



Assessment and Continuous Quality Improvement Form

Date Form is Completed	
Names of Faculty/Staff Involved	Shrym / Sena
Department/Office/Committee	NURSING
Subject of Assessment <i>Examples: Course Number, Committee Name, Process Name, Curriculum Program/Degree Name, Initiative, Plan Name, Project Name, Performance, Presentation, Paper, Other (describe)</i>	NRSG 1080 NMNC 1135

Instruments Used
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 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 assessment instrument

<input type="checkbox"/> Survey Results (end of course student survey results required for course assessments)	<input checked="" type="checkbox"/> Test/exam item analysis/student performance (required for course assessment) Instructor checkoffs - Quizzes & Exam.
<input type="checkbox"/> Focus Group Results	<input type="checkbox"/> Review of minutes or other ongoing record or reflection
<input type="checkbox"/> Formative student understanding within the course (Opinion Poll, Minute Paper, Discussion Thread)	<input checked="" type="checkbox"/> Course Learning Outcome Rubric/Data CLO Forum
<input type="checkbox"/> Program Outcome Data (Board Exams, Event Attendance, Licensing, Scholarly Activity)	<input type="checkbox"/> Plan (Strategic Plan, Budgeting Plan)
<input checked="" type="checkbox"/> Peer Review Coo React Student / peer review. Peer checkoffs	<input type="checkbox"/> External Review (accreditor visit, audit)
<input type="checkbox"/> Job Placement/Alumni Survey Data	<input checked="" type="checkbox"/> Other Coo React videos of nursing skills

only 1 required

if needed →

Additional Description of Assessments
 (name, date, who was assessed, description of assessments) You may attach a copy of the assessment instrument.
 Formative & Summative assessments.


Instruments Used for Assessment

ANALYSIS	What strengths are identified through an analysis of these assessments?	Co React helps students become more confident to utilize skills learned in clinical settings. It increases interaction between students.
	What insights have you gained through an analysis of these assessments?	Providing a variety of learning modalities - (affective, psychomotor, cognitive) gives students different avenues to facilitate learning.
	What areas for improvement have you identified through an analysis of these assessments?	Student Success plan is initiated as soon as students are identified to be at risk.
ACTION PLAN	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 course is needed.
	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 evaluations will be assigned to analyze if changes need to be made to plan.
	Additional Comments	
DOCUMENTATION	Report Conveyed to Administration/Faculty/Director/Committee (explain)	Return to VPI
	Standards related to this specific Assessment (be specific)	HLC 5.D The institution works systematically to improve its performance

Principles of Nursing Practice


NRSRG 1100 NMNC 1135
Fall 2019
CLOA Presentation

Irma Joy Shrum BSN, RN
Nursing
Luna Community College
Principles of Nursing Practice




Purpose

The purpose of this report is to assess student learning based on the established Course Learning Outcomes for Principles of Nursing Practice NMNC 1135 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 application of concepts through clinical skills in seminar, laboratory, and/or clinical settings. Principles of communication, assessments, safety, and interventions including accurate calculation, measurement, and administration of medications will be included.




Course Learning Outcomes

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; L1.6/P1; P6]
3. Demonstrate the principles of safety during the implementation of nursing skills. [L1.2/P2]
4. Demonstrate the learned skills in patient-based scenarios. [L1.6/P6]
5. Utilize the nursing process to provide safe and effective care. [L1.2/P2]



Assessment Methods

- ▶ 20% Medical Terminology
- ▶ 60% Exams (Average of quizzes = 1 Exam)
- ▶ 30% Final Exam
- ▶ Technical Learning Methodologies:
 - ▶ Lecture/Discussion
 - ▶ Case Studies
 - ▶ Simulation
 - ▶ Skills demonstration and practice
 - ▶ Clinicals
 - ▶ Word games




Grade Distribution

Beginning Enrollment: 53

Course	Grade Distribution										Percent	
	A	B+	B	C+	C	D	F	W	U	NS		Withdraw
1135	10%	20%	10%	10%	10%	10%	10%	10%	10%	10%	10%	100%

* Unless noted, LB or C, 5 points



(DEPARTMENT NAME)
End Of Semester Course Data Form

1135

Course # and Name : Semester: Section:

Instructor:

Section:

Semester:

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:

Course	A's	B's	C's	D's	F's	I	AU	S	U	W	Total	%A's	%B's	%C's	%I's	%S's	%U's	*Percent Retention
	17				0						17	100%	0%	0%	0%	0%	0%	100%

* Students earning A,B or C, S grades

Course Learning Outcomes/Competency CLO's/ Competencies

List CLO's/Competencies

Ex: 1. Demonstrate.....

1. Describe the different types and characteristics of communication in professional nursing practice. [L.1.5/P5]
2. Utilize the concepts presented in Level One nursing courses in the application to the care of the patient. [L.1.1;]
3. Demonstrate the principles of safety during the implementation of nursing skills. [L.1.2/P2]
4. Demonstrate the learned skills in patient-based scenarios. [L.1.6/P6]
5. Utilize the nursing process to provide safe and effective care. [L.1.2/P2]

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.

RUBRIC:

*5=Excellent

*4=Good

*3=Average

*2=Unsatisfactory

*1= Poor

Course Learning Outcomes

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Average	Pre-Test	Post-Test
1	4	4	4	4	4																		4		
2	4	4	4	4	4																		4		
3	4	4	4	4	4																		4		
4	4	4	4	4	4																		4		
5	4	4	4	4	4																		4		

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Average	Pre-Test	Post-Test	
6	4	4	4	4	4																		4			
7	4	4	4	4	4																			4		
8	4	4	4	4	4																			4		
9	4	4	4	4	4																			4		
10	4	4	4	4	4																			4		
11	4	4	4	4	4																			4		
12	4	4	4	4	4																			4		
13	4	4	4	4	4																			4		
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Course Learning Outcomes Report Form

Course Number/Name	Semester	Instructor:	Full-time	Part-time	Adjunct
<i>Principles of Nursing Practice NMNC</i>	<i>Fall 2019</i>	<i>Irma Joy Shrum</i>			

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 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.

General Education Core Abilities (GLOs) - Indicate Core Ability Indicator(s) assessed in this report:					
	<u>Critical Thinking</u>	<u>Information & Digital Literacy</u>	<u>Personal & Social Responsibility</u>	<u>Quantitative Reasoning</u>	
<p>Communication</p> <p>Genre and Medium Awareness, Application, and Versatility: Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (ie., attending to audience, purpose, and context).</p>	<p>Problem Setting: Delineate a problem or question.</p>	<p>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.</p>	<p>Intercultural reasoning and intercultural competence.</p>	<p>Communication/Representation of Quantitative Information: Express quantitative information symbolically, graphically, and in written or oral language</p>	
<p>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 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).</p>	<p>Evidence Acquisition: Identify and gather the information/data necessary to address the problem or question.</p>	<p>Digital Literacy: Understand, communicate, compute, create, and design in digital environments.</p>	<p>Sustainability and the natural and human worlds.</p>	<p>Analysis of Quantitative Arguments: Interpret, analyze and critique information or a line of reasoning presented by others.</p>	
<p>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).</p>	<p>Evidence Evaluation: Evaluate evidence/data for credibility (e.g. bias, reliability, validity), probable truth, and relevance to a situation.</p>	<p>Information Structures: Select, use, produce, organize, and share information employing appropriate information formats, collections, systems, and applications.</p>	<p>Ethical reasoning.</p>	<p>Application of Quantitative Models: Apply appropriate quantitative models to real-world or other contextual problems.</p>	
	<p>Reasoning/Conclusion: Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.</p>	<p>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.</p>	<p>Collaboration skills, teamwork and value systems.</p>		
			<p>Civic discourse, civic knowledge and engagement – local and global.</p>		

I. List CLO from approved syllabus that support(s) the Program CLO being measured.

Course Learning Outcomes (CLOs)

<p><i>1. Describe the different types and characteristics of communication in professional nursing practice.</i></p>				
<p><i>2. Utilize the concepts presented in Level One nursing courses in the application to the care of the patient.</i></p>				
<p><i>3. Demonstrate the principles of safety during the implementation of nursing skills.</i></p>				
<p><i>4. Demonstrate the learned skills in patient-based scenarios.</i></p>				
<p><i>5. Utilize the nursing process to provide safe and effective care.</i></p>				

Lecture/Discussion, Case Studies, Simulations, Skills demonstrations and practice, ATI modules, and video assessments.

100%
GREAT!

II. List Learning Activity(ies)* used to measure students success with this outcome.

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.)

IV. Improvement If % of completers falls below minimum standard of 75% or lower, identify course change(s) planned to improve in this outcome.


* II. 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 assignment and the course. 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 completed the course but not the assignment: e.g., NC).

INTRODUCTION TO NURSING CONCEPTS


SEMESTER & SECTION CLOA PRESENTATION

Kimberly Sims, RN, BSN, LMSW
Department of Nursing
Luna Community College
Nursing Faculty



Purpose


The purpose of this report is to assess student learning based on the established Course Learning Outcomes for NRS 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.

1. 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]
6. 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

Course Learning Outcomes Report Form

Course Number-Section/Name: **NRSNG 1080 Introduction to Nursing Concepts** Instructor: **Kimberly Sena, RN, BSN, LMSW**

Semester: **Fall 2015**

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 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 **ILLC reporting procedure** within a week of final grading submission each semester.

General Education Core Abilities (GLOs) - Indicate Core Ability Indicator(s) assessed in this report:	Information & Digital Literacy	Personal & Social Responsibility	Quantitative Reasoning
<p>Communication</p> <p>Genre and Medium Awareness, Application, and Versatility: Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (i.e., attending to audience, purpose, and context).</p> <p>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 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).</p>	<p>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.</p> <p>Digital Literacy: Understand, communicate, compute, create, and design in digital environments.</p> <p>Information Structures: Select, use, produce, organize, and share information employing appropriate information formats, collections, systems, and applications.</p> <p>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.</p>	<p>Intercultural reasoning and intercultural competence.</p> <p>Sustainability and the natural and human worlds.</p> <p>Ethical reasoning.</p> <p>Collaboration skills, teamwork and value systems.</p> <p>Civic discourse, civic knowledge and engagement - local and global.</p>	<p>Communication/Representation of Quantitative Information: Express quantitative information symbolically, graphically, and in written or oral language.</p> <p>Analysis of Quantitative Arguments: Interpret, analyze and critique information or a line of reasoning presented by others.</p> <p>Application of Quantitative Models: Apply appropriate quantitative models to real-world or other contextual problems.</p>
<p>General Education Core Abilities (GLOs) - Indicate Core Ability Indicator(s) assessed in this report:</p> <p>Critical Thinking</p> <p>Problem Setting: Delineate a problem or question.</p> <p>Evidence Acquisition: Identify and gather the information/data necessary to address the problem or question.</p> <p>Evidence Evaluation: Evaluate evidence/data for credibility (e.g. bias, reliability, validity), probable truth, and relevance to a situation.</p> <p>Reasoning/Conclusion: Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.</p>			
<p>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).</p>			
Course Learning Outcomes (CLOs)			
<p>1. Integrate knowledge from nursing pre- and co-requisites into a conceptual learning model. [L1.3.P]; L1.6.P6]</p>	<p>6. Describe standards and regulations that apply to nursing practice. [L1.4.P4]</p>		
<p>2. Apply conceptual learning to select nursing concepts. [L1.6.P6]</p>			
<p>3. Define personal values, beliefs, and attitudes about health and wellness. [L1.1.P1]</p>			
<p>4. Describe importance of identifying patient safety issues. [L1.2.P2]</p>			
<p>5. Describe roles and values of nursing and members of the healthcare team. [L1.5.P5]</p>			
<p>II. List Learning Activity(ies)* used to measure the course learning outcomes.</p>			

Unit Exams, ATI Assignments, Case Studies-Nursing Care Plans (2), Final Exam

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 I.)

Unit Exams 1(16/17=94%); Unit Exam 2(15/17=88%); Unit Exam 3(15/17=88%); Unit Exam 4 (13/17=77%); ATI Assignments (17/17=100%); Case Studies-2 Nursing Care Plans (17/17=100%)
Declines -----
Any ideas why?

IV. Improvement If % of completers falls below minimum standard of 77% or lower, identify course change(s) planned to improve in this outcome.

* II. Learning Activities=Assignments, tests, clinical evaluation tools, etc.

**III. Student 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. 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 completed the course but not the assignment: e.g., NC).



Assessment and Continuous Quality Improvement Form

Date Form is Completed	2/17/20
Names of Faculty/Staff Involved	Clarice Bonney
Department/Office/Committee	Ccs network
Subject of Assessment <i>Examples: Course Number, Committee Name, Process Name, Curriculum Program/Degree Name, Initiative, Plan Name, Project Name, Performance, Presentation, Paper, Other (describe)</i>	CSMT 109 CSMT 126 CSMT 118 CSMT 123

Instruments Used for Assessment

Instruments Used
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 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.

only 1 required

if needed →

Check one or more boxes then describe each assessment instrument

<input type="checkbox"/> Survey Results (end of course student survey results required for course assessments)	<input type="checkbox"/> Test/exam item analysis/student performance (required for course assessment)
<input type="checkbox"/> Focus Group Results	<input type="checkbox"/> Review of minutes or other ongoing record or reflection
<input type="checkbox"/> Formative student understanding within the course (Opinion Poll, Minute Paper, Discussion Thread)	<input checked="" type="checkbox"/> Course Learning Outcome Rubric/Data
<input type="checkbox"/> Program Outcome Data (Board Exams, Event Attendance, Licensing, Scholarly Activity)	<input type="checkbox"/> Plan (Strategic Plan, Budgeting Plan)
<input type="checkbox"/> Peer Review	<input type="checkbox"/> External Review (accreditor visit, audit)
<input type="checkbox"/> Job Placement/Alumni Survey Data	<input type="checkbox"/> Other

Additional Description of Assessments
(name, date, who was assessed, description of assessments) You may attach a copy of the assessment instrument.

ANALYSIS	What strengths are identified through an analysis of these assessments?	We are able to distinguish whether or not students can follow sanitary & protective practices to ensure safety in the workplace
	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 the information
	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 all times to stay focused on study habits & time management
ACTION PLAN	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?	Students need to be kept constantly studying. Also, students need to revisit rules & regulations more often to retain them
	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?	Going over rules & regulation set forth by our state more than once a semester.
	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?	We have an exam about that covers rules & regulation set forth by our state, possibly giving the exam several times a semester
	Additional Comments	
DOCUMENTATION	Report Conveyed to Administration/Faculty/Director/Committee (explain)	Return to UPI
	Standards related to this specific Assessment (be specific)	HLC S.D. The institution works systematically to improve its performance

Trades/Vocational Education End Of Semester Course Data Form

Course # and Name : CSMT109 Cosmetology Theory I

Semester: Fa 2019

Section: 1

Instructor: Clarice Bonney

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: 15

Grade Distribution

Course	A's	B's	C's	D's	F's	I	AU	S	U	W	Total	%A's	%B's	%C's	%I's	%S's	%U's	*Percent Retention
	6	5			2					2	15	40%	33%	0%	0%	0%	0%	73%

* Students earning A, B or C, S grades

Course Learning Outcomes/Competency

CLO's/Competencies

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

RUBRIC:

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

Students will understand the origin of personal beautification	9
Students will know several career opportunities available to a licensed practitioner	10
Students will know the importance of time management and good study habits	11
Students will be familiar with and practice the science of ergonomics	12
Students will be able to conduct a client consultation	13
Students will be able to site the rules and regulations needed for licensure	14
Students will be able to demonstrate a blood spill procedure	15
	16

Course Learning Outcomes

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Average	Pre-Test	Post-Test
1	4	5	3	4	3	3	5																		
2	4	5	4	4	4	3	5																3.8571429		
3	4	5	3	4	4	3	5																4.1428571		
4	3	5	3	4	3	3	5																4		
5	3	5	3	4	3	3	5																3.7142857		
	3	5	3	4	3	3	5																3.7142857		

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Average	Pre-Test	Post-Test	
0	4	5	5	4	4	5	5																4.5714286			
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Average	3.67	5	3.5	4	3.5	3.5	5	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#DIV/0!	#####	#####

Course Learning Outcomes Report Form

Course Number/Name		Semester	Instructor:						
CS/MAT 109 Cosmology Theory 1		Fall 19	Charize Benney						
<p>Course Learning Outcome(s) (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 grading rubrics, and submit to the Department Director and entered into the <i>HLC reporting program</i> within a week of final grading submission each semester.</p>									
General Education Core Abilities (GLOs) - Indicate Core Ability Indicator(s) assessed in this report:									
Communication			Critical Thinking		Information & Digital Literacy		Personal & Social Responsibility		Quantitative Reasoning
<p>Genre and Medium Awareness, Application, and Versatility: Identify and communicate in various genres' and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (i.e., attending to audience, purpose, and context).</p>			<p>Problem Setting: Delineate a problem or question.</p>		<p>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.</p>		<p>Intercultural reasoning and intercultural competence.</p>		<p>Communication/Representation of Quantitative Information: Express quantitative information symbolically, graphically, and in written or oral language</p>
<p>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 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).</p>			<p>Evidence Acquisition: Identify and gather the information/data necessary to address the problem or question.</p>		<p>Digital Literacy: Understand, communicate, compute, create, and design in digital environments.</p>		<p>Sustainability and the natural and human worlds.</p>		<p>Analysis of Quantitative Arguments: Interpret, analyze and critique information or a line of reasoning presented by others.</p>
			<p>Evidence Evaluation: Evaluate evidence/data for credibility (e.g. bias, reliability, validity), probable truth, and relevance to a situation.</p>		<p>Information Structures: Select, use, produce, organize, and share information employing appropriate information formats, collections, systems, and applications.</p>		<p>Ethical reasoning.</p>		<p>Application of Quantitative Models: Apply appropriate quantitative models to real-world or other contextual problems.</p>
			<p>Reasoning/Conclusion: Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.</p>		<p>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.</p>		<p>Collaboration skills, teamwork and value systems.</p>		
<p>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).</p>							<p>Civic discourse, civic knowledge and engagement – local and global.</p>		

X
PT

PT

Adjunct

I. List CLO from approved syllabus that support(s) the Program CLO being measured.

Course Learning Outcomes(CLOs)

C1. Students will understand the origin of personal beautification C2. Students will know the career opportunities available to a licensed practitioner	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	C5. Students will be able to site the rules and regulations needed for licensure	C6. Students will be able to demonstrate a bleed spill procedure
II. List Learning Activity(ies)* used to measure students success with this outcome.	<i>Outlines, chapter tests, lecture, notecards</i>			
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.)	<i>See attached Course Learning Data Form.</i>			
IV. Improvement If % of completers falls below minimum standard of 75% or lower, identify course change(s) planned to improve in this outcome.	<p><i>? is this objective?</i></p> <p><i>I believe it is. The two students that brought down the percentage were by two and not with the rest.</i></p>			
* II. Learning Activities=Assignments, tests, clinical evaluation tools, etc.	<i>Have students read more and see tutor for supplemental instruction.</i>			

**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.



Assessment and Continuous Quality Improvement Form

Date Form is Completed	2-24-2020
Names of Faculty/Staff Involved	Killian
Department/Office/Committee	Humanities / C Justice
Subject of Assessment <i>Examples: Course Number, Committee Name, Process Name, Curriculum Program/Degree Name, Initiative, Plan Name, Project Name, Performance, Presentation, Paper, Other (describe)</i>	CJUS 1110 CJUS 1120 <u>CJUS 2120</u> CJUS 2140

Instruments Used
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 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 assessment instrument

<input type="checkbox"/> Survey Results (end of course student survey results required for course assessments)	<input type="checkbox"/> Test/exam item analysis/student performance (required for course assessment)
<input type="checkbox"/> Focus Group Results	<input type="checkbox"/> Review of minutes or other ongoing record or reflection
<input type="checkbox"/> Formative student understanding within the course (Opinion Poll, Minute Paper, Discussion Thread)	<input checked="" type="checkbox"/> Course Learning Outcome Rubric/Data CLO Form
<input type="checkbox"/> Program Outcome Data (Board Exams, Event Attendance, Licensing, Scholarly Activity)	<input type="checkbox"/> Plan (Strategic Plan, Budgeting Plan)
<input type="checkbox"/> Peer Review	<input type="checkbox"/> External Review (accreditor visit, audit)
<input type="checkbox"/> Job Placement/Alumni Survey Data	<input type="checkbox"/> Other

Instruments Used for Assessment

only 1 required

if needed →

Additional Description of Assessments
 (name, date, who was assessed, description of assessments) You may attach a copy of the assessment instrument.

CSUS 2120
Crim. Courts and Procedures

ANALYSIS	What strengths are identified through an analysis of these assessments?	All students passed. All course objectives achieved with a C or higher
	What insights have you gained through an analysis of these assessments?	Course curriculum is appropriate for objectives.
	What areas for improvement have you identified through an analysis of these assessments?	Rigor needs increased. Students achieved higher than expected results.
ACTION PLAN	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 distribution will change. Debates will be worth less points. No. No.
	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. More points awarded to other assignments quizzes and briefs.
	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?	Data from assignments will be collected by the class instructor at midterm and final.
	Additional Comments	It is good to see students pass, but concerning when it's all A's and B's. Rigor and Point breakdown will be evaluated.
DOCUMENTATION	Report Conveyed to Administration/Faculty/Director/Committee (explain)	Return to VPI
	Standards related to this specific Assessment (be specific)	HLC S.D. The institution works systematically to improve its performance



(Humanities)
End Of Semester Course Data Form

Course # and Name : **CJUS2120 Criminal Courts and Procedure**

Semester: **Fall 19**

Section: **1**

Instructor: **J. Killian**

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: **10**

Grade Distribution

Course	A's	B's	C's	D's	F's	I	AU	S	U	W	Total	%A's	%B's	%C's	%D's	%I's	%S's	%U's	*Percent Retention
	9	1									10	90%	10%	0%	0%	0%	0%	0%	100%

* Students earning A,B or C, S grades

Course Learning Outcomes/Competency
CU's/ Competency

List CLOs/Competencies Ex: 1. Demonstrate.....

RUBRIC:

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

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

Course Learning Outcomes

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Average	Pre-Test	Post-Test
1	4	5	5	4	5	4	4	4															4.38		
2	3	3	4	3	4	3	3	3															3.25		
3	5	5	5	5	5	5	5	5															5		
4	5	5	5	5	5	5	5	4															4.88		
5	5	5	5	5	5	5	4	4															4.75		

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Average	Pre-Test	Post-Test
6	4	4	5	4	5	4	5	4															4.38		
7	4	3	5	4	5	4	4	4															4.13		
8	5	5	5	5	5	5	5	5															5		
9	5	5	5	5	5	5	5	5															5		
10	5	5	5	5	5	5	5	5															5		
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32																							#####	45	87
33																							#####		
34																							#####		
35																							#####		
36																							#####		
37																							#####		
38																							#####		
39																							#####		
40																							#####		
Average	4.5	4.5	4.9	4.5	4.9	4.5	4.5	4.3	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	35	92.5

Course Learning Outcomes Report Form

Course Number/Name		Semester		Instructor:											
CU52120 Criminal Courts and Proced Fall 19		J. Keilim													
<p>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 grading rubrics, and submit to the Department Director and entered into the HLC reporting program within a week of final grading submission each semester.</p>															
General Education Core Abilities (GLOs) - Indicate Core Ability Indicator(s) assessed in this report:															
Communication		Critical Thinking		Information & Digital Literacy		Personal & Social Responsibility									
<p>Gene and Medium Awareness, Application, and Versatility: Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (ie., attending to audience, purpose, and context).</p>		<p>Problem Setting: Delineate a problem or question.</p>		<p>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.</p>		<p>Intercultural reasoning and intercultural competence.</p>									
<p>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 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).</p>		<p>Evidence Acquisition: Identify and gather the information/data necessary to address the problem or question.</p>		<p>Digital Literacy: Understand, communicate, compute, create, and design in digital environments.</p>		<p>Sustainability and the natural and human worlds.</p>									
<p>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).</p>		<p>Evidence Evaluation: Evaluate evidence/data for credibility (e.g. bias, reliability, validity), probable truth, and relevance to a situation.</p>		<p>Information Structures: Select, use, produce, organize, and share information employing appropriate information formats, collections, systems, and applications.</p>		<p>Ethical reasoning.</p>									
		<p>Reasoning/Conclusion: Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.</p>		<p>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.</p>		<p>Collaboration skills, teamwork and value systems.</p>									
				<p>Civic discourse, civic knowledge and engagement – local and global.</p>											
						<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">Full-time</td> <td style="width: 25%; text-align: center;">Part-time</td> <td style="width: 25%; text-align: center;">Adjunct</td> <td style="width: 25%;"></td> </tr> <tr> <td style="text-align: center;">X</td> <td></td> <td></td> <td></td> </tr> </table>		Full-time	Part-time	Adjunct		X			
Full-time	Part-time	Adjunct													
X															

I. List CLO from approved syllabus that support(s) the Program CLO being measured.

		<i>Course Learning Outcomes(CLOs)</i>				
<i>Explain the application of the Constitutional Amendments that apply to criminal justice.</i>	<i>Define legal terms.</i>	<i>Explain and describe the dual court system in the U.S. and how courts enforce the rule of law.</i>	<i>Identify and list the duties and requirements of the courtroom workgroup.</i>	<i>Differentiate the role of courts of limited jurisdiction, courts of general jurisdiction, and the appellate courts in the processing of criminal cases</i>	<i>Describe courtroom procedures, rules of the court, and due process of law.</i>	<i>Articulate basic knowledge of the U.S. criminal court system.</i>
II. List Learning Activity(ies)* used to measure students success with this outcome.		<i>Case briefs, debates, quizzes on documentation and procedure, classroom assignments and discussion.</i>				
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.)		<i>See attached</i>				
IV. Improvement If % of completers falls below minimum standard of 75% or lower, identify course change(s) planned to improve in this outcome.						

* II. 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 assignment and the course. 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 completed the course but not the assignment: e.g., NC).



Assessment and Continuous Quality Improvement Form

Date Form is Completed	2/17/2020
Names of Faculty/Staff Involved	Lita Barua / Director + Adjuncts
Department/Office/Committee	School of Business
Subject of Assessment <i>Examples: Course Number, Committee Name, Process Name, Curriculum Program/Degree Name, Initiative, Plan Name, Project Name, Performance, Presentation, Paper, Other (describe)</i>	MGMT 209 E MKT 203 E Econ 208 E MGMT 218 MGMT 211

Instruments Used
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 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 assessment instrument

<input type="checkbox"/> Survey Results (end of course student survey results required for course assessments)	<input type="checkbox"/> Test/exam item analysis/student performance (required for course assessment)
<input type="checkbox"/> Focus Group Results	<input type="checkbox"/> Review of minutes or other ongoing record or reflection
<input type="checkbox"/> Formative student understanding within the course (Opinion Poll, Minute Paper, Discussion Thread)	<input checked="" type="checkbox"/> Course Learning Outcome Rubric/Data CLO Form
<input type="checkbox"/> Program Outcome Data (Board Exams, Event Attendance, Licensing, Scholarly Activity)	<input type="checkbox"/> Plan (Strategic Plan, Budgeting Plan)
<input type="checkbox"/> Peer Review	<input type="checkbox"/> External Review (accreditor visit, audit)
<input type="checkbox"/> Job Placement/Alumni Survey Data	<input type="checkbox"/> Other

Instruments Used for Assessment

only 1 required

if needed →

Additional Description of Assessments
 (name, date, who was assessed, description of assessments) You may attach a copy of the assessment instrument.

ANALYSIS	What strengths are identified through an analysis of these assessments?	institutional care of what needs improvement except where not answered
	What insights have you gained through an analysis of these assessments?	NO improvement indicated by Instructor Thomas
	What areas for Improvement have you identified through an analysis of these assessments?	Need new form TO measure each objective
ACTION PLAN	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 through curriculum 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?	need to communicate needs + have discussions of all Directors.
	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?	Need it by next semester
	Additional Comments	✓
DOCUMENTATION	Report Conveyed to Administration/Faculty/Director/Committee (explain)	Refer to VPI
	Standards related to this specific Assessment (be specific)	HCC S.O. The institution works systematically to improve its performance.

Course Learning Outcomes Report Form

Course Number-Section/Name

Semester

Instructor:

Prncpls - Small Bus Mgmt (DL) - Sec Fall 2020

Dr. George Ackerman

FT PT Adjunct

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 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.

General Education Core Abilities (GLOs) - Indicate Core Ability Indicator(s) assessed in this report:

<u>Communication</u>	<u>Critical Thinking</u>	<u>Information & Digital Literacy</u>	<u>Personal & Social Responsibility</u>	<u>Quantitative Reasoning</u>
<p>Genre and Medium Awareness, Application, and Versatility: Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (ie., attending to audience, purpose, and context).</p>	<p>Problem Setting: Delineate a problem or question.</p>	<p>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.</p>	<p>Intercultural reasoning and intercultural competence.</p>	<p>Communication/Representation of Quantitative Information: Express quantitative information symbolically, graphically, and in written or oral language</p>
<p>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 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).</p>	<p>Evidence Acquisition: Identify and gather the information/data necessary to address the problem or question.</p>	<p>Digital Literacy: Understand, communicate, compute, create, and design in digital environments.</p>	<p>Sustainability and the natural and human worlds.</p>	<p>Analysis of Quantitative Arguments: Interpret, analyze and critique information or a line of reasoning presented by others.</p>
	<p>Evidence Evaluation: Evaluate evidence/data for credibility (e.g. bias, reliability, validity), probable truth, and relevance to a situation.</p>	<p>Information Structures: Select, use, produce, organize, and share information employing appropriate information formats, collections, systems, and applications.</p>	<p>Ethical reasoning.</p>	<p>Application of Quantitative Models: Apply appropriate quantitative models to real-world or other contextual problems.</p>
	<p>Reasoning/Conclusion: Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.</p>	<p>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.</p>	<p>Collaboration skills, teamwork and value systems.</p>	
<p>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).</p>			<p>Civic discourse, civic knowledge and engagement – local and global.</p>	



**(DEPARTMENT NAME)
End Of Semester Course Data Form**

Course # and Name : **MGMT 2110E Principles of MGMT**

Semester: **Fall 2019** Section: **1** Instructor: **Reyes Coca**

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: **13**

Grade Distribution

Course	A's	B's	C's	D's	F's	I	AU	S	U	W	Total	%A's	%B's	%C's	%I's	%S's	%U's	*Percent Retention
	4	6	1		1					1	13	31%	46%	8%	0%	0%	0%	85%

* Students earning A,B or C, S grades

Course Learning Outcomes/Competency CLO's/ Competencies

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

1. Explain the major functions of management including planning, organizing, communications, controlling, motivating, leading, and staffing.	9
2. Recognize major developments in the history of management thought.	10
3. Describe the basic managerial processes including decision-making and other key skills necessary for managers to perform their roles.	11
4. Identify an organization's stakeholders and the importance of social and ethical responsibility of managers.	12
5. Explain the formulation and implementation of strategic planning, including the relationship between goals, plans, vision statements, and mission statements.	13
6. Describe the strategies managers use to help organizations adapt to changing internal and external environments.	14
7. Explain organizational change, forces for change, sources of resistance to change, and the techniques managers can use to implement and facilitate change.	15
8. Apply critical thinking, communication skills, and information & digital literacy skills.	16

RUBRIC:

***5=Excellent**

***4=Good**

***3=Average**

***2=Unsatisfactory**

***1= Poor**

Course Learning Outcomes

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Average	Pre-Test	Post-Test
1	4	4	4	4	4	4	4	4															4		
2	4	4	4	4	4	4	4	4															4		
3	4	4	4	4	4	4	4	4															4		
4	4	4	4	4	4	4	4	4															4		
5	4	4	4	4	4	4	4	4															4		

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Average	Pre-Test	Post-Test	
6	3	3	3	3	3	3	3	3															3			
7	1	1	1	1	1	1	1	1																1		
8	4	4	4	4	4	4	4	4																4		
9	5	5	5	5	5	5	5	5																5		
10	5	5	5	5	5	5	5	5																5		
11	5	5	5	5	5	5	5	5																5		
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Average	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	#DIV/0!	####	####