

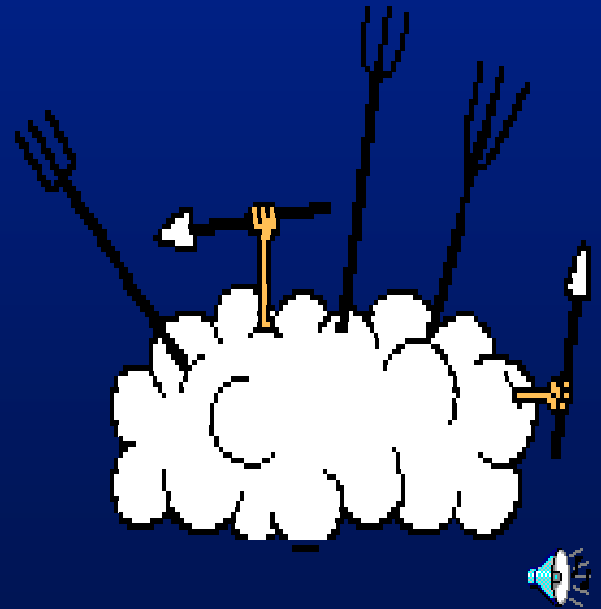


PASS

*EMPOWERING STUDENTS
WITH THE TOOLS FOR
ACADEMIC SUCCESS*

VENTURA COLLEGE
SCHOOL OF NURSING
Claudia Peter RN, Ed.D

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LEARNING PROBLEMS

- WHAT WOULD YOU LIKE

YOUR STUDENTS TO DO

DIFFERENTLY?????



PROBLEM



❖ Graduation rates :

❖ CC: 36% earn certificate/ AA degree
47% not enrolled any longer
Yet--- 86% of CC students expect to earn a
4yr degree

❖ 4 yr: 6/10 earn degree in 6 yrs
25% lost in first year

↑↑ Nontraditional students lost

***46% AA graduate

***54% low income graduate

↑↑ Lack of social integration

↑↑ Lack of learning skills, motivation and responsibility for own learning



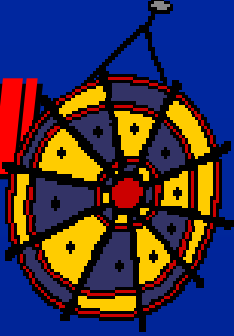
PASS

PROGRAM FOR
ACADEMIC STUDENT
SUCCESS



LESSONS LEARNED





PASS PROGRAM GOALS

- ID& recruit at-risk students to **PASS**
- **Implement student counseling, tutoring and support program**
- **Track at risk student success**
- Develop faculty coaches & orient faculty to **PASS**

PASS TEAM

- Faculty coaches
- **Tutors**
 - Peer
 - Lab Manager
- **Retention and Progression Committee**
 - Nursing Faculty
 - PASS Coordinator
 - Counselors
 - EAC Learning Specialist & Liason



LEARNING MODEL

SKILL



LEARNING

SELF-REGULATION

WILL



Program For Academic Student Success

PASS

WHAT IS IT?



AT RISK *IDENTIFICATION*

- Nurse Entrance Test
- LASSI

Learning and Study Strategies Inventory

FUTURE

- GPA / Science GPA
- Repetition of Science Prerequisites



NET SCALES

- Mathematics
- Reading comprehension
 - 10th grade
 - Critical thinking
- Test taking
- Stress Level
- Learning styles
- Social interaction



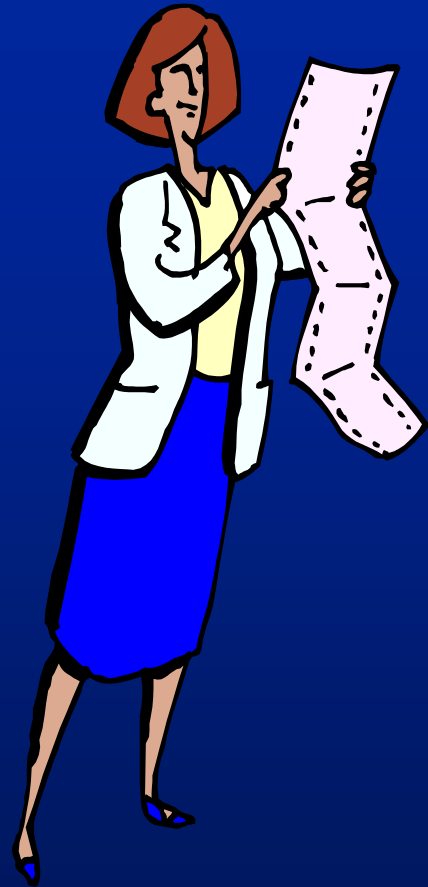
NET RESULTS

- Review results and recommendations
(Math – workshops, PT, Math 30)
- At risk identification – FC
- Individual review
 - Learning plans
 - Referrals



LASSI SCALES

- Test taking
- Anxiety
- Select main idea
- Information processing
- Study aids
- Concentration
- Attitude
- Motivation
- Self testing
- Time management



LASSI RESULTS

- Group review with recommendations
(Self testing – PT, study grp, EAC workshops, Note-making and test taking workshops; review tests)
- At risk identification
- Individual review
 - Learning plan
 - Referrals



FACULTY COACHING

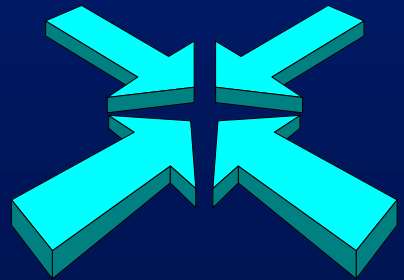


- ID At-risk students
- Monthly meetings
- Goal-setting worksheet
- Referrals



GOAL SETTING WORKSHEET

- Concerns
- Planning
 - My specific learning goals for this month are:
 - I will know I have accomplished my goals by:
 - Actions or steps I will take to accomplish these goals



GOAL SETTING WORKSHEET

- Problem-Solving
 - Possible blocks that may interfere with my goals:
 - If I need help I can go to:
 - My confidence in reaching my goal:

– 0	13	25
– none		very confident



GOAL SETTING WORKSHEET

● Evaluation

- My satisfaction in reaching my goal:
 - 0 13 25
 - unsatisfied very satisfied
- _____
- Reasons for attaining or not attaining my goal:

Counseling and EAC

☐ Counseling

- ☐ Early at risk ID

- ☐ Checklist for pre-nursing referrals

☐ Educational Assistance

- ☐ Learning Disability

- ☐ Skill Workshops



Nursing Readiness

- ❑ At risk ID
- ❑ Learning Styles

- ❑ Skills
 - ❑ Study strategies
 - ❑ Note-making
 - ❑ Test-taking
 - ❑ Stress Reduction
 - ❑ Dosage Calculation
 - ❑ Medical terminology



Nursing Readiness

- ❑ Nursing Process
- ❑ Nursing Culture
- ❑ Resources – Campus and PASS

- ❑ Nursing Program
 - ❑ Conceptual framework
 - ❑ Structure
 - ❑ Expectations
 - ❑ Skill Lab



Orientation

- Expectations – old students
- Resources and referrals
- Answer Questions
- Reduce Anxiety
- Student handbook
- Study Skills and Time management Workshops
- Sense of community
- Library Tour




SUCCESS WORKSHOPS

- Study Skills
- **Time Management**
- Test Taking
- **Note-making**
- Reading texts for main
- **Dosage Calculation**
- Concept mapping
- **Stress Reduction**



NOTE-MAKING

- Store in LTM
 - Review, review
 - Recite aloud
 - Link new to old and organize
 - Learn to be safe and competent
 - Active listening
 - Rephrase
 - Attend class
 - Read texts
- 

Note Making

- Chronological order
- Shorthand
- Diagrams and pictures
- Tape lectures



Note Making

Self testing

- ID Main Concepts
- Add info later
- Definitions
- Questions you have
- Test Questions

Notes

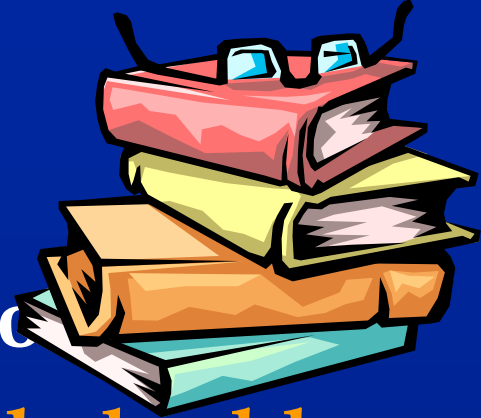
- * Summarize/paraphrase
- * Main ideas - outline
 1. Major detail
 2. Major detail
 - a. minor detail
 - b. minor detail

Note – making exercise



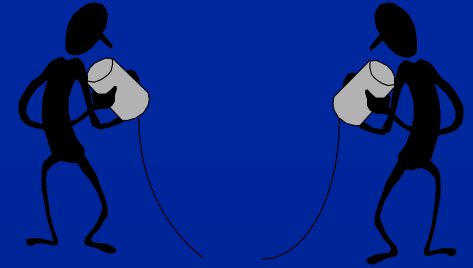
- Discuss process
 - ID main ideas from text
 - Use objectives to select main ideas
- Teams take notes on 2 – 3 pages
- You show them your notes
- Discuss why you selected info

Note Making



- Review notes within 6 hours
 - Compare notes with study buddy
 - Highlight main ideas
 - Select single word for each section
 - Fill in left hand column
 - Cover and recite (self-testing)
 - Relate to own life
 - Review all notes weekly
-
-
-

Support from others

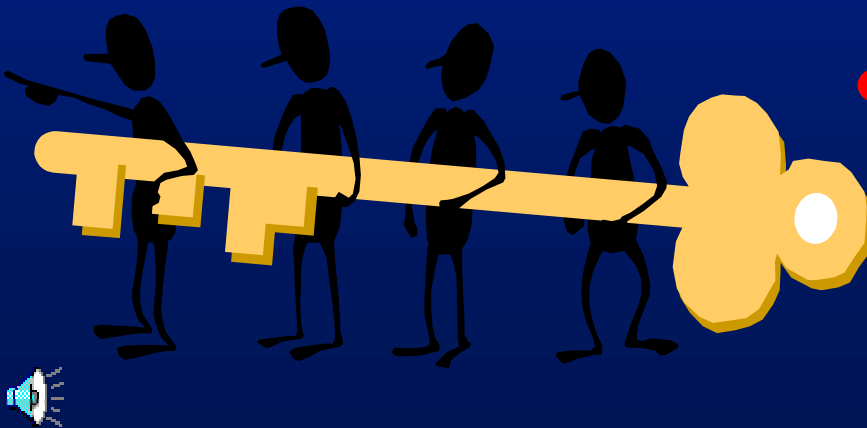


- Study Group Guidelines

- Lab Manager

- Communication
 - E-groups

- Peer Tutoring
 - Selection
 - Recognition



Support – Lab manager

- Teach dosage calculation
- **Tutor math**
- Tutor nursing care planning
- **Remediation of skills in lab**
- Remediation in clinical
- **Testing skills in lab**
- Testing skills in clinical
- **Referrals**

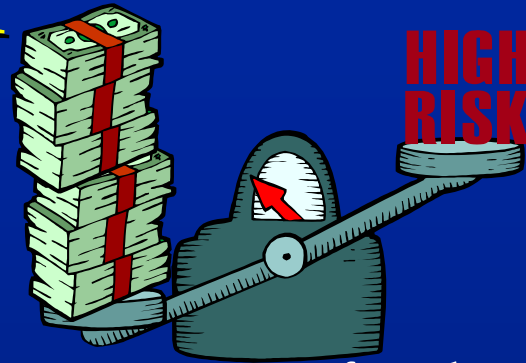


E-groups – Yahooogroups.com

- Communication- professional only
- Support
- Files
 - Care plan forms
 - assignments
- Web links
 - Hear lung and heart sounds
 - Compare and contrast medicare/medical
- Assignments for the semester



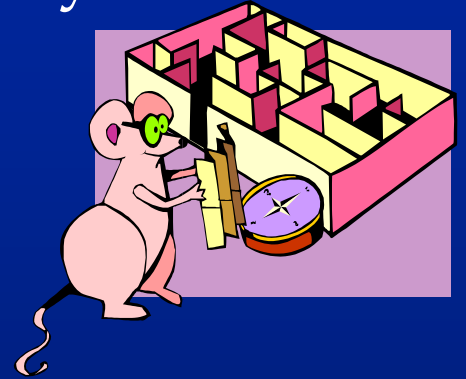
PEER TUTOR



- Volunteer for minimum of 1 hour per week
- Meet every week not just before tests
- No phone tutoring

PEER TUTORS - *confidential*

- Answer questions courteously
- Explain difficult concepts
- Think aloud when you answer questions or explain concepts – models problem-solving
- Quiz tutee on important course content. Anticipate student errors and difficult areas.



PEER TUTOR

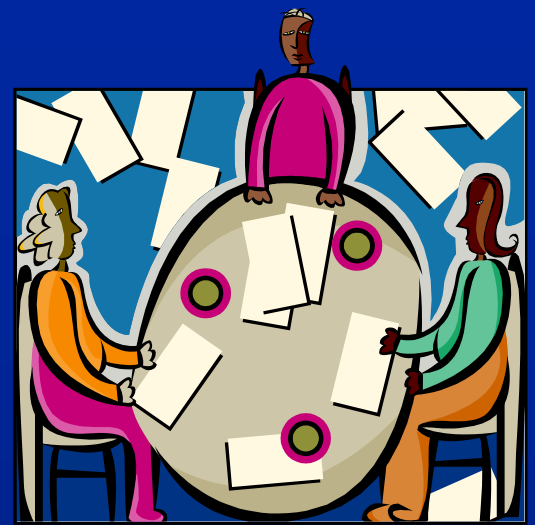


- Ask tutee to diagram concepts/processes
- Review the tutee's answers to objectives.
 - Ask them to explain their answers.
 - Provide cue cards to prompt the tutee.
 - Give the tutee feedback. Tell them how well they are learning.



Peer tutor

- Go from Simple to complex content
- Present info in small steps – do not overwhelm
- Provide examples of expert work for the tutee to model (nursing care plans or research papers)



Peer tutor

- Explain part of the concept and let the tutee complete the explanation.
 - Use flowcharts, pictures, drawings, flashcards, and charts to organize and explain information.
 - Build on previously learned information. For example, review A& P before of respiratory system before patho for asthma

STUDY GROUPS - Goals

- Identify main ideas
- Understand difficult concepts
- Develop study skills
- Improve motivation
- Support group




Study groups



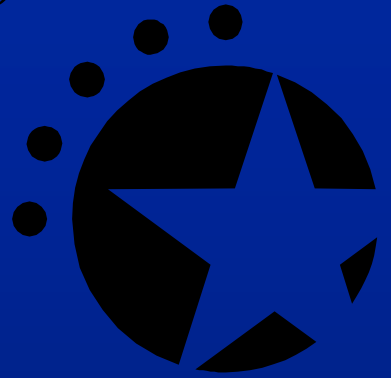
- Members participate weekly
 - 5 members or less
 - Membership constant
 - Meet same day / time / place
 - Leader tracks attendance
 - 2 hours
-
-
-

Study groups - process

- 20 min – review main ideas in lecture and assigned readings
 - 40 min – ask questions and clarify
 - 10 min – break
 - 30 min – self test with quiz games
 - 30 min – summarize answers to objectives and/or review NCLEX-RN questions
- 

Study groups - process

- Stay on task
- Come with questions for clarification
- Model learning strategies
 - Diagram difficult concepts on board
 - Make outlines, concept maps, compare and contrast charts
- Bring 6 quiz questions
- Encourage all to participate



Supplemental Instruction – Critical thinking

☐ NS10 High Risk Course

- ☐ Test Taking Skills
- ☐ Clarify Difficult Concepts
- ☐ Study Group
- ☐ Support/ games
- ☐ How to find info in books
- ☐ How to concept map/ NCP



☐ NS20 High Risk Course

- ☐ Case Studies



Supplemental instruction

- Course – Cr/No Cr (2 credits)
 - Midterm registration 1 credit

- Not instructor
 - Student co leader –
 - » Voice of experience

- Meet several days after lecture
 - Need time to review notes
 - Read materials



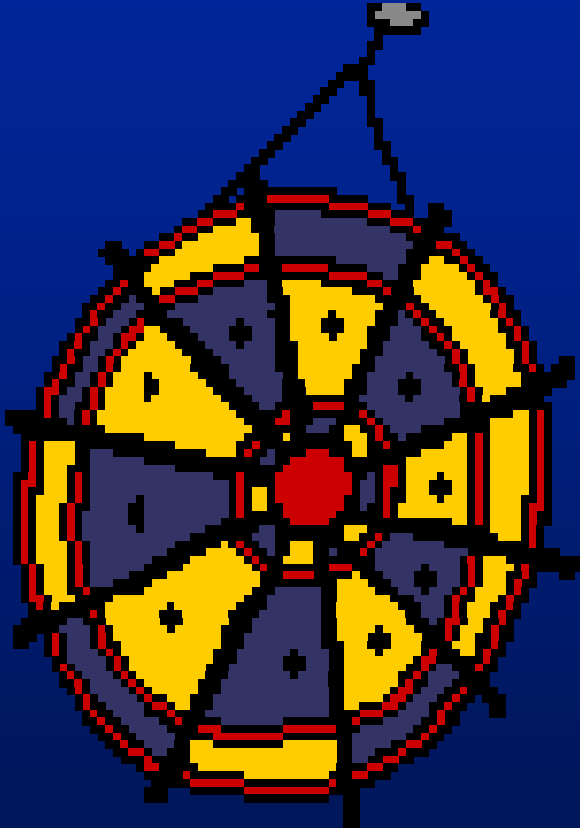
ACADEMIC SUCCESS



- ❑ Higher retention rates
- ❑ Self-reports of changes in learning behaviors and beliefs



SUCCESS



Learning Changes

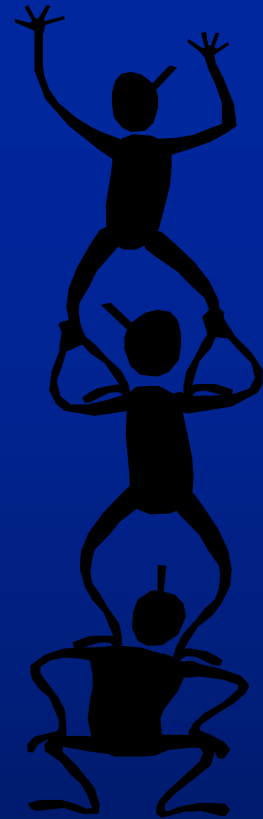
- **Nursing Readiness**
 - Avg grade in NS10 = 83%
 - ***Improved math skills
 - “Read”
 - Tips for test taking
 - Better note taker
 - Aware of what to expect
 - Resources



Learning Changes

- **Orientation**

- How to be successful
- **What is expected**
- Resources
- **There is always help available**



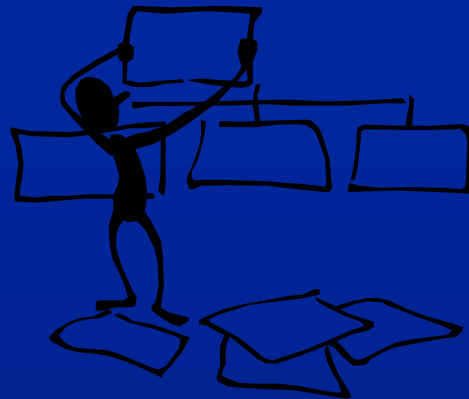
Learning Changes



➤ **Note-Making Skills**

- Added information to notes from text
 - **Compared notes with peers for main ideas**
 - Use objectives and key concepts
-
-
-

Learning Changes



Note making

- **Mapped concepts & drew diagrams**
- Outlined texts & notes
- **Paraphrased main ideas in own word**
- Made up own test questions



Learning Changes

➤ Seek Support of Others

- Exam Reviews with Faculty
- **Learned about resources**



PEER TUTORS

- ❑ Understanding not memorization
- ❑ Identified and clarified concepts
- ❑ Generated questions & self-tested
- ❑ Reviewed notes for main ideas
- ❑ Came prepared



STUDY GROUPS



- ❑ Quizzed each other
- ❑ **Reduced stress by sharing work**
- ❑ Felt accountable /came prepared
- ❑ **Felt capable**
- ❑ Answered objectives and study guides
- ❑ **Made diagrams and concept maps**
- ❑ Modeled study skills – note-making
- ❑ **Explained difficult concepts to each other**

Learning Changes

➤ **Self - Esteem**

- Boosted my self-esteem and gave me confidence
- **Felt good about myself**
- Found I wasn't the only one seeking help



SUPPLEMENTAL INSTRUCTION



- Helped understand concepts
- **Became more organized**
- No procrastination
- **Read assignments before class**
- Reviewed my notes every night

FACULTY COACH *Learning Changes*



- Identified strengths & weaknesses
- **Developed plans & monitored progress**
- Identified what “to do differently”

--SELF REGULATION--



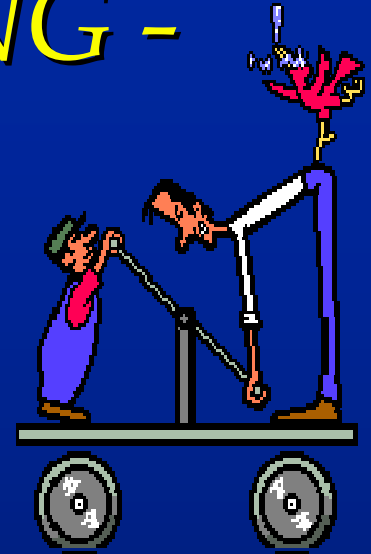
FACULTY COACHING- Learning Changes

» **SELF REGULATION**

- Recognized I wasn't working hard
- Came to lecture
- Made sure I understood criteria & expectations before I started assignments



FACULTY COACHING - *Learning Changes*



➤ Will - Motivation

- Encouraged me to work harder
- Set and prioritized goals and then said "I did it!"



FACULTY COACHING- *Learning Changes*

➤ Motivation - Will

- Encouragement
- Got a lot of support - knew I could do it

