Lurleen B. Wallace Community College

Quality Enhancement Plan

Learning to Learn:
Improving Nursing Student Success

Submitted to the
Southern Association of College and Schools
Commission on Colleges

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Abstract

The Lurleen B. Wallace Community College Quality Enhancement Plan, “Learning to Learn: Improving Nursing Student Success,” addresses the Practical Nursing Program’s need to increase student learning and retention in three first-semester nursing courses. The focus of the plan is to provide students with strategies to be successful learners in identified practical nursing barrier courses by educating instructors in effective pedagogy and infusing courses with active learning techniques.

Through the Institutional Effectiveness Process, faculty and administrators identified courses in the Practical Nursing Program as having the college’s highest withdrawal and failure rates. NUR 102 Fundamentals of Nursing, NUR 103 Health Assessment, and NUR 104 Introduction to Pharmacology are the first courses students must take in the Practical Nursing Program. Unfortunately for many students, these courses are also their last because they do not return to the college after failing one or more courses. During research for the Quality Enhancement Plan, nursing faculty reviewed modules within these courses and identified particular concepts and techniques which were most difficult for students to learn. After interviewing students and faculty and reviewing literature and best practices, the QEP Team identified strategies for enhancing student learning and improving faculty instruction.

Goals, objectives, and specific strategies were established to increase the quality of student learning and thereby increase the success of students who aspire to become nurses. The period of implementation for the QEP project will be Fall 2007 through Summer 2012 at a cost of $131,000.
Chapter 1

Introduction to Lurleen B. Wallace Community College

Lurleen B. Wallace Community College (LBWCC) has campuses in Andalusia, Opp, and Greenville, as well as a workforce development center in Luverne. All campuses offer a wide variety of courses and programs designed to respond to the education and career needs of rural south Alabama citizens.

The College offers three degree options and a wide range of occupational certificates and specialized programs. The Associate in Arts and the Associate in Science degree programs prepare students to transfer to four-year institutions for their junior and senior years. With nine areas of study, the Associate in Applied Science degree programs prepare students for direct entry into the workforce. In addition, the College offers numerous technical and occupational certificate programs to prepare students for a variety of careers.

LBWCC utilizes the STARS program, the statewide transfer and articulation reporting system mandated by the State Legislature, to guarantee the transfer of courses leading to a bachelor’s degree. Likewise, the College actively partners with business and industry by maintaining advisory boards to ensure that programs meet workforce needs. During the past three years, five associate and certificate programs have been developed in direct response to labor demands in the area.

Each of the three campuses and the workforce development center has unique characteristics as described in the following paragraphs.

**Andalusia Campus.** Built in 1968 and located in the heart of Covington County on a 100-acre site, the Andalusia Campus was the college’s first campus. College
administrative offices are located on the Andalusia Campus. The main academic buildings are adjacent to a nine-hole golf course with a lake, walking trail, tennis courts, and the city of Andalusia’s Dream Park.

The Andalusia Campus had a Fall 2006 credit hour enrollment of 742 students enrolled during the day and evening in university transfer courses or career technical programs in Forest Technology, Child Development, and Emergency Medical Services.

The Campus also is recognized for its cultural and recreational facilities. The Martha and Solon Dixon Center for the Performing Arts, which seats 350, is the cultural center of the service area. The Center hosts numerous cultural arts performances such as professional dance, theatre, and pageants throughout the year.

The Crum Foshee Baseball Field, located on the Andalusia Campus, is home to the LBWCC Saints Baseball team and also provides facilities for various sporting events. In August 2007 the College hosted the Babe Ruth National World Series on the Andalusia Campus.

**Greenville Campus.** Located 50 miles from Andalusia, the Greenville Campus serves the Butler County area and had a Fall 2006 credit enrollment of 238 students enrolled in university transfer courses or in the campus’s only career technical program, Drafting and Design Technology. A variety of continuing education courses are also offered. The Greenville Campus is expanding with the construction of a new 20,000 square-foot Technology Center and a 10,000 square-foot Community Conference Center.

**MacArthur Campus.** Located 15 miles from the Andalusia Campus, the MacArthur Campus became a part of LBWCC in 2003 as a result of the merger of Lurleen B. Wallace Junior College and the former MacArthur State Technical College.
The 90-acre campus is located in the city of Opp and has a beautiful lake, walking trail, and a 40-acre pine plantation. The campus is adjacent to the Opp Public Library, which houses the LBWCC MacArthur Campus Library.

With a Fall 2006 credit enrollment of 396 students, the MacArthur Campus offers eighteen career technical programs leading to Associate of Applied Science degrees and certificates. The Practical Nursing and Associate Degree Nursing programs offered on the MacArthur campus are well-known and respected for providing qualified nursing graduates. The programs also provide valuable community services through professional development activities for practicing nurses.

Luverne Center. The Luverne Center, approximately 40 miles from the Andalusia Campus, became operational in 2005. The center offers workforce development programs, business and industry training, and adult education. The College also partners with the Crenshaw County Board of Education to provide community education courses to area residents at the Center. University transfer courses are offered at the Center in the evenings.

College Mission

Lurleen B. Wallace Community College is a public, two-year institution in the Alabama College System under the governance of the Alabama State Board of Education. The College offers career-oriented associate degrees, certificates, and university transfer courses and associate degrees. In addition, the College provides specialized training for business and industry, non-credit and continuing education, adult education, and community services to the residents of its service area. With fundamental principles affirming the value of education, the freedom of teaching and learning, and the
worth, dignity, and personal development of each individual, the College provides an environment that emphasizes student success and achievement.

To accomplish the mission of the institution, Lurleen B. Wallace Community College (LBWCC) has set the following institutional priorities:

- Provide and maintain educationally sound instruction and student service programs accommodating students with varying backgrounds, interests, and abilities
- Expand and strengthen program offerings which prepare students for entry to colleges and universities and/or the workforce
- Provide credit classes, continuing education classes and workshops, facilities, and services in cooperation with high schools and the community to promote personal development, cultural enrichment, and recreation
- Provide instruction in locating, evaluating, and using information to become independent lifelong learners
- Strive for unity of purpose and institutional effectiveness through comprehensive planning, research, implementation, and evaluation
- Expand financial resources and improve campus facilities
- Provide comprehensive professional development which facilitates quality administration, instruction, and student service programs to meet the educational, career, personal, and social needs of students
- Foster a climate of mutual respect that embraces and celebrates diversity
Chapter 2
Development of QEP by Campus Community

College personnel officially began preparation for developing the Quality Enhancement Plan (QEP) in July 2005 when the President and the Accreditation Liaison attended the SACS QEP Planning Workshop in Orlando, Florida. A description of subsequent activities related to development of the QEP is provided in the following paragraphs.

In October 2005 the President and the Accreditation Liaison presented an overview of QEP requirements to the College Executive Council. In January 2006 College administrators attended a SACS workshop on reaffirmation of accreditation during which the QEP was addressed. Administrators included Edward Meadows, President; Wayne Bennett, Vice President; Joree Jones, Accreditation Liaison and Associate Dean for Institutional Advancement, Planning, and Research; Peggy Linton, Dean of Instruction; and Linda Hartin, Chief Financial Officer.

In February 2006, Accreditation Liaison Joree Jones presented information on reaffirmation of accreditation and QEP development to College personnel and students at separate meetings on the Andalusia Campus and MacArthur campuses to allow maximum attendance by faculty and students. In each presentation, Ms. Jones stressed the importance of (1) improving student learning and (2) involving faculty, administrators, and students across the College in the identification of significant issues related to student learning.

At the March 7, 2006, LBWCC Executive Council meeting, the President appointed the members of the Executive Council as the Leadership Team. The team was
charged with providing oversight for the Compliance Review and the Quality Enhancement Plan.

In their QEP Leadership role, Executive Council members met June 7, 2006, and appointed the QEP Team and established the Team’s charge. (See Appendix B, QEP Team membership list and charge). The QEP Team was to review critical issues identified by the college community and determine if topics could be more narrowly focused. Members were to define student learning in relation to the identified critical issues and research current information on improving student learning at the community college level. They were to determine applicable best practices which would have an exciting, sustainable, and enduring impact on LBWCC students and the College, and recommend goals and objectives for the QEP.

As part of the annual institutional effectiveness timeline, reports on faculty evaluations, grade distribution, and enrollment are distributed to faculty and administrators each spring. After faculty and staff in each division had the opportunity to review assessment results, the QEP chair held campus meetings in June 2006 for employees and students to offer input concerning potential topics for the QEP. The following topics were suggested by employees as significant issues impacting student learning: student learning styles, developmental education, distance education, orientation classes for new students, and poor performance in Health Science courses, particularly in nursing and biology.

On July 26, 2006, the QEP Team held its first meeting, during which members reviewed issues identified by the college community. Regarding issues of developmental and distance education, team members determined that major improvements had already
been initiated and enhancements in these areas would be fully realized by the time of the on-site visit.

Several QEP team members also served on the planning committee to develop a mandatory orientation course for new students, but members did not know if the course would be implemented by the time of the on-site visit. Regarding learning styles, the team expressed enthusiasm in further exploring ways to use students’ learning styles to improve learning. Members were divided in their opinion as to whether the college’s foray into testing students’ learning styles in Practical Nursing through the Title III grant would disqualify the topic from inclusion in the QEP.

The QEP Team expressed concern about the high student withdrawal and failure rates in nursing and biology courses. Members agreed that the high attrition rate of students in one of the college’s largest enrollment programs during the past year warranted further attention. The Health Sciences Chair, a member of the QEP Team, advised the group that local hospitals reported a continued shortage of nurses.

After discussing issues recommended by the college community, the QEP Team decided to narrow the consideration of possible QEP topics to poor performance of practical nursing students, learning styles, and an orientation course for new students. Members of the Orientation Planning Committee and the Title III Project were asked to provide more information in future meetings about the status of developments regarding the orientation course and the utilization of learning styles.

The Team gathered more information about nursing instruction and student performance. Some members conducted group interviews with nursing faculty and individual interviews with nursing students. The Health Science Chair invited an outside
consultant, Dr. Linda North, Chair of Health Science Division at Southern Union Community College, to observe nursing classes and meet with nursing faculty to provide an external critique regarding teaching processes.

Results of the interviews and observations indicated several factors which could negatively impact student learning in the Practical Nursing Program and result in high failure and withdrawal rates. The QEP Team discovered that:

1. Faculty used lecture as the major teaching method.
2. Within a two-year period, the Practical Nursing program had employed five new nursing instructors who had no previous teaching experience.
3. Within a three-year period, the Alabama Department of Postsecondary Education mandated two curriculum changes to the Practical Nursing Program which resulted in reduced laboratory and clinical hours for students.
4. Changes in the National Council Licensure Examination for Practical Nurses (NCLEX-PN) required a higher degree of course content knowledge which required students to have a greater level of analysis.
5. Many of the students who withdrew from courses had performed poorly in exercises requiring analysis of concepts presented in class.
6. Because the college did not require an Orientation course, nursing students did not take the course and thereby benefit from student success strategies.

At the August 13, 2006, college-wide meeting, the QEP Chair presented a report on the team’s work and its recommendation that the QEP focus be narrowed to improving student learning in practical nursing courses. She reported that the planned orientation for new students and a greater utilization of student learning styles could perhaps be used
as supporting activities of the QEP project. With no objections or further suggestions regarding the QEP focus, college employees at the meeting affirmed the critical issue of increasing student learning in practical nursing courses.

On September 13, 2006, Team members discussed findings about the practical nursing program and shared updates about the planned orientation class and utilization of learning styles. The Team agreed that the focus should concentrate on three first-semester courses with the highest failure and withdrawal rates and that the new Orientation course and Learning Style components could be utilized as support strategies for all students, including students enrolled in Practical Nursing. Team members were assigned research topics by the QEP chair to determine best practices to address the learning problems faced by first-semester nursing students. Topics included Student Learning, Active Learning, Community College Pedagogy, and Professional Development in the Community College Setting.

On November 13, 2006, QEP Team members met with the President to give a progress report on the development of the QEP and to discuss the proposed focus and initial research results regarding best practices. The group also discussed the definition of student learning, goals and objectives for the QEP.

A week later, Team members met again to share results of literature searches and continue their discussion of student learning, goals, and objectives for the QEP. At meetings held December 14, 2006, January 16, 2007, and February 26, 2007, members worked with the QEP chair to write and rewrite chapters of the QEP document. The final draft was provided to the Leadership Team March 6, 2007.
In addition to the QEP Team activities presented in the previous paragraphs, faculty, staff, and administrators from several College divisions researched topics, met with student groups, and contributed findings to the QEP Team throughout the QEP development process. The following activities further illustrate broad-based support for and involvement in developing and implementing the QEP.

**Teaching Strategies.** In December 2007, the Chair of the Math and Science Division, the QEP Team Chair, and the Dean of Instruction attended numerous sessions related to teaching strategies and student success at the annual SACS Conference. The Title III Activity Director, who is a member of the QEP Team, worked directly with faculty on different teaching strategies including learning styles and active learning and made a presentation on active learning to all faculty and staff in January 2007.

**Nursing Faculty Actions.** The nursing faculty began meeting as a group in 2006 to discuss needs identified on student evaluations and feedback from the QEP team. In an August 19, 2006, meeting the QEP Team proposed the establishment of a peer council for first-semester LPN students to assist them when confronted with problems or conflicts (e.g., educational, instructional, etc.). As a result, NUR 102 students elected five nursing students to a peer council on September 9, 2006. The chair of the Peer Council was selected by the council members. The Peer Council meets to discuss concerns identified by the students. (See Appendix H, Peer Council Membership List and Council Minutes.)

**Assessment Strategies.** The QEP Team chair also is responsible for the Office of Institutional Advancement, Planning, and Research. As the QEP Team developed goals and objectives, the Team chair ensured that results of existing evaluation instruments were reviewed or new instruments were developed to measure student learning and the
success of the project. Additionally, the goals and objectives of the QEP were incorporated into the Institutional Effectiveness Plan.

**Marketing Strategies.** To create awareness of the QEP project throughout the College community, in January 2007, the Advertising and Publications Specialist and the Associate Dean for Information Technology developed the Webpage for the QEP. Additionally, posters on the QEP topics were developed and displayed in the nursing labs and nursing classrooms Fall Semester 2007. The visual aids are designed to keep faculty and students aware of the importance of learning styles and active learning strategies.
Chapter 3

Analysis of Critical Issue

The critical issue identified by the college community for the QEP is the need to increase student learning and retention in three first-semester practical nursing courses: NUR 102 (Fundamentals of Nursing), NUR 103 (Health Assessment), and NUR 104 (Introduction to Pharmacology). Both employee and advisory groups agreed that this issue was significant because of the number of students enrolling in the program each year and the critical need for nurses in local communities.

The Practical Nursing Program has maintained the highest enrollment of any certificate program offered by the college for the past ten years, and college-wide, is surpassed in enrollment only by the Associate in Arts and Associate in Science degree programs. Even though graduates of the program have maintained an average first-time pass rate of 88 percent on state licensure exams for the past five years and are immediately employed by local hospitals and health care agencies, attrition of practical nursing students significantly reduced the number of graduates needed by local employers to meet critical nurse shortages.

*The Expected Institutional & Educational Outcomes Report* reported that the Practical Nursing Program scored significantly lower than expected on core indicator outcomes, with ratings among the lowest of all instructional programs. Only 26.2 percent of students completed the program, missing its 85 percent completion rate goal by a large margin. Although the program’s 95.3 percent graduate pass rate on state board licensure exams and 90 percent placement rate exceeded college goals, the extremely low performance on the core indicators compared to previous years’
performance resulted in additional analysis of student performance and student satisfaction.

The LBWCC Fall 2005 grade distribution report indicated that the college’s highest failure and withdrawal rates occurred in three first-semester practical nursing courses. Table 1 indicates the grade distributions for these courses for Fall Semester 2005 as well as Spring Semester 2006: NUR 102 (Fundamentals of Nursing), NUR 103 (Health Assessment), and NUR 104 (Introduction to Pharmacology).

Table 1 – GRADE DISTRIBUTION

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Total Students Enrolled*</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>W</th>
<th>% F/W</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 102</td>
<td>37</td>
<td>0</td>
<td>13</td>
<td>4</td>
<td>0</td>
<td>7</td>
<td>13</td>
<td>54%</td>
</tr>
<tr>
<td>NUR 103</td>
<td>42</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>0</td>
<td>12</td>
<td>20</td>
<td>76%</td>
</tr>
<tr>
<td>NUR 104</td>
<td>39</td>
<td>2</td>
<td>10</td>
<td>3</td>
<td>7</td>
<td>4</td>
<td>13</td>
<td>44%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Total Students Enrolled*</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>W</th>
<th>% F/W</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 102</td>
<td>39</td>
<td>1</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td>4</td>
<td>20</td>
<td>62%</td>
</tr>
<tr>
<td>NUR 103</td>
<td>48</td>
<td>0</td>
<td>25</td>
<td>9</td>
<td>0</td>
<td>11</td>
<td>3</td>
<td>29%</td>
</tr>
<tr>
<td>NUR 104</td>
<td>42</td>
<td>6</td>
<td>20</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>8</td>
<td>29%</td>
</tr>
</tbody>
</table>

Based on Grade File - PERS Data
*Duplicated Headcount

Table 2 provides retention rates of first-term nursing students enrolling in NUR 102, NUR 103, and NUR 104 during the Fall 2005, Spring 2006, and Summer 2006 Semesters. Retention rates for each course and term were averaged to provide the baseline retention rate of 55% for the QEP (44.7% + 23.3% + 71.4% + 36.6% + 72.9% + 80.6%) divided by six terms.
Table 2 – RETENTION IN BARRIER COURSES

<table>
<thead>
<tr>
<th>CLASSES</th>
<th>NUR 102</th>
<th>NUR 103</th>
<th>NUR 104</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL 05 START</td>
<td>38</td>
<td>43</td>
<td>21</td>
</tr>
<tr>
<td>FALL 05 FINISH</td>
<td>17</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>44.7%</strong></td>
<td><strong>23.3%</strong></td>
<td><strong>71.4%</strong></td>
</tr>
<tr>
<td>SPRING 06 START</td>
<td>41</td>
<td>48</td>
<td>36</td>
</tr>
<tr>
<td>SPRING 06 FINISH</td>
<td>15</td>
<td>35</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td><strong>36.6%</strong></td>
<td><strong>72.9%</strong></td>
<td><strong>80.6%</strong></td>
</tr>
<tr>
<td>SUMMER 06 START</td>
<td>17</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>SUMMER 06 FINISH</td>
<td>17</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>33.33%</strong></td>
</tr>
</tbody>
</table>

The Practical Nursing Program is a three-semester program. As illustrated in Table 3, 12 students (32%) entering Fall Semester 2005 did not enroll for the Spring 2006 term. Of students enrolled Spring Term, 17 students (68%) did not graduate at the end of Summer Term 2006. Only 22 percent of students entering the program Fall Term 2005 graduated from the program within three semesters.

Table 3 – GRADUATION RATE FOR LPN STUDENTS ENTERING FALL 2005

<table>
<thead>
<tr>
<th>Number of LPN Students Beginning Fall 2005</th>
<th>Number still enrolled Spring 2006</th>
<th>Number graduating Summer 2006</th>
<th>Percentage of Students Beginning LPN Program Fall 2005 who graduated Summer 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>25</td>
<td>8</td>
<td>21.62% Rounded to 22%</td>
</tr>
</tbody>
</table>

The Expected Institutional and Educational Outcomes report identifies Core Indicators within the health science programs to help measure program success. Core Indicator #4—Percentage Completer/Positive Leaver—revealed that only 26.2 percent of the students were completers or positive leavers, indicating room for improvement in retention and graduation. The May 19, 2006, Follow-up Surveys of Practical Nursing Graduates indicated significant levels of student dissatisfaction with “quality of
instruction” (53.3% dissatisfied) and “faculty concern for students” (also 53.3% dissatisfied). In contrast, the graduate follow-up surveys of the previous two years did not indicate significant dissatisfaction regarding faculty or instruction.

During the past three years, several changes have occurred which have significantly impacted the Practical Nursing Program: higher standards in state-mandated admission requirements; a new state-mandated Practical Nursing Curriculum requiring a higher degree of course content knowledge; and the lack of teaching experience among several new faculty members. Effective Fall 2005, the Alabama Department of Postsecondary Education mandated new admission requirements and curriculum changes for postsecondary Practical Nursing programs. Contact hours were reduced from 1200 to 1170 hours. Courses such as MTH 186 (Medical Dosage Calculations) and LPN 104 (Pharmacology) were merged into one course, NUR 104 Introduction to Pharmacology. Human Anatomy and Physiology for Health Occupations I (BIO 211) was replaced by two transfer courses: BIO 201 (Human Anatomy Physiology I) and BIO 202 (Human Anatomy and Physiology II). While this replacement is appropriate to meet needs of students planning to continue their education, this change resulted in BIO 201 and NUR 102 (Fundamentals of Nursing) being offered as co-requisite courses in the first semester. Many of the anatomy systems covered in NUR 102 are unfamiliar to students because the topics are not covered in biology classes until their second semester.

Faculty misunderstandings about how each course was affected by the new curriculum exacerbated the problem. Instructors did not realize that fundamental topics key to their courses were not being covered in other courses. For example, the pharmacology instructor assumed the mathematics teacher taught the principles needed
for the pharmacology students and therefore did not provide ample practice in conversions and dosage calculations. The Fundamentals of Nursing instructor did not realize that students had no working knowledge of human anatomy because in the old curriculum, students had anatomy courses as prerequisites.

Both faculty and students keenly felt the loss of lab and clinical hours. For example, LPN 110 (Introduction to Nursing), which included one theory contact hour and three lab contact hours, was deleted from the new curriculum. Topics of LPN 110 and NUR 102 were combined into NUR 102, with a subsequent decrease in theory and lab hours.

The Team, on advice of the Executive Council, selected the following themes to explore to address the critical issue: Student Learning, Active Learning, Community College Pedagogy, and Professional Development in the Community College Setting. The results of their research are described in the following chapter.
Chapter 4

Review of Related Literature

QEP Team members were assigned topics and began a review of the related literature on student learning, active learning, community college pedagogy, and professional development in the community college setting. As the team compared research notes, members noted that they were citing many of the same authors and practices relating to learning and pedagogy. The team combined themes under two main headings of research: “Professional Development to Enhance Teaching and Learning” and “Active Learning.”

Professional Development to Enhance Teaching and Learning

Guided by the nursing faculty’s concerns about teaching and learning, the Quality Enhancement Team conducted literature reviews on the topics of professional development to improve nursing instruction and increase the success of students in their courses. Professional development interests included student learning outcomes, classroom assessment techniques, teaching tips for nursing instructors new to the teaching field, and strategies to help students become successful learners.

Literature reviews indicate that LBWCC nursing instructors are among many faculty throughout the nation with questions about developing learning outcomes and assessments. Shifts in thinking have occurred in curriculum design, with an emphasis on learning outcomes replacing a traditional focus on course objectives (Miles and Wilson 97).

Friedlander and Serban note a lack of knowledge about assessment processes, tools, and models. Generally, at any given college, few faculty and staff have been
formally trained in developing measurable and valid learning outcomes; aligning the
curriculum with those outcomes; developing assessment questions, instruments, and
methods; and developing and implementing a plan for assessing those outcomes that is
manageable, meaningful, and sustainable. The authors recommend that colleges should
provide faculty in each department or discipline with the training and technical support
required to develop meaningful and measurable student learning outcomes (Friedlander
and Serban 104-106).

The lack of pedagogical knowledge is especially noticed by nurse educators who
did not have education courses in their bachelor’s or master’s nursing programs. Some
authors suggest that when most faculty prepare for teaching, they design lessons based on
their own learning experiences or to meet their own learning needs. Since many nurse
educators have been taught predominantly through lectures, it is not surprising that most
would, in turn, use lectures to teach their students (Delpier 204).

The literature addresses different approaches to professional development for
community college instructors ranging from grassroots “teaching circles” to university
courses. The University of Kansas, Kansas City Community College, and Johnson
County Community College created a new course titled, “Teaching in the Community
College.” In addition to the direct benefits gained from the course content (which
included teaching techniques, handling disciplinary issues, and course organization),
participants report that taking part in a class as students, rather than instructors, has been
highly useful in reevaluating and revising their instructional styles (Outcalt, Charles 57).
Former Athens University professor Dr. Bob Kimbrell of the Resource Center in
Tuscaloosa, Alabama, provides workshops for new vocational-technical faculty which
include a variety of teaching techniques for technical practitioners new to the teaching profession as well as updated training for current instructors (Kimbrell). At Hope College in Holland, Michigan, a mathematics instructor began a low-cost, high-impact faculty development program simply by inviting her colleagues to read a book with her. The invitation resulted in the creation of a teaching circle which reviewed books such as *Learner-Centered Teaching*, *What the Best College Teachers Do*, and *Implementing the Scholarship of Teaching* (Mezeske 8). Some professors have produced handbooks for new college teachers which contain “how-to” information such as how to write objectives, goals, or outcomes; order supplies and resources; draft a syllabus; prepare lesson plans, and choose appropriate teaching methods and technology (Davis 13-16 and McKeachie 11-20).

Beyond the basics of organizing course content, classroom management, and assessments, many authors stressed the importance of helping students “learn to learn.” According to Angelo and Cross, the use of Classroom Assessment Techniques (CATs) focuses the primary attention of teachers and students on observing and improving learning rather than on observing and improving teaching. The authors suggest that to improve learning, it may often be more effective to help students change their study habits or develop their metacognitive skills (skills in thinking about their own thinking and learning) rather than to change the instructor’s teaching behavior. In the end, if students are to become independent, lifelong learners, they must learn to take full responsibility for their learning. To achieve that end, both teachers and students need to make adjustments to improve learning. Classroom assessment can provide information to guide them in making those adjustments (Angelo and Cross 4).
Rouserr-Baker and Holm also recommend the use of Classroom Assessment Techniques (CATs) and state that a CAT helps raise students’ awareness of their role in the education process. The information from this assessment tool can help students see that a strong relationship exists between participating in their learning and ultimately being successful in the program (Rouserr-Baker and Holm 37).

White emphasizes that nursing instructors should also teach reading and study skills and offers techniques that are effective in studying and excellent approaches to reading chapter-length materials. One well-known technique identified in 1941 and still used today is the SQ3R (Survey, Question, Read, Recite, Review) technique (White 41).

Dr. Saundra McGuire, Associate Dean of University College at Louisiana State University, introduced a similar metacognition technique to LBWCC faculty during a workshop in October 2005. She explained how students could spend a few moments immediately after class reviewing chapter headings, subtitles, and introductory paragraphs of assignments. Students could also write questions about anything they did not understand.

According to several authors, teacher characteristics affected student perceptions of themselves as learners. Sherri Melrose stated that research shows that instructors whom students viewed as effective demonstrated characteristics such as being knowledgeable, enthusiastic, clinically competent and effective in relating to students. Instructors whom students viewed as responsive to their needs posed open-ended questions, highlighted student achievements, responded promptly to undesirable student performance, modeled a personal process of clinical decision-making, and ensured that
opportunities were available for learners to share their personal or professional concerns (Melrose 238).

A student viewpoint emphasizes the need for feedback when student results are negative. “I wish my teachers had talked to me after I failed to do well on tests or assignments. Throughout all my years of swimming, I can’t remember a time when, after a bad race, I did not walk over to the coach immediately to discuss what went wrong. I wish I had been taught to actively engage my teachers after a bad performance. Instead, my teachers would hardly make eye contact with me when handing back ‘bad’ papers” (Lee 119).

As demonstrated in the literature, nursing educators may find new ways to offer classes. The nursing faculty at Seminole Community College has introduced internet-based instruction into the curriculum (Tremel 63). According to Brenda Krough and Frankie Laanan, offering diversity or flexibility in learning is important in rural areas. Because of new technology, students can have access to a variety of ways to learn, which will lead to improvement in student learning and success (Krough & Laanan 166).

Literature provides several examples of benefits that mentoring provides for both new and mid-career faculty. Psychosocial benefits refer to aspects of mentoring such as role modeling, counseling, friendship, acceptance, and confirmation. Career benefits involve such aspects as coaching, protection, sponsorship, and challenging assignments. Based on interviews with 23 mentees from nine community colleges, Hopkins and Grigoira developed a framework for community college mentoring programs that is contrary not only to frequent practice but also seemingly contradictory to nature. The researchers proposed a model for formal programs that is non-intrusive, yet provides
visible and strong support by the college, with informal structural characteristics that enhance the career development of mentees in the community college setting (Hopkins & Grigoria 40). This approach appears to offer an appropriate mentoring structure for nursing faculty which can accommodate the varying schedules of clinicals, laboratories, and classes.

**Active Learning**

Lurleen B. Wallace Community College is dedicated to enhancing teaching practices so that students are more actively challenged. Students should be able to examine, question, interpret, and debate material from their coursework. It is important for students “to not only learn the content knowledge, but also to be able to apply that knowledge in clinical settings through problem solving” (Goodnough 88). Studies have shown that students learn and retain more useful information when active learning is incorporated into the learning process. Bonwell and Eison’s definition of active learning is “anything that involves students in doing things and thinking about the things they are doing” (Fink 103). It is important that students take ownership for more of their education and learning.

Active learning shifts the structuring of the content from the teacher to the learner and allows for students to be actively involved in the formation of the course content. Once students are responsible for the content shaping, better understanding of the lecture material and format follows. Lao-tse, a fifth century Chinese philosopher, defined the essence of active learning when he said, “If you tell me, I will listen. If you show me, I will see. But if you let me experience, I will learn” (Leonard 3).
Non-traditional students comprise a large percentage of the community college student population. Students at the postsecondary level should be approached on a different plane of learning than younger students. Adult learners do not tolerate learning isolated facts and are resistant to change in teaching and learning patterns. In order for adult students to be eager to learn, they must clearly understand the relevance in acquiring the new behaviors and the changing of old behaviors. Before any teaching-learning encounter, the adult learner must know the benefit that will be derived from the learning effort (Bastable 141). Years ago, Jean Piaget demonstrated that “we learn by making sense of the world in terms of the concepts we already have” (Crawford 2). Adult students may use past experiences to form the basis for future learning. The rich reservoir of prior knowledge allows the adult student to build understanding of relationships between ideas and concepts (Bastable 141). By pulling original meanings of experiences up to conscious-thought level, students can reflect on the new meanings and, in the process, develop the capacity to change the meanings of the ideas and experiences. Students can accomplish this task by either reflecting alone or in groups. “When we engage in dialogue with others, the possibility of finding new and richer meanings increases dramatically” (Fink 106). When the students, alone or in groups, make sense of the new experiences, old concepts can be changed and the capacity for making even more sense of future encounters can be expanded (Crawford 2).

According to research on the use of active learning in college and university classrooms, student learning increased significantly when students were actively involved in the lecture. The increase could equal a differential of two grades if a sixty-minute lecture was stopped three times—every thirteen to twenty-eight minutes—to allow
students to compare notes for two minutes (Bonwell 73). Some active learning techniques used by postsecondary institutions are interactive lectures or questions, whole-class and group discussions, peer tutoring and collaborative group learning, experiential or activity-based learning debates, role playing or simulations, and interactive computer-based learning.

Formative assessment is a powerful tool to ensure that students are retaining information. Some examples of formative assessment include think-pair-share, which is useful in generating class discussion. This approach allows students to collaborate in small groups to generate ideas to present to the larger group and can transform a passive environment into an active one. Another approach for formative assessment is the projection of multiple-choice questions so that students can individually choose answers (Bonwell 75).

The goal of educators is to present students with learning that can be used and will last. It is important that students not only have the ability to think about what they have learned, but to be able to apply the knowledge in real situations or toward future learning. When students’ learning is full and useful, then it “is a far better investment of the teacher’s time and the community’s funds than learning that leaves the students passive” (Crawford 1). According to John Dewey, when “the schools isolate subject matter from active life experience, the underlying identity of education with ‘all human association that affects conscious life’ is lost sight of, and education is conceived only as ‘impacting information about remote matters and the conveying of learning through verbal signs: the acquisition of literacy’”(Hawkins 161).
Conclusions

The literature provided practical ideas for professional development activities for instructors and active learning strategies for students which would improve the learning environment and provide tools to equip students for success. As described in following chapters, the QEP Team incorporated many best practices described in the literature in QEP activities designed to improve student learning.
Chapter 5

QEP Focus and Goals

As a result of the review of literature and assessment findings, QEP Team members recommended best practices for improving student learning in the Practical Nursing Program. Of those suggestions, the team chose the following initiatives to implement through its Quality Enhancement Plan: (1) Provide professional development and programs for improving nursing instruction; and (2) Implement active learning strategies in the identified barrier courses.

Focus

These initiatives provided the context in which the Team developed the QEP focus and definition of student learning. The focus of the QEP is to provide students with strategies to be successful learners in identified practical nursing barrier courses by educating instructors in effective pedagogy and infusing courses with active learning techniques.

Definition of Student Learning and Relationship to Focus

Student learning is defined within the QEP as “improving mastery of competencies in barrier courses in the practical nursing curriculum and improving the student satisfaction level with teaching and learning.” Mastery of competencies not only requires students to become active learners who accept responsibility for their learning, but also requires professional development for instructors to enhance awareness of learning styles, teaching pedagogy, and active learning strategies. The QEP focus on professional development and active learning activities empowers faculty and students to accomplish improvements described in the definition of student learning.
Goals, Objectives, and Activities

The primary goal of the QEP is to improve student learning in the identified nursing barrier courses resulting in an increase in retention and graduation of nursing students. The activities planned to increase nursing student success will be evaluated, and necessary adjustments will be made to improve strategies during the five-year process. Table 7 on page 48 provides a timeline for implementation strategies and assessments to measure effectiveness of each strategy. It is anticipated that active learning and professional development activities will also be adopted by other instructional programs to enhance student learning.

The QEP Committee averaged the retention rates of students enrolled in NUR 102, NUR 103, and NUR 104 (first-term nursing courses) for the period beginning Fall 2005 and ending Spring 2006 to determine the baseline rate of 55 percent retention for Goal 1. For Goal 2, the baseline graduation rate, 22 percent, is the percentage of students beginning the LPN Program Fall 2005 who graduated Summer 2006. Table 8 on page 59 will be used to compare annual retention and graduation rates against baseline data.

Goal 1: Increase the retention rate of nursing students in first semester identified barrier courses by 2% each year beginning in 2008 using a baseline of 55%.

Objective 1: Improve the performance of nursing students in the first semester identified barrier courses (NUR 102, 103, 104).

Projected Outcomes:

1. 80% of NUR 102 students will score 75% or better on the History and Respiratory Modules.

2. 80% of NUR 102 students will score 80% or better on the Principles of Sterile Techniques.
3. 80% of NUR 103 students will score 75% or better on the Respiratory, Circulatory, Reproduction, and Skin Modules.

4. 90% of NUR 104 students will score 90% or better on the conversion exam.

Objective 2: Improve instructional techniques to promote the learning and success of students in the identified barrier courses (NUR 102, 103, 104).

Projected Outcomes:

1. 100% of faculty will use Learning Style Techniques.

2. NUR 102, NUR 103, and NUR 104 will be enriched with Tegrity components.

3. Offer new Mandatory Nursing Orientation Class.

4. Coordinate instruction between courses.

5. 100% of nursing faculty will attend professional development to improve instruction and student success.

Goal 2: Increase the graduation rate of nursing students by 28% by the end of the 4th year of the QEP project using a baseline of 22%.

Objective 1: Improve the success of nursing students in the second semester courses.

Projected Outcomes:

1. 100% of faculty will use varying teaching strategies based on learning styles.

2. 90% of students completing NUR 102, 103, and 104 are successful in NUR 105 and 106, second-semester courses.

Objective 2: Increase the student satisfaction levels in the identified areas to at least a 90% satisfaction level.

Projected Outcomes:

1. 90% of students will be satisfied with teaching strategies in barrier courses.
2. 90% of students will be satisfied with teaching strategies in NUR 105 and 106, second semester courses.

In order to increase student learning, faculty have identified specific skill areas with high student failure rates and will apply active learning strategies within those skill areas. These problem areas include sterile techniques, history and respiratory, circulatory, reproduction, skin, and conversion. Modules listing these topics are provided in Appendix C.

**Project Activities**

The activities of the LBWCC QEP are designed to guide students to master learning competencies, to understand learning styles, and to improve study skills. Likewise, faculty are expected to incorporate different teaching methodologies that will engage students and help them to be successful lifelong learners.

**Professional Development.** In response to nursing faculty’s expressed needs for professional development on a wide range of topics related to student learning, the college will implement a multi-faceted professional development program for both new and current nursing faculty. Several workshops are planned to address pedagogy, student study skills, instructional methods, and technology.

New instructors will particularly benefit from topics relating to pedagogy because nurses entering the teaching profession do not usually have educational coursework or teaching experience. Dr. Bob Kimbrell of the Resource Center in Tuscaloosa, Alabama, will be invited to provide workshops and materials designed to help faculty structure successful courses. Topics will include writing objectives, goals, and outcomes; obtaining necessary instructional resources; drafting syllabi; preparing lesson plans; and
preparing evaluations. Experienced nursing faculty will be assigned to each new instructor to provide mentoring and guidance to the new instructors.

Faculty need to know how to help students learn to learn. In the “study skills” workshops, instructors will participate as students, using variations of the SQ3R (Survey, Question, Read, Recite, Review) technique to improve comprehension of lengthy reading material. Instructors will be reinforced in this approach through video and teleconferences provided by Dr. Saundra McGuire, who shares metacognition techniques which have been successful with students at Louisiana State University. In the study skills sessions, Classroom Assessment Techniques (CATs) will be introduced to show how students benefit from techniques such as “One-Sentence Summary,” “Self-Assessment of Ways of Learning,” “Student Generated Test Questions,” and “Empty Outlines.”

The college is fortunate to have faculty and staff who are willing to share their own best practices with colleagues. Evaluations of previous college-wide professional development workshops indicate that instructors prefer that fellow faculty members provide “how-to” training rather than external presenters because of the excellent quality of presentations and opportunities for informal follow-up. Workshops focusing on active learning techniques will be provided by Biology instructor Mary Ann Hudson and Mathematics instructor Mary Cross. Mrs. Hudson and Psychology/Sociology instructor, Ramona Franklin will present sessions in using Tegrity, WebCT (Blackboard), and other relevant technologies.

Bernice Donaldson, Accounting instructor and Title III Activity Director, will help instructors to match active learning strategies to the different learning styles of
students. The Title III Project initiated learning style assessments for instructors and students and provided an effective foundation for successful application of active learning strategies identified through the QEP planning process. Nursing students’ learning styles were first assessed January 19, 2006, using assessment instruments—the Myers Briggs Type Indicator, the VARK, and the Left/Right Brain assessments. The majority of the nursing students have the following preferences: Extroversion, Sensing, Feeling, and Judging. Additionally, a majority of the nursing students have Kinesthetic and Auditory preferences. Nursing students in the QEP project will be assessed regarding their learning styles during ORI 101. In addition, during the new Nursing Orientation, students will learn how to maximize their learning capabilities by using study habits appropriate to their learning styles and by participating in active learning projects.

On-going professional support will be provided to faculty through mentoring, off-campus conferences, and guest lecturers who have guided their own institutions to promote a learning-centered philosophy. Mentoring activities will include weekly “sharing” meetings for nursing faculty in which they share ideas and discuss the effectiveness of active learning strategies. Nursing instructors will have the opportunity to attend conferences such as the Creative Teaching for Nursing Educators Conference. Speakers such as Dr. Sanford (Sandy) Shugart of Valencia College will be invited to exhort instructors and administrators to make learning the first concern of every decision of the college. The Health Science Chair and Dean of Instruction are committed to providing a supportive and positive environment for the Practical Nursing instructors as they prepare themselves and students for optimum learning experiences.
Active Learning Strategies. A major challenge for nursing students is to retain learned material and apply that knowledge to real-life situations. The students must first demonstrate the understanding of important concepts and skills to classroom instructors and to the clinical instructors. Active learning changes the classroom from a passive environment to an active environment where coursework is examined, interpreted, and applied to a clinical situation. In order to achieve this goal, teaching techniques must incorporate active learning activities that allow students to build a foundation for learning. These techniques will include new learning behaviors such as think-pair-share, group discussions, hands-on lab practice, case studies, and visual-based instruction. Videos of lab procedures will be recorded using Tegrity so that students can have access to the demonstrations at any time. By the use of the Tegrity videos, active learning can be further enhanced by allowing the students to incorporate peer teaching and repetition into their studies.

Being able to utilize active learning strategies will enable the instructor to provide quality assistance when the students are faced with problems within the classroom. This will be achieved by interacting with the students on a one-to-one basis to evaluate the retention of the material and to determine which strategies can be used to improve grades.

Importance of the Plan in Improving the Learning Environment

One aspect of the college’s mission is to provide the students of its six-county district and beyond with opportunities for obtaining affordable quality education to meet their diverse needs. The mission statement contains priorities to “provide and maintain educationally sound instruction and student service programs accommodating students with varying backgrounds, interests, and abilities.” The goals of the QEP are an
extension and fulfillment of the priorities of the College. Through the initiatives of providing faculty professional development and active learning strategies, the institution better addresses the priorities of its mission. The strategies of increasing student and faculty awareness of learning styles and encouraging faculty to use active learning strategies is designed to benefit those students who do not perform well in a straight lecture-type environment. For example, the use of Tegrity can serve several learning styles and help to reduce the anxiety of students. Students entering the nursing program will be required to attend a special nursing orientation prior to classes to obtain practical tips for succeeding in college nursing classes. Nursing students will also participate in the college’s ORI 101 class which orients students to college life and also provides success strategies.

**Benefits to Be Derived from the QEP**

When students are interested and engaged in learning, research has shown that retention and success rates increase. Another desired benefit from the QEP is that student performance in the barrier courses of NUR 102, 103, 104 will improve and the percentage of students failing or withdrawing will decline. This change will lead to higher graduation rates. With a variety of initiatives implemented, the level of student satisfaction with teaching and learning should increase. After successful implementation of the QEP, the College’s Critical Indicators of Institutional Effectiveness on the success of students in the nursing program should be met on an annual basis. These indicators include retention rates, graduation rates, and satisfaction with preparation for the NCLEX. And most importantly, as a result of the QEP, outcome assessments should
indicate that significant and transforming improvements in the quality of nursing instruction and student learning have occurred.
Chapter 6

Institutional Capability for Initiation and Continuation of the QEP

Multiple groups within the college constituency carry responsibility for various aspects of the QEP. The following paragraphs present the responsibilities of the involved groups.

Responsibility for Implementation of the QEP

The Executive Council was named as the Leadership Team for SACS Reaffirmation during the Council’s meeting held March 7, 2006. The Council is made up of the administrative leadership of the college and represents all campuses and major functional areas. (See Appendix A for membership list.)

The Executive Council provides the fiscal and human resources required for implementation of the QEP. Through communication and recognition, college administration has primary responsibility for creating a risk-free environment to foster innovation and experimentation by faculty. The administration is responsible for considering recommendations for policy changes if needed. Administration will support professional development activities.

The QEP Team. Co-chairs for the Quality Enhancement Plan are Joree Jones, Associate Dean for Institutional Advancement, Planning, and Research and Peggy Linton, Dean of Instruction. The QEP Team (membership list, Appendix B) provides oversight for the total project. The QEP Team will monitor adherence to the project timeline and will evaluate achievement of outcomes according to the identified benchmarks. All aspects of the community—faculty, staff, students, and administrators—were involved in the selection of the topic and in the development of the
The co-chairs were responsible for advising during the preparation and writing of the plan. After full implementation of the plan, the Dean of Instruction and the Health Science Chair are responsible for leading coordination and assessment. The QEP Team will remain in place and assist in the efforts as defined on the QEP timeline. The nursing faculty share responsibility for coordination of efforts. The Associate Dean for Institutional Advancement, Planning, and Research will also assist in assessment efforts.

The **Instructional Council**, chaired by the Dean of Instruction, serves as the primary implementation center for the QEP initiatives and serves as the approval body for the standardized learning syllabus and the curricular changes that occur throughout the transformational process. Each council member supports and approves learning-centered initiatives of the QEP.

The **Distance Education Committee** will review new hybrid or on-line courses that may be developed during the timeline of the QEP.

The **Nursing Faculty** are responsible for interacting with students and redesigning instruction. Nursing faculty are charged with taking advantage of the educational offerings provided, applying the knowledge gained to their everyday practice and accepting the challenge to become engaged educators focused on student learning. The Health Science Chair will collect data regarding student achievement on licensing exams and forward the information to the Office of Institutional Advancement, Planning, and Research.

The **Technology Committee** is charged with the acquisition of new and emerging technologies, the installation of those technologies, and support for faculty and staff.
The Technology Committee also serves as an advising committee to the QEP Team in matters of instructional technology.

The **Office of Institutional Advancement, Planning, and Research** plays a vital role in collecting and processing the needed data for evaluation of QEP success. This office is responsible for administering the student and employee evaluations. The Associate Dean for Institutional Advancement, Planning, and Research is responsible for ensuring that all involved parties have access to the data needed for evaluation of outcome achievements.

**Title III.** The Title III Activity Director produces the battery of learning style inventories to be administered in the orientation course. College professional development activities will be provided to nursing faculty as they undertake the transformation of courses and adopt learning-centered teaching pedagogies.

**Students** are responsible for joining the partnerships being developed and participating fully in the active learning opportunities available to them. Students are expected to participate in the College’s evaluation process, giving careful thought to their evaluation responses in order to provide meaningful data for analysis. The Office of Institutional Advancement, Planning, and Research will maintain and update the SACS website. The Office of Institutional Advancement, Planning, and Research will maintain all QEP records.

**Allocation of Resources**

Funds for the QEP were requested through the formal budgeting process in the spring 2007 and approved in June 2007. Given the current financial stability of the institution, the endorsement of the key administrators for the QEP, and the reasonable
amount of funds requested for the project, the Executive Council anticipates that revenues will be sufficient to fund the QEP through the decade.

For the initial five years of the project, the institution has committed to provide funds supporting the active learning strategies and professional development for the nursing faculty. In addition, the college has committed funds for promotion and assessment of the project.

**QEP Budget**

The innovations proposed by the QEP were incorporated into the Operational Planning Cycle for the past year. Budgets for 2007-2008 have been approved for the following projects and are proposed for the full years of the project as outlined in Table 4. These projected costs were estimated by the QEP Steering Committee. Funding for the preliminary year and year one of the project was approved by the Executive Council through the formal budgeting process.

**Table 4 – TIME LINE AND BUDGET**

<table>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nursing Professional Development</td>
<td></td>
<td>$10,000</td>
<td>$9,000</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
</tr>
<tr>
<td>2</td>
<td>Posters on Learning Styles</td>
<td></td>
<td>$50</td>
<td>$50</td>
<td>$50</td>
<td>$50</td>
<td>$50</td>
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<tr>
<td>3</td>
<td>Active Learning Technology</td>
<td></td>
<td></td>
<td></td>
<td>$10,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Orientation - Planners</td>
<td></td>
<td>$600</td>
<td>$750</td>
<td>$800</td>
<td>$800</td>
<td>$800</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>$10,650</td>
<td>$9,800</td>
<td>$18,850</td>
<td>$8,850</td>
<td>$8,850</td>
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</table>

A significant fiscal investment has already been made by the college to establish the physical, technological, and human resource infrastructure necessary for innovations
proposed in the QEP. Table 5 outlines the budgets and expenditures to date on projects implemented in anticipation of the QEP initiatives.

**Table 5 – BUDGET AND EXPENDITURES FOR 2006-2007**

<table>
<thead>
<tr>
<th></th>
<th>Budgeted</th>
<th>Expended as of August 1, 2007</th>
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</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td>$14,500</td>
<td>$6,438.50</td>
</tr>
<tr>
<td>Tegrity System</td>
<td>$19,458</td>
<td>$19,458</td>
</tr>
<tr>
<td>Laptops &amp; computers</td>
<td>$70,000</td>
<td>$1,500 ($1,500 encumbered)</td>
</tr>
<tr>
<td>Nursing Lab - computers</td>
<td>$40,000</td>
<td>$40,000</td>
</tr>
<tr>
<td>WebCT</td>
<td>$22,000</td>
<td>$22,000 (+$9,400 encumbered)</td>
</tr>
<tr>
<td>Respondus (WebCT)</td>
<td>$ 2,092</td>
<td>$2,092</td>
</tr>
<tr>
<td>Clinical Labs</td>
<td>$19,458</td>
<td></td>
</tr>
</tbody>
</table>

Currently, Title III, as shown in Table 6, funds the cost of the Tegrity System through the end of the grant in 2010. The College maintains a replacement policy for computer labs and budgeted for the nursing labs to receive new computers in 2010-2011.

**Table 6 – INSTITUTIONAL SUPPORT**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Tegrity System</td>
<td>$10,000(T3)</td>
<td>$10,000(T3)</td>
<td>$10,000(T3)</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>Software for Labs</td>
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<td></td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
</tr>
<tr>
<td>Nursing Lab Equipment (Computers)</td>
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<td></td>
<td>$40,000</td>
<td></td>
</tr>
<tr>
<td>Learning Styles instruments</td>
<td>$2,500(T3)</td>
<td>$2,500(T3)</td>
<td>$2,500</td>
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<td>$2,500</td>
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<tr>
<td>Total</td>
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<td>$12,500(T3)</td>
<td>$15,500</td>
<td>$55,500</td>
<td>$15,500</td>
</tr>
</tbody>
</table>

**T3-Title III**

**Administrative Processes for Monitoring Progress of the QEP**

Each May, the Dean of Instruction will prepare an annual QEP Progress report. The report will include assessment of the initiatives which have been implemented as well as recommendations on needed adjustments to the time-line and budget as advised by the QEP Team. The annual QEP report will be presented to the Executive Council for
review. Any adjustments to either the time-line or proposed budget will require the President’s approval.
Chapter 7

QEP Assessment Plan

The assessment plan includes the use of formative and summative evaluation procedures. College administrators will use Table 7, Implementation Strategy and Timetable, as a check sheet for formative evaluation processes to make ongoing improvements in project activities. Projected outcomes are listed for each objective. Table 8 provides goals with baseline data. This chart will be used to compare each year’s results for summative evaluation reports.

Formative Assessments

Numerous strategies have been identified to achieve the goals and learning objectives of the QEP. Each strategy will be assessed to determine its impact on student learning. Table 7 summarizes the plan to assess these strategies. LBWCC’s Office of Institutional Advancement, Planning, and Research will provide the statistical analyses required to conduct the assessments. Where student grades are to be used to assess mastery-of-course competencies, existing course standards will not be compromised.

In order to evaluate progress in fulfilling QEP Initiative 1 (Professional Development), nursing instructors will be required to attend professional development activities scheduled during the year. Each semester students will evaluate instructors according to the Institutional Effectiveness Calendar. New evaluation instruments have been designed to assess effectiveness of teaching strategies. The results will be tabulated by the Office of Institutional Research (OIR), and the summary report will be given to the Dean of Instruction and the Health Science Chair for review. Faculty with average to poor results will develop a professional development plan to address areas of weakness.
The Division Chair of the Mathematics and Science Division will chair the professional 
development programs for active learning. All nursing faculty will be required to attend 
professional development workshops on the use of active learning strategies. 
Additionally, faculty may attend conferences on active learning as identified and funds 
allow.

In order to evaluate progress in fulfilling QEP Initiative 2 (implementation of 
active learning strategies in the identified barrier courses), several assessment processes 
will be used. The Health Science Chair and Dean of Instruction will evaluate the course 
syllabi to ensure that each course has included active learning strategies. The Health 
Science Chair will provide copies of minutes from nursing faculty meetings held since 
summer 2007 documenting discussions and planning of strategies and review of 
assessments. As part of the faculty evaluations, students will rate the instructor on the 
use of active learning strategies in the classroom. Retention rates, as well as grades, will 
be monitored through the end-of-semester reports to analyze student success in the barrier 
courses. Additionally, the Dean of Instruction will evaluate classroom instruction of 
faculty in NUR 102, 103, and 104 at least twice each semester.

Each of the strategies listed in Table 7 is intended to achieve one of the objectives 
of the QEP Goals leading to enhanced student learning. The assessments are intended to 
measure whether or not the strategies achieve the desired goals. If an assessment 
repeatedly indicates that a particular strategy does not achieve the desired goal, either the 
strategy or the method of assessment will be modified.

Table 7 provides specific objectives for each goal. For each objective, expected 
outcomes were identified, as well as the strategies to implement the expected outcomes,
timeline for implementation, the person(s) responsible, and the evaluation methods to determine if strategies were successful.
TABLE 7
IMPLEMENTATION STRATEGY AND TIMETABLE FOR ACCOMPLISHMENT OF GOALS AND OBJECTIVES

Goal 1: Increase the retention rate of nursing students in the first semester by 2% each year beginning in 2008 using a benchmark of 55%

Objective 1: Improve the performance of nursing students in first semester identified barrier courses (NUR 102, 103, 104)

<table>
<thead>
<tr>
<th>Projected Outcomes</th>
<th>Strategies to Achieve Outcomes</th>
<th>Assessment of Strategies</th>
<th>Timeline</th>
<th>Responsible</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% of NUR 102 students will score 75% or better on the History and Respiratory Modules</td>
<td>Assess incoming nursing students’ learning styles during College Orientation 101 (ORI 101).</td>
<td>100% of students assessed with VARK, Myers-Briggs, Left/Right Brain assessments during ORI 101 receive their personal results during the Practical Nursing Orientation Program held prior to the first day of classes.</td>
<td>First week of each semester</td>
<td>QEP Facilitator Business Office Clerk</td>
<td>Health Science Chair</td>
</tr>
<tr>
<td></td>
<td>Incorporate active learning strategies accommodating students’ learning styles in: History Module E: Professional Behavior; Respiratory Module J: Maintaining Oxygenation.</td>
<td>On Item 4 of the QEP Active Learning Survey, 90% of students indicate that instructor used active teaching methods appropriate to their individual learning styles.</td>
<td>Each semester</td>
<td>NUR 102 instructors QEP Facilitator</td>
<td>Associate Dean (IAPR)</td>
</tr>
<tr>
<td></td>
<td>Utilize biology Tegrity sessions prepared by Biology Instructor Shannon Spurlin and Health Science Chair Monica Cauley.</td>
<td>90% of students indicate on Item 10 of the QEP Active Learning Survey that they have viewed the History and Respiratory Tegrity sessions.</td>
<td>Each semester</td>
<td>QEP Facilitator</td>
<td>Associate Dean (IAPR)</td>
</tr>
<tr>
<td>Projected Outcomes</td>
<td>Strategies to Achieve Outcomes</td>
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<td>Evaluator</td>
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</tr>
<tr>
<td>Study skills techniques presented to incoming students.</td>
<td>Evaluation of Orientation 101 indicates 90% student satisfaction with study skills component.</td>
<td>Each semester</td>
<td>Director of Student Services, MacArthur Campus Counselor, Andalusia Campus</td>
<td>Student Recruitment Director</td>
<td></td>
</tr>
<tr>
<td>Study skills and testing techniques for different learning styles presented through Tegrity sessions on College website (<a href="http://tegrity.lbwcc.edu/tegrity/">http://tegrity.lbwcc.edu/tegrity/</a>) click on bdonaldson click Title III-Donaldson click “Learning Styles for Students”).</td>
<td>90% of students indicate on Item 5 of the QEP Active Learning Survey that they are aware of study and test-taking tips for their learning styles.</td>
<td>Each semester</td>
<td>QEP Facilitator</td>
<td>Associate Dean (IAPR)</td>
<td></td>
</tr>
<tr>
<td>80% of NUR 102 students will score 80% or better on the Principles of Sterile Techniques</td>
<td>Lab facilitators will tutor students in Principles of Sterile Techniques, a topic in NUR 102 Module A: Safety.</td>
<td>90% of students will indicate that lab facilitators and/or instructors provided adequate tutoring assistance in Principles of Sterile Techniques in NUR 102.</td>
<td>Each semester</td>
<td>NUR 102 instructors and lab facilitators</td>
<td>QEP Facilitator</td>
</tr>
<tr>
<td>For each NUR 102 module, instructors will utilize ERI computer software to allow students to take assessments, receive reports, complete remediation, take practice tests, and retests.</td>
<td>ERI assessments indicate that 90% of NUR 102 students score 90% or better on standardized tests.</td>
<td>Each semester</td>
<td>NUR 102 instructors</td>
<td>Health Science Chair</td>
<td></td>
</tr>
<tr>
<td>Assess incoming nursing students’ learning styles during College Orientation 101 (ORI 101).</td>
<td>100% of students assessed with VARK, Myers-Briggs, Left/Right Brain assessments during ORI 101 receive their personal results during the Practical Nursing Orientation Program held prior to the first day of classes.</td>
<td>Fall 07</td>
<td>QEP Facilitator Business Clerk</td>
<td>Health Science Chair</td>
<td></td>
</tr>
<tr>
<td>Projected Outcomes</td>
<td>Strategies to Achieve Outcomes</td>
<td>Assessment of Strategies</td>
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<td>Responsible</td>
<td>Evaluator</td>
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</tr>
<tr>
<td>Incorporate active learning strategies accommodating students’ learning styles in:</td>
<td>NUR 103 Module E: Physical Assessment of Integumentary System; Module F: Physical Assessment of the Respiratory System; Module G: Physical Assessment of the Circulatory/Lymphatic System; Module J: Physical Assessment of the Reproductive System.</td>
<td>Item 4 of the <em>QEP Active Learning Survey</em> will indicate that 90% of students believe that instructor used active teaching methods appropriate to their individual learning styles. Course syllabi will include list of active learning strategies.</td>
<td>Fall 07</td>
<td>NUR 103 instructors QEP Facilitator</td>
<td>Associate Dean (IAPR)</td>
</tr>
<tr>
<td>Utilize biology Tegrity session prepared by Biology Instructors Mary Ann Hudson,</td>
<td>Shannon Spurlin and Health Science Chair Monica Cauley.</td>
<td>90% of students indicate they have viewed the Integumentary, Respiratory, Circulatory/Lymphatic, and Reproductive Tegrity sessions on Item 10 on the <em>QEP Active Learning Survey</em>.</td>
<td>Each semester</td>
<td>QEP Facilitator</td>
<td>Associate Dean (IAPR)</td>
</tr>
<tr>
<td>Study skills techniques presented to incoming students.</td>
<td></td>
<td>Orientation 101 indicates 90% student satisfaction with study skills component.</td>
<td>Each semester</td>
<td>Director of Student Services, MacArthur Campus Counselor, Andalusia Campus</td>
<td>Student Recruitment Director</td>
</tr>
<tr>
<td>Study skills and testing techniques for different learning styles presented through</td>
<td>Tegrity sessions on College website (<a href="http://tegrity.lbwcc.edu/tegrity/">http://tegrity.lbwcc.edu/tegrity/</a>) click on bdonaldson click Title III-Donaldson click “Learning Styles for Students”).</td>
<td>90% of students indicate on Item 5 of the <em>QEP Active Learning Survey</em> that they are aware of study and test taking tips for their learning styles.</td>
<td>Each semester</td>
<td>QEP Facilitator</td>
<td>Associate Dean (IAPR)</td>
</tr>
</tbody>
</table>
### Projected Outcomes

| Objective 2: Improve instructional techniques to promote the learning success in the identified barrier courses (NUR 102, 103, 104) |

<table>
<thead>
<tr>
<th>Projected Outcomes</th>
<th>Strategies to Achieve Outcomes</th>
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<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of faculty will be informed of Student Learning Styles and use appropriate teaching strategies.</td>
<td>Assess incoming nursing students’ learning styles during College Orientation 101.</td>
<td>90% of students rate 4a &amp; 4b of the QEP Active Learning Survey as “yes” and “very helpful” indicating faculty used appropriate teaching methods which contributed to student understanding of course content.</td>
<td>By first week of each semester</td>
<td>QEP Facilitator, Business Office Clerk</td>
<td>Health Science Chair</td>
</tr>
</tbody>
</table>

| 90% of NUR 104 students will score 90% or better on the conversion exam | Incorporate active learning strategies accommodating students’ learning styles in NUR 104 Module B: Basic Math for Pharmacology. | On Item 4 of the QEP Active Learning Survey, 90% of students indicate that instructor used active teaching methods appropriate to their individual learning styles. | Each semester | NUR 104 instructors, QEP Facilitator | Associate Dean (IAPR) |

| Instructors will give weekly conversion quizzes. | Comparison of Fall 2006 and Fall 2007 conversion test scores indicates an improvement of student grades. | Fall 07 | NUR 104 instructors | QEP Facilitator |

<p>| Instructors will utilize ERI computer software to allow students to take assessments, receive reports, complete remediation, take practice tests, and retests. | ERI assessments indicate that 90% of NUR 104 students score 90% or better on standardized tests. | Each semester | NUR 104 instructors | Health Science Chair |</p>
<table>
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<tr>
<th>Projected Outcomes</th>
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<th>Timeline</th>
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<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty are assessed for their own learning styles and are provided with class rosters listing their students’ individual learning preferences identified during ORI 101. They are trained in how to accommodate student learning styles.</td>
<td>Survey of faculty indicates training is perceived as “very helpful.” 90% of students will indicate that instructors used teaching methods appropriate to their individual learning styles on Item 4 of the QEP Active Learning Survey.</td>
<td>Mid semester</td>
<td>QEP Facilitator</td>
<td>Health Science Chair</td>
<td></td>
</tr>
<tr>
<td>Incorporate active learning strategies accommodating students’ learning styles in NUR 102, NUR 103, and NUR 104.</td>
<td>Item 4 of the QEP Active Learning Survey will indicate that 90% of students believe that instructor used teaching methods appropriate to their individual learning styles. Course syllabi will include list of active learning strategies.</td>
<td>Each semester</td>
<td>NUR 102, 103, and 104 nursing instructors QEP Facilitator</td>
<td>Associate Dean (IAPR) Dean of Instruction and Health Science Chair</td>
<td></td>
</tr>
<tr>
<td>NUR 102, NUR 103, and NUR 104 will be enriched with Tegrity components</td>
<td>Faculty trained in use of Tegrity and provided with necessary equipment.</td>
<td>Evaluations will indicate that Tegrity training was “very helpful”</td>
<td>Fall 07 – Fall 09</td>
<td>Math and Science Division Chair Mary Ann Hudson and Psychology Instructor Ramona Franklin</td>
<td>Health Science Chair</td>
</tr>
<tr>
<td>Tegrity components shared with fellow faculty to gain input as to effective presentation and enhanced content.</td>
<td>Minutes will indicate feedback considered helpful.</td>
<td>Fall 07 – Fall 10</td>
<td>Instructors</td>
<td>QEP Facilitator</td>
<td></td>
</tr>
<tr>
<td>Projected Outcomes</td>
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<tr>
<td>Enhanced formats for NUR 102, NUR 103, and NUR 104 implemented.</td>
<td>Student surveys indicate that new format enhances learning experiences for students. Minutes of weekly faculty meetings indicate that instructors observe improvements in student learning with use of Tegrity components.</td>
<td>NUR 103 – Fall 07 NUR 104 – Spring 08 NUR 102 – Fall 09</td>
<td>Instructors</td>
<td>Health Science Chair</td>
<td>QEP Facilitator</td>
</tr>
<tr>
<td>For each NUR 102, 103, and 104 module, instructors will utilize ERI computer software to allow students to take assessments, receive reports, complete remediation, take practice tests, and retests.</td>
<td>ERI assessments indicate that 90% of NUR 102, 103, and 104 students score 90% or better on standardized tests.</td>
<td>Each semester</td>
<td>NUR 102, 103, and 104 instructors</td>
<td>Health Science Chair</td>
<td>QEP Facilitator</td>
</tr>
<tr>
<td>Offer Mandatory Nursing Orientation to all new nursing students.</td>
<td>Prior to nursing students’ first day of class, a nursing orientation will be provided to provide strategies for nursing student success. Sign-in sheets will indicate student participation in nursing orientation.</td>
<td>Each semester</td>
<td>Health Science Chair Nursing Instructors Student Affairs</td>
<td>QEP Facilitator</td>
<td></td>
</tr>
<tr>
<td>Present Active Learning and Critical Thinking presentation to students.</td>
<td>Nursing orientation evaluation indicates that at least 90% of students perceived presentations as “very helpful.”</td>
<td>Each semester</td>
<td>Math and Science Division Chair and Mathematics Instructor Mary Cross</td>
<td>QEP Facilitator</td>
<td></td>
</tr>
<tr>
<td>Posters placed in nursing classrooms and labs.</td>
<td>90% of students rate Item 6 of the QEP Active Learning Survey as “very helpful” regarding effectiveness of Learning Styles Posters in the classrooms and labs.</td>
<td>Each semester</td>
<td>QEP Facilitator</td>
<td>Health Science Chair</td>
<td></td>
</tr>
<tr>
<td>Projected Outcomes</td>
<td>Strategies to Achieve Outcomes</td>
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<tr>
<td>Presenters explain students’ learning styles.</td>
<td></td>
<td>On Item 9 of the <em>Orientation for Nursing Students</em>, 90% of students “strongly agree” that presenters helped them understand learning styles.</td>
<td>Each semester</td>
<td>QEP Facilitator</td>
<td>Health Science Chair</td>
</tr>
<tr>
<td>Time planners will be distributed to students.</td>
<td></td>
<td>90% of students will state “yes” on Item 7 of the <em>QEP Active Learning Survey</em> that time planners were helpful in organizing their learning activities.</td>
<td>Each semester to new students</td>
<td>QEP Facilitator</td>
<td>Health Science Chair</td>
</tr>
<tr>
<td>Coordinate instruction between courses</td>
<td>Nursing instructors will meet at least once a semester with faculty from other disciplines.</td>
<td>Minutes of meetings will indicate that mathematics and biology instructors have provided input and feedback regarding math and biology components of the nursing program.</td>
<td>Each semester</td>
<td>Instructors</td>
<td>QEP Facilitator</td>
</tr>
<tr>
<td>100% of nursing faculty will attend professional development to improve instruction and student success</td>
<td>Nursing instructors will attend conferences on improving teaching strategies (sponsored by Columbia Foundation).</td>
<td>Workshop evaluations will indicate 100% of instructors attend teaching conferences.</td>
<td>Spring 07</td>
<td>Health Science Chair</td>
<td>QEP Facilitator</td>
</tr>
<tr>
<td>Nursing faculty will attend weekly debriefing sessions.</td>
<td></td>
<td>Minutes will indicate instructors are sharing information from conferences with colleagues.</td>
<td>Spring 07 and each semester</td>
<td>Nursing Faculty</td>
<td>Health Science Chair</td>
</tr>
</tbody>
</table>
| Workshops scheduled by Bernice Donaldson, QEP Facilitator, with input from QEP Team and faculty | • Dr. Sanford Shugart – The College as a Learning Journey  
• Dr. Catherine Blansett – Accessibility | Workshop evaluations will indicate that 90% of participants evaluated the workshops as effective. | Spring 07, Fall 07   | Nursing Faculty Dean of Instruction QEP Facilitator | QEP Facilitator             |

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**Notes:**
- *Orientation for Nursing Students* is a resource designed to introduce students to the learning styles and strategies that will be covered throughout their nursing education.
- *QEP Active Learning Survey* is a tool used to assess the effectiveness of active learning strategies implemented in the curriculum.
- *The College as a Learning Journey* is a program designed to enhance the educational experience by integrating learning and professional development opportunities.
- *Accessibility* refers to the strategies employed to ensure that all students, regardless of their learning style, have equal access to educational opportunities.

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**Timeline Indicators:**
- Each semester
- Spring 07
- Fall 07
- Each semester to new students
<table>
<thead>
<tr>
<th>Projected Outcomes</th>
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<th>Evaluator</th>
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</thead>
<tbody>
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<td></td>
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<td></td>
<td>Fall 07</td>
<td>Instructors</td>
<td>QEP Facilitator</td>
</tr>
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<td>Spring 08</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Joy Butler and Melissa Wilks will complete CT700 Critical Thinking Online Course through Sonoma State University.</td>
<td>Grades reflected on faculty transcript.</td>
<td>Fall 07</td>
<td>Instructors</td>
<td>QEP Facilitator</td>
</tr>
</tbody>
</table>

**Goal 2:** Increase the graduation rate of nursing students by 28% by the end of the 4th year of the QEP Project using a benchmark of 22%

**Objective 1:** Improve the success rate of nursing students in second semester courses

<table>
<thead>
<tr>
<th>Projected Outcomes</th>
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</tr>
</thead>
<tbody>
<tr>
<td>100% of faculty will use varying teaching strategies based on students’ learning styles</td>
<td>Faculty are assessed for their own learning styles and are provided with class rosters listing their students’ individual learning preferences. Faculty are trained in how to accommodate student learning styles.</td>
<td>Surveys of faculty indicate training is perceived as “very helpful.” 90% of students will indicate that instructors used teaching methods appropriate to their individual learning styles on Item 4 of the QEP Active Learning Survey. Course syllabi will include list of active learning strategies.</td>
<td>Mid semester End of each semester Beginning of each semester</td>
<td>QEP Facilitator QEP Facilitator Instructors</td>
<td>Health Science Chair Health Science Chair Dean of Instruction Health Science Chair</td>
</tr>
</tbody>
</table>
### Objective 2: Increase the student satisfaction levels in the identified areas to at least a 90% satisfaction level

<table>
<thead>
<tr>
<th>Projected Outcomes</th>
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<th>Timeline</th>
<th>Responsible</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% of students will be satisfied with teaching strategies in barrier courses</td>
<td>Incorporate active learning strategies accommodating students’ learning styles.</td>
<td>Item 4 of the QEP Active Learning Survey will indicate that 90% of students believe that instructor used active teaching methods appropriate to their individual learning styles.</td>
<td>Each semester</td>
<td>NUR instructors QEP Facilitator</td>
<td>Associate Dean (IAPR)</td>
</tr>
<tr>
<td>90% of students will be satisfied with teaching strategies in second semester courses—NUR 105 and NUR 106</td>
<td>Nursing instructors will attend conferences on improving teaching strategies (sponsored by Columbia Foundation).</td>
<td>Faculty evaluations note that workshop content was applicable to their classes.</td>
<td>Summer Term</td>
<td>QEP Facilitator</td>
<td>Dean of Instruction</td>
</tr>
</tbody>
</table>

### Projected Outcomes

- 90% of students completing NUR 102, 103, and 104 are successful in NUR 105 and 106, second-semester courses.
- 90% of students will be satisfied with teaching strategies in barrier courses.
- 90% of students will be satisfied with teaching strategies in second semester courses—NUR 105 and NUR 106.

### Strategies to Achieve Outcomes

- Incorporate active learning strategies accommodating students’ learning styles in History Module E: Professional Behavior; Respiratory Module J: Maintaining Oxygenation; Sterile Techniques Module A: Safety; Skin Module E: Physical Assessment of Integumentary System; Module G: Physical Assessment of Circulatory/Lymphatic System; Respiratory Module F: Physical Assessment of the Respiratory System; Reproduction Module J: Physical Assessment of the Reproductive System; Conversion Module B: Basic Math for Pharmacology.

### Assessment of Strategies

- 90% of students rate Item 4 of the QEP Active Learning Survey as “very helpful” regarding instructors’ use of teaching methods appropriate to students’ individual learning styles.
- Faculty evaluations note that workshop content was applicable to their classes.

### Timeline

- Each semester
- Summer Term
- Weekly

### Responsible

- NUR 105 and 106 instructors
- NUR instructors
- QEP Facilitator
- QEP Facilitator
- Health Science Chair

### Evaluator

- QEP Facilitator
- Associate Dean (IAPR)
<table>
<thead>
<tr>
<th>Projected Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Study skills and testing techniques for different learning styles presented through Tegrity sessions on College website (<a href="http://tegrity.lbwcc.edu/tegrity/">http://tegrity.lbwcc.edu/tegrity/</a>) click on bdonaldson click on Title III-Donaldson click “Learning Styles for Students”).</td>
<td>On Item 5 of the QEP Active Learning Survey, 90% of students state they are more aware of study and test taking tips after viewing Tegrity session.</td>
<td>Each semester</td>
<td>QEP Facilitator</td>
<td>Associate Dean (IAPR)</td>
<td></td>
</tr>
<tr>
<td>Present Active Learning and Critical Thinking presentations to students.</td>
<td>Nursing orientation evaluation indicates that at least 90% of students perceived presentations as “very helpful.”</td>
<td>Each semester</td>
<td>Instructors Mary Ann Hudson Mary Cross</td>
<td>QEP Facilitator</td>
<td></td>
</tr>
<tr>
<td>QEP Team members Mary Ann Hudson (Math/Science Division Chair) and Mary Cross (math instructor) will provide workshops focusing on active learning techniques.</td>
<td>90% of students rated Item 3 on the Orientation for Nursing Students as “strongly agree” regarding presenters helped students understand active learning strategies.</td>
<td>Each semester</td>
<td>QEP Facilitator</td>
<td>Associate Dean (IAPR)</td>
<td></td>
</tr>
<tr>
<td>90% of students will be satisfied with preparation for the NCLEX</td>
<td>Nursing faculty will attend weekly debriefing sessions.</td>
<td>Each semester</td>
<td>Health Science Chair</td>
<td>QEP Facilitator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assess students with ERI computer software: Students take the assessments, review reports, complete remediation, take practice tests, and are retested.</td>
<td></td>
<td>Instructors</td>
<td>Health Science Chair</td>
<td></td>
</tr>
<tr>
<td>Students will be satisfied with Nursing labs (computers &amp; equipment)</td>
<td>Student needs will be addressed during the lab times.</td>
<td>90% of students stated lab activities were “very helpful” on Item 3C of the QEP Active Learning Survey.</td>
<td>End of each semester</td>
<td>Instructors</td>
<td>QEP Evaluator</td>
</tr>
</tbody>
</table>

QEP = Quality Enhancement Plan
<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Computers and other equipment will be available.</td>
<td>Annual lab evaluations indicate 90% student satisfaction with computers and equipment in Nursing Labs.</td>
<td>Spring semester</td>
<td>Health Science Chair</td>
<td>Associate Dean (IAPR)</td>
<td></td>
</tr>
<tr>
<td>90% of students will be satisfied with library services</td>
<td>On-line library resources will be updated as required. Additions to references will be added to the Library as requested.</td>
<td>Annual library evaluations indicate 90% student satisfaction with library services.</td>
<td>Each Spring semester</td>
<td>Institutional Effectiveness Health Sciences Chair</td>
<td>Associate Dean (IAPR)</td>
</tr>
<tr>
<td>90% of students will be satisfied with the training at clinical sites</td>
<td>Contracts for clinical sites are reviewed annually.</td>
<td>Clinical evaluations indicate 90% student satisfaction with clinical sites.</td>
<td>Each semester</td>
<td>Institutional Effectiveness Health Science Chair</td>
<td>Associate Dean (IAPR)</td>
</tr>
</tbody>
</table>
Summative Evaluation

The goals of the QEP provide performance measures to evaluate the success of the QEP project. The following chart provides baseline data from Spring 2006 established during the QEP planning process. This chart will be used during the evaluation process to measure annual increases in nursing student retention and graduation against baseline data.

Table 8 – BASELINE DATA

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</thead>
<tbody>
<tr>
<td>Goal 1: Increase the retention rate of nursing students in the first semester by 2% each year beginning in 2008 and using a benchmark of 55%.</td>
<td>55%*</td>
<td></td>
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</tr>
<tr>
<td>Goal 2: Increase the graduation rate of nursing students by 28% by the end of the 4th year of the QEP Project using a benchmark of 22%.</td>
<td>22%**</td>
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</tbody>
</table>

* Baseline calculation includes retention rates in NUR 102, NUR 103, and NUR 104 from Fall 05 through Spring 06 as recorded in Table 2 of this report: (44.7% + 23.3% + 71.4% + 36.6% + 72.9% + 80.6%) divided by 6 terms = 54.9 rounded to 55%.

** Baseline calculation for graduation rate derived by dividing the number of students graduating Summer 2006 by the number of students beginning the Practical Nursing Program Fall 2005: (8 divided by 37 = 21.62 rounded to 22%).

Evaluation Responsibilities

QEP Leadership Team (Executive Council). To monitor the progress of the QEP, the Leadership Team will be responsible for the evaluation and the documentation of the QEP. The evaluation/documentation plan will be multifaceted with attention given to the goals, the strategies, and the assessments of the QEP. The team will be assigned two major responsibilities:

1. To evaluate the QEP on a regular basis and, if necessary, make adjustments in the plan in order to achieve the desired student learning goals.
2. To document the progress in achieving the learning goals of the QEP.

The Council consists of 13 individuals representing each area of the College and meets at least monthly throughout the year. The members of the QEP Leadership Team will receive regular input from individuals responsible for implementing various activities specified in the QEP implementation schedule.

During the implementation period, the committee will develop a document that will contain the following:

- Minutes of all Leadership Team meetings
- Results of the QEP assessments provided for by the QEP Assessment Plan
- Recommendations for modifications of the QEP, including modifications of the planned assessments, projected costs, the implementation schedule, and the Leadership Team Charges
- Reports on the achievement of student learning goals
- Description of other significant QEP-related activities at the College
- QEP-related faculty development activities
- Grant opportunities

Assessment tools that will be used to evaluate the QEP and the schedule for assessment follow:

- Learning Styles assessment during the orientation courses
  - Students’ learning style recorded on instructors’ class rolls
  - Pre- and post-test results
- Course syllabi reflecting instructors’ use of active learning and student evaluation of instructors indicating instructors’ use of active learning in the course
- Success rates for nursing students defined as a “C” or better in the barrier courses
• Grades on identified modules in barrier courses

• Retention/Withdrawal rates for nursing students in the barrier courses as compared to other courses

• Report on Use of Evaluation Results-Core Indicators
  
  o Pass rates on NCLEX
  
  o Graduation rates
  
  o Employer satisfaction

• Practical Nursing Program evaluations

• Evaluation of the Nursing Orientation Course
  
  o Student satisfaction

• Evaluation of Nursing faculty development activities

**Data Collection Responsibilities**

• Retention rates – Institutional Advancement, Planning, and Research

• Pass rates on NCLEX – Health Science Chair

• Graduation rates – Institutional Advancement, Planning, and Research

• Success rates in courses – Instructors and Institutional Advancement, Planning, and Research

• Student Evaluation of Instruction – Institutional Advancement, Planning, and Research

• Program Evaluations – Department Chair and Institutional Advancement, Planning, and Research

• Active Learning Evaluations – Institutional Advancement, Planning, and Research
Use of Results in Improving Student Learning

Evaluation of each of the initiatives implemented will be linked to the already established evaluation of student achievement of learning outcomes in the identified nursing courses. This assessment includes student performance on goal-related questions on the final exams and skills check-offs. For the orientation course, evaluation of student satisfaction will be used. If a strategy fails to increase student success in mastery of the learning outcomes, the strategy will be modified or discontinued. In the evaluation of the QEP, those activities that appear to significantly increase student learning will be enhanced and will be included in more classes. The implementation and assessment of the project initiatives and the subsequent modifications and adjustments of those initiatives will significantly improve student learning.

Summary and Conclusions

The need to increase student learning and retention, especially in the Nursing Program, was identified repeatedly through the Institutional Effectiveness Process. The three identified barrier courses in the Practical Nursing program are NUR 102, NUR 103, and NUR 104. These courses make up the bulk of the first semester of the Practical Nursing Program and have the highest failure and withdrawal rates. Many students do not complete the program because they are unable to succeed in these courses. Certain modules within these courses have been identified as the most difficult for students to complete successfully. (See Modules in Appendix C.) The Quality Enhancement Plan, “Learning to Learn: Improving Nursing Student Success” addresses the need of enhancing student learning and success in the Nursing program.
The focus of the Quality Enhancement Plan (QEP) is to provide students with strategies to be successful learners in identified practical nursing barrier courses by educating instructors in effective pedagogy and infusing courses with active learning techniques.

These challenges are addressed through the two initiatives of the plan which include faculty development and active learning strategies. The primary goal of the QEP is to improve student learning in the Practical Nursing Program. Objectives for the Practical Nursing students participating in the project include:

(a) Nursing students will demonstrate mastery of competencies in courses
(b) Nursing students will successfully complete the identified barrier courses
(c) Nursing students will successfully graduate
(d) Nursing students will successfully pass the NCLEX
(e) Nursing students will demonstrate a more positive attitude toward the Nursing program

The period of implementation for the five years of the project will be from Fall 2007 through Summer 2012. The success of the project initiatives will be assessed regularly by the Dean of Instruction and the Nursing faculty. Each May, The Dean of Instruction will provide an annual report on the progress of the QEP and the assessment outcomes. The report will be presented to the President, the Executive Council, and the Associate Dean for Institutional Advancement, Planning, and Research and will include recommendations on needed adjustments to the time-line and budget as advised by the Nursing faculty or the QEP Team. The President will have the ultimate responsibility for approving adjustments to the time-line or budget and for approving the progress of the quality improvements. With the support of other college administrators, after full
implementation of the plan, the Dean of Instruction and Health Science Chair will lead in
the coordination and the assessment of the ongoing efforts of the QEP. The total
projected cost of the QEP project from Year One through Year Five is $131,000. This
amount includes $57,000 as listed in Table 4 plus $74,000 non-Title III funds listed in
Table 6 which provide technology for the Practical Nursing Program.
List of Works


Kimbrell, Bob. Resource Center, 5945 Knight Avenue, Tuscaloosa, AL 35405, phone: 205-345-2725. Interview. rct@votech-resources.com.


# APPENDIX A

## Leadership Team - Executive Council

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Edward Meadows</td>
<td>President</td>
</tr>
<tr>
<td>Wayne Bennett</td>
<td>Vice President of Student Affairs</td>
</tr>
<tr>
<td></td>
<td>Andalusia Campus Director</td>
</tr>
<tr>
<td>Dr. James Krudop</td>
<td>Vice President</td>
</tr>
<tr>
<td></td>
<td>Greenville Campus Director</td>
</tr>
<tr>
<td>Joree Jones</td>
<td>Associate Dean for Institutional Advancement, Planning, &amp; Research</td>
</tr>
<tr>
<td>Peggy Linton</td>
<td>Dean of Instruction</td>
</tr>
<tr>
<td></td>
<td>MacArthur Campus Director</td>
</tr>
<tr>
<td>Linda Hartin</td>
<td>Chief Financial Affairs Officer</td>
</tr>
<tr>
<td>Tim Jones</td>
<td>Director of College Facilities and Maintenance</td>
</tr>
<tr>
<td>Peige Josey</td>
<td>Human Resource Director</td>
</tr>
<tr>
<td>Greg Aplin</td>
<td>Assistant Dean of Technology</td>
</tr>
<tr>
<td></td>
<td>Social Science Chair</td>
</tr>
<tr>
<td>Bridges Anderson</td>
<td>Upward Bound Director</td>
</tr>
<tr>
<td>Tonitta Sauls</td>
<td>Assistant Dean for Adult Education and Skills Training Division</td>
</tr>
</tbody>
</table>
APPENDIX B

QEP Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joree Jones</td>
<td>Associate Dean for Institutional Advancement, Planning, &amp; Research</td>
</tr>
<tr>
<td>Peggy Linton</td>
<td>Dean of Instruction, MacArthur Campus Director</td>
</tr>
<tr>
<td>Monica Cauley</td>
<td>Health Science Chair</td>
</tr>
<tr>
<td>Melissa Wilks</td>
<td>Nursing Instructor</td>
</tr>
<tr>
<td>Mary Ann Hudson</td>
<td>Biology Instructor, Math/Science Division Chair</td>
</tr>
<tr>
<td>Fran Davidson</td>
<td>Counselor</td>
</tr>
<tr>
<td>Judy Hall</td>
<td>Director of Student Services – MacArthur Campus</td>
</tr>
<tr>
<td>Mary Cross</td>
<td>Mathematics Instructor</td>
</tr>
<tr>
<td>Mary Beth Green</td>
<td>Director of Learning Resources</td>
</tr>
<tr>
<td>Ramona Franklin</td>
<td>Sociology Instructor</td>
</tr>
<tr>
<td>Bernice Donaldson</td>
<td>Title III Activity Director, Accounting Instructor</td>
</tr>
<tr>
<td>John Croft</td>
<td>English Instructor, Language and Fine Arts Division Chair</td>
</tr>
</tbody>
</table>

QEP Team Charge

1. Review critical issues identified by the college community and determine if topics can be more narrowly focused.
2. Define student learning in relation to identified critical issues.
3. Research current information on improving student learning at the community college level.
4. Determine applicable best practices which will have an exciting, sustainable, and enduring impact on LBWCC students and the College.
5. Recommend goals and objectives for the QEP.
### APPENDIX C

**COURSE MODULES ADDRESSED BY QEP**

**NUR 102: Module A – Safety**

**MODULE A - SAFETY**

<table>
<thead>
<tr>
<th>PROFESSIONAL COMPETENCIES</th>
<th>PERFORMANCE OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1.0 Promote safe and secure environment. <em>(B/1b)</em></td>
<td>A1.1 Provide environmental safety and security.</td>
</tr>
<tr>
<td>A1.2 Demonstrate aseptic techniques.</td>
<td></td>
</tr>
<tr>
<td>A1.3 Demonstrate reporting procedures and techniques for safety and security.</td>
<td></td>
</tr>
</tbody>
</table>

**LEARNING OBJECTIVES**

<table>
<thead>
<tr>
<th>A1.1.1 Identify safety risk factors.</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1.1.2 Explain body mechanics risk factors.</td>
<td>B</td>
</tr>
<tr>
<td>A1.1.3 Explain positioning, transfer, and ambulation.</td>
<td>B</td>
</tr>
<tr>
<td>A1.1.4 Define environmental hazards.</td>
<td>A</td>
</tr>
<tr>
<td>A1.1.5 Identify safety restraints.</td>
<td>A</td>
</tr>
<tr>
<td>A1.1.6 Explain guidelines and risk factors for using safety restraints.</td>
<td>B</td>
</tr>
<tr>
<td>A1.1.7 Explain the process of using safety restraints.</td>
<td>B</td>
</tr>
<tr>
<td>A1.1.8 Identify the hazards of immobility.</td>
<td>A</td>
</tr>
<tr>
<td>A1.1.9 Identify the nurse’s role in disaster management.</td>
<td>B</td>
</tr>
<tr>
<td>A1.1.10 Identify issues related to risk management.</td>
<td>A</td>
</tr>
<tr>
<td>A1.1.11 Explain the importance of risk management.</td>
<td>B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A1.2.1 Identify types of asepsis.</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1.2.2 Explain medical and surgical aseptic procedures including isolation.</td>
<td>B</td>
</tr>
<tr>
<td>A1.2.3 Explain the chain of infection.</td>
<td>B</td>
</tr>
<tr>
<td>A1.2.4 Explain the infectious process.</td>
<td>B</td>
</tr>
<tr>
<td>A1.2.5 Explain the consequences of infection.</td>
<td>B</td>
</tr>
<tr>
<td>A1.2.6 Explain the inflammatory process.</td>
<td>B</td>
</tr>
<tr>
<td>A1.2.7 Identify diagnostic values related to inflammation and infection.</td>
<td>B</td>
</tr>
<tr>
<td>A1.2.8 Identify OSHA guidelines for healthcare providers, including isolation.</td>
<td>A</td>
</tr>
<tr>
<td>A1.2.9 Identify standard precautions.</td>
<td>A</td>
</tr>
<tr>
<td>A1.3.1 Identify measures that ensure a secure environment.</td>
<td>B</td>
</tr>
<tr>
<td>A1.3.2 Define documentation processes for safety and security.</td>
<td>A</td>
</tr>
<tr>
<td>A1.3.3 Explain the process of reporting breaches in safety and security.</td>
<td>B</td>
</tr>
</tbody>
</table>
**CLINICAL/LAB SKILLS**

- Safety and security measures
- Medical/Surgical asepsis (i.e. hand washing, dressing, sterile field, etc.)
- Lab values
- Restraints
- Body mechanics
- Range of motion
- Positioning, transfer and ambulation
- Assistive devices
- Personal protective equipment
- Safety documentation and reporting procedures
- Isolation techniques
### Module E – Professional Behavior

#### Professional Competencies

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>KSA Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1.0 Demonstrate professional behaviors. <em>(B/2b)</em></td>
<td></td>
</tr>
<tr>
<td>E1.1 Given scenarios and various clinical settings, demonstrate professional behaviors associated with nursing.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>KSA Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1.1.1 Describe nursing from a historical perspective.</td>
<td>B</td>
</tr>
<tr>
<td>E1.1.2 Identify the educational career paths available to nurses.</td>
<td>A</td>
</tr>
<tr>
<td>E1.1.3 Describe competencies associated with each level of nursing.</td>
<td>B</td>
</tr>
<tr>
<td>E1.1.4 Define the roles of the nurse as a provider of care, manager of care, and member of the discipline of nursing.</td>
<td>A</td>
</tr>
<tr>
<td>E1.1.5 Identify the professional behaviors expected of nurses.</td>
<td>A</td>
</tr>
<tr>
<td>E1.1.6 Identify caring behaviors associated with nursing.</td>
<td>A</td>
</tr>
<tr>
<td>E1.1.7 Differentiate the scope of practice for LPNs and RNs as related to teaching and learning activities for the client, family, and community</td>
<td>C</td>
</tr>
<tr>
<td>E1.1.8 Explain the importance of adhering to standards of nursing practice.</td>
<td>B</td>
</tr>
<tr>
<td>E1.1.9 Explain legal and ethical issues related to nursing.</td>
<td>B</td>
</tr>
<tr>
<td>E1.1.10 Explain the importance of adhering to nursing program and healthcare facility policies and procedures.</td>
<td>B</td>
</tr>
<tr>
<td>E1.1.11 Describe the consequences of substance abuse by healthcare providers.</td>
<td>B</td>
</tr>
<tr>
<td>E1.1.12 Describe the nurse’s responsibilities in maintaining an environment free of substance abuse.</td>
<td>B</td>
</tr>
<tr>
<td>E1.1.13 State the roles of regulatory agencies, accrediting bodies and professional organizations related to nursing.</td>
<td>A</td>
</tr>
</tbody>
</table>

#### Clinical/Lab Skills

- Standards of care
- Confidentiality
- Work ethic
- Dress and appearance
- Adherence to program/agency policies and procedures
## NUR 102: Module J – Maintaining Oxygenation

### Module J – Maintaining Oxygenation

#### Professional Competencies

<table>
<thead>
<tr>
<th>J1.0</th>
<th>Maintain oxygenation. (B/1b)</th>
</tr>
</thead>
</table>

#### Performance Objectives

Given scenarios and various clinical settings:

- **J1.1** Maintain airway.
- **J1.2** Demonstrate emergency techniques.
- **J1.3** Apply the nursing process to maintaining oxygenation.

### Learning Objectives

<table>
<thead>
<tr>
<th>J1.1.1</th>
<th>Define terms associated with oxygenation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>J1.1.2</td>
<td>Explain the physiology of oxygenation.</td>
</tr>
<tr>
<td>J1.1.3</td>
<td>Explain the process of oxygen administration.</td>
</tr>
<tr>
<td>J1.1.4</td>
<td>Explain the process of nasopharyngeal suctioning.</td>
</tr>
<tr>
<td>J1.1.5</td>
<td>Explain the process for specimen collection.</td>
</tr>
<tr>
<td>J1.1.6</td>
<td>Identify diagnostic values related to oxygenation.</td>
</tr>
<tr>
<td>J1.1.7</td>
<td>Explain pulse oximetry.</td>
</tr>
<tr>
<td>J1.1.8</td>
<td>Explain the process of connecting a pulse oximeter.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>J1.2.1</th>
<th>Identify emergency techniques for restoring oxygenation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>J1.2.2</td>
<td>Explain the process of using various emergency techniques for restoring oxygenation.</td>
</tr>
</tbody>
</table>

| J1.3.1 | Explain the process of applying the nursing process to maintaining oxygenation. |

#### KSA Indicator

- A
- B

### Clinical/Lab Skills

- Oxygen administration
- Pulse oximetry
- Nasopharyngeal suctioning techniques
- Specimen collection
- Lab values
- Cardiopulmonary Resuscitation (CPR)
- Nursing process
- Document and record

### Outline

- Oxygen administration
- Nasopharyngeal suctioning
- Oxygen maintenance
- Lab values
- Pulse oximetry
- Emergency procedures
NUR 103: Module E – Physical Assessment of Integumentary System

<table>
<thead>
<tr>
<th>MODULE E – PHYSICAL ASSESSMENT OF INTEGUMENTARY SYSTEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFESSIONAL COMPETENCIES</td>
</tr>
<tr>
<td>E1.0 Perform a systematic (head to toe) physical assessment to gather objective data. (C/2b)</td>
</tr>
<tr>
<td>E2.0 Document results of health assessment. (2c)</td>
</tr>
</tbody>
</table>

**LEARNING OBJECTIVES**

| E1.1.1 Define terminology related to assessment of the integumentary system. | A |
| E1.1.2 Describe anatomy and physiology of integumentary system. | B |
| E1.1.3 Identify equipment. | A |
| E1.1.4 Identify positioning. | A |
| E1.1.5 Identify techniques. | A |
| E1.1.6 Explain the process of performing an assessment of the integumentary system. | B |
| E1.1.7 Recognize normal assessment findings. | C |

**LAB SKILLS**

- Standard precautions
- Use assessment equipment
- Use assessment techniques
- Position clients for assessments
- Document and report findings
### Module F – Physical Assessment of the Respiratory System

<table>
<thead>
<tr>
<th>Professional Competencies</th>
<th>Performance Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1.0 Perform a systematic (head to toe) physical assessment to gather objective data. (C/2b)</td>
<td>F1.1 Perform a physical assessment of the respiratory system.</td>
</tr>
<tr>
<td>F2.0 Document results of health assessment. (2c)</td>
<td>F2.1 Document and report assessment of the respiratory system.</td>
</tr>
</tbody>
</table>

### Learning Objectives

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1.1.1</td>
<td>Define terminology related to assessment of the respiratory system.</td>
</tr>
<tr>
<td>F1.1.2</td>
<td>Describe anatomy and physiology of the respiratory system.</td>
</tr>
<tr>
<td>F1.1.3</td>
<td>Identify equipment.</td>
</tr>
<tr>
<td>F1.1.4</td>
<td>Identify positioning.</td>
</tr>
<tr>
<td>F1.1.5</td>
<td>Identify techniques.</td>
</tr>
<tr>
<td>F1.1.6</td>
<td>Explain the process of performing an assessment of the respiratory system.</td>
</tr>
<tr>
<td>F1.1.7</td>
<td>Recognize normal assessment findings.</td>
</tr>
</tbody>
</table>

### Lab Skills
- Standard precautions
- Use assessment equipment
- Use assessment techniques
- Position clients for assessments
- Document and report findings
## NUR 103: Module J – Physical Assessment of the Reproductive System

### Module J – Physical Assessment of the Reproductive System

<table>
<thead>
<tr>
<th>Professional Competencies</th>
<th>Performance Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>J1.0 Perform a systematic (head to toe) physical assessment to gather objective data. (C/2b)</td>
<td>J1.1 Using clinical simulations or models, assist with performing a physical assessment of the male and female reproductive systems. J1.2 Teach the technique of testicular self-examination for males.</td>
</tr>
<tr>
<td>J2.0 Document results of health assessment. (2c)</td>
<td>J2.1 Document and report assessment of the male and female reproductive system.</td>
</tr>
</tbody>
</table>

### Learning Objectives

<table>
<thead>
<tr>
<th>KSA Indicator</th>
</tr>
</thead>
</table>

| J1.1.1 | Define terminology related to assessment of the male and female reproductive systems. | A |
| J1.1.2 | Describe anatomy and physiology of the male and female reproductive systems. | B |
| J1.1.3 | Identify equipment. | A |
| J1.1.4 | Identify positioning. | A |
| J1.1.5 | Identify techniques. | A |
| J1.1.6 | Explain the process of assisting with assessment of male and female reproductive systems. | B |
| J1.1.7 | Recognize normal assessment findings. | C |
| J1.1.8 | Explain the examination of the rectum, perineum, and prostate. | |
| J1.2.1 | Explain the testicular self-examination. | B |

### Lab Skills

- Standard precautions
- Use assessment equipment
- Use assessment techniques
- Position clients for assessments
- Document and report findings
## NUR 104: Module B – Basic Math for Pharmacology

### Module B – Basic Math for Pharmacology

<table>
<thead>
<tr>
<th>Professional Competencies</th>
<th>Performance Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1.0 Use mathematic operations and formulas to calculate dosages. (C)</td>
<td>B1.1 This module is measured cognitively.</td>
</tr>
</tbody>
</table>

### Learning Objectives

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>KSA Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1.1.1 Solve problems using addition operations.</td>
<td>C</td>
</tr>
<tr>
<td>B1.1.2 Solve problems using subtraction operations.</td>
<td>C</td>
</tr>
<tr>
<td>B1.1.3 Solve problems using multiplication operations.</td>
<td>C</td>
</tr>
<tr>
<td>B1.1.4 Solve problems using division operations.</td>
<td>C</td>
</tr>
<tr>
<td>B1.1.5 Solve problems using fractions.</td>
<td>C</td>
</tr>
<tr>
<td>B1.1.6 Solve problems using decimals.</td>
<td>C</td>
</tr>
<tr>
<td>B1.1.7 Solve problems using ratios and proportions.</td>
<td>C</td>
</tr>
<tr>
<td>B1.1.8 Perform calculations using various formulas.</td>
<td>C</td>
</tr>
<tr>
<td>B1.1.9 Convert between English units of weights and measures and Standard International units.</td>
<td>C</td>
</tr>
</tbody>
</table>

### Lab Skills

- There are no clinical skills directly associated with this module.

### Outline

- Mathematical operations
- Addition
- Subtraction
- Multiplication
- Division
- Mathematical operations using fractions and decimals
- Ratios and proportions
- Calculation formulas
- Systems of measurement
### NUR 104: Module G – Physical Assessment of Circulatory/Lymphatic System

#### Module G – Physical Assessment of Circulatory/Lymphatic System

<table>
<thead>
<tr>
<th>Professional Competencies</th>
<th>Performance Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>G1.0 Perform a systematic (head to toe) physical assessment to gather objective data. <em>(C/2b)</em></td>
<td>G1.1 Perform a physical assessment of the circulatory/lymphatic system.</td>
</tr>
</tbody>
</table>

#### Learning Objectives

| G1.1.1 Define terminology related to assessment of the circulatory/lymphatic system. | A |
| G1.1.2 Describe anatomy and physiology of the circulatory/lymphatic system. | B |
| G1.1.3 Identify equipment. | A |
| G1.1.4 Identify positioning. | A |
| G1.1.5 Identify techniques. | B |
| G1.1.6 Explain the process of performing an assessment of the circulatory/lymphatic system. | C |
| G1.1.7 Recognize normal assessment findings. | |

#### Lab Skills

- Standard precautions
- Use assessment equipment
- Use assessment techniques
- Position clients for assessments
- Document and report findings
APPENDIX D

Timeline for 2008 Reaffirmation

07/05  Dr. Ed Meadows & Ms. Joree Jones attended the SACS QEP Workshop in Orlando

9/15/05  Formation of Orientation Committee: Wayne Bennett, Chair; Peggy Linton, Co-Chair; Jason Cain, Diaon Cook, Fran Davidson, Ramona Franklin, Judy Hall, Jimmy Hutto, Polly Patterson, Theresa Trawick

10/05/05  Ms. Jones presented information on SACS requirements and the QEP to the Executive Council

10/13/05  Orientation Committee Meeting

12/08/05  Orientation Committee Meeting

01/09/06  Sub-Committee Meeting – Orientation

1/29/06  SACS Orientation – Atlanta. Leadership Team attended SACS workshop (Peggy Linton, Wayne Bennett, Linda Hartin, Joree Jones, Dr. Edward Meadows)

02/06  Ms. Jones presented information on SACS reaffirmation and the timeline to college employees

03/07/06  Compliance certificate assignments and compliance audit team approved at SACS Steering Committee meeting (Executive Council); QEP Leadership Team established

05/08/06  Established a place/procedure for SACS documentation to be gathered for Audit Team Review of Compliance (Executive Council)

06/07/06  QEP Leadership Team meeting discussed the Selection of a QEP Project and QEP Project Leaders (2)

06/28/06  Employee Meetings on QEP – advisory committees & student organizations

07/26/06  QEP Team meeting

07/18/06  Orientation Committee – course-development

08/13/06  Audit Team Review of Compliance
QEP Team Presents report at College-wide meeting
09/13/06  Audit Team Review of Compliance
          QEP Team Update

10/13/06  Audit Team Review of Compliance
          QEP Team Update

11/13/06  Audit Team Review of Compliance
          Review other colleges’ SACS websites
          QEP Team Update

01/13/07  Audit Team Review of Compliance
          Develop SACS Website
          QEP Team Update

2/10-14/06 Compliance Audit review

2/13/07   QEP Team Meeting

2/19/07   Dr. Donna Wilkinson-Phone conference review of QEP Abstract

02/22/07  Audit Team Review of Compliance – Final copy due
          Campus-wide review of SACS website

3/06/07   QEP Team presents QEP to Steering Committee – Final draft of QEP
          Executive Council approval of QEP

3/15/07   Compliance Certificate due

7/07      QEP Team Meeting

8/1/07    QEP Team Meeting

8/10/07   QEP Presentation – College-wide Meeting
APPENDIX F
LURLEEN B. WALLACE COMMUNITY COLLEGE
QEP ACTIVE LEARNING SURVEY

PLEASE USE A NUMBER 2 LEAD PENCIL TO FULLY DARKEN RESPONSE

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NUMBER</th>
<th>SECTION</th>
</tr>
</thead>
</table>

ACTIVE LEARNING

1. The instructor used the following active learning strategies in this course (Mark all that apply)
   - [ ] GROUP WORK (DISCUSSIONS/PROJECTS/ACTIVITIES)
   - [ ] INDIVIDUAL/PAIR ACTIVITIES (THINK-PAIR-SHARE)
   - [ ] LAB/APPLICATION ACTIVITIES

2. The application of active learning strategies in this course helped me to better understand the material.
   - YES
   - NO
   - N/A

3. For each active learning strategy used in this course, indicate its overall effectiveness in helping you master course material.
   - A. GROUP WORK (DISCUSSIONS/PROJECTS/ACTIVITIES)
     - [ ] NOT HELPFUL AT ALL
     - [ ] SOMEWHAT HELPFUL
     - [ ] VERY HELPFUL
     - [ ] NOT APPLICABLE/DON'T KNOW
   - B. INDIVIDUAL/PAIR ACTIVITIES (THINK-PAIR-SHARE)
     - [ ] NOT HELPFUL AT ALL
     - [ ] SOMEWHAT HELPFUL
     - [ ] VERY HELPFUL
     - [ ] NOT APPLICABLE/DON'T KNOW
   - C. LAB/APPLICATION ACTIVITIES
     - [ ] NOT HELPFUL AT ALL
     - [ ] SOMEWHAT HELPFUL
     - [ ] VERY HELPFUL
     - [ ] NOT APPLICABLE/DON'T KNOW

LEARNING STYLES

4a. The instructor used teaching methods appropriate to my learning style.
   - YES
   - NO
   - N/A

4b. Instructors’ use of the methods appropriate to my learning style was:
   - [ ] NOT HELPFUL AT ALL
   - [ ] SOMEWHAT HELPFUL
   - [ ] VERY HELPFUL
   - [ ] NOT APPLICABLE/DON'T KNOW

5. After viewing the “Learning Styles for Students” on the Tegrity site, I am more aware of the study tips and test taking tips for my learning style.
   - YES
   - NO
   - N/A

6. The Learning Style Posters displayed in the classrooms and labs were:
   - [ ] NOT HELPFUL AT ALL
   - [ ] SOMEWHAT HELPFUL
   - [ ] VERY HELPFUL
   - [ ] NOT APPLICABLE/DON'T KNOW

7. The time planners were helpful in organizing my learning activities.
   - YES
   - NO
   - N/A

TEACHING METHODS

8. Which of the following teaching methods did the instructor use in this course (CHECK ALL THAT APPLY)
   - [ ] POWERPOINT
   - [ ] TEGRITY
   - [ ] VIDEO
   - [ ] CRITICAL THINKING/APPLICATION ASSIGNMENTS
   - [ ] LABS
   - [ ] LECTURES
   - [ ] CD (WITH TEXT OR PROVIDED BY INSTRUCTOR)
   - [ ] GROUP DISCUSSION

9. I was able to access and view the Barrier Course Tutorials on the Tegrity site to improve my retention of the course material.
   - YES
   - NO
   - N/A

10. I have viewed the following Tegrity recordings (NUR Barrier Course Tutorials)
    - [ ] History of Nursing
    - [ ] Pharmacology
    - [ ] Safety
    - [ ] Lymphatic System
    - [ ] Professional Behaviors
    - [ ] Circulatory System
    - [ ] Integumentary System
    - [ ] Blood Vessels
    - [ ] Respiratory System
    - [ ] Reproductive System
    - [ ] Digestive System
    - [ ] Videos

11. The frequency of the mathematical quizzes was adequate for mastery of the material in NUR 104 Basic Math for Pharmacology.
    - YES
    - NO
    - N/A

12. The lab facilitators and/or instructors provided adequate tutoring assistance in Principles of Sterile Techniques in the NUR 102 Safety Module.
    - YES
    - NO
    - N/A
APPENDIX F

LURLEEN B. WALLACE COMMUNITY COLLEGE

ORIENTATION FOR NURSING STUDENTS

ACTIVE LEARNING STRATEGIES AND LEARNING STYLES

PLEASE USE A NUMBER 2 LEAD PENCIL TO FULLY DARKEN RESPONSES

PRESENTERS AND CONTENT

5=Strongly Agree  4=Generally Agree  3=Agree  2=Generally Disagree  1=Strongly Disagree

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1  1. The presenters stated the purpose of the orientation clearly
☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1  2. The presenters seemed knowledgeable on the topic(s) covered
☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1  3. The presenters helped me understand the active learning strategies
☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1  4. I will be able to recognize the active learning strategies used by my instructor:
☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1  5. The presenters gave me the opportunity to have my questions answered
☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1  6. I know my learning style because I was assessed during the LBWCC College Experience orientation
☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1  7. I understand the importance of knowing my learning style preferences
☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1  8. I understand how to go to the LBWCC website to obtain the results of my learning styles assessments
☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1  9. The presenters helped me understand the learning styles
☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1  10. I understand that I will be able to view Tegrity recordings about the learning styles

4=Excellent  3=Above Average  2=Average  1=Poor

☐ 4 ☐ 3 ☐ 2 ☐ 1  11. My knowledge about learning styles before the workshop:
☐ 4 ☐ 3 ☐ 2 ☐ 1  12. My knowledge about active learning strategies before the workshop:
APPENDIX G

LURLEEN B. WALLACE COMMUNITY COLLEGE
QUALITY ENHANCEMENT PLAN
Implementation Organizational Chart

Dr. Edward Meadows
President

Ms. Peggy Linton
Dean of Instruction

Dr. Joree Jones
Associate Dean for Institutional Advancement, Planning and Research

Ms. Monica Cauley
Coordinator

Ms. Bernice Donaldson
Facilitator

Faculty

Ms. Joy Butler
Ms. Debra Clark
Ms. Nancy Smith
Ms. Melissa Wilks
Today was our first official meeting as “Peer Council” and in doing so it was an opportunity to meet and greet. Upon arriving to the meeting today all we knew was that there were five of us lucky enough to be elected councilwomen, today we got to meet one another and put a face with the names we were given last week. Once we got the introduction out of the way we got to discuss some things that were important to each one of us and exactly what it is that we all want to see come from this wonderful opportunity. Listed below are the topics and/or ideas that were discussed in our meeting today.

**Group Goals**

1. **Confidentiality** – what is said to the group stays within the group and whom ever else it may concern.
2. **Punctuality** – Arrive to council meetings on time and be ready to discuss the day’s topic.
3. **Commitment** – It is an honor to be elected to the peer council, so be willing to give it 100% and nothing less.
4. **Respect** – Every member of the group deserves to be heard and to be treated with respect and dignity.
5. **Cultural Awareness** – Be sensitive and aware of others cultural needs, not everyone will have the same beliefs and/or systems.
6. **Positively** – Begin each council session or meeting with a positive outlook. Reflection of your own work.

**Question/Comment Box** – Devise a plan that will help us in placing boxes in numerous locations throughout the health science building to allow students to anonymously express their concerns or fears.

**Tutors** – locate people who will be willing to lend a hand to students who are having problems in certain areas of study.

**End of Semester Meeting** – Gather ideas and/or suggestions for a meeting for all students to attend at the end of the semester. Contact Mrs. Cindy Green about possibly using the conference center as a potential meeting place for “Big” Meeting.
As your 2007 peer council we would like to thank you for the opportunity you have given each one of us. There are a few things that we would like for you to know about your peer council. Our main concern as council of the student body is to maintain confidentiality, and in doing so we want you as students to know that you have a right to privacy. We will keep anything that is said to anyone of us among ourselves and will only share your questions and/or comments with whom and only whom they may concern. One way in which we plan to maintain confidentiality is that we are devising a plan of placing comment boxes around the health sciences building and by doing so you will have to opportunity to place your concerns on a slip of paper and drop them in without having to put a name on it, if you choose to do so. We would also like for you to know that every question, concern and/or comment brought to our attention will be treated with the up most amount of respect and dedication and that none will be marked as “wrong” or “stupid.” As the council elected to represent you, the student body, we would like you to feel as though you are being represented by people who have your best intentions in mind. So please feel free to find anyone of us on campus or contact us by any of the means listed below.

Council Chairperson  Delpha Wright
                    324-5277
                    ddwright8@aol.com

Council Secretary  Kasey David
                    334-208-2475
                    browneyedgurl_64 70@yahoo.com

Councilwoman  Connie Messick
              334-504-3848
              brisen81@yahoo.com

Councilwoman  Amanda Richburg
              334-343-3749
              amarich71@yahoo.com

Councilwoman  Sue Walker
              334-427-2296
              4walker@centurytel.net