clinical experience.

ASSESSMENT TOOLS:

❖ Must have completed 80 hrs of preceptor hours before the end of the semester based on time sheets signed by preceptors.
❖ Must have satisfactorily completed the course outcomes based on the preceptor evaluations completed at the end of their 80 hour preceptorship.
❖ Demonstrate accountability for completing daily preceptor journal with preceptor signature to verify the hours/skills completed.

PASSING GRADE: S (SATISFACTORY)

Grading Scale: **S for Satisfactory**

- Completed all required hours/paperwork
- Completed all required evaluations
- Completed course outcomes as arose during preceptor rotation
- Successfully completed the didactic portion of the class

U for Unsatisfactory

- Did not complete all assignments in a timely manner
- Did not pass the didactic portion of the class

Competencies:	1	2	3	4	5	6	7	8	9	10
Student										
1	S	S	S	S	S	S	S	S	S	S
2	S	S	S	S	S	S	S	S	S	S
3	S	S	S	S	S	S	S	S	S	S
4	S	S	S	S	S	S	S	S	S	S
5	S	S	S	S	S	S	S	S	S	S
6	S	S	S	S	S	S	S	S	S	S
7	S	S	S	S	S	S	S	S	S	S
8	S	S	S	S	S	S	S	S	S	S
9	S	S	S	S	S	S	S	S	S	S
10	S	S	S	S	S	S	S	S	S	S
11	S	S	S	S	S	S	S	S	S	S
12	S	S	S	S	S	S	S	S	S	S
13	S	S	S	S	S	S	S	S	S	S
14	S	S	S	S	S	S	S	S	S	S
15	S	S	S	S	S	S	S	S	S	S
16	S	S	S	S	S	S	S	S	S	S
17	S	S	S	S	S	S	S	S	S	S
18	U	U	U	U	U	U	U	U	U	U

Total # of students enrolled in the class at beginning of semester	Total # of students that failed the Practicum portion of course	Total # of students that successfully completed course
18	1**	17

ISSUES RELATED TO STUDENT FAILURE:

All students, but one, successfully completed their assigned hours and paperwork.

IMPROVEMENTS:

- Bringing all evaluations and paperwork up to date to include new nursing realities; looking at delegation, inter-professional delegation, teamwork, and higher level managerial skills. Looking at the higher functioning of the registered nurse responsibilities.

Humanities Department
SPCH 111/Public Speaking
Spring 2015
Linda T. Tapia, Adjunct Faculty

Purpose

All careers and job requirements embrace the ability of individuals to express themselves with finesse, dignity, and composure. Much can be determined by a person's ability to speak in a professional manner; therefore, this course addresses the requirement of speaking before an audience. Speech 111 develops speaking skills for all students who are pursuing certification in all fields. The objectives are achieved through student speeches/evaluations and teacher instruction, evaluations, and critiques. This report will present the delivery of methods and strategies used in SPCH 111/Public Speaking. It will show how the students met expected competencies. The assessment will strive to improve student learning, as well as the learning outcomes.

Background

As described in the LCC Catalog, Speech 111 is the study of the theory and practice of public discourse. Principles of rhetoric are studied, and their applications are explored in the analysis, preparation, and presentation of speeches. NM Common Course Number: COMM 1113.

Student Learning Outcomes

Plan arrange, and distinguish speeches for different purposes, including speeches that entertain, inform, and persuade

Develop support, including researched authorities, for their speeches

Craft verbal and nonverbal messages to suit particular audiences and purposes

Deliver timed speeches before an audience and respond to audience questions

Evaluate their own and others' speaking, identifying aspects of audience preparation, arrangement, critical thinking, and delivery
Assessment Methods

A. Deliver seven speeches

1. Introduction Speech

2. Dramatic Reading

3. Cartoon Analysis

4. Demonstration

5. Inform on an illness

6. Persuasive speech on a controversial topic

7. Power Point with an entertaining theme

B. Work in groups---evaluate each other

C. True/False quizzes

D. Highlight of chapters---Present orally

E. Speak in the classroom and lecture/auditorium

F. Midterm/final written exams

Grading Rubric

Daily participation 60%

 Midterm/Final/Formal Speeches 30%

 Attendance 10%

Student Learning Outcomes

Summary of Results

The following table displays the results of student achievement of the learning outcomes. The results are shown for each section.

Results

1 A   7 B's   1 D   1 F

The following table displays the results of student achievement of the learning outcomes. The results are shown for each section. The table illustrates that the students were generally ranked as excellent or good in achieving the course competencies; however, there were 2 students who did not meet requirements because of attendance or lack of work.

Outcomes	Excellent	Good	Fair	Unsatisfactory	Poor	Never attended		
1	2	6			1	1		
2	7	1			1	1		
3		9				1		
4	8				1	1		
5	7	2				1		

Conclusion

Students who had good attendance and good participation, of course, maintained excellent scores and mastered the competencies. Practice, dedication, and desire to excel were all factors that determined whether a student met the competencies and had good outcome. What did hinder the majority of the students were the personal issues in their lives.

Plans for course delivery improvements based on data

- **Continue to develop a strict approach to late work**
- **Continue to require maximum attendance and participation**
- **Continue to require excellent speaking/writing skills**
- **Require dress up/ professional dress for formal presentations**