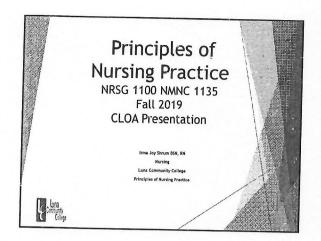
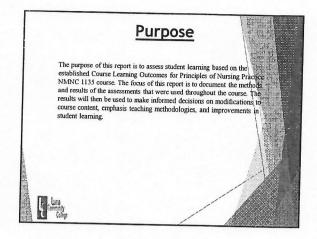


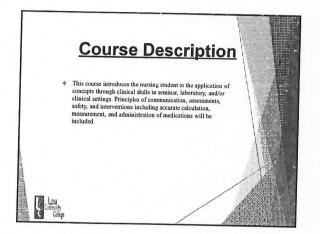
### Assessment and Continuous Quality Improvement Form

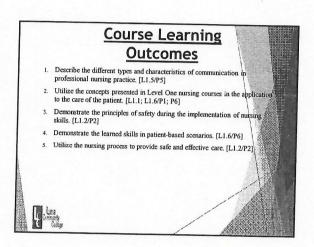
	Date Form is Completed		
	Names of Faculty/Staff Involved	Shrum / Spng	
	Department/Office/Committee	NURSING	
	Subject of Assessment  Examples: Course Number, Committee Name, Process  Name, Curriculum Program/Degree Name, Initiative, Plan  Name, Project Name, Performance, Presentation, Paper,	Shrym/Seng NuRS/NG NRSG 1080 NMNC 1135	
	Other (describe) Instruments Used		
	Type of Data Collected	Check one or more boxes then describe	each assessment instrument
	While some processes may use only one instrument for assessment, multiple instruments generally provide better assessment results. Instructors are advised to use at least three sources of data in assessing and improving their	Survey Results  (end of course student survey results required for course assessments)	Test/exam item analysis/student performance (required for course assessment)  Instructor check aps.
	courses. Check the assessment instruments used, who was assessed, and the date the instrument was delivered. You		Quizzes a Exam)
ent	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.	Focus Group Results	Review of mintutes or other ongoing record or reflection
Instruments Used for Assessment		Formative student understanding within the course (Opinion Poll, Minute Paper, Discussion Thread)	Course Learning Outcome Rubric/Data
nts Used fa	only I required	Program Oputcome Data  (Board Exams, Event Attendance, Licensing, Scholarly Activity)	Plan (Strategic Plan, Budgeting Plan)
Instrume		Peer Review Coo Read Student / PEUT TUVILW. PEUT CHECKORDS	External Review (accreditor visit, audit)
	<u>.                                    </u>	Job Placement/Alumni Survey Data	Co Read videos of
	(r	dditional Description of Assessments name, date, who was assessed, description of assessn ssessment instrument. For nature d Carry harmone	nents) You may attach a copy of the
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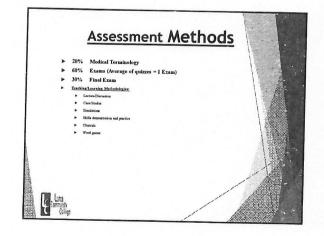
	What strengths are identified through an analysis of these assesements?	Confident to utilize skills warned in compident to utilize skills warned in clinical schings. It increases in braction between strough.
0:00:1018	What insights have you gained through an analysis of these assessments?	Providing a variety of learning modalities- l'affective, psychonatale, cognitive) gries. Stadents. different avenires to facilitate
	What areas for Improvement have you identified through an analysis of these assessments?	Student Success plan is instituted as Dom as Students are identified to be a risk.
	PLAN: What change is needed to address the deficiencies you have identified? Will this require an issue request for the Shared Governance Council? Should other faculty/staff be involved in the same request?	Changes will be discussed within the department with faculty.
	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?	Instructor is responsible for changes to
CTION PLAN	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?	Student l'aination de air air to and to arrive is a conservation of the property of the proper
AC	Additional Comments	
NTATION	Report Conveyed to Administration/Faculty/Director/Committee (explain)	Return to UPI
DOCUMENTATION	Standards related to this specific Assessment (be specific)	te institution works systematically to imprese its performance
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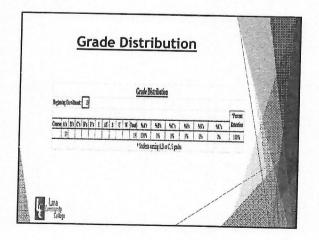


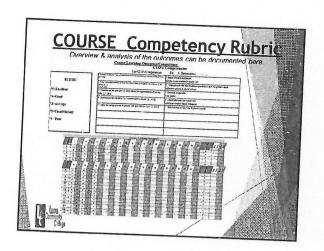












### Conclusion

Principles of Nursing Practice 2019 began with 19 students. All 19 students completed the class with an A. All objectives were met. A change being made to this class in 2020 is to increase clinical time within our community. Nursing consists of many scopes of practice. Broadening a student's focus will allow them to see other issues that are rarely seen within the community. They will be learning and teaching within our own community.



## (DEPARTMENT NAME)

End Of Semester Course Data Form

This form is to be submitted to your department at the end of each semester. One form should be filled out for every course and section being offered. Section: Course # and Name: Principles of Nursing Practice NMNC 113 Semester: Fall 2019

The accuracy of this form is vital for Program and Course Learning Assessment.

Beginning Enrollment:

### Grade Distribution

*Percent Retention 100%	1
Course         A's         B's         F's         I         AU         S         U         W         Total         %A's         %B's         %C's         %I's         %S's         %U's           17         10         0%         0%         0%         0%         0%         0%           * Students earning A,B or C, S grades	O Somoopin Pullance and Color

## Course Learning Outcomes/Competency

1. Demonstrate..... CLO's/ Competencies Ex: it types and characteristics of communication in professional List CLO's/Competencies

*S=Excellent  *4=Good  *3=Average  *2=Unsatisfactory	1. Describe the different types and characteristics of communication in professional nursing practice. [L1.5/P5] 2. Utilize the concepts presented in Level One nursing courses in the application to the care of the patient. [L1.1; 3. Demonstrate the principles of safety during the implementation of nursing skills. [L1.2/P2] 4. Utilize the nursing process to provide safe and effective care. [L1.2/P2] 5. Utilize the nursing process to provide safe and effective care. [L1.2/P2] 6. Clinical rotation at Vida Encantada.	Ex: 1. Demonstrate.  1. Student research assignment. Identify resources related to health care.  2. Communicated with other healthcare providers to meet the patient's needs. Adhered to policies in clinical settings.  3. Research assignments. Case studies.  4. Utilized informatics for patient care. Satisfactory student clinical evaluations.  5. Clinical rotation at Vida Encantada.
*1= Poor		

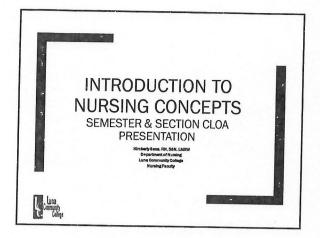
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	Course	Learning Outcomes Report Form	port Form	2
Course Number/Name	Semester Instructor:			
Frinciples of Nursing Practice NMNC	Fall 2019 Irma Joy Shrum			
Course Learning Outcomes(CLOs) wit Rubrics describe levels of success in strubrics, and submit to the Department I	Rubrics Learning Outcomes(CLOs) with the integration of General Learning Outcomes (GLOs). Each course is expected to contribute to the student achievement of one or more of these CLOs/GLOs. Core Abjility rubrics, and submit to the Department Director and entered into the HLC reporting program, within a week of final grading submission, each sequence.	mes (GLOs). Each course is expected to conwill measure and report on this form. In conprogram within a week of final grading su	ntribute to the student achievement of one ompleting this report, instructors should attain	Full-time Part-time Adjunct or more of these CLOs/GLOs. Core Abilitical the assignment descriptions, grading
5	General Education Core Abilities (GLOs) - Indicate Core Ability Indicator(e) accorded in the	(GLOs) - Indicate Core Ability	Indicator(s) personal :- 17:	
	Critical Thinking	Information & Digital Literacy	Personal & Court B	
Application, and Versatility: Identify and question. communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (ie., attending to audience, purpose, and context).	Problem Setting: Delineate a problem or d question.	Authority and Value of Information: Recognize the interdependent nature of the authority and value of information and use this knowledge ethically when selecting, using, and creating information.	Intercultural reasoning and intercultural competence.	Ouantitative Reasoning Communication/Representation of Quantitative Information: Express quantitative information symbolically, graphically, and in written or oral language
Strategies for Understanding and Evaluating Messages: Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals; locating supportive documentation for arguments: reading		Digital Literacy: Understand, communicate, compute, create, and design in digital environments.	Sustainability and the natural and human worlds.	Analysis of Quantitative Arguments: Interpret, analyze and critique information or a line of reasoning presented by others.
with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).	Evidence Evaluation: Evaluate evidence/data for credibility (e.g. bias, reliability, validity), probable truth, and relevance to a situation.	Information Structures: Select, use, produce, organize, and share information employing appropriate information formats, collections, systems, and applications.	Ethical reasoning.	Application of Quantitative Models: Apply appropriate quantitative models to real-world or other contextual problems.
	Reasoning/Conclusion: Develop conclusions, solutions, and outcomes that iterative process of inquiry that defines a reflect an informed, well-reasoned problem or poses a question and through research generates a reasonable solution or answer.		Collaboration skills, teamwork and value systems.	
Evaluation and Production of Arguments: Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).			Civic discourse, civic knowledge and engagement – local and global.	

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IV. Improvement If % of completers falls below minimum standard of 75% or lower, identify course change(s) planned to improve in this outcome.	tize the nursing process to provide  st Learning Activity(ies)* used to  re students success with this  ne.  udent Success Level** Indicate for 1000.	itse the nursing process to provide  and effective care.  It carning Activity(ies)* used to  I ecture/Discussion, Case Studies, Simulations, Skills demonstrations and practice, ATI modules, and video assessments.	The four strains and the fearment of nursing process to provide and effective care.  It Learning Activity(tes)* used to lecture Discussion, Case Studies, Simulations, Skills demonstrations and practice, ATI modules, and video assessments.	THE STATE OF THE S
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\*\*III. Students Success Level Calculation Report the number of students who received a grade of C or higher on the assignment out of the 24 students who completed the assignment and the course = 24/28=86%. Also note the number of non-completers (students who



### **Purpose**

The purpose of this report is to assess student learning based on the established Course Learning Outcomes for NRSG 1080-Introduction to Nursing Concepts course. The focus of this report is to document the methods and results of the assessments that were used throughout the course. The results will then be used to make informed decisions on modifications to course content, emphasis teaching methodologies, and improvements in student learning.



### **Course Description**

This course introduces the nursing student to the concepts of nursing practice in a conceptual framework.

This is a Level 1 course.



### Course Learning Outcomes

Course Learning Outcomes found on the syllabus will be entered here.

- Integrate knowledge from nursing pre- and co-requisites into a conceptual learning model.. [L1.3/P3; L1.6/P6]
- 2. Apply conceptual learning to select nursing concepts. [L1.6/P6]
- 3. Define personal values, beliefs, and attitudes about health and wellness. [L1.1/P1]
- 4. Describe importance of identifying patient safety issues. [L1.2/P2]
- 5. Describe roles and values of nursing and members of the healthcare team. [L1.5/P5]
- Describe standards and regulations that apply to nursing practice. [L1.4/P4]



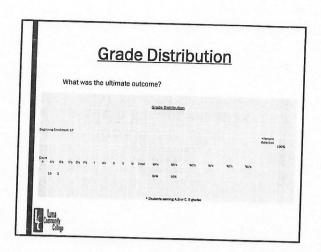
### **HED Core Competencies**

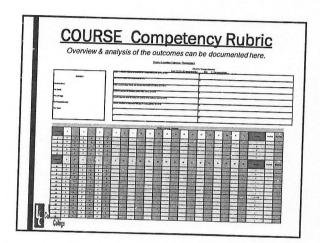
- Communication
- Critical Thinking
- Quantitative Reasoning
- Personal and Social Responsibility
- Information and Digital Literacy

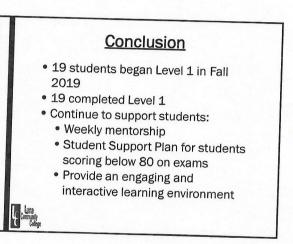
### Measurement of Core Competencies

- Communication
  - SBAR- Collaboration with peers, healthcare workers
- Critical Thinking
- Exams score of 80% or better
- Quantitative Reasoning
  - Exams, Care Plans, Concept Maps
- Personal and Social Responsibility
  - Professionalism, in uniform on campus and clinical, promptness to class and clinical, fair treatment of clients in healthcare setting
- Information and Digital Literacy
  - Electronic Medical Records and Charting

Artivity Unit Exams/Ouizzes		a of total grade	Description of grade observerion
	70%		Average of the exams**  (All quizzes will be average to equal 1 exam grade)
Final Exem	30%		Of final exam score**
Total	100%		
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## (DEPARTMENT NAME) End Of Semester Course Data Form

DIN JAWA

Section: N/A Course # and Name: SG 1080 Introduction to Nursing Conce Semester: Fall 2019

Kimberly Sena, RN, BSN, LMSW This form is to be submitted to your department at the end of each semester. One form should be filled out for every course and section being offered. The accuracy of this form is vital for Program and Course Learning Assessment.

Beginning Enrollment:

Grade Distribution

*Percent Retention 100%
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CLO's/ Competencies Course Learning Outcomes/Competency

*5=Excellent  *4=Good  *3=Average  *2=Unsatisfactory
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Ex: 1. Demonstrate	10		12	13	4	5	16
List CLO's/Competencies Integrate knowledge from nursing pre- and co-requisites into a conceptual learning model [L1.3/P3; L1.6/P6]	Apply conceptual learning to select musing concepts. [L1.6/P6]	Define personal values, beliefs, and attitudes about health and wellness.  [L1.1/P1]	ing patient safety issues. [L1.2/P2]	Describe roles and values of nursing and members of the healthcare team. [L1.5/P5]	Describe standards and regulations that apply to nursing practice. [L1.4/P4] 14		

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Course Number-Section/Name	Course Learning Outcomes Report Form			
Course Learning Outcomes(CLOS) with the integration of General Learning Outcomes (GLOS). Each course is expensed to	Soulester Instructor: Fail 2019 Kimberly Sena, RN, BSN, LMSW			6 3 X
For a basic control of the assignment descriptions, grading rubries, and submit to the Department Director and entered into the ### VIII.C reporting program, within a week of final grading submission each semester.	utionte to the student achievement of one or more of these CLOs/GLOs. Core Ability Rub rector and entered into the HLC reporting program within a week of final grading submis	rics describe levels of success in student legion each semester	arning and behavior that instructors will me	FT PT Adjunct
General Medium Assessment Medi	General Education Core Abilities (GLOs) - Indicate Core Ability Indicator(s) assessed in this assessed	seed in this seed to		W W W W W W W W W W W W W W W W W W W
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and context).		Authority and Value of Information: Recognize the interdependent nature of the authority and value of information and use this knowledge ethically when selecting, using, and creating information.	S Int	Ounnitative Reasoning Communication/Representation of Quantitative Information: Express quantitative information symbolically, graphically, and in written or oral language
Strategies for Understanding and Evaluating Messages: Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals; locating supportive decumentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).	Evidence Acquisition: Identify and gather the information/data necessary to address the problem or question.	Digital Literacy: Understand, communicate, compute, create, and design in digital environments.	Sustainability and the natural and human worlds.	Analysis of Quantitative Arguments: Interpret, analyze and critique interpret.
	Evidence Evaluation: Evaluate evidence data for credibility (e.g., bias, reliability, validity), probable fruth, and relevance to a situation.		thical reasoning.	or a line of reasoning presented by others.  Application of Quantitative Models:  Apply appropriate quantitative models to real-world or other contextual problems.
Evaluation and Provinction of Assessment Tr.	Reasoning/Conclusion: Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.	Research as Inquiry: Engage in an iterative process of inquiry that defines a problem or poses a question and through research generates a reasonable solution or answer.	Collaboration skills, teamwork and value systems.	
distinguish among supported claims, usupported claims, facts, inferences, and opinions. In arguments and those of others; there own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).			Givic discourse, civic knowledge and engagement – local and global.	
i Integrate knowledge from nursing pre- and co-requisites into a conceptual learning model. [Li.3P3; Li.6P6]	Course Learning Outcomes(CLOs) 6. Describe standards and regulations that apply to nursing practice. [L].4P4]			
Apply conceptual learning to select nursing concepts, [L1,6/P6]				
Define personal values, beliefs, and attitules about health and weltness, [LL.1/P1]				
Describe importance of identifying patient safety issues. [L1,2/P2]				
Describe roles and values of nursing and members of the healthcare team. [1.1,5/P5]				
List Leaming Activity(ics)* used to measure the course leaming outcomes.	Unit Exams, ATI Assignments. Case Studies-Nursing Care Plans (2). Final Exam			
	(A) suns (A) suns case 6	44		

III. Student Success Level** Indicate for each Learning Activity the % of completers with a "C" or higher. (See below for instructions. Report for each Learning Activity in II.)	Unit Exams 1(16/17=94%); Unit Exam 3(15/17=86%); Unit Exam 4 (13/17=77%, ATI Assignments (17/17=100%), Case Studies-2 Nursing Care Plans (17/17=100
IV. Improvement If % of completers falls below minimum standard of 77% or lower, identify course change(s) planned to improve in this outcome.	Any ides who?
*11. Learning Activities=Assignments, tests, clinical evaluation tools, etc.	

\*\*III. Students Success Level Calculation Report the number of students who received a grade of C or higher on the assignment out of the total number of students who completed the course. For example, 24 students received a C or higher on the assignment out of the 28 students who completed the insignment and the course.

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### Assessment and Continuous Quality Improvement Form

	Date Form is Completed	2/17/20	
	Names of Faculty/Staff Involved	Clarice Bonne	7
	Department/Office/Committee	Caspetelery	
73	Subject of Assessment  Examples: Course Number, Committee Name, Process  Name, Curriculum Program/Degree Name, Initiative, Plan  Name, Project Name, Performance, Presentation, Paper,  Other (describe)  Instruments Used  Type of Data Collected	CSMT 109 CS CSMT 118 CSMT 123 Check one or more boxes then describe	e each assessment instrument
To the	While some processes may use only one instrument for assessment, multiple instruments generally provide better assessment results. 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 attack present the series of the seri	Survey Results  (and of course student survey results required for course assessments)	Test/exam item analysis/student performance (required for course assessment)
nent	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.	Focus Group Results	Review of mintutes or other ongoing record or reflection
Instruments Used for Assessment		Formative student understanding within the course (Opinion Poll, Minute Paper, Discussion Thread)	Course Learning Outcome Rubric/Data
ints Used	only I required	Program Oputcome Data  Board Exams, Event Attendance, Licensing, Scholarly Activity)	Plan (Strategic Plan, Budgeting Plan)
Instrume		Peer Review	External Review (accreditor visit, audit)
		Job Placement/Alumni Survey Data	Other
	in ander (n	dditional Description of Assessments ame, date, who was assessed, description of assessr sessment instrument.	ments) You may attach a copy of the
f	21 12 2 1		

	What strengths are identified through an analysis of these assesements?	we are able to distinguish whether or not students can follow sanitary & Protective practices to ensure safety in the workplace
ANINCIC	What insights have you gained through an analysis of these assessments?	I have come to realize that students need to be reminded continuously to revisit the rules regulations in order to retain
	What areas for Improvement have you identified through an analysis of these assessments?	I have come to realize that students need to stay busy at outtimes to, Stay focused on study habits stay and moment
	PLAN: What change is needed to address the deficiencies you have identified? Will this require an issue request for the Shared Governance Council? Should other faculty/staff be involved in the same request	Constantly studying. Also, students weed to revisit in less regulations
	po: 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?	Doing on last and last
ACTION PLAN	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?	Overs rules regulation bet forth by our state. Tossibly aiving the exam soveral XIS a some too
AC	Additional Comments	Seywoo Per 2
>		
NTATIO	Report Conveyed to Administration/Faculty/Director/Committee (explain)	Retur to UPI
DOCUMENTATION	Standards related to this specific Assessment (be specific)	the Institution works systematically to improve its performance
		The state of the s



### End Of Semester Course Data Form Trades/Vocational Education

Course # and Name:

CSMT109 Cosmetology Theory 1

Semester: Fa 2019 Section:

This form is to be submitted to your department at the end of each semester. One form should be filled out for every course and section being offered. The accuracy of this form is vital for Program and Course Learning Assessment.

**Grade Distribution** 

Course A's B's C's D's F's 15 AU S V Total

15

Beginning Enrollment:

%A's 40% %B's 33% %C's 0%%I's 0% %S'S 0% %U's 0%

> Retention \*Percent

73%

# Course Learning Outcomes/Competency CLO's/ Competencies

\* Students earning A,B or C, S grades

List CLO's/Competencies Ex: 1. Demonstrate.....

Students will be able to demonstrate a blood spill procedure Students will be able to site the rules and regulations needed for licensure Students will be able to conduct a client consultation students will be familiar with and practice the science of ergonomics Students will know the importance of time management and good study Students will understand the origin of personal beautification idents will know several career opportunities available to a licensed practioner 7 15 0

\*1= Poor

|\*2=Unsatisfactory

\*3=Average

\*4=Good

\*5=Excellent

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	Civic discourse, civic knowledge and engagement – local and global.			Arguments: Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, facts, inferences, and opinions. In arguments, integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).
	Collaboration skills, teamwork and value systems.	Research as Inquiry: Engage in an iterative process of inquiry that defines a problem or poses a question and through research generates a reasonable solution or answer.	Reasoning/Conclusion: Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.	Evaluation and Production of
Application of Quantitative Models: Apply appropriate quantitative models to real-world or other contextual problems.	Ethical reasoning.	Information Structures: Select, use, produce, organize, and share information employing appropriate information formats, collections, systems, and applications.		with a specific stakeholder lens: applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).
Analysis of Quantitative Arguments: Interpret, analyze and critique information or a line of reasoning presented by others.	Sustainability and the natural and human worlds.	Digital Literacy: Understand, communicate, compute, create, and design in digital environments.	ő	Evaluating Messages: Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals; locating supportive documentation for arguments; reading
quantitative information: Express quantitative information symbolically, graphically, and in written or oral language		and use this knowledge ethically when selecting, using, and creating information.	72	strategies appropriate for the rhetorical situations (ic., attending to audience, purpose, and context).  Strategies for Understanding and
Quantitative Reasoning Communication/Representation of	Intercultural reasoning and intercultural competence.	Authority and Value of Information: Recognize the interdependent nature of	Problem Setting: Delineate a problem or d question.	Application, and Versatility: Identify and question. communicate in various genres 'and
eport:	y Indicator(s) assessed in this re	Information & Digital Literacy	Critical Thinking Information & Digital Literacy Personal & Control of the Post of the Pos	Communication  Genre and Medium A warman
rould attach the assignment descriptions.	al grading submission each semester.	eporting program within a week of final	General Education Core Abilities (CLOs) 1-1: Comparing the completing this report, instructional succession of the Comparing program within a week of final grading submission each semester.	Ger
or more of these CLOs/GLOs. Core	ontribute to the student achievement of one	mes (GLOs). Each course is expected to our	Ability Rubrics and submit to the Success in student learning and behavior that instructors will measure and report on this from the student achievement of one or more of these CLOs/GLOs.	Ability Rubrics describe levels of succe grading rubries, and submit to the Described in the control of the con
x			Fall 19 Clarice Bonney	Course Learning Outcomes Cl O.V.
	( FOFIN	S outomes we pu	Semester Instructor:	Course Number/Name
	TO 11.10	Course Learning Outcomes Benert Form	Cou	

Cl. Students will understand the origin 13 Students will be and it	P3 Condant will L.	Course Learning Outcomes(CLOs)		
	C3. Students will know the importance of time management and good study habits	C4. Students will be familiar with and practice the science of ergonomics	Cs. Students will be able to stie the rules and regulations needed for licensure	C6. Students will be able to demonstrate a blood spill procedure
II. List Learning Activity(ies)* used to measure students success with this outcome				
	Intlines, chamter tests, lecture natorings			
III. Student Success Level** Indicate for each Learning Activity the % of completers with a "C" or higher. (See below for instructions. Report for each Learning Activity in II.)	esta, resta, tecture, notecurus			
IV. Improvement If % of completers falls below minimum standard of 75% or lower, identify course change(s) planned to improve in this outcome	See attuched Course Learning Data Form.	"s this effect	H believe i	brokent down
*II. Learning Activities=Assignments, tests, clinical evaluation tools, etc.	ee tutor fo	supplemental instruction.	Students that	Tenrolled and did
**III. Students Success Level Calculation P	Students Success I evol Calculation Properties and the second sec			



### Assessment and Continuous Quality Improvement Form

	Date Form is Completed	2-24-2020	
	Names of Faculty/Staff Involved	Killian	
	Department/Office/Committee	Humanities /	07/50
	Subject of Assessment  Examples: Course Number, Committee Name, Process  Name, Curriculum Program/Degree Name, Initiative, Plan  Name, Project Name, Performance, Presentation, Paper,  Other (describe)	CJUS 11/0 CJUS 11/0 CJUS 11/0 CJUS 6	CJustre 1140
	Instruments Used	Check one or more haves then describe	
	Type of Data Collected  While some processes may use only one instrument for assessment, multiple instruments generally provide better assessment results. 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	Check one or more boxes then describe  Survey Results  (end of course student survey results required for course assessments)	Test/exam item analysis/student performance (required for course assessment)
ent	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.	Focus Group Results	Review of mintutes or other ongoing record or reflection
Instruments Used for Assessment		Formative student understanding within the course (Opinion Poll, Minute Paper, Discussion Thread)	CW Full
its Used fo		Program Oputcome Data  Board Exams, Event Attendance, Licensing, Scholarly Activity)	Plan (Strategic Plan, Budgeting Plan)
Instrumen		Peer Review	External Review (accreditor visit, audit)
		Job Placement/Alumni Survey Data	Other
	(na	Iditional Description of Assessments ame, date, who was assessed, description of assessm sessment instrument.	ents) You may attach a copy of the

C5US 2120

	Crim. Courts and Procedures
	What strengths are identified through an analysis of these assesements?  ### Students Prosed.  #### Course Objectives a Chilered  with a Cor hisher
AMAIVEIE	What insights have you gained through an analysis of these assessments?  Cours curriculum is appropriate for Objective 6.
	What areas for improvement have you identified through an analysis of these assessments?  Rigor needs increased. Students  achieved higher from expected  results.
	PLAN: What change is needed to address the deficiencies you have identified? Will this require an issue request for the Shared Governance Council? Should other faculty/staff be involved in the same request?  Point don't burn will change . Debats  Will be worm less points.
	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?  See above:  There points and det to other assuments of the points and det to other assuments.
ACTION PLAN	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?  Dalu Frim 955ign wers win be conjected by the class in structure at anothern.
AC	Additional Comments  Pass, but concerning when it is  Cil 1t's une 13's. Risor and  Point breakdown will be  evaluated.
NOUNT	Report Conveyed to Administration/Faculty/Director/Committee (explain)
OCCURENTATION	Standards related to this specific Assessment be specific)  HCC S.D.  The instribution works system-fielly to improve it performed



### End Of Semester Course Data Form (Humanities)

Course # and Name:

CJUS2120 Criminal Courts and Procedure Semester: Fall 19

Section:

This form is to be submitted to your department at the end of each semester. One form should be filled out for every course and section being offered. The accuracy of this form is vital for Program and Course Learning Assessment.

**Grade Distribution** 

Beginning Enrollment:

10

Course A's B's C's D's F's AU S C ¥ Total 10 \* Students earning A,B or C, S grades %A's 90% %B's 10% %C's 0% %D's 0% %I's 0% %S's 0% %U's 0% Retention \*Percent 100%

# Course Learning Outcomes/Competency CLU's/ Competencies

and the appellate courts in the processing of criminal cases 7: Explain the use of discretion in criminal procedure. 6: Define legal terms. 5. Articulate basic knowledge of the U.S. criminal court system. 4: Describe courtroom procedures, rules of the court, and due process of law-Differentiate the role of courts of limited jurisdiction, courts of general jurisdiction, rule of law. justice. 1: Explain the application of the Constitutional Amendments that apply to criminal lentify and list the duties and requirements of the courtroom workgroup. Explain and describe the dual court system in the U.S. and how courts enforce the List CLO's/Competencies 1. Demonstrate.....

\*1= Poor

\*2=Unsatisfactory

\*3=Average

\*4=Good

\*5=Excellent

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Instructor:  J. Killian  X	CJUS2120 Criminal Courts and Proced Fall 19
Course Learning Outcomes Report Form	Course Number/Name

Ability Rubrics describe levels of success in student learning and behavior that instructors will measure and report on this form. In completing this report, instructors should attach the assignment descriptions, grading rubrics, and submit to the Department Director and entered into the HLC reporting program within a week of final grading submission each semester. Course Learning Outcomes(CLOs) with the integration of General Learning Outcomes (GLOs). Each course is expected to contribute to the student achievement of one or more of these CLOs/GLOs. Core

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	Civic discourse, civic knowledge and engagement – local and global.			Arguments: Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, integrate support for their own claims with infig*mation from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).
	Collaboration skills, teamwork and value systems.	Research as Inquiry: Engage in an iterative process of inquiry that defines a problem or poses a question and through research generates a reasonable solution or answer.	Reasoning/Conclusion: Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.	Evaluation and Production of
Application of Quantitative Models: Apply appropriate quantitative models to real-world or other contextual problems.	Ethical reasoning.	Information Structures: Select, use, produce, organize, and share information employing appropriate information formats, collections, systems, and applications.	evidence/data for credibility (e.g. bias, reliability, validity), probable truth, and relevance to a situation.	with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).
Analysis of Quantitative Arguments: Interpret, analyze and critique information or a line of reasoning presented by others.	Sustainability and the natural and human worlds.	Digital Literacy: Understand, communicate, compute, create, and design in digital environments.	Evidence Acquisition: Identify and gather the information/data necessary to address the problem or question.  Evidence Evaluation, Factories	Strategies for Understanding and Evaluating Messages: Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals; locating supportive documentation for arguments; reading
Communication/Representation of Quantitative information symbolically, graphically, and in written or oral language	Indicate Core Ability Indicator(s) assessed in this report:  ation & Digital Literacy ation & Digital Literacy and Value of Information: re interdependent nature of and value of information knowledge ethically when ing, and creating reading submission each semester.  Personal & Social Responsibility Intercultural reasoning and intercultural Quantity quantity quantity literacy ation & Digital Literacy Personal & Social Responsibility Intercultural reasoning and intercultural Quantity quantity quantity literacy literacy ation & Digital Literacy Personal & Social Responsibility Quantity quantity literacy quantity	Information & Digital Literacy  Information & Digital Literacy  Authority and Value of Information: Recognize the interdependent nature of the authority and value of information and use this knowledge ethically when selecting, using, and creating information.	General Education Core Abilities (GLOs) - Indicate Core Abi  Critical Thinking  Problem Setting: Delineate a problem or Authority and Value of Information: Recognize the interdependent nature of the authority and value of information and use this knowledge ethically whe selecting, using, and creating information.	Genre and Medium Awareness, Application, and Versatility: Identify and question. communicate in various genres 'and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (ie., attending to audience, purpose, and context).

i. List CLO from approved syllabus tha	List CLO from approved syllabus that support(s) the Program CLO being measured.	ured.		
Explain the application of the Constitutional Amendments that apply to criminal justice.	Explain and describe the dual court system in the U.S. and how courts enforce the rule of law.	Course Learning Outcomes(CLOs) Identify: and list the duties and requirements of the courtroom workgroup.	Describe courtroom procedures, rules of the court, and due process of law.	Articulate basic knowledge of the U.S. criminal court system.
refune regat terms.	Explain the use of discretion in criminal procedure.	Differentiate the role of courts of limited jurisdiction, courts of general jurisdiction, and the appellate courts in the processing of criminal cases		
		Annual .		
II. List Learning Activity(ies)* used to measure students success with this outcome:	Case briefs, debates, quizzes on dicumen	Case briefs, debates, quizzes on dicumentation and procedure, classroom assignemnts and discussion.	nuts and discussion.	
III. Student Success Level** Indicate for See attached each Learning Activity the % of completers with a "C" or higher. (See below for instructions. Report for each Learning Activity in II.)	See attached			
V. Improvement If % of completers alls below minimum standard of 75% or ower, identify course change(s) planned o improve in this outcome.				
II. Learning Activities=Assignments, tests, clinical evaluation tools are	ts, clinical evaluation tools, etc.	. ()	1 14	
*III. Students Success Level Calculation or example, 24 students received a C or his completed the course but not the assignmen	Report the number of students who receive igher on the assignment out of the 28 student: e.g., NC).	*III. Students Success Level Calculation Report the number of students who received a grade of C or higher on the assignment out of the total number of students who completed the assignment and the course. or example, 24 students received a C or higher on the assignment out of the 28 students who completed the assignment and the course =24/28=86%. Also note the number of non-completers (students who ompleted the course but not the assignment: e.g., NC).	out of the total number of students who co- course =24/28=86%. Also note the numbe	mpleted the assignment and the course. of non-completers (students who



### Assessment and Continuous Quality Improvement Form

	Date Form is Completed	2/17/2020	
	Names of Faculty/Staff Involved		1 1 1 1
	Department/Office/Committee	School of Busine	
	Subject of Assessment  Examples: Course Number, Committee Name, Process  Name, Curriculum Program/Degree Name, Initiative, Plan  Name, Project Name, Performance, Presentation, Paper,  Other (describe)	MGMT 209 E Ecan 208 E	MKT 203E
	Instruments Used Type of Data Collected	Check one or more boxes then describe	Leach accordment inchange
	While some processes may use only one instrument for assessment, multiple instruments generally provide better assessment results. Instructors are advised to use at least three sources of data in assessing and improving their courses. Check the assessment instruments used who was	Survey Results  (end of course student survey results required for course assessments)	Test/exam item analysis/student performance (required for course assessment)
ent	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.	Focus Group Results	Review of mintutes or other ongoing record or reflection
Instruments Used for Assessment	· ·	Formative student understanding within the course Opinion Poll, Minute Paper, Discussion Thread)	CLO FULL
nts Used fa	only I required	Program Oputcome Data  Board Exams, Event Attendance, Licensing, Scholarly Activity)	Plan (Strategic Plan, Budgeting Plan)
Instrume		Peer Review	External Review (accreditor visit, audit)
		Job Placement/Alumni Survey Data	Other
	(na	ditional Description of Assessments me, date, who was assessed, description of assessm essment instrument.	nents) You may attach a copy of the

	What strengths are identified through an analysis of these assesements?	Nords inproved Except where not answered
ANAIVSIS	What insights have you gained through an analysis of these assessments?	Moingrovent Enducted by Instructor Thomas
	What areas for Improvement have you identified through an analysis of these assessments?	Med new form 70 menure Each objective
	PLAN: What change is needed to address the deficiencies you have identified? Will this require an issue request for the Shared Governance Council? Should other faculty/staff be involved in the same request?	New form Twagh vorscolong committee + SG
	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?	Noed to Commentate Needs + have Discussions of all Directors.
ACTION PLAN	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?	Needit G next sonoster
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A	Report Conveyed to administration/Faculty/Director/Committee explain)	Refur to VPI
St (b	tandards related to this specific Assessment be specific)	the 5.D. Le institution works systematically to imprime its performence.

### system such as MLA and APA). appropriately (using a major citation used and cited ethically and with information from sources that are integrate support for their own claims inferences, and opinions. In arguments, claims, unsupported claims, facts, of others; distinguish among supported sources in their own arguments and those Arguments: Evaluate the authority of Evaluation and Production of situation (audience, purpose, and messages in terms of the rhetorical a theoretical lens (e.g. cultural, political, with a specific stakeholder lens; applying evidence data for credibility (e.g. bias, economic) to understand and evaluate documentation for arguments; reading rebuttals; locating supportive key arguments, counterarguments, such as reading for main points; seeking Evaluating Messages: Apply strategies Strategies for Understanding and purpose, and context). situations (ie., attending to audience, strategies appropriate for the rhetorical mediums (oral, written, and digital) using communicate in various genres 'and Application, and Versatility: Identify and question Genre and Medium Awareness, grading rubrics, and submit to the Department Director and entered into the HLC reporting program within a week of final grading submission each semester. Ability Rubrics describe levels of success in student learning and behavior that instructors will measure and report on this form. In completing this report, instructors should attach the assignment descriptions, Course Learning Outcomes(CLOs) with the integration of General Learning Outcomes (GLOs). Each course is expected to contribute to the student achievement of one or more of these CLOs/GLOs. Core Course Number-Section/Name ncpls - Small Bus Mngmnt (DL) - Sec Fall 2020 Communication General Education Core Abilities (GLOs) - Indicate Core Ability Indicator(s) assessed in this report: reliability, validity), probable truth, and that reflect an informed, well-reasoned conclusions, solutions, and outcomes Reasoning/Conclusion: Develop relevance to a situation. address the problem or question. evaluation. Evidence Evaluation: Evaluate gather the information/data necessary to Evidence Acquisition: Identify and Problem Setting: Delineate a problem or | Authority and Value of Information: Semester Critical Thinking Dr George Ackerman Instructor: Course Learning Outcomes Report Form problem or poses a question and through iterative process of inquiry that defines a | systems. Research as Inquiry: Engage in an employing appropriate information communicate, compute, create, and research generates a reasonable solution formats, collections, systems, and produce, organize, and share information applications. design in digital environments. Information Structures: Select, use, Digital Literacy: Understand, selecting, using, and creating and use this knowledge ethically when information. the authority and value of information Recognize the interdependent nature of Information & Digital Literacy engagement – local and global Civic discourse, civic knowledge and Collaboration skills, teamwork and value Ethical reasoning. worlds. Sustainability and the natural and human Analysis of Quantitative Arguments: competence. Intercultural reasoning and intercultural Personal & Social Responsibility Communication/Representation of real-world or other contextual problems. Apply appropriate quantitative models to Application of Quantitative Models: or a line of reasoning presented by others. Interpret, analyze and critique information graphically, and in written or oral quantitative information symbolically, Quantitative Information: Express language Quantitative Reasoning

Fourth Learning Activity(ies)* used to Term paper. Meanations, with term, found coston measures in a "C or higher with a "C or higher (See Section for instantions). Solutions and to submit the work. The major board his term was failure to submit or complaint work. I reached out to the southern submit of 17% or the submit of complaints work in a "C or higher submit of the work of the major board his term was failure to submit or complaint work. I reached out to the southern to the southern to the southern fails endown. Activity in the submit of complaint work. I reached out to the southern daily as well as at this students.  *II. Learning Activity promotes among of planned to submit the work. The major board his term was failure to submit or complaint work. I reached out to the southern daily as well as at this students.  *II. Learning Activities Assignment, east, chinical conduction mode, eac.	Course Learning Activity   Secretarian   Price of the paper, discussions, and some, final some   In a single of the paper, discussions   Secretarian   Price of the paper   Price of the control of the sundant for course demand, activity in II.   Secretarian   Price of the paper   Price of the paper	For example, 24 students received a C or higher on the assignment out of the 28 students who completed the assignment and the course =24/28=86%. Also note the number of non-completers (students who	For example, 24 students received a C or higher on the completed the course but not the assignment: e.g., NC).
ies)* used to g outcomes.  ** Indicate for '% of igher. (See port for each ompleters and of 77% or ge(s) planned	ig outcomes.   ** Indicate for igher. (See port for each ompleters and of 77% or ge(s) planned	sts, clinical evaluation tools, etc.	*II. Learning Activities=Assignments, to
Term paper, discussion Of Discussions 5/7=71%,	Term paper, discussion  Of Discussions 5/7=71%,	Students need to submit the work. The major issue this term was failure to submit or complete work. I reached out to the students daily as well as at risk students.	IV. Improvement If % of completers falls below minimum standard of 77% or lower, identify course change(s) planned to improve in this outcome.
Term paper, discussions, mid term, final exan	abus that support(s) the course.  Term paper, discussions, mid term, final exam	Discussions 5/7=71%, Term paper 3/7=42%, Mid Term Exam 3/7= 43%, Final Exam 3/7 43%	III. Student Success Level** Indicate fo each Learning Activity the % of completers with a "C" or higher. (See below for instructions. Report for each Learning Activity in II.)
	the course.	Term paper, discussions, mid term, final exam	II. List Learning Activity(ics)* used to measure the course learning outcomes.
	that support(s) the course.		
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	the course.	Course Learning Outcomes(CLOs)	2



## (DEPARTIMENT NAME) End Of Semester Course Data Form

Reyes Coca Instructor: Semester: Fall 2019 Section: Course # and Name: MGMT 2110E Principles of MGMT

This form is to be submitted to your department at the end of each semester. One form should be filled out for every course and section being offered. The accuracy of this form is vital for Program and Course Learning Assessment.

Grade Distribution

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\* Students earning A,B or C, S grades

# Course Learning Outcomes/Competency CLO's/ Competencies

RUBRIC: \*2=Unsatisfactory \*5=Excellent \*3=Average \*4=Good \*1= Poor

sencies Ex: 1. Demonstrate	6	10	11	12	13	14		16	
List CLO's/Competencies	<ol> <li>Explain the major functions of management including planning, organizing, communications, controlling, motivating, leading, and staffing.</li> </ol>	<ol> <li>Recognize major developments in the history of management thought.</li> </ol>	<ol> <li>Describe the basic managerial processes including decision-making and other key skills necessary for managers to perform their roles.</li> </ol>	<ol> <li>Identify an organization's stakeholders and the importance of social and ethical responsibility of managers.</li> </ol>	5. Explain the formulation and implementation of strategic planning, including the relationship between goals, plans, 13 vision statements, and mission statements.	<ol><li>Describe the strategies managers use to help organizations adapt to changing internal and external environments.</li></ol>	<ol> <li>Explain organizational change, forces for change, sources of resistance to change, techniques managers can use to implement and facilitate change.</li> </ol>	8. Apply critical thinking, communication skills, and information & digital literacy skills.	7.

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