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| Subject Matter Expert (SME)  Curriculum/Simulation Review Rubric | | |
| Name of Program: Practical Nursing 5.5 Credits Hybrid Consortium Member: Lake Area Technical Institute  Name of Course: Nursing Concepts D - Care of the Adult Client Course Number: PN 127  Materials, Software and LMS: For the Panopto and LMS, full guest instructor and student view access was available to the reviewer. The instructor provided email examples and ATI examples are linked in the course LMS gradebook.  Reviewer: Jacquie Larson Date Review Completed: 5/7/2017  Reviewer Background: M.Ed. Curriculum and Instruction, Quality Matters© Certified and Educational Technology Specialist  (title, credentials, special qualifications) | | |
|  | Each section is scored on a point scale as follows:  5=Strongly Agree; 4=Agree; 3=Neither agree nor disagree;  2=Disagree: 1=Strongly disagree or NA=not applicable | **SCORE** |
| Introduction | | |
| Welcome video | Welcome video introduces instructor to the students and briefly outlines what the course will cover. (If applicable) | NA cohort |
| Syllabus | Clearly explains the grading system, outcomes, requirements, instructor availability, and timeline for the course. Rules for online participation and interaction are outlined. | 4 |
| Learning Community | Students have the opportunity to introduce themselves to the teacher and their course mates and interact with one another regularly. | NA cohort |
| Course Software | Course software requirements are clearly stated along with instructions for how to acquire the software. All links to external downloads are functioning and software is embedded or integrated into the Learning Management Software (LMS) whenever possible for single sign on and seamless course use. | 5 |
| Comments: | The cohort systems provides for many of the introductory and community building needs prior to this course in the program and is facilitated in the online community overall with other contact access areas. The PN program network is strong and vital to the students.  A major strength in the course is the continued use of program specific guidance and structure for testing expectations, use of ATI simulation and many well-written specialized documents needed for clinical. These are first studied online in other theory sections, which are available in an online resource library embedded in the course from the very beginning.  A recommendation would be to detail more of the online course work and interaction expectations of functions in the LMS (different from face-to-face), i.e. - uploading documentation, discussion forums and referencing weekly checklists in the opening pages. This is a recommendation because Jenzabar does not currently offer a student series explaining the features.  Also, though the proctoring has been part of the original program orientation, it is recommended to reinforce the proctoring system in each individual course. | |

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| Visual Design | | |
| Consistency | Chapters, pages, assignments follow a pattern of consistency for students. Students can easily navigate from one unit to the next. | 5 |
| Navigation | All links, handouts, and embedded files work. Navigation throughout the course is simple with as few clicks as possible and minimal scrolling. Only the portlets and pages needed are available for student view. | 5 |
| Technology | All integrated technology works seamlessly. | 5 |
| Handouts | All handouts are available in formats that are easy for students to access regardless of the software they have on their computer. | 5 |
| Comments | The units (weeks) are built and facilitated consistently using the cognitive construction approach. So, each week encapsulates a specific set of skills and topical knowledge to master. There is a clear distinction of how students work with theory and clinical.  For Jenzabar MyPortal navigation: it is recommended to remove student menu options of unnecessary pages in MyPortal with the Access tool, i.e. – Resources, News & Announcements, and Attendance (since a specialized attendance system is used instead for nursing). Academics department may assist in these minor changes.  The structure and facilitation are working well with this model of development because it’s consistent, clear and easy to navigate for the students. The clinical portion of the course has a useful Weekly Checklist for each topic connected to the Preceptor uploads.  All departmental documents sampled met ADA 508 compliance in all areas except for Alt text with images. Websites have support contact on the access when linked. MyPortal Jenzabar meets WCAG 2.0 accessibility guidelines. | |

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| Instruction | | |
| Outcomes | Outcomes are clearly defined at the beginning of the course as well as in each unit. | 5 |
| Chunking | Course content is presented in manageable chunks that are easier for the student to digest. Videos are no longer than 5-7 minutes. Assignments have no more than 5 questions per page. The focus of each lesson is on small chunks of information. | 3 |
| Interactive | Instructor uses technology to make the class interactive and engaging to the student. | 5 |
| Collaborative | Students have the opportunity to collaborate and communicate regularly. Forum posts and group projects are used to foster a Learning Community within the course. | 5 |
| Presentation | Content is presented in a variety of ways to meet the needs of all learners. Videos, text books, and handouts are available for each lesson. | 5 |
| Assessment | Assessments include a variety of formats. Online tests have a variety of question types and assessments in general are varied giving opportunities for oral presentations, papers, projects, and online exams. | 5 |
| Aligned | Assignments and Assessments are clearly aligned to the unit and course outcomes that were outlined. | 5 |
| Application | Assignments provide students with ample opportunities to practice and apply concepts and skills in realistic and relevant ways that enforce learning outcomes. | 5 |
| Assignment Expectations | Clear instructions are available to the student. Grading expectations are specifically outlined and sample rubrics provided. Model assignments or examples are available for students to view for a clear understanding of expectations. | 5 |
| Student Centered | Learning activities structured to foster student-instructor, student-student, and student-content interactions. Active and engaging activities are included throughout the course. | 5 |
| Extended Learning | Opportunities are provided for the student to extend their learning on their own. Additional information or links are made available for students who are interested in learning more on the subject. | NA |
| Comments | Outcomes are clearly defined at the beginning of the course as well as in each unit. A major strength in the course is the continued use of program specific guidance and structure for testing expectations, use of *ATI simulations* and many well-written specialized documents needed for clinical and available in an online resource library embedded in the course.  Strengths of the course are the student-to-student discussion forums, Interactive simulation and cognitive approach (highly structured learning materials moving into upper new Bloom’s Taxonomy) of topical development in the Learning Packets, which prepares the student for real-world immersion in clinical.  Specifically, the students know what their discussion directions are when they open each. It is highly commendable that the students are listing their reading and resource references as they discuss the topics with each other. The instructor provides clear feedback to the students who are lagging and struggling through email, embedded feedback on uploaded assignments, ATI rubrics and replies in the discussion board.  Learning packets - documents show many opportunities for analysis and synthesis in moving students quickly through the highly compacted topics into problem solving and clinical protocols practice.  Dates of grading entry are timely and feedback is observed with the internal LMS. With so many ways of assessing the students (40 + formative assessments and summative testing), the gradebook does show a difficult navigation in the MyPortal electronic gradebook progress monitoring. Currently, there is no solution to make the viewing of so many entries easy for the student or the instructor. The instructor is using the best method offered in the LMS. Bringing the data from ATI into the gradebook is time consuming but highly effective in providing an ease of access for students to see their progress in a single gradebook.  Videos are warehoused through LATI’s Panopto system. Though videos are lengthy and not chunked, the department has taken the time to add navigation aids to help students know what areas to emphasize and the systems allows for students to bookmark and take notes for individualizing the video usage. Video logs indicate that students rarely work all the way through the videos sampled in one viewing. But, they do reenter and work through a large portion of the videos. Videos are in process of being available with ADA 508 compliance.  Again, the instructor uses the same structure consistently for each unit with reading, reinforcement/key concepts packets and resources like videos, simulation for higher order thinking and metacognitive discussions.  Summative tests are used in the LMS. Objectives are evident for each test sampled and the interaction with the tests show that the instructor is able to use LMS features to individualize needs in case of technical problems or absenteeism. Question types were mostly multiple choice. Formative assessments were mentioned previously and make up the bulk of the work in both the theory and clinical portions of the course. The highly interactive and real world connection to formative work again is a strength of the course. | |

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| Technical Accuracy | | |
| Technical Accuracy | Course materials are technically accurate for the profession/industry. | 5 |
| Current Practices | Course materials are up-to-date and reflect current industry and professional practices. | 5 |
| Relevant Material | Course materials are relevant to the program and will contribute to skills and knowledge needed for employment. | 5 |
| Comments | ATI has been program evaluated to meet interactivity standards for the use strategically across the degree and prepares students for the clinical experience and licensure preparation.  The course meets advisory committee approval and curriculum review. | |

**Other Comments:**

The course has been through two years of Quality Matters self-assessment with the structural components now in place received a **Met** score of 99 out of 100. Facilitation of the course also indicates a strong success with all students passing the course and participating in portlet navigation with almost daily participation. The instructor interacted over 9,000 times throughout the semester on a regular basis, indicating strong progress monitoring of students.

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