

Course: RNURS 39

Sections:

Completed by: Colin McDowell

Los Medanos College CSLO Assessment

Improvement Plan Form

Course:

CSLO	Learning	Improvement	Implement Improvement
CSLOs Assessed	Answer the following question for each CSLO: What did we learn from the assessment?	For at least 1 CSLO identify one strategy to try that may improve student learning. Answer the following question: What do we plan next to improve student learning?	Identify the term and year the improvement will be implemented (i.e. Fall 11)
CSLO #: 1 CSLO Description: Apply the Nursing Process to drug administration	# High Proficiency <u>47%</u> # Meets Proficiency <u>47%</u> # Below Proficiency <u>6%</u> Students who did not meet high proficiency had some difficulty with moving from gathering data to creating a plan in the nursing process	In class have students apply the nursing process in pharmacology class to drugs that are introduced in lecture.	Spring 2014
CSLO #:2 CSLO Description: Provide expanded information on drug classifications, actions, and nursing implications	# High Proficiency <u>29%</u> # Meets Proficiency <u>53%</u> # Below Proficiency <u>18%</u> Students who did not meet high proficiency had some lack of knowledge of drug actions	Have students find the classification of drugs by their mechanism of action and explain to their instructor why their client is being prescribed each drug.	Spring 2014
CSLO #:3 CSLO Description: Demonstrate safe administration of PO/IM/IV	# High Proficiency <u>68%</u> # Meets Proficiency <u>32%</u> # Below Proficiency <u>0%</u> Students who did not meet high proficiency had difficulty with necessary safe steps of drug administration	Increase proficiency of students by having them research the QSEN competencies, rates of medication errors in the US, and having clinical instructors emphasize the safe steps of administration	Spring 2014

medications			
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CSLO	Learning	Improvement	Implement Improvement
CSLOs Assessed	Answer the following question for each CSLO: What did we learn from the assessment?	For at least 1 CSLO identify one strategy to try that may improve student learning. Answer the following question: What do we plan next to improve student learning?	Identify the term and year the improvement will be implemented (i.e. Fall 11)
CSLO #1: At the completion of this course the student should be able to: Understand and apply common safety practices used in an industrial lab.	# High Proficiency __16__ # Meets Proficiency __0__ # Below Proficiency __0__ In all PTEC courses, the mantra is "safety comes first". The first lab activity in PTEC 27 is a safety orientation & survey (a lab safety equipment "treasure hunt" followed by a whole-class oral quiz). The excellent results for this assessment reflect two facts: every student in PTEC 27 was required to have already completed a similar exercise in their chemistry prerequisite courses (CHEM 6 or 7); and all but one of the students surveyed this term also completed PTEC 12, which covers Safety, Health, and the Environment.		
CSLO # 2: At the completion of this course the student should be able to: Outline the operation and the theory that relates to the operation of analytical equipment.	# High Proficiency __5__ # Meets Proficiency __10__ # Below Proficiency __1__ This CSLO was assessed by combining scores from three questions on the Final Exam that covered general concepts of solid/liquid phase chromatography & HPLC, theories of distillation & Gas Chromatography, and Infra-Red Spectroscopy. The class actually did well, considering that these are fairly sophisticated topics, that are traditionally not even taught to chemistry majors until they are enrolled in Organic Chemistry (following a full year of General Chemistry).	PTEC 27 is a tricky course to teach, because there is NO COMMERCIAL TEXTBOOK PUBLISHED that covers this unusual course material at the appropriate level. Every Analytical Instrumentation chemistry text available assumes the students have already completed a full year of General Chemistry, a full year of organic Chemistry, and that their math preparation has included calculus and statistics. So, we are stuck using a "home-made" compilation of readings, with original material mixed in with internet resources, descriptions from instrument operators' manuals, and so on. Every term we revise this "text", and we shall do so again.	Spring 2014
CSLO #3: At the completion of this course the student should be able to: Demonstrate knowledge of basic laboratory equipment operation such as chromatography, titration, pH analysis, and balances.	# High Proficiency __13__ # Meets Proficiency __3__ # Below Proficiency __0__ This CSLO was assessed using a series of lab exercises that focused on: solution preparations and spectrometric verification of concentrations; pH, salinity, and conductivity measurements; comprehensive water quality analysis using spectrometers, titration, and electrochemical probes. These labs are actually a lot of fun, as well as being practical, and quite a bit of lecture time is used to prepare the class for these hands-on activities.		

Course: Drama 51

Sections: 0032

Completed by: Nick Garcia

Los Medanos College CSLO Assessment

Improvement Plan Form

Course: Drama 51

CSLO	Learning	Improvement	Implement Improvement
CSLOs Assessed	Answer the following question for each CSLO: What did we learn from the assessment?	For at least 1 CSLO identify one strategy to try that may improve student learning. Answer the following question: What do we plan next to improve student learning?	Identify the term and year the improvement will be implemented (i.e. Fall 11)
CSLO #1: CSLO Description: Develop, personalize, and use a theatrical vocabulary to record blocking and communicate with a director on a intermediate level.	# High Proficiency__20____ # Meets Proficiency__5____ # Below Proficiency__6____ Students throughout the semester demonstrated continued progress and exhibited incredible commitment to difficult roles and advanced their technical skills immensely. The ones who met proficiency did not put in the time dedicated, but still showed improvement. Those who were below proficiency did not get a role and therefore did not improve and worked backstage.	Encourage a personal journal throughout the process.	Fall 2012
CSLO #2: CSLO Description Develop and explore techniques (manipulate imagination, given circumstance, objective, action, tactics, and methods of relaxation) used in their acting process	# High Proficiency__10____ # Meets Proficiency__15____ # Below Proficiency__6____ Most of the students were first time actors and college students. However, students throughout the semester demonstrated continued progress and exhibited incredible commitment to difficult roles and advanced their technical skills immensely. The ones who exceeded proficiency had strong work ethics and/or had taken multiple acting courses before. The ones who met proficiency did not put in the time dedicated, but still showed improvement. Those who were below proficiency did not get a role and	Spend more rehearsal time developing new techniques.	Fall 2012

	therefore did not improve and worked backstage.		
CSLO #3: CSLO Description Use intermediate acting techniques (manipulate imagination, given circumstance, objective, action, tactics, and methods of relaxation) in a theatrical production.	# High Proficiency__8____ # Meets Proficiency__17____ # Below Proficiency__6____ Not everyone in the class had the experience to incorporate these skills. However as stated before this class worked incredibly hard to achieve proficient status in an intermediate course.	NA	