FALL

2018

SLOA Reports

(CSMT109-Level 1 Costmetology,NRSG1640 & NMNC1235-Assessment & Health Promotion for Spring 2018, STEM105-Computer Use for Scientific Research)

Luna Community College

LEVEL 1 COSMETOLOGY

CSMT 109

COSMETOLOGY THEORY I

CREDIT HOURS: 4.0

Clarice Bonney, RI, RC

COURSE DESCRIPTION—CSMT 109

This course is the basic fundamentals of cosmetology/ barbering. CSMT 109 is an introduction in all areas of cosmetology / barbering including: the origin of cosmetology/ barbering, professional image, first aid, work ethics, State Law and Regulations, State Board Practical Exam readiness, bacteriology, public health safety, HIV and hepatitis, disinfection and sanitation, intro to chemistry, dermatology, trichology, natural nail structures and functions, disorders and diseases. Students will be able to demonstrate entry level skills to the corresponding areas.

PLAN (**Year 1** of 3-year plan) This is one of three courses being used to assess the three selected PLOs for the three year Program Learning Outcome Assessment Plan.

Prerequisite: ENG078 or equivalent COMPASS/ACT score.
Co-requisites: CSMT118, CSMT123 and CSMT126.

LEARNING OUTCOMES

- Students will know the origin of cosmetology/ barbering
- Students will know the importance disinfection and sanitations
- Students will be able to define bloodborne pathogens such as HIV and hepatitis and what to do in the presence of blood during a service
- Students will have an understanding of State Laws and Regulations
- Students will be ready for the practical exam mirrored after the New mexico State Board licencing exam
- Students will know the structure of the skin, disorders, and diseases
- Cosmetology students will be familiar with different structures of the natural nail
- Students will know the properties of hair and scalp
- Students will know the basics of chemistry and how it relates to hair

CSMT109 - COSMETOLOGY THEORY I

FALL 2018

SECTION: 01

DAYS: -MTWR--

DATES: 08/20/2018-12/07/18

TIMES: 8:00AM - 8:50AM

ENROLLMENT: 12

FALL 2017

SECTION: 01

DAYS: -MTWR--

DATES: 08/21/2017-12/08/17

TIMES: 8:00AM - 8:50AM

ENROLLMENT: 13

ASSESSMENT METHODS

- CHAPTER EXAMS → 40%
- OUTLINES → 30%
- MIDTERM EXAM → 10%
- STATE BOARD EXAM PREP FOR MINI BOARD → 20%

GRADE SCALE

- 100%-93% A
- 92%-85% B
- 84%-75% C
- 74%-70% D
- 70%-0% F

EXCESSIVE TARDIES/ABSENCES AFFECT TOTAL GRADE BY 5%-10%

PERCENTAGES ARE BASED ON NEW MEXICO STATE BOARD REQUIREMENTS

CSMT 109

COSMETOLOGY THEORY I ~ LEARNING OUTCOMES

Beginning Enrollment:	12	CSMT109		Fall 2018							
Withdrawals:	0									%Total	Percent
Course:	A's	B's	C's	D's	F's	I's/AU	S's	U's	Total	Successful	Retention
(actual numbers)	4	5	1	0	2	0	X	X	12	83.3%	
(Percentages)	33.33%	41.67%	8.33%	0.00%	16.67%						82.4%

Beginning Enrollment:	13	CSMT109		Fall 2017							
Withdrawals:	0									%Total	Percent
	A's	B's	C's	D's	F's	I's/AU	S's	U's	Total	Successful	Retention
(actual numbers)	4	4	4	0	1				13	92%	
(Percentages)	30.77%	30.77%	30.77%	0.00%	7.69%						82%

CONCLUSION

From 2017 to 2018 my success percentage in Theory I was identical. Had I retained the 2 students that got F's (or had they withdrawn from my class) my percentage would have been higher for 2018.

I find that at least 30% of students grades are affected due to excessive absences/tardiness to class.

Assessment and Health Promotion

NRSG 1640 NMNC 1235
Spring 2018
CLOA Presentation

Irma Joy Shrum BSN, RN

Nursing

Luna Community College

Assessment and Health Promotion

Luna Community College

Purpose

The purpose of this report is to assess student learning based on the established Course Learning Outcomes for Assessment and Health Promotion NRSG 1640 / NMNC 1235 course. The focus of this report is to document the methods and results of the assessments that were used throughout the course. The results will then be used to make informed decisions on modifications to course content, emphasis teaching methodologies, and improvements in student learning.

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Course Description

- This course introduces the nursing student to the assessment of and the health promotion for the health care participant as an individual, a family, or a community. This course uses seminar, laboratory and/or clinical settings.

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Course Learning Outcomes

1. Assess physical health including a focus on the health/illness beliefs, values, attitudes, developmental level, functional ability, culture, and spirituality of the participant. [L2.1/P1]
2. Assess family health including a focus on family health history, environmental exposures, and family genetic history to identify current and future health problems. [L2.2/P2]
3. Collaborate with a community to assess their health needs. [L2.1/P1]
4. Utilize community assessment data and evidence-based practice as basis for identifying community health needs. [L2.3/P3]
5. Document health assessments in electronic health record or written formats. [L2.5/P5, L2.6/P6]
6. Share community assessment data with other healthcare professionals to identify needed interventions. [L2.5/P5]
7. Explain the role of the nurse in relation to advocacy for the health care recipient. [L2.2/P2]

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Assessment Methods

- **10% ATI Skills Modules**
- **60% Exams (Average of quizzes = 1 Exams)**
- **30% Final Exam**
- **Teaching/Learning Methodologies:**
  - Lecture/Discussion
  - Case Studies
  - Simulations
  - Skills demonstration and practice
  - Clinicals

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Grade Distribution

Beginning Enrollment: 22

Course	A's	B's	C's	D's	F's	I	AU	S	U	W	Total	%A's	%B's	%C's	%I's	%S's
	5	17									22	23%	77%	0%	0%	0%

* Students earning A,B or C, S grades

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COURSE Competency Rubric

Overview & analysis of the outcomes can be documented here.

RUBRIC:

- ***5=Excellent**
- ***4=Good**
- ***3=Average**
- ***2=Unsatisfactory**
- ***1= Poor**

Course Learning Outcomes/Competency

CLO's/ Competencies

List CLO's/Competencies Ex: 1. Demonstrate.....

1. Assess physical health including a focus on the health/illness beliefs, values, attitudes, developmental level.	•Completed Mini Mental Status Examination •Completed Assessments which included:
2. Assess family health including a focus on family health history, environmental exposures, and family genetic	Completed assessments which included: a) History
3. Collaborate with a community to assess their health needs. [L2.1/P1]	Learned about the needle exchange program. Benefits of that included: a) Access to sterile needles and syringes
4. Utilize community assessment data and evidence-based practice as basis for identifying community health	Windshield Assessment assignment with a group presentation using the nursing process. Student research assignment.
5. Document health assessments in electronic health record or written formats. [L2.5/P5, L2.6/P6]	Utilized informatics for patient care. Satisfactory student clinical evaluations.
6. Share community assessment data with other healthcare professionals to identify needed interventions.	Research assignments. Case studies.
7. Explain the role of the nurse in relation to advocacy for the health care recipient. [L2.2/P2]	Communicated with other healthcare providers to meet the patient's needs. Adhered to policies in clinical settings.

Students	1	2	3	4	5	6	7
1	4	4	4	4	4	4	4
2	4	4	4	4	4	4	4
3	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4
5	4	4	4	4	4	4	4
6	4	4	4	4	4	4	4
7	4	4	4	4	4	4	4
8	4	4	4	4	4	4	4
9	4	4	4	4	4	4	4
10	4	4	4	4	4	4	4
11	4	4	4	4	4	4	4
12	4	4	4	4	4	4	4
13	4	4	4	4	4	4	4
14	4	4	4	4	4	4	4
15	4	4	4	4	4	4	4
16	4	4	4	4	4	4	4
17	4	4	4	4	4	4	4
18	4	4	4	4	4	4	4
19	4	4	4	4	4	4	4
20	4	4	4	4	4	4	4
21	4	4	4	4	4	4	4
22	4	4	4	4	4	4	4

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Conclusion

Assessment and Health Promotion 2018 began with 22 students. All 22 students completed the class with an A or B. All objectives were met.
A change being made to this class in 2019 is to increase clinical time within our community. Nursing consists of many scopes of practice. Broadening a student's focus will allow them to see other issues that are rarely seen within the community. They will be learning and teaching within our own community.

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STEM 105
COMPUTER USE FOR SCIENTIFIC RESEARCH
FALL 2018
PRESENTATION

Geno Castillo
STEM
Luna Community College
Instructor

Luna Community College

Purpose

The purpose of this report is to assess student learning based on the established Course Learning Outcomes for (STEM 105: Computer Use for Scientific Research) course. The focus of this report is to document the methods and results of the assessments that were used throughout the course. The results will then be used to make informed decisions on modifications to course content, emphasis teaching methodologies, and improvements in student learning.

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Course Description

This course is the study of fundamentals of computer technology software used in engineering technology fields. Emphasis will be placed on technical and scientific computer applications. Topics to be covered will include an introduction to computer concepts, Windows, Microsoft Word, Excel, Access, and PowerPoint, and other specific software applications used to interface various engineering technologies fields. **Credit Hours: 3**

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Course Learning Outcomes

Course Learning Outcomes found on the syllabus will be entered here.

1. Demonstrate a knowledge of the course content through quizzes, projects, and exams.
2. Apply the concepts learned in the class to unit projects.
3. Demonstrate a working knowledge of both Microsoft and AutoCAD software.
4. Demonstrate a working knowledge of hardware and components.

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Assessment Methods

- 10% Attendance & Participation
- 40% Homework / Labs
- 10% Quizzes
- 20% Project
- 10% Midterm
- 10% Final

Students	Pre-Test	Post-Test
1	N/A	98
2	N/A	98
3	N/A	93
4	N/A	93
5	N/A	96
6	N/A	98
Average	###	96

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Grade Distribution

What was the ultimate outcome?

Grade Distribution

Beginning Enrollment: 6

Course	A's	B's	C's	D's	F's	I	AU	S	U	W	Total	%A's	%B's	%C's	%I's	%S's	%U's	*Percent Retention
	4	2									6	67%	33%	0%	0%	0%	0%	100%

* Students earning A,B or C, S grades

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COURSE Competency Rubric

Overview & analysis of the outcomes can be documented here.

Course Learning Outcomes/Competency

CLO's/ Competencies

List CLO's/Competencies Ex: 1. Demonstrate.....

Comp 1. - Students will describe the process of scientific inquiry. Students should: A) Understand that scientists rely on evidence	CLO 1 - Demonstrate a knowledge of the course content through quizzes, projects, and exams.
Comp 2. - Students will solve problems scientifically. Students should: A) Be able to construct and test hypotheses using modern lab	CLO 2. - Apply the concepts learned in the class to unit projects.
Comp 3. - Students will communicate scientific information. Students should: Communicate effectively about science (e.g., write lab reports	CLO 3. - Demontsrate a working knowledge of both Microsoft and AutoCad software.
Comp 4. - Students will apply quantitative analyses of scientific problems. Students should: A) Select and perform appropriate	CLO 4. - Demonstrate a working knowledge of hardware and components.
Comp 5. - Students will apply scientific thinking to real world problems. Students should: A) Critically evaluate scientific reports or	13
6	14
7	15
8	16

RUBRIC:

***5=Excellent**

***4=Good**

***3=Average**

***2=Unsatisfactory**

***1= Poor**

Course Learning Outcomes

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Average	Pre-Test	Post-Test
1	5	5	5	5	5				5	5	5	5											5		
2	5	5	5	5	5				5	5	5	5											5		
3	5	5	5	5	5				5	5	5	5											5		
4	4	4	4	4	4				4	4	4	4											4		
5	5	5	5	5	5				5	5	5	5											5		
6	4	4	4	4	4				4	4	4	4											4		

Students	1	2	3	4	5	6	7	8	9	10	11	12
Average	4.7	4.7	4.7	4.7	4.7	###	###	###	4.7	4.7	4.7	4.7

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Conclusion

Findings: All students successfully completed all Course Learning Outcomes.

Are there changes to be made? (based on findings) There is always room for making a class better.

Overall thoughts: The class was successful and needs to be offered every fall semester to students who are in the STEM program.

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