Assessment and Continuous Quality Improvement Form

Date Form is Completed	05/11/2020
Names of Faculty/Staff Involved	Jason Killian
Department/Office/Committee	Humanities (Criminal Justice)
Subject of Assessment *Examples: Course Number, Committee Name, Process Name, Curriculum Program/Degree Name, Initiative, Plan Name, Project Name, Performance, Presentation, Paper, Other (describe)*	CJUS1143: Report Writing

Instruments Used for Assessment

Instruments Used
Type of Data Collected
Instructors are advised to use at least three sources of data in assessing and improving their courses. Check the assessment instruments used, who was assessed, and the date the instrument was delivered. You may attach copies of the assessments used, if you think that helps to clarify the assessment process. For course review, ensure three assessment instruments are considered. You must consider the end of course student survey and major course tests and other summative performances.

Check one or more boxes then describe each instrument

☐ Survey Results (end of course student survey results required for course assessments) NOT AVAILABLE	☐ Test/exam item analysis/student performance (required for course assessment) USED
☐ Focus Group Results	☐ Review of minutes or other ongoing record or reflection
☑ Formative student understanding within the course (Opinion Poll, Minute Paper, Discussion Thread	☐ Course Learning Outcome Rubric/Data USED
☐ Program Outcome Data (Board Exams, Event Attendance, Licensing, Scholarly Activity	☐ Plan (Strategic Plan, Budgeting Plan)
☐ Peer Review	☐ External Review (accreditor visit, audit)
☐ Job Placement/Alumni Survey Data	☐ Other

Additional Description of Assessments
(name, date, who was assessed, description of assessments)

ANALYSIS	What strengths are identified through an analysis of these assessments?	Course was able to transition online successfully. Assignments were able to be modified. Students were able to complete all objectives. Students were able to continue their work online.
	What insights have you gained through an analysis of these assessments?	The assignments are fluid enough to be modified to suit the demands of the class. Students continued their work online.
	What areas for Improvement have you identified through an analysis of these assessments?	Writing assignments were difficult after the COVID-19 transition.
ACTION PLAN	***PLAN:*** What change is needed to address the deficiencies you have identified?	The writing assignments will be given more time in class instead of as a homework assignment.
	DO : What concrete steps will be taken? Is a pilot needed? Who will be impacted? Who needs to buy in? Who should you communicate with? Who is responsible for doing what?	The writing assignments will be done in class asa group activity. Students will be encouraged to discuss the assignment with each other to create a collaborative environment.
	CHECK: What data will you collect and analyze to assess this plan? Who will do the work? When will this be completed? Should the future assessment be placed on the institutional assessment calendar?	Grades will be collected at midterm and finals, allowing for 2 5 assignments to be analyzed at each collection point.
	Additional Comments	Class experienced several disruptions due to COVID-19.
DOCUMENTATION	Report Conveyed to Admin/Faculty/Director/Committee	Report emailed to Dr. Patterson, Dr. Roybal, LCC Assessment Team
	Standards related to Assessment Process	Required for HLC Assurance Compliance.

Course Learning Outcome Report Form (Spring Semester 2020)

Department / Date Form is Completed	Humanities (CJ) 05/11/2020
Names of Instructor / Status	Jason Killian / ⊗FT
Course Number / Class Section	CJUS1143 / 1
Course Name	Report Writing

Student Grade	#of Students	% of Students	Success	Failure	Non-Completion
Final Grade of **A**	2	40 %	Total %		
Final Grade of **B**	2	40 %	100		
Final Grade of **C**	1	20 %			
Final Grade of **D**	0	%		Total %	
Final Grade of **F**	0 0	%		0	
Pending Grade of **I**	0	0 %			Total %
Final Grade of **W**	0	0 %			0
Final Grade of **AU**	0	0 %			

	Insert the 1st Learning Outcome listed on your course syllabus into this cell.	List the activity(ies) you used to engage and teach students this concept/practice. Provide detail of how student performance was assessed (assignment rubric, test rubric, performance rubric).	Provide the Grade Distribution for this activity only(not entire class).	Is the failure (non-success) rate for this activity greater than 30%? What will you change in the next course cycle to improve student success rates?
Learning Outcome #1	Learning Outcome: Demonstrate the difference in technical, academic and literary writing and when the use of each style is appropriate.	Activity(ies): Term Papers 1 (Graded by Rubric applying aspects of Report Writing)	A 20 % B 20 % 60 % C 20 % % success D 40 % 40 % F 0 % % failure AU / I Do not count these grades in total	Activity/Class Improvement: The first paper was interrupted by COVID-19 and 2 weeks lost. This created issues with the pacing and feedback. Students lost crucial time due to closure.
Learning Outcome #2	Learning Outcome: Exhibit improved writing through the use of criminal justice specific formats and rules.	Activity(ies): Writing assignments (assignments used throughout the semester are designed to focus on specific areas of Report Writing).	A 60 % B 0 % 60 % C 0 % % success D 40 % 40 % F % % failure AU / I Do not count these grades in total	Activity/Class Improvement: Writing assignments were done in class before the transition. After, student participation dropped off. Online time will be dedicated to these assignments.
Course Learning Outcome #3	Learning Outcome: Demonstrate understanding of the role of criminal investigation and its relationship to the criminal justice process.	Activity(ies): Final (Graded by rubric)	A 3 % B 2 % 100 % C 0 % % success D 0 % 0 % F 0 % % failure AU / I Do not count these grades in total	Activity/Class Improvement: Students struggled applying probable cause to their charges and how we develop probable cause. More time will be dedicated to this topic.
	Learning Outcome:	Activity(ies):	A ___ % B ___ % ___ % C ___ % % success D ___ % ___ % F ___ % % failure AU / I Do not count these grades in total	Activity/Class Improvement:

		B C	____%____% ____% % success	
		D F	____%____% ____% % failure	
		AU I	Do not count these grades in total	
Learning Outcome:	Activity(ies):	A B C	____% ____%____% ____% % success	Activity/Class Improvement:
		D F	____%____% ____% % failure	
		AU I	Do not count these grades in total	

1. Complete department, instructor, and course information. **2.** Complete Final Grade Distribution Chart(top, right-hand corner of form). **3.** Insert the top three Course Learning Outcomes, as they are listed on your course syllabus, in the three cells in this column. This block explains what your students should gain through participation in the course. Only list the first three outcomes. **4.** List the activity(ies) you used to engage and teach students the concept or practice that is found in the learning outcome you listed. Provide some detail of how you assessed student learning during this activity(ies). This block explains how you taught and how you measured student learning. **5.** Provide the grade distribution for this activity (not for the entire class). This block will explain the results of your measurement. Do not count Audits or Incompletes as a success or failure. If a student does not participate or complete the activity, that would be considered an F grade, unless there is an assumed Incomplete for that activity. **6.** Look at your success and failure rate for each measurement. If your failure rate is greater than 30% explain what you will do during the next class cycle to improve student success for this specific learning outcome. This may require more explanation than just a classroom improvement.

Assessment and Continuous Quality Improvement Form

Date Form is Completed	May 15th, 2020
Names of Faculty/Staff Involved	Rachael Lucero
Department/Office/Committee	STEM
Subject of Assessment *Examples: Course Number, Committee Name, Process Name, Curriculum Program/Degree Name, Initiative, Plan Name, Project Name, Performance, Presentation, Paper, Other (describe)*	Biol 1110 General Biology

Instruments Used for Assessment

Instruments Used

Type of Data Collected

Instructors are advised to use at least three sources of data in assessing and improving their courses. Check the assessment instruments used, who was assessed, and the date the instrument was delivered. You may attach copies of the assessments used, if you think that helps to clarify the assessment process. For course review, ensure three assessment instruments are considered. Youi mudt consider the end of course student survey and major course tests and other summative performances.

Check one or more boxes then describe each instrument

☐ **Survey Results** **(end of course student survey results required for course assessments)** **student critiques of instructor are used by me to improve the classroom experience for all students i.e. student suggestion of labeling steps during mathematical explaintions, this method will be used from here on out to ensure students can follow the**	☐ **Test/exam item analysis/student performance** **(required for course assessment)** **Exams are used to exemplify student understanding of material, once exams are analyzed if all students are missing the same questions the material is recovered.**
☐ **Focus Group Results**	☐ **Review of mintutes or other ongoing record or reflection**
☐ **Formative student understanding within the course** **(Opinion Poll, Minute Paper, Discussion Thread**	☐ **Course Learning Outcome Rubric/Data**
☐ **Program Oputcome Data** **(Board Exams, Event Attendance, Licensing, Scholarly Activity**	☐ **Plan** **(Strategic Plan, Budgeting Plan)**
☐ **Peer Review**	☐ **External Review** **(accreditor visit, audit)**
☐ **Job Placement/Alumni Survey Data**	☐ **Other concept checks are used as a form of a minute to minute real time quiz, they as a form of participation. Information gives me a real time understanding of who understands the material and who does not.**

Additional Description of Assessments
(name, date, who was assessed, description of assessments)

ANALYSIS	What strengths are identified through an analysis of these assesements?	Thes strengths that are identified through this analysis are: the ability for students to think critically, the ability for students to use reference materials to answer questions and the ability of students to retain information
	What insights have you gained through an analysis of these assessments?	The insight that I have gained through the analysis of this assessment is where I need to do better as an instructor to allow students more freedom and access to more information and reference materials in order for them to see multiple ways that the same subject is explained
	What areas for Improvement have you identified through an analysis of these assessments?	The areas that I have identified as an area for improvement is varying the methods in which some material is deliever, i.e. more examples, more reference material and possible more moldeing of compounds for better understanding.
ACTION PLAN	***PLAN:*** What change is needed to address the deficiencies you have identified?	Addition of more instructional material
	DO : What concrete steps will be taken? Is a pilot needed? Who will be impacted? Who needs to buy in? Who should you communicate with? Who is responsible for doing what?	The concrete steps that will be taken is a slight change to the demonstrations of the atom, subatomic particles, and referance materials and how they tie in to make biological organsims and eventually ecosystems. Student learners will be impacted and need to buy in. No communication is nessessary and I will be responsible for the additions of content.
	CHECK: What data will you collect and analyze to assess this plan? Who will do the work? When will this be completed? Should the future assessment be placed on the institutional assessment calendar?	I will be collecting data as state in the CLO form, additional questions in concept checks, assignments, exams, and labs.
	Additional Comments	
DOCUMENTATION	Report Conveyed to Admin/Faculty/Director/Committee	Report will be conveyed to STEM diector and assessment committee
	Standards related to Assessment Process	CLO form

Course Learning Outcome Report Form (Spring Semester 2020)

Student Grade	#of Students	% of Students	Success	Failure	Non-Completion
Final Grade of A		%	Total %		
Final Grade of B		%			
Final Grade of C		%			
Final Grade of D		%		Total %	
Final Grade of F		%			
Pending Grade of I		%			Total %
Final Grade of W		%			
Final Grade of AU		%			

Department / Date Form is Completed	STEM/ May 13th, 2020
Names of Instructor / Status	Rachael Lucero / FT PT Adjunct
Course Number / Class Section	BIOL 1110E/ section 01
Course Name	General Biology

	Insert the 1st Learning Outcome listed on your course syllabus into this cell.	List the activity(ies) you used to engage and teach students this concept/practice. Provide detail of how student performance was assessed (assignment rubric, test rubric, performance rubric).	Provide the Grade Distribution for this activity only(not entire class).			Is the failure (non-success) rate for this activity greater than 30%? What will you change in the next course cycle to improve student success rates?
Learning Outcome #1	Learning Outcome: Explain the value of the scientific method as a means for understanding the natural world and formulating testable predictions	Activity(ies): This CLO was measured through lab activites, quizzes, exams and assingments. The data was collected from an assignment where students were asked to look at data from COVID 19 and making graphs and explaining what the graphs mean using the concpet of population dynamics and the Univeristy of Washingtons model on COVID-19 spread.	A B C	20% 50% 20%	90% % success	***No, the failure rate for the activity was not greater than 30%*** Activity/Class Improvement:
			D F	10% 0%	10% % failure	
			AU I	Do not count these grades in total		
Learning Outcome #2	Learning Outcome: Explain how chemical and physical principles apply to biological processes at the cellular level	Activity(ies): This CLO was measured through lab activites, quizzes, exams and assingments. The data was collected from an assignment where students were asked to follow periodic trends and explain the difference between ionic compounds versus molecular compounts. The difference between subatomic particels and what each particle does in the atom. Along with the differnece between moelcular weights and formula weigts and how the chemcial composition ties in to how bioloigcal functions.	A B C	10% 60% 10%	80% % success	***No, there was not a failure rate above 30%*** Activity/Class Improvement:
			D F	20% 0%	20% % failure	
			AU I	Do not count these grades in total		
Course Learning Outcome #3	Learning Outcome: Understand basic consequence of their common ancestry.	Activity(ies): This CLO was measured through a serise of lab activites, quizzes, exams and assignments. The data was collected from an assignemtn where studetns were asked to follow a detailed family history and map what the progression of a disease throughout a family.	A B C	10% 30% 30%	70% % success	***yes, there was a failure rate above 30%*** Activity/Class Improvement: In order to improve this assignment I will vary the method of delivery on the matter of genetics and how traits are passed on from partents to children. In order vary the assignment I will add a other digital sources of information for more reference material.
			D F	20% 10%	30% % failure	
			AU I	Do not count these grades in total		

INSTRUCTIONS

1. Complete department, instructor, and course information. **2.** Complete Final Grade Distribution Chart(top, right-hand corner of form). **3.** Insert the top three Course Learning Outcomes, as they are listed on your course syllabus, in the three cells in this column. This block explains what your students should gain through participation in the course. Only list the first three outcomes. **4.** List the activity(ies) you used to engage and teach students the concept or practice that is found in the learning outcome you listed. Provide some detail of how you assessed student learning during this activity(ies). This block explains how you taught and how you measured student learning. **5.** Provide the grade distribution for this activity (not for the entire class). This block will explain the results of your measurement. Do not count Audits or Incompletes as a success or failure. If a student does not participate or complete the activity, that would be considered an F grade, unless there is an assumed Incomplete for that activity. **6.** Look at your success and failure rate for each measurement. If your failure rate is greater than 30% explain what you will do during the next class cycle to improve student success for this specific learning outcome. This may require more explanation than just a classroom improvement.

Assessment and Continuous Quality Improvement Form

Date Form is Completed	May 14, 2020
Names of Faculty/Staff Involved	Jacqueline Romero-Arguello
Department/Office/Committee	Nursing
Subject of Assessment *Examples: Course Number, Committee Name, Process Name, Curriculum Program/Degree Name, Initiative, Plan Name, Project Name, Performance, Presentation, Paper, Other (describe)*	NMNC 2435 – Clinical Intensive I

Instruments Used for Assessment

Instruments Used
Type of Data Collected
Instructors are advised to use at least three sources of data in assessing and improving their courses. Check the assessment instruments used, who was assessed, and the date the instrument was delivered. You may attach copies of the assessments used, if you think that helps to clarify the assessment process. For course review, ensure three assessment instruments are considered. You must consider the end of course student survey and major course tests and other summative performances.

Check one or more boxes then describe each instrument

☒ Survey Results (end of course student survey results required for course assessments) Students completed course/instructor evaluations	☒ Test/exam item analysis/student performance (required for course assessment) There were 2 exams, quiz grades that totaled one other exam and a Final Exam.
☐ Focus Group Results	☐ Review of minutes or other ongoing record or reflection
☑ Formative student understanding within the course (Opinion Poll, Minute Paper, Discussion Thread Students completed formative evaluations for all clinicals and a summative evaluation at the end of the semester.	☐ Course Learning Outcome Rubric/Data
X Program Outcome Data (Board Exams, Even t Attendance, Licensing, Scholarly Activity Pending students passing their Boards after completing the ATi Green Light.	☐ Plan (Strategic Plan, Budgeting Plan)
☐ Peer Review	☐ External Review (accreditor visit, audit)
☐ Job Placement/Alumni Survey Data	X Other All coursework was completed and outcomes met.

Additional Description of Assessments
(name, date, who was assessed, description of assessments)

ANALYSIS	What strengths are identified through an analysis of these assessments?	Students need to focus more on classes. When they are able to do this, their grades improve. Had a few that were working while in school.
	What insights have you gained through an analysis of these assessments?	Students need more assignments and some of the issues have to do with going to on line learning. Most students learn better when they are in a classroom.
	What areas for Improvement have you identified through an analysis of these assessments?	I will be assigning more in ATI for discussion in class. Give them more short papers to write to improve their writing skills. Most want to continue on for their BSN.
ACTION PLAN	***PLAN:*** What change is needed to address the deficiencies you have identified?	More planned assignments and assessments. Give a few more exams in the course to gauge their understanding of the material
	DO : What concrete steps will be taken? Is a pilot needed? Who will be impacted? Who needs to buy in? Who should you communicate with? Who is responsible for doing what?	The course assignments will be more straightforward with more time in class used to discuss what they should have read/viewed.
	CHECK: What data will you collect and analyze to assess this plan? Who will do the work? When will this be completed? Should the future assessment be placed on the institutional assessment calendar?	There will be more grades to evaluate for the overall class grade.
	Additional Comments	
DOCUMENTATION	Report Conveyed to Admin/Faculty/Director/Committee	
	Standards related to Assessment Process	

Course Learning Outcome Report Form (Spring Semester 2020)

Department / Date Form is Completed	Nursing	/May 14
Names of Instructor / Status	Jacqueline Romero-Arguello	/ ⊗FT ○PT Adjunct
Course Number / Class Section	NMNC 2435	/ 1
Course Name	Clinical Intensive I	

Student Grade	#of Students	% of Students	Success	Failure	Non-Completion
Final Grade of **A**		%	Total %		
Final Grade of **B**	10	%	90		
Final Grade of **C**		%			
Final Grade of **D**		%		Total %	
Final Grade of **F**		%			
Pending Grade of **I**		%			Total %
Final Grade of **W**	1	%			9
Final Grade of **AU**		%			

	Insert the 1st Learning Outcome listed on your course syllabus into this cell.	**List the activity(ies) you used to engage and teach students this concept/practice. Provide detail of how student performance was assessed (assignment rubric, test rubric, performance rubric).**	**Provide the Grade Distribution for this activity only(not entire class).**	**Is the failure (non-success) rate for this activity greater than 30%? What will you change in the next course cycle to improve student success rates?**
Learning Outcome #1	Learning Outcome: Integrate nursing practice concepts into their professional nursing practice.	Activity(ies): Clinicals- Alta Vista and BHI- used concepts they learned to better take care of their pts ATI case studies with NCLEX type questions after Exams	A 100 % B ____% 100 % C ____% % success D ____%____% F ____% % failure AU / I Do not count these grades in total	Activity/Class Improvement: No improvement at this time. Students very strong in clinicals.
Learning Outcome #2	Learning Outcome: Integrate diverse patient values into plan of care for patients with acute illness.	Activity(ies): Clinicals- at Alta Vista and BHI Class discussions	A 100 % B ____% 100 % C ____% % success D ____%____% F ____% % failure AU / I Do not count these grades in total	Activity/Class Improvement: No improvement at this time, students very strong in clinicals.
Course Learning Outcome #3	Learning Outcome: Interpret and analyze factors and symptom contributions that impact the quality and safety of nursing practice.	Activity(ies): Clinicals- Alta Vista and BHI (dealing with medical and mental diagnosis) ATI case studies	A ____% B 100 % 100 % C ____% % success D ____%____% F ____% % failure AU / I Do not count these grades in total	Activity/Class Improvement: No improvement at this time, students are very strong in clinicals.
	Learning Outcome: Integrate an evidence-based approach in the delivery and evaluation of nursing care to acutely ill patients across the life span.	Activity(ies): ATI case studies Exams Clinicals- Alta Vista and BHI	A ____% B 100 % 100 % C ____% % success D ____%____% F ____% % failure AU / I Do not count these grades in total	Activity/Class Improvement: No improvement at this time, students strong in clinicals.

Evaluate the use of policies and procedures within the acute care setting.	Clinicals- Alta Vista and BHI	B C	___%100_% ___% % success	No improvement at this time. Students strong clinically.
		D F	___%_____% ___% % failure	
		AU I	Do not count these grades in total	
Learning Outcome: Effectively collaborate with the health care team in the delivery of patient care.	Activity(ies): Clinicals- Alta Vista and BHI	A B C	100 % ___%100_% ___% % success	Activity/Class Improvement: No improvement at this time, students strong clinically.
		D F	___%_____% ___% % failure	
		AU I	Do not count these grades in total	

1. Complete department, instructor, and course information. **2.** Complete Final Grade Distribution Chart(top, right-hand corner of form). **3.** Insert the top three Course Learning Outcomes, as they are listed on your course syllabus, in the three cells in this column. This block explains what your students should gain through participation in the course. Only list the first three outcomes. **4.** List the activity(ies) you used to engage and teach students the concept or practice that is found in the learning outcome you listed. Provide some detail of how you assessed student learning during this activity(ies). This block explains how you taught and how you measured student learning. **5.** Provide the grade distribution for this activity (not for the entire class). This block will explain the results of your measurement. Do not count Audits or Incompletes as a success or failure. If a student does not participate or complete the activity, that would be considered an F grade, unless there is an assumed Incomplete for that activity. **6.** Look at your success and failure rate for each measurement. If your failure rate is greater than 30% explain what you will do during the next class cycle to improve student success for this specific learning outcome. This may require more explanation than just a classroom improvement.