

# Assessment: Course Four Column

## Program (NURS) - Nursing AS

### AH 114:NUTRITION

| SLOs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Actions |        |        |        |        |        |  |        |        |  |  |  |   |  |     |     |     |     |     |     |     |  |  |  |   |  |     |     |     |     |     |     |     |  |  |  |    |  |     |     |     |     |     |     |     |  |  |  |   |  |     |     |     |     |     |     |     |  |  |  |    |  |     |     |     |     |     |     |     |  |  |  |             |  |     |     |     |     |     |     |     |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>SLO 2_Describe</b> - Describe special nutritional requirements during health and illness for various age and developmental stages. Approved by CAC on November 2012. Re-Approved by CC on August 02, 2021.</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2013 - 2014 (Fall), 2013 - 2014 (Spring), 2014 - 2015 (Fall), 2014 - 2015 (Spring), 2015 - 2016 (Fall), 2015 - 2016 (Spring), 2016 - 2017 (Fall), 2017 - 2018 (Fall), 2017 - 2018 (Spring), 2017 - 2018 (Summer), 2018 - 2019 (Fall), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 11/05/2012</p> | <p><b>Skill Performance</b> - Survey for Hands-on Experience of Meal Preparations. The student shall answer each item according to his perception such as:</p> <p>5 – Strongly agree in all respects</p> <p>4 – Moderately agree in most respects</p> <p>3 – Agree in some respects</p> <p>2 – Somewhat agree in some respects</p> <p>1 – Agree in few or no respects</p> <p>The criteria of answering of each question is as follows:</p> <p>Item 1 - Cooking hands-on sessions start and end on time.</p> <p>Item 2 - The Instructor has prepared me to know the different meals to prepared for patients with different ailments.</p> <p>Item 3 – I am able to put into practice the nutritional values of foods and good practices in the preparation meals at the hospital’s dietary section.</p> <p>Item 4 – I learn cooking techniques</p> | <p><b>Reporting Period:</b> 2017 - 2018 (Spring 18)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <table><tr><th>Grade</th><th>Item 1</th><th>Item 2</th><th>Item 3</th><th>Item 4</th><th>Item 5</th></tr><tr><td></td><td>Item 6</td><td>Item 7</td><td></td><td></td><td></td></tr><tr><td>A</td><td></td><td>4.6</td><td>4.9</td><td>4.9</td><td>4.7</td></tr><tr><td>4.9</td><td>4.9</td><td>4.9</td><td></td><td></td><td></td></tr><tr><td>B</td><td></td><td>5.0</td><td>5.0</td><td>5.0</td><td>4.0</td></tr><tr><td>4.0</td><td>5.0</td><td>5.0</td><td></td><td></td><td></td></tr><tr><td>B+</td><td></td><td>5.0</td><td>4.5</td><td>4.5</td><td>4.5</td></tr><tr><td>4.0</td><td>5.0</td><td>5.0</td><td></td><td></td><td></td></tr><tr><td>C</td><td></td><td>5.0</td><td>4.0</td><td>4.0</td><td>4.5</td></tr><tr><td>5.0</td><td>5.0</td><td>5.0</td><td></td><td></td><td></td></tr><tr><td>C+</td><td></td><td>4.9</td><td>4.7</td><td>4.7</td><td>4.3</td></tr><tr><td>4.3</td><td>5.0</td><td>5.0</td><td></td><td></td><td></td></tr><tr><td>Grand Total</td><td></td><td>4.8</td><td>4.7</td><td>4.7</td><td>4.5</td></tr><tr><td>4.6</td><td>4.9</td><td>4.9</td><td></td><td></td><td></td></tr></table> <p>The table shows that in item 1 whether a student has a higher mark or not, the perception of student about time management is 4.8, which means strongly agree in all respects.</p> <p>In item 2, with the rating of 4.7, the students strongly agree in all respects that the instructor has prepared them to know the different meals for patients with different illness.</p> <p>Item 3, the average is 4.7, which shows that students</p> | Grade   | Item 1 | Item 2 | Item 3 | Item 4 | Item 5 |  | Item 6 | Item 7 |  |  |  | A |  | 4.6 | 4.9 | 4.9 | 4.7 | 4.9 | 4.9 | 4.9 |  |  |  | B |  | 5.0 | 5.0 | 5.0 | 4.0 | 4.0 | 5.0 | 5.0 |  |  |  | B+ |  | 5.0 | 4.5 | 4.5 | 4.5 | 4.0 | 5.0 | 5.0 |  |  |  | C |  | 5.0 | 4.0 | 4.0 | 4.5 | 5.0 | 5.0 | 5.0 |  |  |  | C+ |  | 4.9 | 4.7 | 4.7 | 4.3 | 4.3 | 5.0 | 5.0 |  |  |  | Grand Total |  | 4.8 | 4.7 | 4.7 | 4.5 | 4.6 | 4.9 | 4.9 |  |  |  | <p><b>Action:</b> In order to improve the understanding and skills of students in the preparation of meals for ill patients at various age and developmental age group, I will measure it by using a Checklist. In this way, I will be able to measure how much they have understood on the concepts needed in the preparation of meals and the skills needed in the preparation of meals before these meals be distributed to the in-patients.</p> <p>With the data, I shall improve in the teaching of techniques in cooking meals and these techniques shall be evaluated in the coming assessment.</p> <p>(05/21/2019)</p> |
| Grade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Item 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Item 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Item 3  | Item 4 | Item 5 |        |        |        |  |        |        |  |  |  |   |  |     |     |     |     |     |     |     |  |  |  |   |  |     |     |     |     |     |     |     |  |  |  |    |  |     |     |     |     |     |     |     |  |  |  |   |  |     |     |     |     |     |     |     |  |  |  |    |  |     |     |     |     |     |     |     |  |  |  |             |  |     |     |     |     |     |     |     |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 4.6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 4.9     | 4.9    | 4.7    |        |        |        |  |        |        |  |  |  |   |  |     |     |     |     |     |     |     |  |  |  |   |  |     |     |     |     |     |     |     |  |  |  |    |  |     |     |     |     |     |     |     |  |  |  |   |  |     |     |     |     |     |     |     |  |  |  |    |  |     |     |     |     |     |     |     |  |  |  |             |  |     |     |     |     |     |     |     |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 5.0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 5.0     | 5.0    | 4.0    |        |        |        |  |        |        |  |  |  |   |  |     |     |     |     |     |     |     |  |  |  |   |  |     |     |     |     |     |     |     |  |  |  |    |  |     |     |     |     |     |     |     |  |  |  |   |  |     |     |     |     |     |     |     |  |  |  |    |  |     |     |     |     |     |     |     |  |  |  |             |  |     |     |     |     |     |     |     |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 5.0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 4.0     | 4.0    | 4.5    |        |        |        |  |        |        |  |  |  |   |  |     |     |     |     |     |     |     |  |  |  |   |  |     |     |     |     |     |     |     |  |  |  |    |  |     |     |     |     |     |     |     |  |  |  |   |  |     |     |     |     |     |     |     |  |  |  |    |  |     |     |     |     |     |     |     |  |  |  |             |  |     |     |     |     |     |     |     |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| C+                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 4.9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 4.7     | 4.7    | 4.3    |        |        |        |  |        |        |  |  |  |   |  |     |     |     |     |     |     |     |  |  |  |   |  |     |     |     |     |     |     |     |  |  |  |    |  |     |     |     |     |     |     |     |  |  |  |   |  |     |     |     |     |     |     |     |  |  |  |    |  |     |     |     |     |     |     |     |  |  |  |             |  |     |     |     |     |     |     |     |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Grand Total                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 4.8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 4.7     | 4.7    | 4.5    |        |        |        |  |        |        |  |  |  |   |  |     |     |     |     |     |     |     |  |  |  |   |  |     |     |     |     |     |     |     |  |  |  |    |  |     |     |     |     |     |     |     |  |  |  |   |  |     |     |     |     |     |     |     |  |  |  |    |  |     |     |     |     |     |     |     |  |  |  |             |  |     |     |     |     |     |     |     |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 4.6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 4.9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 4.9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |         |        |        |        |        |        |  |        |        |  |  |  |   |  |     |     |     |     |     |     |     |  |  |  |   |  |     |     |     |     |     |     |     |  |  |  |    |  |     |     |     |     |     |     |     |  |  |  |   |  |     |     |     |     |     |     |     |  |  |  |    |  |     |     |     |     |     |     |     |  |  |  |             |  |     |     |     |     |     |     |     |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| SLOs | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Actions                                                                                                                                                                                                                                                                                                                                                            |
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|      | <p>in the actual preparation of meals for in-patients.</p> <p>Item 5 – I was able to communicate and share ideas with hospital kitchen crew what I learned in the preparation of meals.</p> <p>Item 6 – I believe that I shall use what I learned in the preparation of healthy meals for the family.</p> <p>Item 7 – Will you recommend for other nursing students to have the same hand-on experience at the dietary section of the hospital.</p> <p><b>Benchmark:</b> 75% of the students achieve at least 70% of the correct meals for in-patients at Majuro Hospital</p> <p><b>Related Documents:</b><br/> <a href="#">AH 114 Table Nutrtrion Practicum Hospital Spring 2018 (1).xlsx</a></p> | <p>strongly agree in all respects put into practice the nutritional values of foods and good practices in the preparation of meals.</p> <p>Item 4, students rated 4,5, which shows that students strongly agree in all respects that they learned cooking techniques in the preparation of meals.</p> <p>Item 5, students rated 4.6 strong agree in all respects that they have communicated and shared ideas with hospital's dietary staff.</p> <p>Item 6, students rated 4.9 strong agree in all respects that what they learned from their class and hands-on experience at the dietary department of the hospital, they shall prepare meals for their family.</p> <p>Item 7, students firmly believed that hands-on practice at the dietary hospital shall also be experienced for the next classes after them.</p> <p>Even if the rating of the students shows that in all respects they strongly agree there is still room improvement.<br/>(05/21/2019)</p> <p><b>Related Documents:</b><br/> <a href="#">AH 114 Table Nutrtrion Practicum Hospital Spring 2018 (1).xlsx</a></p> |                                                                                                                                                                                                                                                                                                                                                                    |
|      | <p><b>Project - Individual</b> - The students are required to submit a mini nursing care plan. Mini nursing care plan because not all of the components of a nursing care plan is required. The following are the criteria of the care plan that they have to submit namely:</p> <ol style="list-style-type: none"> <li>1. Assessment</li> <li>2. Nutritional Diagnosis</li> <li>3. Planning</li> <li>4. Intervention</li> </ol> <p>The students are rated accordingly:</p>                                                                                                                                                                                                                        | <p><b>Reporting Period:</b> 2017 - 2018 (Summer 18)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>Please refer to the SLO Assessment as attached in the Documents</p> <p>The table shows that in criterion 1, Assessment, 100% receive full marks.</p> <p>In criterion 2, Nutrition Diagnosis, 60% of the students got a full mark.</p> <p>In criterion 3, Planning, 100% of the students got full marks.</p> <p>In criterion 4, Nursing Intervention, 90% of the students</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Action:</b> In order to improve the understanding and skills of students in the preparation of meals for ill patients at various age and developmental age group, I will measure it by using the same criteria. In this way, I will compare the performance of students of Summer 2018 with that of Fall semester 2018 and Spring 2019.<br/>(07/29/2018)</p> |

| SLOs | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Actions                                                                                                                                                                                                                                                                                                                                                                 |
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|      | <p>5 – if all the parts of a criteria are present</p> <p>4 – if one is missing in all of the criteria</p> <p>3 – if two of the criteria missing</p> <p>2 – if three are missing in a criteria</p> <p>1 – if all is missing in a criteria</p> <p><b>Benchmark:</b> 75% of the students achieve 75% of the criteria in preparing a meal with the nutritional values needed for a diabetic patient.</p>                                                                                            | <p>receive full marks.</p> <p>Therefore, 87.5% of the students got full marks and 94% achievement. All of the students passed the course. (07/29/2018)</p> <p><b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.</p> <hr/> <p><b>Reporting Period:</b> 2017 - 2018 (Summer 18)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>Please refer to the Student Learning Outcome Assessment document as attached in the Document Repository.</p> <p>The table shows that in criterion 1, Assessment, 100% receive full marks.</p> <p>In criterion 2, Nutrition Diagnosis, 60% of the students got a full mark.</p> <p>In criterion 3, Planning, 100% of the students got full marks.</p> <p>In criterion 4, Nursing Intervention, 90% of the students receive full marks.</p> <p>Therefore, 87.5% of the students got full marks and 94% achievement. All of the students passed the course. (07/29/2018)</p> | <p><b>Action:</b> In order to improve the understanding and skills of students in the preparation of meals for ill patients at various age and developmental age group, I will measure it by using the same criteria. In this way, I will compare the performance of students of Summer 2018 with that of Fall semester 2018 and Spring semester 2018. (07/29/2018)</p> |
|      | <p><b>Project - Individual</b> - The assessment tool being used is writing of nursing care plan.</p> <p>MFSumaoang</p> <p><b>Benchmark:</b> 75% of the students shall be able to get at least 75% of the total</p> <p><b>Notes:</b> I have assigned patient for every student at the hospital.</p> <p>Before a student can prepare a meal for an in-patient of Majuro Hospital, they have to visit the patient and assess their needs according to the steps needed in writing nursing care</p> | <p><b>Reporting Period:</b> 2018 - 2019 (Fall 18)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>In the last semester, I evaluated students' performance of preparing meals to an ill patient with the use of nursing care plan. However that nursing care plan was not complete. So, I have decided that this semester, Fall 2018 students will write the complete nursing care plan before the student can prepare a meal for in-patient.</p> <p>From the table presented, 12 out of 15 students or 80% of the students are able to perform assessments of their patients. 11 out of 15 students or 73.33% of the students are able to do nursing diagnosis. 12 out of 15 students or 80% of the students are able to make plans/goals on how to</p>                                                                                                                                                                                                                                            | <p><b>Action:</b> I will compare the performance of students this second semester, Spring 2018 in the use of nursing care plan in identifying the basic meal requirements of an ill-patient. I will also give the comparison of last Spring 2018 performance of students in the use of nursing care plan. (12/18/2018)</p>                                              |

| <i>SLOs</i> | <i>Assessment Tools</i>                                                                                                                                                                                                                               | <i>Amass &amp; Process Data</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <i>Actions</i> |
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|             | <p>plan . In this juncture, the students shall perform the nursing care plans for identifying the meal requirements of ill-patients. In the absence of nursing care plans, the students can not prepare a meal for his patient.</p> <p>MFSumaoang</p> | <p>make the meals of ill patients. 12 out of 15 students or 80% of the students are able to identify interventions. 12 out of 15 students or 80% of the students are able to do rationalization and 11 out of 15 students are able to perform evaluations on their patient's meal needs.</p> <p>Therefore, 12 out of 15 students or 80% of the students are able to use nursing care plans to identify the meal requirements of an ill-patient.</p> <p>(12/18/2018)</p> <p><b>Related Documents:</b></p> <p><a href="#">Result for SLO3 AH 114 Nursing Care Plans.docx</a></p> |                |

# ANAT 110:ANATOMY & PHYSIOLOGY I

No data found for the selected criteria.

## ANAT 210:ANATOMY & PHYSIOLOGY II

No data found for the selected criteria.

# BIO 101:INTRODUCTION TO BIOLOGY

No data found for the selected criteria.

# CHEM 101:INTRODUCTION TO CHEMISTRY

No data found for the selected criteria.

# MICR 101:INTRODUCTION TO MICROBIOLOGY

No data found for the selected criteria.

# NURS 110:FUNDAMENTALS OF NURSING

| SLOs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Actions |
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| <p><b>SLO 1_Nursing Practice</b> - Describe the basic theories, principles, concepts and history of nursing practice. Approved by CAC on February 14, 2013. Re-approved by CAC on December 18, 2017. Re-Approved on August 04, 2021.</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2013 - 2014 (Spring), 2014 - 2015 (Spring), 2015 - 2016 (Fall), 2015 - 2016 (Spring), 2016 - 2017 (Spring), 2016 - 2017 (Summer), 2017 - 2018 (Spring), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1</p> <p><b>Start Date:</b> 02/14/2013</p> | <p><b>Objective Type Exam/Quiz - In Course</b> - While giving the lectures to the students the basic nursing skills and procedures, I use the interactive learning where a demonstration is incorporated to the lectures. I do this so that students can interact with me by asking questions. If they are not asking questions, I am the one who will initiate the questioning. From there, the students are motivated to be critical. The demonstration is done through the use of simulation. I also let the students do the hands-on demonstration by using mannequin. While students are working on the mannequin, the other students and also myself ask questions and let those doing the demonstration explain the what, how and why they are doing such. In this way, an experiential learning is achieved.</p> <p><b>Notes:</b> Every at the end of class, homework is given. This is one of the assessments I give. This will give the students the opportunity to assess whether they have learned in class. The following meeting, most parts of the homework are discussed by the students in class. This will give the students the training to talk in front of the class. I do this, because I know that most of the Marshallese students are shy to talk in front of people. Besides, I can assess whether the students understood the previous lessons. At the end of each topic, I give quizzes.</p> | <p><b>Reporting Period:</b> 2013 - 14 (Spring 14)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>I give one example of an activity that belongs to this SLO. I have mentioned that I want to compare my two classes from Fall 2013 and Spring 2014. In each of the criteria, I write The first data is for the Fall 2013 class and the second data for the Spring 2014 class. I write on this table the percentage:Nutritional Value (40%) – Food prepared has the basic food groups such as growth, glow and go. Food for growth has protein. Food for glow has vitamins and mineral and food for go has carbohydrates and fats. Palatability (30%) – Food being prepared is delicious and/or tasty.</p> <p>(10/01/2015)</p> |         |

| SLOs | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Actions |
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|      | <p>From time to time, I give classworks and often this is done by group. Most of the students can work well when they are grouped.</p> <p>As to the hands-on assessment, I use the Skills Checklist (in rubric form) as defined in the Fundamentals of Nursing Standards and Practice Workbook by Sue C. Delaune and et. al.:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |
|      | <p><b>Case Study</b> - Students will be given an opportunity to apply what they learned and how they understands the first part of the nursing process. This case study is designed to help the students in what data to be collected, how to collect, where to collect, what sources to be used in collecting data relevant to their patient care. The study is designed or formatted with questionnaires or guidelines that will assist the students in getting appropriated data or information for their patients . This study also required the students to learn or understand about the patient conditions by drawing the pathophysiology of the patient's condition; by describing what cause the problem, description of the problem and by outlining the signs and symptoms of the condition</p> <p><b>Benchmark:</b> 70% of the students will get 95%-100% on the case study, being able to provides appropriated, reliable data will later be used to analyze patient's condition.</p> | <p><b>Reporting Period:</b> 2017 - 2018 (Spring 18)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>The first part of the Nursing Process which is introduced in NURS 110, is the assessment (gathering data: both objective and subjective data) In doing case study for a selected client, the student learned how to used various resources; client's charts, the medical staff, family members) to gather data that will help the students understand the client's conditions by comparing to what is explained in their text books versus to what they can actually see in the client's record or chart or from having conversation with family members or other medical staff. What these students provided in their works are actually what they gathered from interacting with their selected clients or from what they can see in the clients' chart or records, which are similar to what are described in their textbook. Many of the students expressed interest in this class activity and wanted to continue in the next semester. (05/22/2018)</p> |         |
|      | <b>Written Assignment or Essay -</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Reporting Period:</b> 2017 - 2018 (Spring 18)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |         |

| SLOs | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Actions |
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|      | <p>Student will be able to Identify major historical and social events that have shaped current nursing practice</p> <p><b>Benchmark:</b> 80% of students will accurately answer the test question</p> <p><b>Notes:</b> This is a question on a homework assignment</p> <p><b>Project - Group -</b> Students will be given an opportunity to apply what they they learned and how they understands the first part of the nursing process. This case study is designed to help the students in what data to be collected, how to collect, where to collect, what sources to be used in collecting data relevant to their patient care. The study is designed or formatted with questionnaires or guidelines that will assist the students in getting appropriated data or information for their patients . This study also required the students to learn or understand about the patient conditions by drawing the pathophysiology of the patient's condition; by describing what cause the problem, description of the problem and by outlining the signs and symptoms of the condition_copy_copy</p> <p><b>Benchmark:</b> 70% of the students will get 95% on the case study, being able to provides appropriated, reliable data will later be used to analyze patient's condition.</p> <p><b>Notes:</b> The students work in groups of two</p> <p><b>Related Documents:</b></p> | <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p>6 out of 10 (60%) of students submitted their assignments and scored between 85% to 100% on the assignment. Some students are not motivated to do their assignments, therefore, a strategy to use is to return papers quickly and remind those that perhaps did not understand the assignment to submit but with points deducted for each day the assignment is late. Also, to do quiz on the day the assignment is due. (05/22/2018)</p> <p><b>Reporting Period:</b> 2018 - 2019 (Spring 19)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>More than 70% of the class were able to apply the nursing process to a give case or scenario. The were able to identify the subjective data and the objective data, were able to formulate the nursing diagnoses based on the given data, were able to write the patient's expected outcome, were able to provide the appropriate nursing intervention to meeting the patient's goal with rationale, and were able to evaluate their actions to making sure the patient's goal is accomplishted. (05/29/2019)</p> <p><b>Related Documents:</b></p> <p><a href="#">NURS110 CaseStudy today activities.docx</a></p> |         |

| SLOs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Actions                           |
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| <a href="#">NURS110 CaseStudy today activities.docx</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                   |
| <b>SLO 2_Skills Procedures</b> - Perform basic nursing skills and procedures accurately and safely. Approved by CAC on February 14, 2013. Re-approved by CAC on December 18, 2017. Re-Approved on August 04, 2021.<br><b>SLO Outcome Status:</b> Active<br><b>SLO Assessment Cycle:</b> 2013 - 2014 (Spring), 2014 - 2015 (Spring), 2015 - 2016 (Fall), 2015 - 2016 (Spring), 2016 - 2017 (Spring), 2016 - 2017 (Summer), 2017 - 2018 (Spring), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1<br><b>Start Date:</b> 02/14/2013 | <b>Skill Performance</b> - Use of a rubric from Skills Checklist Fundamentals of Nursing Procedure 39 - 3 and 4 - Inserting an Indwelling Catheter for Male and Female pp. 293 - 303.<br><b>Benchmark:</b> 70% of the students shall successfully insert catheter in two attempts in the mannequins.                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Reporting Period:</b> 2014 - 15 (Spring 15)<br><b>Benchmark Met:</b> Benchmark Met<br>92.8% of the students are able to successfully insert catheter to the mannequins. Specifically, 53.85% of the students or 8 out of 14 students got 90% or better, 35.71% of the students or 5 out of 14 students got 80%-89% . One student or 7.14% of the students got a 38% because he was constantly absent from class and laboratory. (05/21/2015)                                                                                                          |                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Skill Performance</b> - Before a skill test is undertaken, I have lectured about the procedures on bedding both the occupied and unoccupied with AM care. I also used of visual aids to augment teaching. Before the skills test is given, the students were allowed to do hands-on practice. After the hands-on practice, the skill test takes place. A skill test is taken from the textbook - Skills checklist from Fundamental of Nursing Standards and Practice. This skill test has 50-item procedures to be performed by the students.<br><b>Benchmark:</b> Eight (8) students or more or 70% or better of the eleven (11) students shall be able to perform 70% or better from the expected procedures as listed in the Checklist. | <b>Reporting Period:</b> 2016 - 2017 (Spring 17)<br><b>Benchmark Met:</b> Benchmark Met<br>Eleven (11) students or 100% of the students got 70% or better in the performance checklist. The breakdown is as follows: one (1) student or 9% of the students got 70% of the performance test. One (1) student or 9% of the students got 75%, one (1) or 9% of the students got 80%, five (5) students or 45% of the students got 90%-94% and three (3) students or 27% of the students got 95%-100% performance as required by the Checklist. (05/22/2017) |                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Skill Performance</b> - Students should be able to demonstrate basic nursing practices.<br><b>Benchmark:</b> 70% of the total enrolled students should be able to demonstrate basic nursing practices.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Reporting Period:</b> 2016 - 2017 (Spring 17)<br><b>Benchmark Met:</b> Benchmark Met<br>100% of enrolled students demonstrated the fundamental principles and concepts of basic nursing practice.<br><br>100% of the 10 students were able to achieve a 70% score or higher when they demonstrated fundamental principles and concepts of basic nursing practices. (09/27/2017)                                                                                                                                                                       | <b>Action:</b> ASTF. (09/27/2017) |

| SLOs | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|      | <p><b>Skill Performance</b> - To measure whether the students will be able to perform basic skills and procedures according to nursing standards to ensure accuracy and safety.</p> <p>Each student is required to have a return demonstration. The students skills shall be evaluated according to the checklist on how to perform insertion of indwelling catheter for male or female client. The checklist includes:</p> <ol style="list-style-type: none"> <li>1. Preparation of supplies and equipment before the procedure is done;</li> <li>2. Reviewing of charts/other documents;</li> <li>3. Perform aseptic techniques like washing of hands and wearing of gloves;</li> <li>4. Introduction of self to patient;</li> <li>5. Identification of patients by asking necessary profile;</li> <li>6. Provision of patient's privacy;</li> <li>7. Thoroughly explained procedures to patient;</li> <li>8. Follow the procedural guide or steps and naming of the procedure performed;</li> <li>9. Provision of safe nursing care throughout the procedure.</li> </ol> <p>A rubric is used to identify how well the student can perform the insertion of catheter to either male or female client. The scale that is used is as follows:</p> <p>5 – The student has excellently performed all the procedures</p> | <p><b>Reporting Period:</b> 2018 - 2019 (Summer 19)<br/> <b>Benchmark Met:</b> Benchmark Met</p> <p>As attached in the Related Document, Table 3 shows the percentage of students in each of the scale. Please refer to Table 2 for the number of students and Table 3 for the percentage of students for each scale for every procedure.</p> <p>For procedure 1 – Preparation of Supplies and Equipment before the insertion of catheter, 5 students out of 12 students or 42% of the students got the scale of 5, 3 students out of 19 students or 25% of the students got a scale of 4. 3 students out of 19 students or 25% of the students got a scale of 3. In Procedure 2 – Reviewing of patient's charts or other documents, 9 students out of 19 students or 75% of the students got a scale of 5. 2 students out of 12 students or 17% of the students got a scale of 4. In Procedure 3 – Perform aseptic techniques like washing of hands and wearing of gloves and others, 9 students out of 12 students or 75% of the students can perform a scale of 4. In Procedure 4 – Introduction of self to patient, 10 students out of 12 students are able to do self-introductory to patients or 83% of the students were able to identify themselves to the clients. In Procedure 5 – Identification of patients by asking personal data, 4 students out of 12 students or 33% of the students were able to take personal data of patients. 7 students out of 12 students or 61% of the students were not able to get the data of patients. Most of them are shy to ask personal identification of patients because the students are afraid to ask the personal data of patients because the students can not detach themselves yet from the cultural practice that young people shall not ask anything from the elderly. In Procedure 6 – Provision of patient's privacy, 11 students out of 12 students or 92% of the students can carry out patient's privacy excellently. In Procedure 7 – Thoroughly explained procedures to patients, the greater number of students, 8 students out of 12 students or 67% of the students can explain whatever procedure is done to the patients. In Procedure 8 - Follow the procedural guide or steps and naming the procedure performed, 2 students out of 12 students or 17% of the students can follow the guide. The</p> | <p><b>Action:</b> In order to improve nursing students' acquisition of nursing skills and better improve their performance is to evaluate students with other nursing procedures. The following are also to be done to improve the skills of students in insertion of catheter:</p> <ol style="list-style-type: none"> <li>1. The students must be reoriented that identifying the patient's profile is not crossing over their culture but it is part of nursing procedures in order to get accurate information about the students so that proper nursing care and treatment can be implemented into the patients ;</li> <li>2. The students has to strictly adhere to nursing procedures in order to ensure proper nursing care and treatment to the patients; and</li> <li>3. Another SLO shall be tested that will connect administration of nursing care with the treatment. (07/30/2019)</li> </ol> <p><b>Follow-Up:</b> If I still teach NURS 110, I will make follow-up by applying the same instrument to the next class. For those students who have finished NURS 110 this Summer 2019, I will personally ask them during their clinical experience at the hospital. (07/30/2019)</p> |

| SLOs | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Actions                                                                                                                                                                                                                                     |
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|      | <p>4 – The student has very satisfactorily performed the procedures</p> <p>3 – The student has satisfactorily performed the procedures with negligible error</p> <p>2 – The student has performed the procedures with minimal error</p> <p>1 - The student has performed the procedures with coaching</p> <p>0 – The student has not performed the procedure</p> <p><b>Benchmark:</b> At least, 70% of the students shall be able to perform the procedure with negligible error or performed 75% of the procedures. The percentage used here is also applicable to the passing percentage used by CMI Grading Scale.</p> <p><b>Related Documents:</b><br/> <a href="#">NURS 110 Fundls Nur SLO Analysis Summer 2019.docx</a></p> <p><b>Skill Performance</b> - After learning the basic nursing skills, the students will be providing the chance to do return demonstration on certain skills they learned from watching video, review procedure outlined in their textbook ,or observing how instructor demonstrate the skills</p> <p><b>Benchmark:</b> 80% of students will provide competent and safe nursing interventions based on established standards of care</p> <p><b>Notes:</b> Assessment type and tool were changed from simulation exercise to skill performance</p> <p><b>Department Chair Feedback:</b> FPeter wrote this assignment</p> | <p>greater number of students, 6 students out of 12 students or 50% of the students can follow the guide with much instruction. In Procedure 9 – Provision of nursing care throughout the procedure, 7 students out of 12 students or 58% of the students can excellently give safe nursing care throughout the procedure.</p> <p>In summary, there are 6 students out of 12 students or 50% of the students got a performance of 90% - 100%. There is 1 student out of 12 students or 8% who got the performance of 85% - 89%. There is 1 student out of 12 students or 8% of the students who got 80% - 84%. There are 2 students out of 12 students or 16% of the students who got 75% - 79%. There is 1 student out of 12 students or 8% of the students who got 70% - 74% grade. There is 1 student out of 12 students or 8% of the students who got 65% - 69% performance. (07/30/2019)</p> <p><b>Related Documents:</b><br/> <a href="#">NURS 110 Fundls Nur SLO Analysis Summer 2019.docx</a></p> <p><b>Reporting Period:</b> MAPS Fall 2020 - Fall 2021 Cycle 2 Group 1</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>Sixteen of the students in the class were able to perform the basic nursing skills (taking vital signs, administering drugs, making occupied and unoccupied bed, etc) and procedures accurately and safely. Unfortunately, three of the students in the class did not pass the return demonstration. These three students were not really confidence and did not carry out the skill accurately and safely. (05/19/2021)</p> <p><b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.</p> <p><b>Related Documents:</b><br/> <a href="#">WB2.pdf</a></p> | <p><b>Action:</b> Need to identify weak student early to provide extra hours of practicing the skills with assistance from the students taking upper nursing courses; like those taking medical/ surgical nursing classes. (05/19/2021)</p> |

| SLOs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Amass & Process Data                                                                                                                                                                               | Actions |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Department Chair Approval Status:</b><br/>Approved</p> <p><b>Related Documents:</b><br/><a href="#">WB2.pdf</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                    |         |
| <p><b>SLO 4_Ethical Values</b> - Apply ethical values and cultural and psychosocial sensitivity when providing nursing care. Approved by CAC on February 14, 2013. Re-approved by CAC on December 18, 2017. Re-Approved on August 04, 2021. Re-Approved by CC on August 04, 2021.</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2013 - 2014 (Spring), 2014 - 2015 (Spring), 2015 - 2016 (Fall), 2015 - 2016 (Spring), 2016 - 2017 (Spring), 2016 - 2017 (Summer), 2017 - 2018 (Spring), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1</p> <p><b>Start Date:</b> 02/14/2013</p> | <p><b>Written Assignment or Essay</b> - The students will be introduced to certain ethical issues before he/she can select an ethical to describe in terms of how he/she related to her moral or cultural values. The students' assignment will be submitted and scored based on the prorated scale: a) able to describe he ethical issue ; comparing to the text book and at least two other references (50%) and b) be able to related the issue to his/her own cultural values and experiences</p> <p><b>Benchmark:</b> 70% of the class will have a passing grade of 90% and above</p> <p><b>Notes:</b> Making sure the students are able to compare information from textbook to other resources. Reference should be provided</p> | <p><b>Reporting Period:</b> 2018 - 2019 (Summer 19)</p> <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p>This is a new tool that can be measured next time this course is taught (05/29/2019)</p> |         |

# NURS 113:PHARMACOLOGY

| SLOs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Assessment Tools                                                                                                                                                                                                                   | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Actions                            |                            |                                 |                                   |                         |                       |                     |                 |                       |                         |        |               |            |        |                                   |                         |  |                                  |                  |  |  |  |  |  |                       |                    |                 |             |                            |                                 |                      |  |                                                          |              |            |      |                 |  |  |  |                  |                             |                        |                           |  |  |  |  |  |
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| <p><b>SLO 1_Pharmacology Principles -</b><br/>Apply fundamental principles of pharmacology in patient care.<br/>Approved by CAC on January 20, 2016. Re-approved by CAC on June 20, 2019. Re-Approved by CC on August 04, 2021.</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2013 - 2014 (Fall), 2013 - 2014 (Spring), 2014 - 2015 (Fall), 2014 - 2015 (Spring), 2015 - 2016 (Fall), 2015 - 2016 (Spring), 2016 - 2017 (Fall), 2016 - 2017 (Spring), 2016 - 2017 (Summer), 2017 - 2018 (Fall), 2017 - 2018 (Spring), 2018 - 2019 (Fall), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 02/13/2013</p> | <p><b>Written Assignment or Essay -</b><br/>chapters 1-3 reading assignments and chapter review questions</p> <p><b>Benchmark:</b> 100% of the students will score at least 75% in each reading and chapter review assignments</p> | <p><b>Reporting Period:</b> 2013 - 14 (Fall 13)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>- Students perform poorly on tests, less than 80% of students pass tests</p> <p>- Students performed better in case studies and nursing care planning</p> <p>Even with homework assignments from the textbook, students still miss important concepts.<br/>(10/12/2015)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 15 (Fall 14)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>The students can better communicate and work on an activity if they are grouped. I found out that they can build confidence if they work together.</p> <p>The matrix will show the different kinds of patients' illnesses that they had taken cared of at the Medical/Surgical Ward.</p> <table><tr><td>Physical Assessment of the Patient</td><td>Illness</td><td>Prescribed Drug/ Treatment</td><td>Route of Adminis- tration</td><td>Usual Dosage</td><td>Major Ad-verse Effect</td><td>Nursing Implication</td><td>Expected Result</td></tr><tr><td>Grp 1. By inspection-</td><td>Difficulty of breathing</td><td>Asthma</td><td>Nebulization-</td><td>inhalation</td><td>0.5 ml</td><td>salbutamol with 1.5 Normal saline</td><td>Tempo-rary Tachy cardia</td></tr><tr><td></td><td>Moni-tor Heart Rate Until Stable</td><td>Normal Breathing</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Grp 2. Skin integrity</td><td>Infection of wound</td><td>Antibiotic oral</td><td>500 mg. TID</td><td>Hyper-SensitiVity to drugs</td><td>ObserVance Of Allergic Reaction</td><td>Infection Controlled</td><td></td></tr><tr><td>Grp. 3 eleVation of Blood Pressure From the Normal value</td><td>HyperTension</td><td>Amlodipine</td><td>oral</td><td>5 mg. OD depen-</td><td></td><td></td><td></td></tr><tr><td>Ding upon weight</td><td>Dizzyness and unstable gait</td><td>Monitor blood pressure</td><td>Blood Pressure Controlled</td><td></td><td></td><td></td><td></td></tr></table> <p>9 out of 11 students got 70% or better passing marks. This</p> | Physical Assessment of the Patient | Illness                    | Prescribed Drug/ Treatment      | Route of Adminis- tration         | Usual Dosage            | Major Ad-verse Effect | Nursing Implication | Expected Result | Grp 1. By inspection- | Difficulty of breathing | Asthma | Nebulization- | inhalation | 0.5 ml | salbutamol with 1.5 Normal saline | Tempo-rary Tachy cardia |  | Moni-tor Heart Rate Until Stable | Normal Breathing |  |  |  |  |  | Grp 2. Skin integrity | Infection of wound | Antibiotic oral | 500 mg. TID | Hyper-SensitiVity to drugs | ObserVance Of Allergic Reaction | Infection Controlled |  | Grp. 3 eleVation of Blood Pressure From the Normal value | HyperTension | Amlodipine | oral | 5 mg. OD depen- |  |  |  | Ding upon weight | Dizzyness and unstable gait | Monitor blood pressure | Blood Pressure Controlled |  |  |  |  |  |
| Physical Assessment of the Patient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Illness                                                                                                                                                                                                                            | Prescribed Drug/ Treatment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Route of Adminis- tration          | Usual Dosage               | Major Ad-verse Effect           | Nursing Implication               | Expected Result         |                       |                     |                 |                       |                         |        |               |            |        |                                   |                         |  |                                  |                  |  |  |  |  |  |                       |                    |                 |             |                            |                                 |                      |  |                                                          |              |            |      |                 |  |  |  |                  |                             |                        |                           |  |  |  |  |  |
| Grp 1. By inspection-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Difficulty of breathing                                                                                                                                                                                                            | Asthma                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Nebulization-                      | inhalation                 | 0.5 ml                          | salbutamol with 1.5 Normal saline | Tempo-rary Tachy cardia |                       |                     |                 |                       |                         |        |               |            |        |                                   |                         |  |                                  |                  |  |  |  |  |  |                       |                    |                 |             |                            |                                 |                      |  |                                                          |              |            |      |                 |  |  |  |                  |                             |                        |                           |  |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Moni-tor Heart Rate Until Stable                                                                                                                                                                                                   | Normal Breathing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                    |                            |                                 |                                   |                         |                       |                     |                 |                       |                         |        |               |            |        |                                   |                         |  |                                  |                  |  |  |  |  |  |                       |                    |                 |             |                            |                                 |                      |  |                                                          |              |            |      |                 |  |  |  |                  |                             |                        |                           |  |  |  |  |  |
| Grp 2. Skin integrity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Infection of wound                                                                                                                                                                                                                 | Antibiotic oral                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 500 mg. TID                        | Hyper-SensitiVity to drugs | ObserVance Of Allergic Reaction | Infection Controlled              |                         |                       |                     |                 |                       |                         |        |               |            |        |                                   |                         |  |                                  |                  |  |  |  |  |  |                       |                    |                 |             |                            |                                 |                      |  |                                                          |              |            |      |                 |  |  |  |                  |                             |                        |                           |  |  |  |  |  |
| Grp. 3 eleVation of Blood Pressure From the Normal value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | HyperTension                                                                                                                                                                                                                       | Amlodipine                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | oral                               | 5 mg. OD depen-            |                                 |                                   |                         |                       |                     |                 |                       |                         |        |               |            |        |                                   |                         |  |                                  |                  |  |  |  |  |  |                       |                    |                 |             |                            |                                 |                      |  |                                                          |              |            |      |                 |  |  |  |                  |                             |                        |                           |  |  |  |  |  |
| Ding upon weight                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Dizzyness and unstable gait                                                                                                                                                                                                        | Monitor blood pressure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Blood Pressure Controlled          |                            |                                 |                                   |                         |                       |                     |                 |                       |                         |        |               |            |        |                                   |                         |  |                                  |                  |  |  |  |  |  |                       |                    |                 |             |                            |                                 |                      |  |                                                          |              |            |      |                 |  |  |  |                  |                             |                        |                           |  |  |  |  |  |

| SLOs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Actions                                                                                                                                                                                                                                                                                                                                                           |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Objective Type Exam/Quiz - In Course</b> - Students will be tested based on the lectures or group discussion of the pharmacology principles as introduced at the very beginning of the class</p> <p><b>Benchmark:</b> 95-100% of the students will receive 70%-100% on the exam/quiz</p> <p><b>Notes:</b> 100% passed their exams/ quizzes</p>                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>means that 82% of the students be able to explain the reaction and adverse reactions of patients to drugs. The students know the different drugs that can be administered to the patients.<br/>(10/12/2015)</p> <p><b>Reporting Period:</b> 2016 - 2017 (Spring 17)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>100% passed their exams/ quizzes (05/23/2017)</p>                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>SLO 2_Drug Administration</b> - Demonstrate nursing roles and responsibilities that ensure safe drug administration. Approved by CAC on January 20, 2016. Re-approved by CAC on June 20, 2019. Re-Approved by CC on August 04, 2021.</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2013 - 2014 (Fall), 2013 - 2014 (Spring), 2014 - 2015 (Fall), 2014 - 2015 (Spring), 2015 - 2016 (Fall), 2015 - 2016 (Spring), 2016 - 2017 (Fall), 2016 - 2017 (Spring), 2016 - 2017 (Summer), 2017 - 2018 (Fall), 2017 - 2018 (Spring), 2018 - 2019 (Fall), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 02/13/2013</p> | <p><b>Case Study</b> - Students are required to have a project by collecting product insets/pamphlets. During their clinic experience, they are being assigned to patients and will use the product inserts/pamphlets to provide information for the right medications, expected actions and reactions. This information shall be placed in their nursing care plan.</p> <p>The parts of the nursing care plan are:</p> <ol style="list-style-type: none"> <li>1. Scenario – description of patient (signs, symptoms, physical appearance)</li> <li>2. Assessment – clinical diagnosis based on signs and symptoms.</li> <li>3. Nursing Dx – nursing diagnosis – process of identifying a disease by person's signs and symptoms.</li> <li>4. NOC – Nursing Outcome</li> </ol> | <p><b>Reporting Period:</b> 2017 - 2018 (Spring 18)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>From the table, the students had identified all the parts of the nursing care plan. They were able to identify the proper medication by using the product inserts/pamphlets in order to implement the proper dosage of medicines to be given to a patient by following what information, implementation of nursing intervention, evaluation of patient's need of medication and to achieve the expected goal and that is patient's relief and healing. (05/21/2018)</p> <p><b>Related Documents:</b></p> <p><a href="#">scan.pdf</a></p> | <p><b>Action:</b> 1.) In the next cycle, I shall let the students make a reflective essay to measure how students use the product inserts/pamphlets.</p> <p>2.) I shall make a rubric in order to gauge students' perception in the identification of medications.</p> <p>3.) I shall measure the feedback of users with students' nursing care. (05/21/2019)</p> |

| SLOs | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Amass & Process Data                                                                                                                                                                                                                | Actions                                                                                                                                                                                                       |
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|      | <p>Classification – an aspect of patient of client health status that is influence by nursing intervention.</p> <p>5. Planning/goal – how to achieve patient’s relief of pain</p> <p>6. NIC – Nursing identification classification</p> <p>7. Implementation – nursing interventions</p> <p>8. Evaluation – measure whether nursing interventions are implemented</p> <p>9. Remarks – general conclusion</p> <p><b>Benchmark:</b> 75% of the students shall be able to make 70% of the gathered pamphlets of medicines to be used in identifying proper medications as part of the nursing care plan</p> <p><b>Related Documents:</b><br/> <a href="#">Nurs 113 - SLO 2 Assessment Spring 2019 MSumaoang.docx</a></p> <p><b>Presentation</b> - Student will do presentation on drug resistance</p> <p><b>Benchmark:</b> Student will receive at least an intermediate score using the Bresciani and Bowman (2002) oral presentation rubric</p> <p><b>Notes:</b> rubric was obtained from the following website:<br/> <a href="http://www.fresnostate.edu/academics/oie/documents/oral_pres_rubric.pdf">http://www.fresnostate.edu/academics/oie/documents/oral_pres_rubric.pdf</a></p> <p><b>Related Documents:</b><br/> <a href="#">Drug Resistance Terrence.pptx</a><br/> <a href="#">Rubric oral presentation.pdf</a></p> | <p><b>Reporting Period:</b> 2018 - 2019 (Fall 18)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>Student received an intermediate score but can do much better if she had done more research and practice more. (12/18/2018)</p> | <p><b>Action:</b> Give the student a similar assignment in the near future to compare her performance. Review student presentation at least once to provide feedback before assignment date. (02/28/2019)</p> |
|      | <p><b>Project - Individual</b> - To measure whether the students will be able to identify drugs and to demonstrate</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Reporting Period:</b> 2018 - 2019 (Spring 19)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>From the data, there are 15 out of 16 students or 93.75%</p>                                                                  | <p><b>Action:</b> In Spring 2018, I assess SLO 2 and the use of product inserts/pamphlets. The students</p>                                                                                                   |

| SLOs | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|      | <p>drug classifications and its characteristics using product inserts/pamphlets.</p> <p>Each student is required to have a project. This project is for the students to collect "product inserts" and this will be made as a scrap book or a portfolio. In each product insert, the students will identify the drugs according to its classifications and characteristics.</p> <p><b>Benchmark:</b> At least, 70% of the students will score 12 out of the perfect score of 16 using the rubric (score of 2 for each of the 8 characteristics).</p> <p><b>Notes:</b> This assessment is conducted to measure how students can identify the drugs and why these drugs are dispensed to patients with respect to the drug's classifications and characteristics.</p> <p><b>Related Documents:</b><br/> <a href="#">Nurs 113 - SLO 2 Assessment Spring 2019 MSumaoang.docx</a></p> | <p>of the students gets 75% or better or a grade of C+ or better. This shows that using "product inserts" is one of the tools which will help the students to be able to describe the classifications and characteristics of drugs.</p> <p>The students were able to get high scores because they are able to understand each of the characteristics of a certain drug because they can read from the product insert of the specific characteristics of the drug. Upon reading, they are able to understand what is in that drug and how it can be dispensed to the patients.</p> <p>At the hospital during the clinical instruction, the students are able to use what they have learned from the product inserts and be able to understand why a certain drug is prescribed to the patient.<br/>(06/02/2019)</p> <p><b>Related Documents:</b><br/> <a href="#">Nurs 113 - SLO 2 Assessment Spring 2019 MSumaoang.docx</a></p> | <p>were able to write nursing care plans on the dispensation of drugs by using product inserts.</p> <p>In one of the steps of improvement, I made mention that I will use a rubric about drugs' classifications and characteristics using product inserts. I have made this action for this semester, Spring 2019. Hence, there is a continuity of the strategies used in teaching this course and assessing SLO 2.</p> <p>For further actions:</p> <ol style="list-style-type: none"> <li>1. I shall continue to assess SLO 2. As stated in Spring 2018 in my action plan, I will let the students make an essay about their feed in the use of product inserts in their nursing roles and responsibilities in dispensing drug.</li> <li>2. The students to use other tools in identifying the kinds of drugs that can be administered.</li> <li>3. Another SLO shall be tested that will connect to the use of product inserts so that students will be able have more information before administering drugs to patients.<br/>(06/02/2019)</li> </ol> <p><b>Action:</b> Will do more group work practice to really follow the calculation process or the procedures. And to add or provide more practicing problems<br/>(05/19/2021)</p> |
|      | <p><b>Objective Type Exam/Quiz - In Course</b> - Understanding the formula to calculate the drug dose is a nursing responsibility in drug administration; therefore, the students are required to master and understand how to calculate drug</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Reporting Period:</b> MAPS Fall 2020 - Fall 2021 Cycle 2 Group 1</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>The students mastered the drug dose formula: <math>DD/DH \times Q</math> as seen by the class works and test questions (05/19/2021)</p> <p><b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| <i>SLOs</i> | <i>Assessment Tools</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <i>Amass &amp; Process Data</i>                                                    | <i>Actions</i> |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------|
|             | <p>dose based on dosage recommendation and by using basic formula methods: <math>DD/DH \times Q</math> or solving for x formula. This will be scored base on the number of problems for students to solve</p> <p><b>Benchmark:</b> 100% of the class will master drug dose calculation</p> <p><b>Notes:</b> students who do not pass will have to retake until they are able to pass drug calculation</p> <p><b>Department Chair Feedback:</b> How would you assess mastery of this skill? What test score is consider mastery?</p> <p><b>Department Chair Approval Status:</b><br/>Approved</p> <p><b>Department Chair Approval Date:</b><br/>03/09/2021</p> <p><b>Related Documents:</b><br/><a href="#">NURS113fa20test1.docx</a></p> | <p>need revision.</p> <p><b>Related Documents:</b><br/><a href="#">WB1.pdf</a></p> |                |

**NURS 120:PATHOPHYSIOLOGY**

No data found for the selected criteria.

# NURS 122:NURSING OF ADULTS I

| SLOs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b>SLO 3_Nursing Interventions</b> - Plan, implement, and evaluate nursing interventions for the young and middle-aged hospitalized patient. Approved by CAC on February 01, 2016. Re-approved by CAC on June 20, 2019. Re-Approved by CC on August 04, 2021.</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2013 - 2014 (Fall), 2014 - 2015 (Fall), 2015 - 2016 (Fall), 2016 - 2017 (Fall), 2017 - 2018 (Fall), 2018 - 2019 (Fall), Fall 2021 - Fall 2022 Cycle 3 Group 1, Spring 2021 - Spring 2022 Cycle 2 Group 2</p> <p><b>Start Date:</b> 02/13/2013</p> | <p>clinical check-list &amp; clinical evaluation 95%-100% of the students will show satisfactory or 70% and up on their clinical checklists and evaluation</p> <p><b>Benchmark:</b> 95% -100% of the students will show satisfactory or 70% and up on their clinical checklists and evaluation</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Reporting Period:</b> 2013 - 14 (Fall 13)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>Less than 80% of student score 20/24 on care plans including pathophysiology concept map during the first three clinic weeks but improved after midterm. At the end of the semester, 85% of students scored 20/24 on nursing care plans</p> <p>After several weeks of feedback on student work, there is great improvement for the majority of students. There are students that continue to struggle with this part of their clinic requirement (10/12/2015)</p>                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Skill Performance</b> - At the clinical site (Majuro Hospital), the students will apply their previous knowledge in NURS 110, Fundamental of Nursing. In this assessment, students will take their assigned patient's vital signs and administer medications to patients. They will document their work as they already learned in their fundamental nursing class. Students will be supervised by the instructor while they are taking their patient's vital signs (body temperature, pulse rate, respiratory rate &amp; blood pressure). This is to make sure they are carrying out the tasks confidently and correctly. Good performance will be evaluated based on how the students observe patient's safety protocols. The same scoring criteria in NURS 110 will be used for evaluating performance. ( Walton Bohanny).</p> <p><b>Benchmark:</b> 70% of the students in NURS 122 will be able to score 70% or more, exceeding the basic</p> | <p><b>Reporting Period:</b> MAPS Spring 2021 - Spring 2022 Cycle 2 Group 2</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>86% of the students in NURS 122 met the benchmark. Their skill performance meets basic nursing skills and were able to take vital signs and administering medication with confidence. (12/12/2021)</p> <p><b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.</p> <p><b>High Quality Assessment Results and Action:</b> Yes</p> <p><b>Supervisor's Approval Status:</b> Approved</p> <p><b>Supervisor's Approval Date:</b> 01/07/2022</p> <p><b>Related Documents:</b></p> <p><a href="#">skilEval.jpeg</a></p> | <p><b>Action:</b> There are rooms for improvement as far as reaching out to the students who are struggling. I strongly believe that scheduling time for one on one return demonstration session with those struggling students during midterm week, will give more time and chance for students to review the skills or improve their skills. So this is my plan to making sure that 100% of the class will exceed the passing skill performance. Good action and also to regularly check student progress, perhaps weekly f/u with each student regarding their progress in clinical performance (FP) (12/12/2021)</p> |

| <i>SLOs</i> | <i>Assessment Tools</i>                                                                                                                                                                                                                                                                                                                                                                                                       | <i>Amass &amp; Process Data</i> | <i>Actions</i> |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------|
|             | <p>benchmark.</p> <p><b>High Quality Assessment Plan:</b> Yes</p> <p><b>Department Chair Feedback:</b> Ensure students provide safe care at all times and to explain each procedure to their patients</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 11/29/2021</p> <p><b>Related Documents:</b></p> <p><a href="#">2Nursing Skills Return Demonstration.docx</a></p> |                                 |                |

## NURS 222:NURSING OF ADULTS II

| SLOs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Amass & Process Data                                                                                                                                                                                                                                                                                                                                              | Actions                                                                                                                                                                                                                                                                                                                         |
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| <p><b>SLO 1_Comprehensive Assessment -</b> Provide nursing intervention to critically and chronically ill patient based on comprehensive assessment of the bio-psycho-social-spiritual aspects of the person. Approved by CAC on February 01, 2016. Re-approved by CAC on June 20, 2019. Re-Approved by CC on August 04, 2021.</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2013 - 2014 (Spring), 2014 - 2015 (Spring), 2015 - 2016 (Spring), 2016 - 2017 (Spring), 2017 - 2018 (Spring), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 02/13/2013</p> | <p><b>Case Study -</b> The student will select one patient under his/her care who will present a valuable learning experience. The student will follow this patient from admission to discharge. This study is designed to provide the student with an opportunity for a more meaningful and comprehensive medical-surgical nursing experience through a continuous and extended relationship in care of a patient and family. Students will be scored based on "case-study" format guideline. See related documents.</p> <p><b>Benchmark:</b> 70% of the students will get 95% - 100% on the case study</p> <p><b>Notes:</b> Students to identify the client he/she wish to work with early to start gathering data before client discharge; otherwise, the students will have to pay their own transportation to visit client at homes</p> <p><b>Related Documents:</b><br/> <a href="#">NURS 222 course syllabus sp2019</a></p> | <p><b>Reporting Period:</b> 2017 - 2018 (Spring 18)</p> <p><b>Benchmark Met:</b> Benchmark Not Met<br/>only 20% of the 15 students were able to get 95% on the case study (05/22/2018)</p>                                                                                                                                                                        | <p><b>Action:</b> Although, the guideline is provided, there is still a need to making sure student understand the contents of the case study format or guideline. (05/22/2018)</p>                                                                                                                                             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Case Study -</b> The student will select one patient under his/her care who will present a valuable learning experience. The student will follow this patient from admission to discharge. This study is designed to provide the student with an opportunity for a more meaningful and comprehensive medical-surgical nursing experience through a continuous and extended</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Reporting Period:</b> 2018 - 2019 (Spring 19)</p> <p><b>Benchmark Met:</b> Benchmark Not Met<br/>55% of the class were able to get 90% and up on the case study. The other half of the class did not follow the guideline. The area that took out certain points include personal evaluation, patient assessment, and the professionalism. (05/28/2019)</p> | <p><b>Action:</b> Prior to the end of the semester or before the students work on their case study,, will take one of the class time to further discuss the format with the students, example of good papers should be provided with the bad ones for comparison. Will have to keep some of the students works (05/28/2019)</p> |

| SLOs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Actions                                                                                                                                                                                                                                                                                                                |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>relationship in care of a patient and family. Students will submit the document at the end of the semester, that will be scored based on "case-study" format guideline. See related documents.</p> <p>_copy</p> <p><b>Benchmark:</b> 70% of the students will get 90% on the case study</p> <p><b>Notes:</b> Students to identify the client he/she wish to work with early to start gathering data before client discharge; otherwise, the students will have to pay their own transportation to visit client at homes</p> <p><b>Related Documents:</b></p> <p><a href="#">Case study Format.docx</a></p>                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                        |
| <p><b>SLO 2_Intervention Rehabilitation -</b> Plan and implement appropriate nursing intervention and rehabilitation in care of the person who has suffered stroke, amputation, arthritis, and/or urinary and bowel elimination problems, including those persons with maladaptive psychosocial behaviors. Approved by CAC on February 01, 2016. Re-approved by CAC on June 20, 2019. Re-Approved by CC on August 04, 2021.</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2013 - 2014 (Spring), 2014 - 2015 (Spring), 2015 - 2016 (Spring), 2016 - 2017 (Spring), 2017 - 2018 (Spring), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 02/13/2013</p> | <p><b>Skill Performance -</b> provide supportive care for patients requiring mobility and self-care</p> <p><b>Benchmark:</b> 100% of students will provide appropriate nursing care to patients requiring rehabilitation nursing</p> <p><b>Notes:</b> 100% of students were able to perform this skill safely</p> <p><b>Skill Performance -</b> Having learned the nursing process in providing safe, competent care to Marshallese and non-Marshallese clients with chronic diseases, the students will prepare and implement a nursing care plan and provide the pathophysiology and drug cards for each patient with chronic disease or multiple diseases. This assignment aims to train our student nurses for professional nursing work.</p> <p><b>Benchmark:</b> 80% of students will get</p> | <p><b>Reporting Period:</b> 2016 - 2017 (Spring 17)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>100% of students were able to perform this skill safely (05/23/2017)</p> <p><b>Reporting Period:</b> MAPS Fall 2020 - Fall 2021 Cycle 2 Group 1</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>There are 19 active students in this course. They have been preparing and submitting care plans and for this assessment they are required to submit the care plan, the pathophysiology, and the drug card for one of their patients they've been working with very recently (around week 14). The results showed that 84% (16/19) of the students passed the assessment and only 16% (3/19) did not pass. Therefore the bench mark has been met and even exceeded. The 16 active students that passed the assessment are the ones that have the following behaviors: Accept</p> | <p><b>Action:</b> To work with those students that did not submit the care plans for the patients they've been working with. Set up writing or creating care plans coaching sessions prior to the end of the semester. Refer students to student service for tutorial services or counseling services (04/14/2021)</p> |

| SLOs | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Actions |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|      | <p>a score of 70% or higher based on the skills performance criteria.</p> <p><b>Notes:</b> Skills Performance Criteria for Care Plans:</p> <p>A) Care plan</p> <p>Data base: Assessment</p> <p>2%</p> <p>Nursing diagnosis</p> <p>5%</p> <p>Goals</p> <p>1%</p> <p>Nursing Intervention</p> <p>3%</p> <p>Evaluation</p> <p>1%</p> <p>B) Pathophysiology</p> <p>10%</p> <p>C) Drug cards</p> <p>10%</p> <p><b>Department Chair Feedback:</b> FPeter prepared, advised faculty to seek further assistance or coaching from Dr. Rosalie Bojos</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 04/15/2021</p> <p><b>Related Documents:</b></p> <p><a href="#">CSNURS222wbsp21.docx</a></p> <p><a href="#">Care plan sample (1).pdf</a></p> | <p>responsibilities for promptness, attendance, and professional appearance, demonstrate initiative, honesty, integrity, and assumes accountability for their own actions. The others that did not pass the assessment are the one that need coaching and assistance in creating their care plans.</p> <p>The assessment tool is designed to help guide our nursing students in developing and implementing the quality nursing care for the patients they've been working with very recently (around week 14) (04/14/2021)</p> <p><b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.</p> <p><b>Related Documents:</b></p> <p><a href="#">Care plan sample (1).pdf</a></p> <p><a href="#">NURS 222.docx</a></p> |         |

# NURS 235:FAMILY HEALTH

| SLOs                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Amass & Process Data                                                                                                                                                                                                                              | Actions |
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| <p><b>SLO 1_Nursing Care</b> - Apply basic principles of nursing care to mothers, infants, children, and adolescents. Approved by CAC on February 01, 2016. Re-approved by CAC on June 20, 2019. Re-Approved by CC on August 04, 2021.</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2016 - 2017 (Fall), 2017 - 2018 (Fall), 2018 - 2019 (Fall), Spring 2021 - Spring 2022 Cycle 2 Group 2</p> <p><b>Start Date:</b> 02/01/2016</p> | <p><b>Written Assignment or Essay</b> - Write a 1-2 page(s) paper that defines the family, explain the different types of family structures and describe your type of family structure</p> <p><b>Benchmark:</b> All students will complete written assignment accurately</p> <p><b>Notes:</b> 95% of the students completed the assignment satisfactorily</p>                                                                                                                                                       | <p><b>Reporting Period:</b> 2017 - 2018 (Fall 17)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>95% of the students completed the assignment satisfactorily (12/20/2017)</p>                                                                  |         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Written Assignment or Essay</b> - Students will be able to discuss specific disease process (pathophysiology) and nursing intervention for the disease or disorder</p> <p><b>Benchmark:</b> 95% of students will be able to discuss nursing interventions for their hospitalized clients based on disease process and recommended treatment prior to clinic</p> <p><b>Notes:</b> 95% benchmark was chosen because of the critical nature of the work. A rubric will be used to assess student performance</p> | <p><b>Reporting Period:</b> 2017 - 2018 (Fall 17)</p> <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p>Only 70% of students are able to discuss the pathophysiology and interventions for their clients prior to clinic.</p> <p>(12/20/2017)</p> |         |
| <p><b>SLO 2_Development Theories</b> - Use growth and developmental theories in caring for mothers, children and the family. Approved by CAC on February 01, 2016. Re-approved by CAC on June 20, 2019. Re-Approved by CC on August 04, 2021.</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2016 - 2017 (Fall), 2017 - 2018 (Fall), 2018 - 2019 (Fall), Spring 2021 - Spring 2022 Cycle</p>                                         | <p><b>Presentation</b> - Group presentations on specific prenatal development age. About 85% of the student presentations were able to discuss prenatal growth and development and the nursing interventions required to help mothers maintain healthy pregnancies. About 15% did their presentations but did not meet expectations.</p>                                                                                                                                                                            | <p><b>Reporting Period:</b> 2017 - 2018 (Fall 17)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>85% did well, 15% did not meet assignment requirements (12/20/2017)</p>                                                                       |         |

| SLOs                                | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Amass & Process Data                                                                                                                                                                                                                                             | Actions                                                                                                                                                                                 |
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| 2 Group 2<br>Start Date: 02/01/2016 | <p><b>Benchmark:</b> Develop normal growth &amp; development brochures for specific age groups</p> <p><b>Notes:</b> 85% did well, 15% did not meet assignment requirements</p> <p><b>Related Documents:</b><br/> <a href="#">Care Plan NURS 235.docx</a><br/> <a href="#">Case Study TJorkan.pptx</a></p> <p><b>Written Assignment or Essay -</b><br/> Students will discuss nursing interventions for their clients based on developmental theories in the care of mothers and children prior and during clinic</p> <p><b>Benchmark:</b> 95% of students will be prepared to give comprehensive care to mothers and children</p> <p><b>Notes:</b> 95% of students are able to explain the developmental stages of their clients and age appropriate nursing interventions</p> | <p><b>Reporting Period:</b> 2017 - 2018 (Fall 17)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>95% of students are able to explain the developmental stages of their clients and age appropriate nursing interventions (12/20/2017)</p>                     |                                                                                                                                                                                         |
|                                     | <p><b>Written Assignment or Essay -</b><br/> accurately describe growth and development stage and tasks for clients in the clinic setting</p> <p><b>Benchmark:</b> 70% of students accurately describe the Erickson and Piaget developmental stage part of their nursing care plan</p> <p><b>Notes:</b> Section IV of the nursing care plan is Psychosocial Assessment of the client</p> <p><b>Related Documents:</b><br/> <a href="#">Care Plan NURS 235.docx</a><br/> <a href="#">Case Study TJorkan.pptx</a></p>                                                                                                                                                                                                                                                            | <p><b>Reporting Period:</b> 2018 - 2019 (Fall 18)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>70% of students are able to accurately describe the developmental stages and tasks of their clients (12/17/2018)</p>                                         | <p><b>Action:</b> Review and do more related activities in developmental theories for those students who are still struggling with this part of the nursing care plan. (12/17/2018)</p> |
|                                     | <p><b>Skill Performance -</b> Use principles of human growth and development and provide care to the mother and child. Students will use the nursing process to provide appropriate care</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Reporting Period:</b> MAPS Spring 2021 - Spring 2022 Cycle 2 Group 2</p> <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p>This is work in progress. Students in this course just started their clinical rotation this semester and perhaps this was a</p> | <p><b>Action:</b> Continue to work with students these coming weeks to explain and provide extra tutoring to achieve this ambitious task. (10/04/2021)</p>                              |

| SLOs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Actions                                                                                                                                                                                                                                                                                                                                   |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>to patients based on human growth and developmental theories (fpeter).</p> <p><b>Benchmark:</b> 80% of students will score 80% or higher in their nursing care plan including the section on human growth and development</p> <p><b>Notes:</b> Use this assessment tool in Fall 2021</p> <p><b>Department Chair Feedback:</b> Use this assessment tool during the first three weeks of clinic and at least 3x throughout the semester to determine student progress on this assessment tool</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 06/02/2021</p>                                          | <p>bit ambitious assessment tool, however, as the theme of this Mani Week, "Metwan Tiltak" meaning that the work continues despite challenges and hoping for a successful analysis of this assignment. (10/04/2021)</p> <p><b>Based on your assessment results &amp; analysis, does the SLO statement need revision?:</b> No. The SLO statement doesn't need revision.</p> <p><b>High Quality Assessment Results and Action:</b> Yes</p> <p><b>Supervisor's Feedback Using The High Quality SLO Assessment Rubric:</b> An ambitious assessment plan, however, will do the best I can</p> <p><b>Supervisor's Approval Status:</b> Approved</p> <p><b>Supervisor's Approval Date:</b> 11/29/2021</p> |                                                                                                                                                                                                                                                                                                                                           |
| <p><b>SLO 3_Nursing Interventions -</b> Develop effective and culturally relevant nursing interventions to meet health care needs of high risk pregnant mothers and their families. Approved by CAC on February 01, 2016. Re-approved by CAC on June 20, 2019. Re-Approved by CC on August 04, 2021.</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2016 - 2017 (Fall), 2017 - 2018 (Fall), 2018 - 2019 (Fall), Spring 2021 - Spring 2022 Cycle 2 Group 2</p> <p><b>Start Date:</b> 02/01/2016</p> | <p><b>Presentation -</b> Students present their nursing care plans prior to clinic practice</p> <p><b>Benchmark:</b> 95% of students are able to use the nursing process accurately and completely when presenting patient data and plan of action prior to clinic each week</p> <p><b>Written Assignment or Essay -</b> Each student to submit weekly nursing care plan for each of their patients</p> <p><b>Benchmark:</b> 95% of students will score 70% or higher on their nursing care plans</p> <p><b>Notes:</b> Less than 60% of students scored higher than 70% on their care plans, however the care plans were improved throughout the semester</p> | <p><b>Reporting Period:</b> 2017 - 2018 (Fall 17)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>95% of students are able to use the nursing process accurately and completely when presenting patient data and plan of action prior to clinic each week (10/30/2017)</p> <p><b>Reporting Period:</b> 2017 - 2018 (Fall 17)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>Less than 60% of students scored higher than 70% on their care plans, however the care plans were improved throughout the semester (12/20/2017)</p>                                                                                                                                                               | <p><b>Action:</b> continue to provide support for students in completing their nursing care plans accurately (08/12/2019)</p> <p><b>Action:</b> Provide additional support/tutoring for students who are having problems completing their care plans accurately (08/12/2019)</p> <p><b>Follow-Up:</b> Fall Semester 2019 (08/12/2019)</p> |

**NURS 245:FAMILY HEALTH NURSING II**

No data found for the selected criteria.

# NURS 256:COMMUNITY AND MENTAL HEALTH NURSING

| SLOs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Actions |
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| <p><b>SLO 1_History, Concepts</b> - Diescribe the history, principles, and concepts of psychiatric and community health nursing. Approved by CAC on February 13, 2013. Re-approved by CAC on February 01, 2016.</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2013 - 2014 (Spring), 2014 - 2015 (Spring), 2015 - 2016 (Spring), 2016 - 2017 (Spring), 2017 - 2018 (Spring), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 02/13/2013</p> | <p><b>Written Assignment or Essay - 1.</b></p> <p>Written assignments (one page) and oral presentations on</p> <ol style="list-style-type: none"> <li>at least 3 nursing leaders and their contributions to the practice of nursing</li> <li>Conceptual frameworks of community and mental health nursing</li> </ol> <p><b>Benchmark:</b> 1. 100% of students will score at least 70% on written and oral assignments</p> <p>2. 80% of students will score &gt;70% on tests</p> | <p><b>Reporting Period:</b> 2013 - 14 (Fall 13)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <ol style="list-style-type: none"> <li>100% of the 70% or higher on written and oral assignment 1a</li> <li>Less than 70% of the students score 70% or higher on assignment 1b</li> <li>More than 80% of students score 70% or higher on tests</li> </ol> <p>Summarizing reading assignments is not too challenging for students. However, synthesizing information is challenging for some students. Furthermore, many of the student's written work did not fully answer the questions (10/12/2015)</p> |         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Written Assignment or Essay -</b></p> <p>written assignment on nursing leaders in Community and Mental Health nursing and their contributions to the profession</p> <p><b>Benchmark:</b> 100% of students will complete the assignments on time with a score of at least 70%</p>                                                                                                                                                                                          | <p><b>Reporting Period:</b> 2016 - 2017 (Spring 17)</p> <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p>Seven (7) students did not turn in their assignment on time and 2 students scored less than 70% (05/22/2017)</p>                                                                                                                                                                                                                                                                                                                                                                               |         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Project - Group -</b> Students used genograms in presenting their case studies and how the family medical history influence their client's health and use of the health care system</p> <p><b>Benchmark:</b> 100% all student groups will incorporate genogram of their clients in their case studies and will score at least 80% on their case studies</p>                                                                                                               | <p><b>Reporting Period:</b> 2016 - 2017 (Spring 17)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>All groups of students developed genogram in their case studies and scored higher than 80% on their assignemnts (05/22/2017)</p>                                                                                                                                                                                                                                                                                                                                                                   |         |
| <b>SLO 2_Nursing Process</b> - Use the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Project - Group -</b> Students worked in                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Reporting Period:</b> 2016 - 2017 (Spring 17)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |

| SLOs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>nursing process in developing and implementing appropriate nursing interventions in the three levels of health care delivery. Approved by CAC on February 13, 2013. Re-approved by CAC on February 01, 2016.</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2013 - 2014 (Spring), 2014 - 2015 (Spring), 2015 - 2016 (Spring), 2016 - 2017 (Spring), 2017 - 2018 (Spring), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 02/13/2013</p> | <p>groups to do case studies on clients with chronic illness. One of the important parts of the case study was to use the nursing process in providing intervention to their clients.</p> <p><b>Benchmark:</b> 100% of the groups will use the nursing process when providing care to their chronically ill patients.</p> <p><b>Notes:</b> Rubrics were obtained online</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 05/27/2020</p> <p><b>Presentation</b> - Students worked in groups of 2 to 3 to develop case studies on clients that they worked with during the semester. The students will present their case study findings.</p> <p><b>Benchmark:</b> At least 70% of the students will score 80% in their case study presentation</p> <p><b>Notes:</b> Students were required to submit 1st and 2nd drafts prior to presentation</p> <p><b>Related Documents:</b><br/> <a href="#">Rubric Presentation.docx</a></p> | <p><b>Benchmark Met:</b> Benchmark Met</p> <p>100% of the group developed nursing care planning based on the nursing process. (05/22/2017)</p> <p><b>Related Documents:</b><br/> <a href="#">CMH Schizophrenia.pptx</a></p> <p><b>Reporting Period:</b> 2018 - 2019 (Spring 19)</p> <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p>Less than 70% of the groups achieved the benchmark. Only half of the group (4 out of 7 groups) scored 80% or higher. The other 3 groups turned in their group work late and did not have the opportunity to revise their work. (05/28/2019)</p> | <p><b>Action:</b> Students do not work well in groups. In the future, students will be given specific roles and assignments and regular follow up on group progress. (05/28/2019)</p> <p><b>Follow-Up:</b> Several group assignment were given to students for class presentation on specific health topics and group work was divided among each group member which accomplished the assignments, however, more group interaction is recommended so that students are able to learn from each other. Will continue to work on this goal. (05/27/2020)</p> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Presentation</b> - Students will use evidence-based resource materials in client health education on a specific health topic</p> <p><b>Benchmark:</b> 80% of students will provide health education to a specific group</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Reporting Period:</b> MAPS Fall 2019 - Fall 2020 Cycle 1 Group 1</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>Students worked in groups of 3 to 4 students to develop community educational materials using available online resources and presented to RongRong students and AHEC student scholars. (07/24/2020)</p>                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

| SLOs                                                                                                                                                                                                                                                                                    | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Actions                                                                                                                                                                    |
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|                                                                                                                                                                                                                                                                                         | <p><b>Department Chair Feedback:</b> This assessment is late. Make an effort to complete all assignments on time</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 05/27/2020</p> <p><b>Related Documents:</b><br/> <a href="#">Rubric Presentation.docx</a><br/> <a href="#">rubric written assignment.docx</a></p> <p><b>Project - Individual</b> - Students will use the nursing process to provide competent, safe nursing care to individual patients and their families</p> <p><b>Benchmark:</b> 70% of students provide safe, competent care to their clients and their families</p> <p><b>Department Chair Feedback:</b> FPeter wrote this assessment tool</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 10/15/2020</p> | <p><b>Reporting Period:</b> MAPS Fall 2020 - Fall 2021 Cycle 2 Group 1</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>Twelve of the 18 students completed the assignment on time and they scored 70% and higher. One student had a perfect score (100%), eight students had scores of 90%, One student scored 95%, and one student scored 80%, the lowest score. The average score for this assignment was 83%. The grade or score was based on assignment requirements or answering the questions correctly. Discussion of nursing care plans and examples of actual care plans was shared with students. Websites on the topic was also provided. Students were fully engaged in this assignment. The final product will be used in actual patient care during clinical practice. Student feedback was provided for improvement of patient care. (04/14/2021)</p> <p><b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.</p> <p><b>Related Documents:</b><br/> <a href="#">CVA Care Plan AC.docx</a><br/> <a href="#">Nursing Care Plan EK.docx</a></p> | <p><b>Action:</b> Repeat this assignment early in the semester and follow up student implementation of the care plan. Provide immediate student feedback. (04/15/2021)</p> |
| <p><b>SLO 3_Clinics, Community</b> - Provide nursing care to clients in the clinics and community settings. Approved by CAC on February 13, 2013. Re-approved by CAC on February 01, 2016.</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2013 - 2014</p> | <p><b>Skill Performance</b> - Students clinic performance in Community Health and Mental Health clinics. Students provided immunization to children in the MCH clinic which is primary prevention. students provided secondary prevention by administering medications to TB and</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Reporting Period:</b> 2017 - 2018 (Spring 18)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>100% of students provided care in each stage of the disease process as evidenced by their clinic reports that are submitted each week. All students in the course had provided primary, secondary, and tertiary prevention to their clients. (05/22/2018)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                            |

| <i>SLOs</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <i>Assessment Tools</i>                                                                                                                                                                                                                                                                                          | <i>Amass &amp; Process Data</i>                                                                                                                                                                                                                                                  | <i>Actions</i> |
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| <p>(Spring), 2014 - 2015 (Spring), 2015 - 2016 (Spring), 2016 - 2017 (Spring), 2017 - 2018 (Spring), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 02/13/2013</p>                                                                                                                                                                                                                                                                                                                                                    | <p>leprosy patient. Students did home visit to provide health care to those patients who are not able to come to the clinic due to disabilities.</p> <p><b>Benchmark:</b> 100% of students will provide care in all stages of the disease process.</p>                                                           |                                                                                                                                                                                                                                                                                  |                |
| <p><b>SLO 4_Therapeutic communication -</b> Communicate therapeutically with patients, family members, friends, members of the health care team, and others in the community. Approved by CAC on February 13, 2013. Re-approved by CAC on February 01, 2016.</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2013 - 2014 (Spring), 2014 - 2015 (Spring), 2015 - 2016 (Spring), 2016 - 2017 (Spring), 2017 - 2018 (Spring), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 02/13/2013</p> | <p><b>Skill Performance -</b> Students working in the hospital and outreach clinics are required to use therapeutic communication with their clients in all health care setting.</p> <p><b>Benchmark:</b> 100% of students will therapeutic communicate therapeutically when interacting with their clients.</p> | <p><b>Reporting Period:</b> 2016 - 2017 (Spring 17)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>100% of student communicate therapeutically with their clients (05/22/2017)</p>                                                                                            |                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Objective Type Exam/Quiz -</b></p> <p><b>Standardized -</b> ATI exams on Mental Health provide questions on therapeutic communication</p> <p><b>Benchmark:</b> 100% of students will score at least 70% on questions relating to therapeutic communication.</p>                                            | <p><b>Reporting Period:</b> 2016 - 2017 (Spring 17)</p> <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p>Students scored really low on ATI exams. The majority of students scored less than 50% on ATI tests which had questions on therapeutic communication. (05/22/2017)</p> |                |

# NURS 260:SENIOR NURSING SEMINAR

| SLOs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Actions                                                                                                                                                                                                                                                                                                     |
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| <p><b>SLO 1_Nursing Process</b> - Implement nursing interventions based on the nursing process. Approved by CAC on February 01, 2016. Re-approved by CAC on June 20, 2019. Re-Approved by CC on September 27, 2021.</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2013 - 2014 (Spring), 2014 - 2015 (Spring), 2015 - 2016 (Spring), 2016 - 2017 (Spring), 2017 - 2018 (Spring), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 02/13/2013</p>     | <p><b>Written Assignment or Essay</b> - Students were given sample case studies and were instructed to develop appropriate nursing care plans based on the case studies</p> <p><b>Benchmark:</b> 70% of students will score 80% or higher in their sample nursing care plan</p> <p><b>Notes:</b> Students will use the nursing process to develop their nursing care plans</p> <p><b>Related Documents:</b><br/> <a href="#">Care Plan Rubric.doc</a></p>                                                                                  | <p><b>Reporting Period:</b> 2018 - 2019 (Spring 19)</p> <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p>Less than 70% of students were able to score 80% or higher in their individual nursing care plan assignment. Everyone was able to identify appropriate nursing diagnosis and the evaluation parts of the nursing process but had difficulty identifying appropriate nursing interventions specific to the case study early in the semester but improved toward the end of the semester. (05/28/2019)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Action:</b> Provide more sample case studies and references and resource materials. Provide tutoring to students who need help. (05/28/2019)</p>                                                                                                                                                      |
| <p><b>SLO 2_Pathophysiological Factors</b> - Analyze the pathophysiology of diseases and disorders. Approved by CAC on February 01, 2016. Re-approved by CAC on June 20, 2019. Re-Approved by CC on September 27, 2021.</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2013 - 2014 (Spring), 2014 - 2015 (Spring), 2015 - 2016 (Spring), 2016 - 2017 (Spring), 2017 - 2018 (Spring), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 02/13/2013</p> | <p><b>Case Study</b> - Students will discuss patient case studies including the pathophysiology of the disease and appropriate nursing interventions</p> <p><b>Benchmark:</b> 70% of students will score 70% or higher in their case studies</p> <p><b>Notes:</b> Implement this activity prior to midterm or as part of the midterm exam</p> <p><b>Department Chair Feedback:</b> FPeter wrote this assessment tool</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 10/15/2020</p> | <p><b>Reporting Period:</b> MAPS Fall 2020 - Fall 2021 Cycle 2 Group 1</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>Students were required to do a case study on one of the patients that they were working with in one particular clinical week. A total of 15 students participated in this activity and all of them scored 80% or higher in this assignment, which means 100% of students met the benchmark. The students were eager and excited to do this assignment and were engaged with the instructor as they developed their work. Immediate feedback was provided to the students and they were encouraged to see the instructor for further discussion and clarification. Overall, the students did well as they met the requirements for the assignment but they could have done better and were asked to see the instructor to address deficiencies identified by the instructor. The students will use this assignment to teach the patients about their medical condition. (04/15/2021)</p> <p><b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.</p> <p><b>Related Documents:</b></p> | <p><b>Action:</b> Continuous assessment of students' competence in implementation of this assignment. Do similar assignments at the beginning of each semester and provide prompt feedback. Continue to assess the effectiveness of this assessment tool in achieving this particular SLO. (04/15/2021)</p> |

| SLOs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                         | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <a href="#">Patient Teaching L Orbital Mass.docx</a><br><a href="#">Patient Teaching Pleural Effusion.docx</a><br><a href="#">patient teaching AC.docx</a><br><a href="#">Patient Teaching HA.docx</a>                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>SLO 3_Issues and Trends</b> - Describe issues and trends affecting the practice of nursing. Approved by CAC on February 01, 2016. Re-approved by CAC on June 20, 2019. Re-Approved by CC on September 27, 2021.<br><b>SLO Outcome Status:</b> Active<br><b>SLO Assessment Cycle:</b> 2013 - 2014 (Spring), 2014 - 2015 (Spring), 2015 - 2016 (Spring), 2016 - 2017 (Spring), 2017 - 2018 (Spring), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1<br><b>Start Date:</b> 02/13/2013 | <b>Written Assignment or Essay</b> - Write and present an issue that is affecting nursing practice in the RMI. A rubric will be used to score the assignment<br><b>Benchmark:</b> At least 70% of students will score at least 70% or higher on the written and oral presentation<br><b>Notes:</b> For this SLO, written assignment will be assessed<br><br><b>Project - Individual</b> - Students will select one UN Sustainable Development Goal (SDG) and analyze RMI's status on attainment on that SDG using available reports and/or resources<br><b>Benchmark:</b> 85% of students will complete this assignment satisfactorily<br><b>Notes:</b> websites were provided for students to review for this assignment<br><br><b>Department Chair Approval Status:</b> Approved<br><b>Department Chair Approval Date:</b> 05/27/2020<br><b>Related Documents:</b><br><a href="#">UN SDGs</a><br><a href="#">UN SDGs</a> | <b>Reporting Period:</b> 2017 - 2018 (Spring 18)<br><b>Benchmark Met:</b> Benchmark Met<br>Test results (test 2) shows that 100% of students scored 70% or higher on this assignment (05/25/2018)<br><br><b>Reporting Period:</b> MAPS Fall 2019 - Fall 2020 Cycle 1 Group 1<br><b>Benchmark Met:</b> Benchmark Met<br>90% of students completed the assignment (05/27/2020) | <b>Action:</b> Continue to make student assignments relevant to the local context while exposing them to issues and trends that are common to the practice of nursing. (05/25/2018)<br><b>Follow-Up:</b> Students met the benchmark (05/25/2018)<br><br><b>Action:</b> Continue to provide student feedback promptly in any and all future assignments (05/27/2020)<br><b>Follow-Up:</b> Prompt student feedback is essential for enhance student learning and the instructor will continue to improve in this area (05/27/2020) |
| <b>SLO 4_Nursing Management</b> - Use nursing management and leadership skills in implementing nursing care. Approved by CAC on February 01, 2016. Re-approved by CAC on June 20, 2019. Re-Approved by CC on                                                                                                                                                                                                                                                                                                                                               | <b>Case Study</b> - The students were assigned to present a topic selected on case management and how to manage the case study based on the nursing process. They were assigned to this homework individually                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Reporting Period:</b> 2016 - 2017 (Spring 17)<br><b>Benchmark Met:</b> Benchmark Met<br>18 students or 70% of the students or class received 90% or better grades. (05/26/2017)                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

| <i>SLOs</i>                                                                                                                                                                                                                                                                                                                                                                    | <i>Assessment Tools</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <i>Amass &amp; Process Data</i> | <i>Actions</i> |
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| <p>September 27, 2021.</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2013 - 2014 (Spring), 2014 - 2015 (Spring), 2015 - 2016 (Spring), 2016 - 2017 (Spring), 2017 - 2018 (Spring), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 02/13/2013</p> | <p>Before giving out the assignment, lectures are discuss in the classroom on nursing process and nursing management care.</p> <p><b>Benchmark:</b> I expect that 15 of the students or 70% or more students among the 18 students shall be able to get 70% or better grades out from this assignment.</p> <p><b>Notes:</b> I found out that students can able to do their case presentation based on the nursing process that is discussed in the textbook, Nursing Senior Seminar.</p> |                                 |                |

# PSY 101:INTRODUCTION TO PSYCHOLOGY

| SLOs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>SLO 1_Historical Trends</b> - Investigate the history of psychology and the evolution of modern psychological theory. Approved by CAC on May 04, 2015.</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2015 - 2016 (Fall), 2015 - 2016 (Spring), 2016 - 2017 (Fall), 2016 - 2017 (Spring), 2016 - 2017 (Summer), 2017 - 2018 (Fall), 2017 - 2018 (Spring), 2017 - 2018 (Summer), 2018 - 2019 (Fall), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 05/04/2015</p> | <p><b>Objective Type Exam/Quiz - In Course</b> - I shall apply an exam made up of two parts. The first will be made up of multiple choice questions. The second part will be two questions expected to be answered in various paragraphs. The contents of the quiz shall cover Introduction to Psychology, Behaviorism, Gestalt Theory, Clinical Psychology and Forensic Psychology. Gabriel Andrade</p> <p><b>Benchmark:</b> My expectation is that 90% of the students reach a level 80 (on a scale from 0 to 100) in knowledge of basic historical trends in Pyshcology. Gabriel Andrade</p>      | <p><b>Reporting Period:</b> 2016 - 2017 (Spring 17)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>Students were given several opportunities (written as well as presentation assignment) to demonstrate their knowledge and understanding of the field of psychology, behaviorism, gestalt theory, clinical psychology, and forensic psychology. 90% of the students were able to demonstrate their comprehension and understanding at the 80% level. (05/22/2017)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Written Assignment or Essay - 3</b></p> <p>Written Essay in each month</p> <p><b>Benchmark:</b> 70% or higher level grade of completion.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Reporting Period:</b> 2016 - 2017 (Spring 17)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>Average score, of 59 students, are 21.2 which is about 70.2% level. (05/23/2017)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Action:</b> I will try to innovate my teaching methods, by incorporating examples from Marshallese culture that students can relate to. Gabriel Andrade (09/29/2016)</p>                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Objective Type Exam/Quiz - In Course</b> - Students will be given a Quiz on the "Evolution of modern day Psychology" in order to know how much they have learnt in regards to the evolution of Psychology and also the contributions of different Schools of thoughts in the origin of Psychology.</p> <p><b>Benchmark:</b> 75% of the students will score 75% or higher in the course. A rubric will be used to gauge their general performance in terms of their abilities.</p> <p><b>Notes:</b> This assessment will be conducted to assess if students have the basic knowledge of how</p> | <p><b>Reporting Period:</b> 2018 - 2019 (Spring 19)</p> <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p>In the Spring Semester of 2019, 66 students enrolled for the PSY 101 course (23 FROM SECTION 1, 19 FROM SECTION 2 AND 24 FROM SECTION 3) before the finals. One student from section 1, 1 from section 2 and 4 from section 3 did not write the quiz meaning that 60 students wrote the quiz. 17 out of 22 (77%) of the students in section 1 scored 30 and above, 13 out of 18 (72%) students in sections 2 scored 30 and above, while 12 out of 20 (60%) students from sections 3 scored 30 and above in the quiz. Overall, 42 students out of 60 who wrote the quiz (70%) scored 30 points (75%) and above. This means that the benchmark for the SLO was not met as only 70% of the students in all sections who wrote the quiz scored 75% or more which is less than 75% of the students indicated in the benchmark. The students in section 1 performed better than the</p> | <p><b>Action:</b> These are the steps to improve the SLO in the future:</p> <ul style="list-style-type: none"> <li>• Introduce a mock quiz session before Quiz 1 which will expose the students to my assessment method</li> <li>• Follow up on students who are tardy and/or absent (without valid reasons) by sending emails to those with lots of absences.</li> <li>• Motivate them more to be serious with their studies and encourage them to participate in class and be more relaxed.</li> <li>• Consistently engage and discuss with students about the</li> </ul> |

| SLOs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Actions                                                            |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Psychology became a subject, its origin, the different Schools of thoughts and their various contributions. The History and Evolution of Psychology was taught to the students from chapter one of the text: Psych 5; Introductory Psych, by Rathus Spencer 5th Edition. A quiz consisting of 30 multiple choice questions and one essay was then used to find out if the students understand the concept of Historical Trends in Psychology. Each multiple choice question was worth one mark, while the essay was 10 marks.</p> | <p>students in the other two sections because they always come to class early, participated better in class and usually come prepared with questions. The levels of late coming and absenteeism is particularly high in section 3. The relatively weak performance in this quiz can also be due to it being the first assessment of the course and students were not yet used to the course and to my style of assessment. This is supported by the general high pass rate in the class in the final exam (57 out of 60 passed equaling a 95% pass rate). (05/22/2019)</p> <p><b>Related Documents:</b><br/> <a href="#">PSY101 SLO Assessment Spring 2019a.docx</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>strategies to reduce lateness and absenteeism. (05/22/2019)</p> |
| <p><b>SLO 2_Psychological Issues</b> - Contrast research, methods, and theory for common psychological issues. Approved by CAC on May 04, 2015.<br/> <b>SLO Outcome Status:</b> Active<br/> <b>SLO Assessment Cycle:</b> 2015 - 2016 (Fall), 2015 - 2016 (Spring), 2016 - 2017 (Fall), 2016 - 2017 (Spring), 2016 - 2017 (Summer), 2017 - 2018 (Fall), 2017 - 2018 (Spring), 2017 - 2018 (Summer), 2018 - 2019 (Fall), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1<br/> <b>Start Date:</b> 05/04/2015</p> | <p><b>Written Assignment or Essay</b> - Each student will complete a research paper comparing and contrasting Sigmund Freud's nature based theories/concepts and Erik Erikson's nurture based theories/concepts.<br/> <b>Benchmark:</b> At least 75% of all students will score at least an 80% or above on their Nature verses Nurture research paper.</p>                                                                                                                                                                          | <p><b>Reporting Period:</b> 2011 - 2012 (Fall 11)<br/> <b>Benchmark Met:</b> Benchmark Met<br/> 50% of the students scored a C or better in the course w/Alpha five V9 verification), 90% submitted both a methods research projects and presented their findings to their peers.<br/> Possible mitigating factors: 50% of the students demonstrated low Language, comprehension and writing skills, including the significance between research papers and following APA criteria. And of that same group - 10% either did not submit research papers, did not present to their peers, failed to sit for exams and or failed to comprehend the serious nature of plagiarism.<br/> (10/12/2015)</p> <hr/> <p><b>Reporting Period:</b> 2013 - 14 (Fall 13)<br/> <b>Benchmark Met:</b> Benchmark Not Met<br/> 58.6% of students received 80% or higher on the assignment.<br/> This does represent a high rate of success, although still does not meet the goal. This percentage was largely affected by the number of students who did not turn a paper in. Students who completed a paper did show a higher level of understanding of both the assignment and the methods of observation.</p> |                                                                    |

| SLOs | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Actions                                                                                                                                                                                          |
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|      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | (10/08/2015)<br><b>Reporting Period:</b> 2013 - 14 (Fall 13)<br><b>Benchmark Met:</b> Benchmark Met<br>31.58% of students received 80% or higher on the assignment<br>I was not on island as students were completing this assignment and didn't have an opportunity to visit my office for questions if they had any. In addition, we didn't spend enough time in class explicitly going over the different types of research methods.<br>(10/08/2015)                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                  |
|      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Reporting Period:</b> 2014 - 15 (Fall 14)<br><b>Benchmark Met:</b> Benchmark Not Met<br>PSY 101- 50% of students scored 7 out of 10 on the final 2 research papers.<br>PSY 201 -80% of students received an 8 out of 10 on the final 2 research papers.<br>PSY 101- Several students failed to submit the final 2 research papers which in turn lowered their overall grade.<br>(10/02/2015)                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                  |
|      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Reporting Period:</b> 2014 - 15 (Spring 15)<br><b>Benchmark Met:</b> Benchmark Met<br>39 out of 40 students received an 80% or higher on this assessment tool (Nature vs. Nurture Research paper). 86% of students received an 80% or higher by this assessment tool. (05/13/2015)                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                  |
|      | <b>Project - Individual</b> - Students wrote a 5 page paper asking and answering the question: What do children need in order to grow into healthy human beings?<br>1. Identify and define needs<br>2. Interview elders in your village asking this question<br>3. Observe your village assessing whether these needs are met<br>4. write up report of observation<br>5. Identify the strengths and areas of concern in your village<br>6. Recommendations<br><b>Benchmark:</b> 50% of students will be | <b>Reporting Period:</b> 2016 - 2017 (Fall 16)<br><b>Benchmark Met:</b> Benchmark Met<br>Since psychology is the scientific-humanism combined study, it is important training the students to learn how to use the scientific-humanism theories into their idea; I witnessed their improvement through their writing skill improvement. In this class I applied two different parts, lecture and class activity. In the class, I tested their understanding about the lecture and analysis ability through the discussion. And most of them achieved their goals. By the average, the achievement was 21/30 which is about 70% level. So I can say this method was successful.<br>(12/12/2016)<br><b>Reporting Period:</b> 2015 - 2016 (Spring 16) | <b>Action:</b> I applied two short essays, 1 set of quiz, and various reading/discussion actions during the class; my students brought their understandings into their final paper. (12/12/2016) |

| SLOs                                                                                                                                                 | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|                                                                                                                                                      | <p>able to fulfill all steps in this process and write an acceptable report. 50% of students will fulfill some parts of this process, writing a report that demonstrates at least 3 of the steps defined above</p> <p><b>Written Assignment or Essay -</b><br/>Student's will be given assignment on "Sensation and Perception" in order to know how much they have learnt interns of application of Psychological concept in regards to different methods of research done on this topic.</p> <p><b>Benchmark:</b> 75% of the students who wrote the assignment will score 70% and above.</p> <p><b>Notes:</b> This assessment will be conducted to assess if students have the basic knowledge of how to apply the knowledge of research to Sensations and Perceptions issues. "Sensation and Perception" in Psychology was taught to the students from the chapter 3 of "Introductory Psych5 by Rathurs Spencer 5th edition.</p> <p><b>Department Chair Feedback:</b> The assessment is good to test the students understanding of different psychological terms in terms of the different research done in this area.</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 10/08/2019</p> | <p><b>Benchmark Met:</b> Benchmark Not Met<br/>30% of students were able to complete all steps in the process. 75% completed some steps in this process. Several students simply wrote their opinions and explained their reasons.<br/>I will use this assignment again, but I will have students turn in each step, edit and move to next step. (05/11/2016)</p> <p><b>Reporting Period:</b> 2018 - 2019 (Summer 19)</p> <p><b>Benchmark Met:</b> Benchmark Met<br/>In the Summer Semester of 2019, 28 students enrolled for the PSY 101 course and 27 student wrote the assignment on Sensation and Perception. 26 out of 27 (96%) of the students scored at least 7 out of 10 (70%) and above in the assignment. This means that the benchmark for the SLO was met as 96% of the students who wrote the assignment scored 70% or more which is more than 75% of the students indicated in the benchmark. This indicates that a significant number of students are learning the course material. (07/29/2019)</p> <p><b>Related Documents:</b><br/><a href="#">PSY101 SLO Assessment Summer 2019a 2.docx</a></p> | <p><b>Action:</b> These are the steps to ensure the success of SLO is maintained in the future:</p> <ul style="list-style-type: none"> <li>• Prepare students by engaging them more in class activities</li> <li>• Follow up on absent students through the early alert system.</li> <li>• Motivate them more and give rewards in the classroom for participating.</li> <li>• Give them more time to process the primary information they received.</li> <li>• Refer those with problems to Student Centre and for counselling services and assistance if need be. (07/29/2019)</li> </ul> |
| <p><b>SLO 3_Body-Brain Connection -</b><br/>Discover the relative influences of physiology and environment on the development of the individual.</p> | <p><b>Presentation -</b> Students will give a presentation that evaluates a psychological topic and how it</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Reporting Period:</b> 2014 - 15 (Fall 14)</p> <p><b>Benchmark Met:</b> Benchmark Not Met<br/>PSY 101- 50% of students scored 7 out of 10 on the final 2</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

| <i>SLOs</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <i>Assessment Tools</i>                                                                                                                                                                                                     | <i>Amass &amp; Process Data</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <i>Actions</i> |
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| <p>Approved by CAC on May 04, 2015.</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2015 - 2016 (Fall), 2015 - 2016 (Spring), 2016 - 2017 (Fall), 2016 - 2017 (Spring), 2016 - 2017 (Summer), 2017 - 2018 (Fall), 2017 - 2018 (Spring), 2017 - 2018 (Summer), 2018 - 2019 (Fall), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 05/04/2015</p> | <p>relates to or explains human behavior. Presentations will be graded by a Presentation Criteria Rubric.</p> <p><b>Benchmark:</b> 3/ 4 of the class will achieve an 80% or higher on the Presentation Criteria Rubric.</p> | <p>research papers.</p> <p>PSY 201 -80% of students received an 8 out of 10 on the final 2 research papers.</p> <p>PSY 101- Several students failed to submit the final 2 research papers which in turn lowered their overall grade. (10/06/2015)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 15 (Fall 14)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>PSY 101- 50% of students scored 7 out of 10 on the final 2 research papers.</p> <p>PSY 201 -80% of students received an 8 out of 10 on the final 2 research papers.</p> <p>PSY 101- Several students failed to submit the final 2 research papers which in turn lowered their overall grade. (10/06/2015)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 15 (Fall 14)</p> <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p>18 out of 22 students tested scored 50% or less on the pre assessment.</p> <p>15 out of 22 students scored an 80% or higher on the posttest assessment.</p> <p>Several students did not meet benchmark due to their limited English language skills. (10/06/2015)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 15 (Fall 14)</p> <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p>18 out of 22 students tested scored 50% or less on the pre assessment.</p> <p>15 out of 22 students scored an 80% or higher on the posttest assessment.</p> <p>Several students did not meet benchmark due to their limited English language skills. (10/02/2015)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 15 (Spring 15)</p> <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p>1 A, 6 B's, 8 C's, 2 D's and 2 F's out of a total of 19 students enrolled in the course. 7 out of the 19 students were able to score an 80% or higher on the presentation, which falls short by 7 students that would have been needed to meet the benchmark. Two students did not show up for the final</p> |                |

| SLOs | Assessment Tools                                                                                                                                                                                                                                                                                                                                                               | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Actions                                                                                                                                                                                                                                                                                                                                                                          |
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|      |                                                                                                                                                                                                                                                                                                                                                                                | <p>which resulted in them failing the presentation. Students who received C's or D's did not meet all the requirements of the presentation (i.e. were unable to relate the psychological topic to research, human behavior and the environment). In the future, I will take steps to narrow the number of topics students can pick from with more specific guidelines on how to relate a psychological topic to research, theory, human behavior and the environment. (05/15/2015)</p> <p><b>Project - Individual</b> - Tests, methods research project, theorist research and in class presentations<br/> <b>Benchmark:</b> 90% of the students will conduct a methods research project (APA format), 75% will score a C or better in the course and 90% will present their research findings in class to their peers.</p> <p><b>Reporting Period:</b> 2011 - 2012 (Fall 11)<br/> <b>Benchmark Met:</b> Benchmark Met<br/> 50% of the students scored a C or better in the course w/Alpha five V9 verification), 90% submitted both a methods research projects and presented their findings to their peers.<br/> Possible mitigating factors: 50% of the students demonstrated low Language, comprehension and writing skills, including the significance between research papers and following APA criteria. And of that same group - 10% either did not submit research papers, did not present to their peers, failed to sit for exams and or failed to comprehend the serious nature of plagiarism. (09/30/2015)</p> |                                                                                                                                                                                                                                                                                                                                                                                  |
|      | <p><b>Written Assignment or Essay</b> - Students will be given an assignment on "the importance of neurons in human behavior" under the topic on "Biological basis for Psychology".<br/> <b>Benchmark:</b> 75% of students who write the assignment will score 70% and above.</p> <p><b>Related Documents:</b><br/> <a href="#">PSY 101 SLO ASSESSMENT ON TRACDAT.docx</a></p> | <p><b>Reporting Period:</b> 2018 - 2019 (Fall 18)<br/> <b>Benchmark Met:</b> Benchmark Met<br/> In the 2018/19 Fall semester, 63 students enrolled for the PSY 101 course (22 FROM SECTION 1, 20 FROM SECTION 2 AND 19 FROM SECTION 3). 95% of the students in section 1, 88% of the students in section 2 and 76% of the students in section 3, who wrote the assignment scored at least 7 out of 10 marks.</p> <p>This means that the benchmark for the SLO was met as more than 75% of the students in each section who wrote the assignment scored 70% or more. (12/14/2018)</p> <p><b>Related Documents:</b><br/> <a href="#">PSY 101 SLO ASSESSMENT Fall 2018-19.docx</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Action:</b> I will try to improve on my teaching strategies so as to help the students perform better in the future. I will also work on the identified areas of weakness of the students in understanding the biological bases of human behaviors' and how they influence Human Psychology so that the benchmark can be improved or at least maintained. (01/04/2019)</p> |
|      | <p><b>Focus Group</b> - Students will be working in a group to discuss a group project . The group project will be on the importance of</p>                                                                                                                                                                                                                                    | <p><b>Reporting Period:</b> MAPS Fall 2020 - Fall 2021 Cycle 2 Group 1<br/> <b>Benchmark Met:</b> Benchmark Not Met<br/> The students were assessed through the group project. The</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Action:</b> Encourage the students to come to class,<br/> The following are the steps to improve the SLOs in he future:</p>                                                                                                                                                                                                                                                |

| SLOs | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Actions                                                                                                                                                                                                                                                                                                                                                                                   |
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|      | <p>human anatomy on the human behavior. Here Focus will be on brain and its connectivity to other organs in the body. The importance of the brain to the endocrine system focusing on Pituitary glands.. Students will be asked to discuss the parts of the brain that controls the endocrine system and if the part is damage what impact will it have on human behavior.</p> <p>They will be given two weeks to do their findings and gather their information before writing their final report.</p> <p>The mark for this will be 100 and each group will be given marks according to their report. The rubric for the assessment will be provided to the students so that they will know which parts carry what marks.</p> <p><b>Benchmark:</b> 75% of the students who participate in this group work will get 70% and above using the the grading rubric criteria.</p> <p><b>Notes:</b> I will explain to the students and let them know how vital the structure brain is to human behavior . I will give them directions on how to do this work and what is expected in their report. i will provide them with more information on this and put them through and also referred them to where they can get more information about Endocrine system and that their focus will be on Pituitary glands. They will need two weeks for this activity.</p> <p><b>Department Chair Feedback:</b> This assessment is perfect for measuring the chosen SLO.</p> <p><b>Department Chair Approval Status:</b></p> | <p>students were taught the brain , its importance and the connectivity to other vital organs in the body under the topic biology and Psychology. The emphasis is on the Endocrine system focusing on Pituitary gland. The students explained that the Neurons in the brain controls the pituitary gland as it secretes into the blood that acts on the endocrine glands that controls the regulations of the hormones and its production. The students explained that the endocrine system and the nervous system are closely interrelated as they both maintains homeostasis.</p> <p>They explained that if there is any malfunction of the endocrine system it may lead to serious headache, and some cases lead to coma. They concluded that both the brain and endocrine system are important to Norma human functioning, The bench marks were not met. (04/15/2021)</p> <p><b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.</p> | <p>Focus more on this chapter and give them more examples of the relationship of the organs in the body and their connectivity to the brain. Activities to increase students engagement with emphasis on biology and psychology.</p> <p>Further use of students support services and the counselling may improve students outcome.</p> <p>Changes to course scheduling . (04/15/2021)</p> |

| SLOs | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Actions |
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|      | <p>Approved</p> <p><b>Department Chair Approval Date:</b><br/>10/14/2020</p> <p><b>Project - Individual</b> - Students created diagrams indicating the different environmental and physiological influences on their concept of self.</p> <p><b>Benchmark:</b> 100% of students who attempt the project will successfully complete it.</p> <p><b>Notes:</b> Time in class with my guidance increase the potential for students to be successful in both understanding and documenting their understanding through this project.</p> | <p><b>Reporting Period:</b> 2017 - 2018 (Fall 17)</p> <p><b>Benchmark Met:</b> Benchmark Met<br/>100% of students who attempted this project were successful. (12/14/2017)</p> <hr/> <p><b>Reporting Period:</b> 2015 - 2016 (Fall 15)</p> <p><b>Benchmark Met:</b> Benchmark Met<br/>100% of students who attempted this project were successful. (12/03/2015)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |
|      | <p><b>Objective Type Exam/Quiz - In Course</b> - Students completed a multi-item instrument. Results are evidence of students' understanding of the parts of the human brain.</p> <p><b>Benchmark:</b> 80% of the students will earn a score of 16 or more.</p> <p><b>Related Documents:</b><br/><a href="#">The Brain.pdf</a></p>                                                                                                                                                                                                  | <p><b>Reporting Period:</b> 2017 - 2018 (Fall 17)</p> <p><b>Benchmark Met:</b> Benchmark Met<br/>17 out of 19 students earned a score of 16 or more--89% (12/14/2017)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |         |
|      | <p><b>Written Assignment or Essay</b> - Students will be given an assignment that reflects the relationship of human anatomy to the development of human behavior. They have also written an essay that describes psychology as a science with significance to brain as the major focus.</p> <p><b>Benchmark:</b> 90% of the class will achieve 85% or higher on the presentation criteria Rubric</p>                                                                                                                               | <p><b>Reporting Period:</b> 2017 - 2018 (Spring 18)</p> <p><b>Benchmark Met:</b> Benchmark Not Met<br/>Students were given an assignment on memory: "What happens to an individual's memory when the person is involved in an accident? ". The students' answers showed that they understand that accidents can lead to loss of memory also known as "Amnesia". They also indicated that both the retrograde and the anterograde types of amnesia can occur through accidents and that both the right and left parts of the brain may be affected. Furthermore, they also explained the factors that contribute to memory loss as an individual ages; mentioned how the brain cells decrease with age, discussed the degeneration of neuron which results in less action potential (the decrease in the strength</p> |         |

| SLOs | Assessment Tools | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Actions |
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|      |                  | <p>of the neuron reduces the activities of the brain and there will be less action because the rate at which action potential fires decreases). The students were able to discover that there is a relationship between the human brain and the body and that the phrase "As a man thinketh so he/she is" is really true. They explained that a brain that is not functioning well or is damaged will affect a person's mind which will be reflected in the person's behavior and that a non-functioning brain results in the death of the individual.</p> <p>Benchmark: 90% of the students achieve 75% on the presentation based on the following Rubric</p> <p>Assignment: Covered material on time, follow direction, ¾ assignment on time, ¼ assignment late. Midterm</p> <p>Presentation :Full participation, provided feedback and material covered</p> <p>In-Class Participation Assignment and Quiz: All assignments and Quiz completed</p> <p>Final Presentation: Length of time. Material covered participation, those who participated and those who did not</p> <p>Final Exam: Three pages of exam concentrating on 8 chapters from the 12 chapters covered .</p> <p>Final grade: A= Complete 100% of work and demonstrated excellent subject knowledge<br/> B= Complete at least 80% work and demonstrated good work knowledge<br/> C= Less than 80% work completed and fair demonstration of subject knowledge.<br/> D= Less than 70% of work completed, demonstration of lack of full knowledge of the subject.<br/> F= Less than 70% of work completed, lack of participation, little or no knowledge of the subject.</p> <p>5% scored above 85%, 30% score 80% and 65% scored 75%. (05/18/2018)</p> |         |

**SLO 4\_Research & Principles** - Apply research and psychological principles in a variety of relevant contexts.  
Approved by CAC on May 04, 2015.  
**SLO Outcome Status:** Active  
**SLO Assessment Cycle:** 2015 - 2016 (Fall), 2015 - 2016 (Spring), 2016 -

**Written Assignment or Essay** - I will require 3 reaction essays of 1-3 pages. In the essay students will connect ideas and principals learned in class to their daily lives.  
**Benchmark:** More than 70% of

**Reporting Period:** 2017 - 2018 (Fall 17)  
**Benchmark Met:** Benchmark Met  
Total Average Score of 54 essays, for 18 students, is 21.74/30, which is 70.8% Level. (12/18/2017)

| SLOs                                                                                                                                                                                                                                                                                     | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>2017 (Fall), 2016 - 2017 (Spring), 2016 - 2017 (Summer), 2017 - 2018 (Fall), 2017 - 2018 (Spring), 2017 - 2018 (Summer), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 05/04/2015</p> | <p>students will make a clear connection between a principal learned in class and their experiences.</p> <p><b>Project - Individual</b> - Students will be asked to write a research project.</p> <p><b>Benchmark:</b> 75% of the students will score 70 or more in this project.</p> <p><b>Notes:</b> Different Psychological principles will be taught to the students, Like Consciousness, Learning, Motivation and emotion. Students will be asked to choose one of these Psychological concepts, and asked to explain what they know about it, and also how it affects their individual lives.</p> <p><b>Department Chair Feedback:</b> The assessment tool is okay for this measurement.</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 10/03/2019</p> | <p><b>Reporting Period:</b> MAPS Fall 2019 - Fall 2020 Cycle 1 Group 1</p> <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p>As the attached table shows, 7/16 sampled students in section 1, 2/4 in section two, and 10/18 in section 3 were over the 75% benchmark. That's a total of 19/38 students who got a 75% or better grade in this assignment. That means 50% were over the benchmark, significantly lower than the 75% goal. The benchmark for the SLO was not met. Over half of the students were not adept at applying Psychological principles to their everyday life. (04/12/2020)</p> <p><b>Related Documents:</b></p> <p><a href="#">PSY 101 SLOS assesment Spring 2020.docx</a></p> | <p><b>Action:</b> These are the steps to improve the SLO in the future:</p> <ul style="list-style-type: none"> <li>• Give more examples on how to apply Psychological principles to our everyday life, and also give them more questions in this style to practice.</li> <li>• Both sections 1 and 2 were early morning classes. Attendance was a major concern and the majority of students missed class or were routinely late in both of these sections. Alternative scheduling and modifications to the attendance policy may help.</li> <li>• Further use of the Student Support Unit and counseling services may improve student outcomes.</li> <li>• Activities to increase student engagement with Psychological principals and contextualize them to life in the Marshall Islands should make the material more relevant. (04/12/2020)</li> </ul> |

# PSY 201:HUMAN GROWTH AND DEVELOPMENT

| <i>SLOs</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <i>Assessment Tools</i>                                                                                                                                                                                                                                                                                                     | <i>Amass &amp; Process Data</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <i>Actions</i> |
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| <p><b>SLO 1_Development Domains -</b><br/>Analyze the mechanics of the domains of developmental study</p> <p>a. Define and provide reasons for the study of human development</p> <p>b. Characterize the life span perspective</p> <p>c. Differentiate between the different stages of human development across physical, cognitive, social, emotional, and moral stages</p> <p>d. Identify physical, cognitive, emotional, and moral developmental changes in the development of an individual</p> <p>Approved by CAC on January 04, 2012.</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2015 - 2016 (Fall), 2015 - 2016 (Spring), 2016 - 2017 (Fall), 2016 - 2017 (Spring), 2017 - 2018 (Fall), 2017 - 2018 (Spring), 2017 - 2018 (Summer), 2018 - 2019 (Fall), Fall 2019 - Fall 2020</p> <p>Cycle 1 Group 1, Fall 2020 - Fall 2021</p> <p>Cycle 2 Group 1, Fall 2021 - Fall 2022</p> <p>Cycle 3 Group 1</p> <p><b>Start Date:</b> 01/04/2012</p> | <p><b>Written Assignment or Essay -</b><br/>Students will write a 5-7 page paper that focuses on a stage(s) of development. Papers will be graded using a rubric that accounts for content, language, grammar and structure.</p> <p><b>Benchmark:</b> 3/4 of the class will achieve a 70% or higher on the final paper.</p> | <p><b>Reporting Period:</b> 2015 - 2016 (Fall 15)<br/><b>Benchmark Met:</b> Benchmark Met<br/>This benchmark was achieved. 82% of the class achieved a score of 70% or higher on the paper. The breakdown of grades is as follows for a total of 38 students: 7 A's, 14 B's, 10 C's, 4 D's and 3 F's. (12/14/2015)</p> <hr/> <p><b>Reporting Period:</b> 2013 - 14 (Fall 13)<br/><b>Benchmark Met:</b> Benchmark Not Met<br/>78.32% of the students received at least a 20/25 on this question<br/>The question this semester was more challenging and expected the students to provide more than the direct information taught in class. Many of the students answered the first two parts of the question but skipped the third, resulting in a lower grade. It was difficult to assess whether or not students forgot to answer all parts or simply were unable to answer all parts.<br/>(10/09/2015)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 15 (Fall 14)<br/><b>Benchmark Met:</b> Benchmark Not Met<br/>Still ongoing as papers are due at the end of the Fall 2014 semester.<br/>Exactly ¾ of the class scored higher than 70%: 5 students received A's, 6 students received B's, 4 students received C's and 5 students failed. The students who failed the paper was a result of plagiarizing or not turning the paper in at all.<br/>(10/06/2015)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 15 (Fall 14)<br/><b>Benchmark Met:</b> Benchmark Not Met<br/>10 out of 17 students scored a 50% or less on the pretest assessment.<br/>14 out of 17 scored an 80% or higher on the posttest assessment.<br/>Several students were not prepared for the PSY 201 course due to limited information covered in their previous PSY 101 course.<br/>(10/06/2015)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 15 (Spring 15)</p> |                |

| SLOs | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Actions                                                                                                                |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
|      | <p><b>Project - Individual</b> - This course surveys human growth and development, emphasizes the prenatal period through the school years and various aspects of adult development. This course also emphasizes the physical, cognitive, emotional, and moral issues related to developmental stages.</p> <p><b>Benchmark:</b> 90% of the students will conduct research utilizing the APA format, 75% of the students will score a C or better in the course and 90% will present their research findings in class to their peers.</p> | <p><b>Benchmark Met:</b> Benchmark Met<br/>4 students received A's, 5 students received B's, 2 students received C's, and 4 students received D's. Exactly ¾ of the class scored higher than 70%. There are no steps for improvement in terms of the assessment tool. It asks students to pick a particular stage of development and analyze the biosocial, psychosocial and cognitive changes occurring at that stage. (05/15/2015)</p> <p><b>Reporting Period:</b> 2011 - 2012 (Fall 11)</p> <p><b>Benchmark Met:</b> Benchmark Met<br/>Approximately 55% of the students passed with a C or better, and 96% of the class presented on 1 of their 4 research topics during class time. Nearly ¼ of the students did not submit research papers, did not sit for 1 or more exams and or plagiarized their work.<br/>Possible mitigating factors: 10% of the students were excessively absent, and 3% moderately absent. 1/3 of the class failed the course due to plagiarized papers and or demonstrated low Language, comprehension and writing skills, in addition to lacking the vocabulary necessary to broaden key word searches for conducting research and the lacked a significant understanding between writing research papers utilizing APA criteria. Of the 10% with excessive or moderate attendance either did not submit research papers, did not present to their peers, failed to sit for exams and or failed to comprehend the serious nature of plagiarism.<br/>(10/13/2015)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 15 (Fall 14)</p> <p><b>Benchmark Met:</b> Benchmark Not Met<br/>10 out of 17 students scored a 50% or less on the pretest assessment.<br/>14 out of 17 scored an 80% or higher on the posttest assessment.<br/>Several students were not prepared for the PSY 201 course due to limited information covered in their previous PSY 101 course.<br/>(10/02/2015)</p> |                                                                                                                        |
|      | <p><b>Written Assignment or Essay -</b><br/>Students will be given an assignment on factors that influence and retard</p>                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Reporting Period:</b> 2018 - 2019 (Fall 18)</p> <p><b>Benchmark Met:</b> Benchmark Met<br/>In the 2018/19 Fall semester, 24 students enrolled for the</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Action:</b> I will try to improve on my teaching strategies so as to help the students perform better in the</p> |

| SLOs              | Assessment Tools                                                                                                                                                                                                          | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                           |   |       |  |  |  |  |    |   |   |   |   |       |               |               |  |  |  |  |  |                  |                      |  |  |  |  |  |                   |                   |  |  |  |  |  |       |   |   |   |   |   |   |       |      |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                   |
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|                   | <p>human development (Teratogens).<br/><b>Benchmark:</b> 75% of the students will score 70% or above on the assignment. The assignment will be graded on the assignment criteria rubric.</p>                              | <p>PSY 201-1 course. 79% of the students who wrote the assignment scored at least 7 out of 10 marks.</p> <p>This means that the benchmark for the SLO was met as more than 75% of the students who wrote the assignment scored 70% or more. (12/14/2018)</p> <p><b>Related Documents:</b><br/><a href="#">PSY 201 SLO ASSESSMENT Fall 2018-19.docx</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>future. I will also work on the identified areas of weakness of the students in understanding the different teratogens that retards growth and development in human domains. I will also apply some developmental theories that address this problem and make students conversant with them in order to develop their own strategies on how this can be prevented or managed. I will also apply the classroom skills in which students are encouraged "to talk to the text" in order to better understand different Psychological concepts. (01/04/2019)</p> |                           |   |       |  |  |  |  |    |   |   |   |   |       |               |               |  |  |  |  |  |                  |                      |  |  |  |  |  |                   |                   |  |  |  |  |  |       |   |   |   |   |   |   |       |      |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                   |
|                   | <p><b>Project - Individual</b> - A rubric is used in Assessing the Reflection (Essay) of Students<br/><b>Benchmark:</b> 75% of the students shall achieve at least 75% of the total points in a 10-point scale essay.</p> | <p><b>Reporting Period:</b> 2018 - 2019 (Fall 18)<br/><b>Benchmark Met:</b> Benchmark Met</p> <table><tr><th>Criteria</th><th colspan="6">Number of Students/Points</th></tr><tr><th></th><th>10</th><th>9</th><th>8</th><th>7</th><th>6</th><th>0 - 5</th></tr><tr><th>Percentage of</th><th colspan="6">Percentage of</th></tr><tr><th>Students Passing</th><th colspan="6">Students Not Passing</th></tr><tr><th>in Every Criteria</th><th colspan="6">in Every Criteria</th></tr><tr><td>Depth</td><td>4</td><td>5</td><td>2</td><td>2</td><td>1</td><td>0</td></tr><tr><td>92.86</td><td colspan="6">7.14</td></tr><tr><td>Component</td><td>4</td><td>3</td><td>6</td><td>1</td><td>0</td><td>0</td></tr><tr><td>100</td><td colspan="6">0</td></tr><tr><td>Structure</td><td>6</td><td>6</td><td>1</td><td>1</td><td>0</td><td>0</td></tr><tr><td>100</td><td colspan="6">0</td></tr><tr><td>Evidence</td><td>5</td><td>5</td><td>3</td><td>1</td><td>0</td><td>0</td></tr><tr><td>100</td><td colspan="6">0</td></tr><tr><td>Practice</td><td>5</td><td>4</td><td>4</td><td>1</td><td>0</td><td>0</td></tr><tr><td>100</td><td colspan="6">0</td></tr></table> <p>For the graph, please see the documents attached.</p> <p>One of the criteria of evaluating Reflection is the Depth of</p> | Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Number of Students/Points |   |       |  |  |  |  | 10 | 9 | 8 | 7 | 6 | 0 - 5 | Percentage of | Percentage of |  |  |  |  |  | Students Passing | Students Not Passing |  |  |  |  |  | in Every Criteria | in Every Criteria |  |  |  |  |  | Depth | 4 | 5 | 2 | 2 | 1 | 0 | 92.86 | 7.14 |  |  |  |  |  | Component | 4 | 3 | 6 | 1 | 0 | 0 | 100 | 0 |  |  |  |  |  | Structure | 6 | 6 | 1 | 1 | 0 | 0 | 100 | 0 |  |  |  |  |  | Evidence | 5 | 5 | 3 | 1 | 0 | 0 | 100 | 0 |  |  |  |  |  | Practice | 5 | 4 | 4 | 1 | 0 | 0 | 100 | 0 |  |  |  |  |  | <p><b>Action:</b> If I will teach this course again, I will compare the performance of students for two semesters. After I get the significant difference of the performance of the students, I will include a case study in which a specific scenarios according to their specialization and let them apply the concepts and theories learned and to include their experiences. (02/20/2019)</p> |
| Criteria          | Number of Students/Points                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                           |   |       |  |  |  |  |    |   |   |   |   |       |               |               |  |  |  |  |  |                  |                      |  |  |  |  |  |                   |                   |  |  |  |  |  |       |   |   |   |   |   |   |       |      |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                   |
|                   | 10                                                                                                                                                                                                                        | 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 7                         | 6 | 0 - 5 |  |  |  |  |    |   |   |   |   |       |               |               |  |  |  |  |  |                  |                      |  |  |  |  |  |                   |                   |  |  |  |  |  |       |   |   |   |   |   |   |       |      |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                   |
| Percentage of     | Percentage of                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                           |   |       |  |  |  |  |    |   |   |   |   |       |               |               |  |  |  |  |  |                  |                      |  |  |  |  |  |                   |                   |  |  |  |  |  |       |   |   |   |   |   |   |       |      |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                   |
| Students Passing  | Students Not Passing                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                           |   |       |  |  |  |  |    |   |   |   |   |       |               |               |  |  |  |  |  |                  |                      |  |  |  |  |  |                   |                   |  |  |  |  |  |       |   |   |   |   |   |   |       |      |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                   |
| in Every Criteria | in Every Criteria                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                           |   |       |  |  |  |  |    |   |   |   |   |       |               |               |  |  |  |  |  |                  |                      |  |  |  |  |  |                   |                   |  |  |  |  |  |       |   |   |   |   |   |   |       |      |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                   |
| Depth             | 4                                                                                                                                                                                                                         | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2                         | 1 | 0     |  |  |  |  |    |   |   |   |   |       |               |               |  |  |  |  |  |                  |                      |  |  |  |  |  |                   |                   |  |  |  |  |  |       |   |   |   |   |   |   |       |      |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                   |
| 92.86             | 7.14                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                           |   |       |  |  |  |  |    |   |   |   |   |       |               |               |  |  |  |  |  |                  |                      |  |  |  |  |  |                   |                   |  |  |  |  |  |       |   |   |   |   |   |   |       |      |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                   |
| Component         | 4                                                                                                                                                                                                                         | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 1                         | 0 | 0     |  |  |  |  |    |   |   |   |   |       |               |               |  |  |  |  |  |                  |                      |  |  |  |  |  |                   |                   |  |  |  |  |  |       |   |   |   |   |   |   |       |      |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                   |
| 100               | 0                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                           |   |       |  |  |  |  |    |   |   |   |   |       |               |               |  |  |  |  |  |                  |                      |  |  |  |  |  |                   |                   |  |  |  |  |  |       |   |   |   |   |   |   |       |      |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                   |
| Structure         | 6                                                                                                                                                                                                                         | 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 1                         | 0 | 0     |  |  |  |  |    |   |   |   |   |       |               |               |  |  |  |  |  |                  |                      |  |  |  |  |  |                   |                   |  |  |  |  |  |       |   |   |   |   |   |   |       |      |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                   |
| 100               | 0                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                           |   |       |  |  |  |  |    |   |   |   |   |       |               |               |  |  |  |  |  |                  |                      |  |  |  |  |  |                   |                   |  |  |  |  |  |       |   |   |   |   |   |   |       |      |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                   |
| Evidence          | 5                                                                                                                                                                                                                         | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 1                         | 0 | 0     |  |  |  |  |    |   |   |   |   |       |               |               |  |  |  |  |  |                  |                      |  |  |  |  |  |                   |                   |  |  |  |  |  |       |   |   |   |   |   |   |       |      |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                   |
| 100               | 0                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                           |   |       |  |  |  |  |    |   |   |   |   |       |               |               |  |  |  |  |  |                  |                      |  |  |  |  |  |                   |                   |  |  |  |  |  |       |   |   |   |   |   |   |       |      |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                   |
| Practice          | 5                                                                                                                                                                                                                         | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 1                         | 0 | 0     |  |  |  |  |    |   |   |   |   |       |               |               |  |  |  |  |  |                  |                      |  |  |  |  |  |                   |                   |  |  |  |  |  |       |   |   |   |   |   |   |       |      |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                   |
| 100               | 0                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                           |   |       |  |  |  |  |    |   |   |   |   |       |               |               |  |  |  |  |  |                  |                      |  |  |  |  |  |                   |                   |  |  |  |  |  |       |   |   |   |   |   |   |       |      |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |           |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |          |   |   |   |   |   |   |     |   |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                   |

| <i>SLOs</i> | <i>Assessment Tools</i> | <i>Amass &amp; Process Data</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <i>Actions</i> |
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|             |                         | <p>Reflection. This criterion is about how the student write an in-depth reflection and his personalization of the of the theories, concepts and strategies. He must fully support his viewpoints and provide a clear and detailed examples when needed.</p> <p>In this criterion, 4 students out of 14 students or 28.57% got 10 oints or 100% mark. 5 students out of 14 students or 35.71% of the total students got 9 points or 90% mark. 2 students out of 14 students or 14.29% of the total students got 80% mark. 2 students out of 14 students or 12.49% of the whole class got 70% mark and 1 student out of 14 got 60% mark. For this criterion, depth of reflection, 92.88% of the 14 students got higher marks than 75% or better. This showed that the students have in in-depth reflection and had personalized his viewpoints and can provide detailed examples.</p> <p>The component criterion is that students shall be able to meet all the components and to exceed in meeting all the requirements needed. The students have to submit attachments for additional documents.</p> <p>In this component criterion, 4 students out of 14 students or 28.57% got 10 points or 100% mark. Three students out of 14 students or 21.43% of the students got 90% mark. 6 students out of 14 students or 42.86% got 80% mark. 1 student out of 14 students of 7.14% of the total students got 70% mark. In this criterion, all of the students or 100% got 75% or better in their reflections with additional information and documents to vouch to what students have incorporated in their reflection.</p> <p>In one of the criteria is the structure. In this criterion, students are able to write reflections clearly, concisely and can organize with correct sentence and paragraph construction. The thoughts are expressed explicitly with coherence and in a logical manner.</p> <p>In the structure criterion, 6 students out of 14 students or 42.86% got 10 points or 100%. 6 students out of 14</p> |                |

| SLOs | Assessment Tools              | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Actions                          |
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|      |                               | <p>students or 42.86% got 90% mark. 1 student out of 14 students or 7.14% got 80% mark. 1 student out of 14 students or 7.14% got 70% mark. In the structure criterion, 14 students out of 14 students or 100% got 75% or better marks. This shows that the students can construct sentences and coherent paragraph. The thoughts being expressed are organized, coherent and arranged in a logical manner.</p> <p>Another criterion is the evidence. The students will show that there is a strong evidence of analization and synthesis of ideas being presented. Insights are gained throughout the semester's course.</p> <p>In the evidence criterion, 5 students out of 14 students or 35.71% of the students got 10 points or 100% mark. 5 students out of 14 students or 35.71% of the students got 9 points or 90% mark. 3 students out of 14 students or 21.43% got 80% mark. 1 student out of 14 students or 7.14 % got 70%. In the evidence criterion, 14 out of 14 students or 100% of the students shows strong evidence in analytical and critical thinking. They can present their insights and have learned concepts and theories and organized them well.</p> <p>The fifth criterion is the practice. Criterion on practice is the implication of how the insights are being practiced and has thoroughly personalized.</p> <p>In this criterion, 5 students out of 14 students or 35.71% of the students got 10 points or 100% mark. 4 students out of 14 students or 28.57% of the students got 90% mark. 4 students out of 14 students or 28.57% of the students got 80% mark. 1 student out of 14 students or 7.14% of the students got 70% mark. In the practice criterion, 14 students out of 14 students or 100% of the students have put into practice what they have learned in Psy 201 course. (02/20/2019)</p> <p><b>Related Documents:</b><br/> <a href="#">Psy 201 SLO 1 Analysis Fall 2018.docx</a></p> |                                  |
|      | Objective Type Exam/Quiz - In | Reporting Period: 2018 - 2019 (Summer 19)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Action: Look at the reasons that |

| SLOs | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|      | <p><b>Course</b> - Students were examined on the three domains of development among the adults. The exam consisted of two parts essay and multiple choice questions. Biosocial, Cognitive and the Psychosocial development were assessed.</p> <p><b>Benchmark:</b> 80% of the students will score 75% in the exam. The exam will be graded on the criteria rubrics.</p> <p><b>Notes:</b> The students were taught about "The development in adulthood" from chapter 20-23 of the textbook "The Developing person Through Childhood and Adolescence" by Kathleen Stassen Berger (8 Edition). They were then examined on various domains of development among this group (Biosocial, Cognitive, and Psychosocial development)</p> | <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p>In the 2019 Summer semester, 23 students enrolled for the PSY 201-1. Five (5) of the students withdrew meaning that 18 students were assessed. The score of the individual student's marks from the 25 multiple choice quiz and the 25 marks for the essay for the SLO assessed (SLO 1 Development domains; analyze the mechanics of the domain of developmental study; differentiate between the different stages of human development across physical, cognitive, social, emotional and moral stage) was analyzed. 67% (12) of the students who wrote the exam scored at least 70%. This means that the benchmark for the SLO was not met as less than 75% of the students scored at least 70%.</p> <p>As an early morning class (8:00 am), there was problem with tardiness as many students come to class late; sometimes 30 min after the class has started. Several studies have shown that school tardiness has a negative impact on learning outcomes. By the mere nature of arriving late and missing school hours, students receive fewer hours of instruction than students who are in class on time. Moreover, there was poor attendance towards the end of the semester and this was when the section on which the SLO Assessment was based was taught. (07/29/2019)</p> <p><b>Related Documents:</b><br/> <a href="#">PSY 201 SLO ASSESSMENT Summer 2019..docx</a></p> | <p>students are tardy and try to address the underlying problems. Try to understand what is going on in those students' lives. Identify chronic offenders, assess them individually, and refer them to appropriate services, including support groups</p> <p>Follow up on absent students through the early alert system. Motivate them more and give rewards in the classroom for continuous attendance. Refer those with problems to Student Centre and for counselling services and assistance if need be. (07/29/2019)</p> |
|      | <p><b>Project - Individual</b> - Students wrote a 5 page paper asking and answering the question: What do children need in order to grow into healthy human beings?</p> <ol style="list-style-type: none"> <li>1. Identify and define needs</li> <li>2. Interview elders in your village asking this question</li> <li>3. Observe your village assessing whether these needs are met</li> <li>4. write up report of observation</li> <li>5. Identify the strengths and areas of concern in your village</li> </ol>                                                                                                                                                                                                              | <p><b>Reporting Period:</b> 2015 - 2016 (Spring 16)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>Benchmark was met and exceeded. 62% of students successfully completed all steps in the project. All students completed the paper. Only 3 students simply wrote about their own opinions without any observation or application of course materials. (05/11/2016)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| SLOs | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Amass & Process Data                                                                                                                                                                                                                                                                                                                                          | Actions |
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|      | <p>6. Recommendations</p> <p><b>Benchmark:</b> 50% of students will complete all steps in the research and writing<br/>25% of students will complete at least step one and five successfully, and complete some aspects of the other steps.<br/>25% will not complete the assignment or will not write a passing paper</p> <p><b>Presentation</b> - Students will present a 10-minute speech addressing the different dimensions of development: Social, Cognitive, Sexual, Moral. They will emphasize Erikson's theory of personality development, and Piaget's theory of cognitive development. They will present a 3 page essay addressing how the social and cultural conditions of the Marshall Islands enable the potential for development.</p> <p><b>Benchmark:</b> 85% of students should have an 80% understanding of the different dimensions of development, as evidenced in the quality of their speech and the research done for their essays.</p> | <p><b>Reporting Period:</b> 2016 - 2017 (Fall 16)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>The benchmark was met. 85% of the students managed to do a good speech, and wrote sufficiently good essays, covering the main areas of human growth and development. (12/01/2016)</p>                                                                     |         |
|      | <p><b>Project - Individual</b> - Each student is to choose 2 participants from his/her community to interview and/or observe. The participants would be from 2 different cohorts (life-span). In the interview and/ or observation, the students would investigate the developmental stage</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Reporting Period:</b> 2017 - 2018 (Fall 17)</p> <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p>Benchmark partially met as 100% of students carried out their project and presented to the class. However, 50% only (7 out of 14 students) scored 70% or more in the final presentation. The other 50% scored marks between 50%-69%. (12/18/2017)</p> |         |

| SLOs                                                                                                                                                                                                                                                                                                              | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Actions                                                                                                                                                                                                                                                                                                          |
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|                                                                                                                                                                                                                                                                                                                   | <p>of the participants in terms of the biosocial, cognitive and psychosocial development. They would determine whether the participants are on par with their growth and development (milestones for those cohort), environmental factors which support or hinder their development, and to support their findings with the relevant theories. In the presentation of their findings, they will be assessed using a rubric which captures their ability to identify the milestone developmental growth for each cohort, in the different developmental categories; their ability to explain the developmental milestones or deficits using relevant theories; and their oratorical skills.</p> <p><b>Benchmark:</b> 100% of students will carry out their project and present their findings, with 70% of them scoring 70% or higher in their presentations.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                  |
| <p><b>SLO 2_Developmental Theories -</b> Characterize the history and methodology of developmental theories</p> <p>a. Recognize similarities and differences between theories</p> <p>b. Apply theory to developmental issues common in their personal experiences.</p> <p>Approved by CAC on January 04, 2012</p> | <p><b>Written Assignment or Essay -</b> Students will be asked to choose two developmental theories, write essay on these theories, emphasize the differences and the similarities between these two theories and their application to their individual lives.</p> <p><b>Benchmark:</b> 70% will score 75% and above using the criteria rubric.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Reporting Period:</b> MAPS Fall 2019 - Fall 2020 Cycle 1 Group 1</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>The students were taught about “The different developmental theories in Psychology from chapter 2 of the textbook “The Developing Person through life span” by Kathleen Stassen Berger (8th Edition). The students were asked to analyze all the theories they have learnt and differentiate between two of any of these theories. This is to see if they understand and can differentiate between the</p> | <p><b>Action:</b> Prepare students more to be able to handle the projects better by engaging them more in class activities</p> <p>Follow up on absent students through the early alert system. Motivate them more and give rewards in the classroom for participating.</p> <p>Give them more time to process</p> |

| <i>SLOs</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <i>Assessment Tools</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <i>Amass &amp; Process Data</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <i>Actions</i>                                                                                                                                                               |
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| <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2015 - 2016 (Fall), 2015 - 2016 (Spring), 2016 - 2017 (Fall), 2016 - 2017 (Spring), 2017 - 2018 (Fall), 2017 - 2018 (Spring), 2017 - 2018 (Summer), 2018 - 2019 (Fall), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 01/04/2012</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Department Chair Feedback:</b> This is a good tool to measure the understanding of students in terms of their knowledge of various developmental theories and how it affect their lives, also for them to that each theorist have different ways of addressing developmental issues.</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 10/24/2019</p> <p><b>Related Documents:</b><br/> <a href="#">PSY 201 SLO assessment 2020.docx</a></p>                                                | <p>theories they have chosen, and also if they know the similarities between these theories.</p> <p>(03/17/2020)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>the primary information they received.</p> <p>Refer those with problems to Student Centre and for counselling services and assistance if need be.</p> <p>(03/17/2020)</p> |
| <p><b>SLO 4_Hereditry &amp; Environment -</b></p> <p>Identify and analyze the mechanics of heredity and environment and their role in the development of the individual</p> <p>a. Characterize the genetic and environmental influences on human development from prenatal stage through school years</p> <p>b. Name possible causes and prevention of pervasive learning disorders and disabilities</p> <p>Approved by CAC on January 04, 2012</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2015 - 2016 (Fall), 2015 - 2016 (Spring), 2016 - 2017 (Fall), 2016 - 2017 (Spring), 2017 - 2018 (Fall), 2017 - 2018 (Spring), 2017 - 2018 (Summer), 2018 - 2019 (Fall), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 01/04/2012</p> | <p><b>Project - Individual -</b> Each student will complete a parenting style community experiment. Each student will interview 10 participants with 6 specific interview questions. After the student has acquired their experiment data each student will write one essay per participant (totalling 10 essays) indicating the participants parenting style and the possible affect on a developing child.</p> <p><b>Benchmark:</b> At least 75% of all students will receive an 80% or better on the individual parenting roles/styles project.</p> | <p><b>Reporting Period:</b> 2016 - 2017 (Spring 17)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>All students interviewed people in the community about parenting styles. The students were able to use the date and information obtained not only to better understand the different styles but to determine, to a small extent, the degree to which various styles are favored among Marshallese parents. Over 75% of the students reached the 80% level on the assessment used to gauge the quality of their work. (05/22/2017)</p> <hr/> <p><b>Reporting Period:</b> 2011 - 2012 (Fall 11)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>Approximately 55% of the students passed with a C or better, and 96% of the class presented on 1 of their 4 research topics during class time. Nearly ¼ of the students did not submit research papers, did not sit for 1 or more exams and or plagiarized their work.</p> <p>Possible mitigating factors: 10% of the students were excessively absent, and 3% moderately absent. 1/3 of the class failed the course due to plagiarized papers and or demonstrated low Language, comprehension and writing skills, in addition to lacking the vocabulary necessary to broaden key word searches for conducting research and the lacked a significant understanding between writing research papers utilizing APA criteria. Of the 10% with</p> |                                                                                                                                                                              |

| SLOs | Assessment Tools                                                                                                                                                                                                                                                                  | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Actions |
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|      |                                                                                                                                                                                                                                                                                   | <p>excessive or moderate attendance either did not submit research papers, did not present to their peers, failed to sit for exams and or failed to comprehend the serious nature of plagiarism.<br/>(09/30/2015)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 15 (Spring 15)<br/> <b>Benchmark Met:</b> Benchmark Not Met<br/>           9 out of 20 students made an 80% or higher using this assessment tool. Only 45% of students made an 80% or higher using this assessment tool. 11 out of 20 students did not complete this assignment in its entirety.</p> <p>To meet this benchmark next time I will give students an additional three days to complete this assignment.<br/>(05/13/2015)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
|      | <p><b>Presentation</b> - Students will be given a topic on the impact of environment, family and the surrounding on human development to be presented in the class.<br/> <b>Benchmark:</b> 95% of the students will achieve 90% or higher on the presentation criteria Rubric</p> | <p><b>Reporting Period:</b> 2017 - 2018 (Spring 18)<br/> <b>Benchmark Met:</b> Benchmark Not Met<br/>           The students were assessed on the relationship between the environment, the family and development. They defined the three important concepts that are related to human development. According to their presentation, they explained the importance of "Nature and Nurture" to human development. They mentioned that nature includes the natural things that we do not have control over, like the biological disposition which is connected to the family. They explained that individual's growth and development is reflected in their family backgrounds i.e. an individual's development is related to genetic inheritance which is explained in relation to the family. They explained the concept of Nurture as being related to the environment meaning that culture and environment play a great role in human development. They used their visit to the Marshall Islands High School, where they visited children with learning disabilities and dyslexia, to explain the connection between these disabilities and their families' genetic dispositions. They were able to explain that Autism is most probably caused by multiple factors interacting in complex ways (i.e. genes, environment and brain). They also explained that a teratogen (anything that can disrupt the development of an embryo or fetus in a pregnant mother's womb) may cause a birth defect, malformation, or</p> |         |

| SLOs | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Actions                                                                                                                                                                                                                                                                                                                                                    |
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|      | <p><b>Objective Type Exam/Quiz - In Course</b> - I shall apply an exam with 8 multiple choice questions, and two questions to be answered in one paragraph each. They are mostly concerned with the basic genetic processes, human reproduction facts, and chromosomal abnormalities.</p> <p><b>Benchmark:</b> I have the expectation that, on a scale from 1 to 100, 85% of the students will reach a level of 80.</p>                                                                                                                                                                                                                                                                                                                                                           | <p>terminate the pregnancy altogether. In their presentations, they reflected deep understanding of the important concepts that influence human development. Even though the benchmark was not met, there were a great improvement,<br/>40 scored 90%, 50% scored 80% and , 10% score 75% (05/18/2018)</p> <p><b>Reporting Period:</b> 2016 - 2017 (Fall 16)<br/><b>Benchmark Met:</b> Benchmark Met<br/>The benchmark was met. 90% of the students arrived at a level of 80 in their answers to the exam. (12/01/2016)</p> <hr/> <p><b>Reporting Period:</b> 2016 - 2017 (Fall 16)<br/><b>Benchmark Met:</b> Benchmark Met<br/>The benchmark was met. Although there was a failing grade, 85% of the students managed to score above 80. (09/20/2016)</p>                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                            |
|      | <p><b>Presentation</b> - The students will be asked to relate the importance of Heredity in term of nature(Genetics) and nurture(Environmental factors) to the development of an individual .They will be asked to mention the possible causes and prevention of pervasive learning disorders and disabilities in the Republic of the Marshal Islands focusing on Majuro. I will take the students to the special school in the Marshall Islands high school for them to observe and see some students with developmental problems .The observation will take place towards the end of October 20. They will be given another week to check around Majuro schools the prevalence of this developmental problems, if there are schools apart from the special schools that has</p> | <p><b>Reporting Period:</b> MAPS Fall 2020 - Fall 2021 Cycle 2 Group 1<br/><b>Benchmark Met:</b> Benchmark Met<br/>The students were assessed on the importance of heredity in terms of nature(Genetics) and Nurture(Environment) to the development of an individual.. They defined the three important concepts that are related to human development. According to their presentation, they explained the importance of “Nature and Nurture” to human development. They mentioned that nature includes the natural things that we do not have control over, like the biological disposition which is connected to the family. They explained that individual’s growth and development is reflected in their family backgrounds I.e. an individual’s development is related to genetic inheritance which is explained in relation to the family. They explained the concept of Nurture as being related to the environment meaning that culture and environment play a great role in human development. They used their visit to the Marshal Islands High School, where they visited children with learning disabilities and pervasive disorders., They to</p> | <p><b>Action:</b> Maintain the present result and keep on sensitizing the students on the importance of women looking after themselves during pregnancy. Focus on the dangers of substance abuse and its eradication in Majuro. More emphasis in class on the importance of class attendance, Also give them enough time for preparation. (04/15/2021)</p> |

| SLOs | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Actions |
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|      | <p>these type of students. They will then be asked to present their observations. Rubric will be developed to marked their presentations.</p> <p><b>Benchmark:</b> 75% of the student will score 70% in this presentation.</p> <p><b>Notes:</b> The students will be taught the importance of genetics and environment on an individual development. They will be taught the different stages of prenatal development and the possible cause of abnormal development during the pregnancy. They will be taught the critical periods of development and also the sensitive periods. Critical period is a period of development that if development did not happen at a particular time it will never happen and the consequences can be very serious, while sensitive period is if the development did not happen now, it may happen later. Students will be taught the importance of prenatal period in the general development of an individual. Examples of learning problems and other pervasive disorders will be give to them. They will be expected to give suggestions on how these problem of learning disabilities and pervasive disorders can be prevented in Majuro.</p> <p>A rubric will be developed for grading.</p> <p><b>Department Chair Feedback:</b> The chosen assessment is good as this will create a forum for more contribution of ideas during</p> | <p>explained he connection between these disabilities and their families' genetic dispositions. They were able to explain that Autism is most probably caused by multiple factors interacting in complex ways (i.e. genes, environment and brain). They also explained that a teratogen (anything that can disrupt the development of an embryo or fetus in a pregnant mother's womb) may cause a birth defect, malformation, or terminate the pregnancy altogether. In their presentations, they reflected deep understanding of the important concepts that influence human development. They gave the following suggestions to preventing developmental disabilities,. pregnant women should avoid substance use during pregnancy, quit smoking and avoid alcohol as much as possible and also listen to their doctors advise, as prevention is better than cure. The Students met the benchmark as more than 70% of the students score 70% and above. (04/15/2021)</p> <p><b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.</p> |         |

| SLOs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>presentation as the topic is discussed.</p> <p><b>Department Chair Approval Status:</b><br/>Approved</p> <p><b>Department Chair Approval Date:</b><br/>10/14/2020</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>SLO 5_Current Issues</b> - Examine current issues in the field of human development and its relevance to local situations. Approved by CAC on January 04, 2012</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2015 - 2016 (Fall), 2015 - 2016 (Spring), 2016 - 2017 (Fall), 2016 - 2017 (Spring), 2017 - 2018 (Fall), 2017 - 2018 (Spring), 2017 - 2018 (Summer), 2018 - 2019 (Fall), Fall 2019 - Fall 2020<br/>Cycle 1 Group 1, Fall 2020 - Fall 2021<br/>Cycle 2 Group 1, Fall 2021 - Fall 2022<br/>Cycle 3 Group 1</p> <p><b>Start Date:</b> 01/04/2012</p> | <p><b>Project - Individual</b> - Students will be given projects to examine the current issues in the field of human development and its relevance to local situation..</p> <p><b>Benchmark:</b> 75% of the students will make 75% or higher on this project. A rubric will be used to check the performance of the students in these project. 75% of the student will satisfactorily understand the risk factors that causes abnormal development such as cognitive, physical and the behavioral defects as the fetus develop.</p> <p><b>Notes:</b> The reason for this project is to give the students the opportunity to understand the teratology (risk analysis) of birth defects. The students were taught about "Prenatal Development and Birth" from Chapter 4 of the textbook "The Developing Person Through Childhood and Adolescence" by Kathleen Stassen Berger (8th Edition). The students were then asked to interview at least three pregnant women with different backgrounds about their exposure to agents that are harmful to the developing fetus. The students were assessed through individual project reports. The reason for this project is to give the students opportunity to understand the teratology (risk</p> | <p><b>Reporting Period:</b> 2018 - 2019 (Spring 19)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>In the 2018/19 Spring semester, 41 students enrolled for the PSY 201 course, sections 1 and 2. Three (3) of the students withdrew meaning that 38 students were assessed. The table below shows the score of the individual student's project report out of a total of 20 marks for the SLO assessed (SLO 5: Current issues; Examine current issues in the field of human development and its relevance to local situation). 79% (30) of the students in both groups who submitted the project report scored at least 15 out of 20 marks i.e. 75%. This means that the benchmark for the SLO was met as more than 75% of the students who did the project scored 75% or more. As can be seen from the table, the SLO was met mainly due to the excellent performance of students in section 2 (94% of the students scored 75% or more). In comparison, only 65% of students in section 1 scored 75% or more in the project. A possible reason for this could be that the students in sections 2 were more matured than the students in section 1 and there were fewer absences among these students compared to those in section 1. Moreover, section 2 students, being more matured, have probably experienced birth themselves and are better able to address the project than students in section 1. (05/22/2019)</p> <p><b>Related Documents:</b><br/><a href="#">PSY 201 SLO ASSESSMENT SPRING 2019 1.docx</a></p> | <p><b>Action:</b> Prepare students more to be able to handle the projects better by engaging them more in class activities<br/>Follow up on absent students through the early alert system. Motivate them more and give rewards in the classroom for participating.<br/>Give them more time to process the primary information they received.<br/>Refer those with problems to Student Centre and for counselling services and assistance if need be. (05/22/2019)</p> |

| <i>SLOs</i> | <i>Assessment Tools</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <i>Amass &amp; Process Data</i> | <i>Actions</i> |
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|             | <p>analysis) of birth defects.</p> <p>Students are expected to identify the risk factors that cause abnormal development such as cognitive, physical and behavioral defects as the fetus develop. Possible causes of problems include alcohol abuse during pregnancy (resulting in Fetal Alcohol Syndrome and mental retardation); smoking during pregnancy (may prevent inflow of oxygen to the developing fetus, therefore causing low birth rates and some learning problems) and relationship problems (e.g. being chased from home or denial of pregnancy by their partners).</p> <p><b>Department Chair Feedback:</b> The assessment tool is perfect for this assessment</p> <p><b>Department Chair Approval Status:</b><br/>Approved</p> <p><b>Department Chair Approval Date:</b><br/>09/28/2020</p> |                                 |                |

# SCI 110:HUMAN ANATOMY AND PHYSIOLOGY I

| SLOs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Actions |
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| <p><b>SLO 1_Organization &amp; Chemical Basis</b></p> <p>- Use accurate descriptive anatomical and directional terminology to explain the general organization of the human body and its chemical basis. Approved by CAC on May 26, 2014. Re-approved by CAC on May 2, 2016.</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2014 - 2015 (Fall), 2014 - 2015 (Spring), 2015 - 2016 (Fall), 2015 - 2016 (Spring), 2016 - 2017 (Fall), 2016 - 2017 (Spring), 2017 - 2018 (Fall), 2017 - 2018 (Spring), 2018 - 2019 (Fall), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 05/26/2014</p> | <p><b>Written Assignment or Essay - A</b></p> <p>review assignment asking the students to use anatomical terms related to relative positions in anatomy and physiology. Students were required to pick 5 terms and use the terms in a sentence using different body parts.</p> <p><b>Benchmark:</b> The number of correct answers was tallied, as well as the terms that were most frequently used, as this indicates which terms the students are most comfortable using.</p>        | <p><b>Reporting Period:</b> 2015 - 2016 (Fall 15)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>N= 12 students x 5 sentences each = 60 possible correct answers</p> <p>Out of the 60 answers, 40 sentences (67%) used the terms correctly.</p> <p>The most commonly used terms were (in descending order): anterior/superior, medial/inferior, lateral, posterior, superficial/deep/distal, and bilateral/proximal. Two terms were not used at all: ipsilateral and contralateral. The majority of the students were able to use the relative position terms correctly indicating a grasp of the organization of the human body. The 20 incorrect answers came from 4-5 students, indicating an individual's misunderstanding of how to use the terms. (12/01/2015)</p> |         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Objective Type Exam/Quiz - In Course - A</b> laboratory quiz asking the students to use anatomical terms related to relative positions in anatomy and physiology. This assessment was preceded on a lab designed to introduce and apply the concepts related to anatomical terms.</p> <p><b>Benchmark:</b> Goal: 70% of the students get &gt;70% or higher on the quiz</p> <p><b>Notes:</b> N= 19 students<br/>42% of the students got 70% or higher.<br/>Benchmark not met</p> | <p><b>Reporting Period:</b> 2016 - 2017 (Fall 16)</p> <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p>N= 12 students<br/>50% of the students got 70% or higher.</p> <p>Despite an entire laboratory dedicated to learning and applying the terms the class fell short of the benchmark by almost 20%. (11/27/2016)</p> <p><b>Reporting Period:</b> 2015 - 2016 (Spring 16)</p> <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p>N= 19 students<br/>42% of the students got 70% or higher.<br/>Benchmark not met<br/>Despite an entire laboratory dedicated to learning and applying the terms the class fell short of the benchmark by almost 30%. (05/08/2016)</p>                                                                                                      |         |
| <b>SLO 2_Human Body Systems - Explain</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |         |

| <i>SLOs</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <i>Assessment Tools</i>                                                                                                                                                                                                                                                                                                                                                                                      | <i>Amass &amp; Process Data</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <i>Actions</i>                                                                                                                                                                                                    |
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| <p>the atomic, molecular, cellular, and tissue levels of organization of the human body. Approved by CAC on May 26, 2014. Re-approved by CAC on May 2, 2016.</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2014 - 2015 (Fall), 2014 - 2015 (Spring), 2015 - 2016 (Fall), 2015 - 2016 (Spring), 2016 - 2017 (Fall), 2016 - 2017 (Spring), 2017 - 2018 (Fall), 2017 - 2018 (Spring), 2018 - 2019 (Fall), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 05/26/2014</p>                                                                                                                      | <p><b>Objective Type Exam/Quiz - In Course</b> - Quiz of 20 items on basic tissues and laboratory activity number 8 from Laboratory Manual of Hole's Human Anatomy and Physiology</p> <p><b>Benchmark:</b> 70% of the students shall be able to achieve 70 correct items from the quiz and 70% of the students shall be able to perform 70% accurate on the laboratory experiment questions as provided.</p> | <p><b>Reporting Period:</b> 2014 - 15 (Spring 15)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>76% of the students or 19 out of 25 students were able to get at least 70% correct answers from the quiz. In the laboratory activity, 96% of the students or 24 out of 25 students were able to get 70% accuracy in answering the test items of the laboratory. (05/21/2015)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                   |
| <p><b>SLO 3_Organ Systems &amp; Functions</b> - Describe organs, organ system levels of organization and their functions in the human body, including integumentary, skeletal, muscular, and nervous systems. Approved by CAC on May 26, 2014. Re-approved by CAC on May 2, 2016.</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2014 - 2015 (Fall), 2014 - 2015 (Spring), 2015 - 2016 (Fall), 2015 - 2016 (Spring), 2016 - 2017 (Fall), 2016 - 2017 (Spring), 2017 - 2018 (Fall), 2017 - 2018 (Spring), 2018 - 2019 (Fall), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 05/26/2014</p> | <p><b>Objective Type Exam/Quiz - In Course</b> - A written quiz (Q#2) was given to the students on the 2nd of October 2018 to assess their understanding of the Skeletal System.</p> <p><b>Benchmark:</b> 70% of the students will attain a C grade or better.</p> <p><b>Related Documents:</b><br/> <a href="#">SCI110.W9Q.doc</a></p>                                                                      | <p><b>Reporting Period:</b> MAPS Fall 2019 - Fall 2020 Cycle 1 Group 1</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>Eighteen (18) out of twenty two (22) students scored 70% or more and therefore the benchmark is achieved. Most students were able to score higher marks because they were given sufficient time to review their notes and also they did a lab on the human skeleton prior to their quiz. (04/30/2020)</p> <p><b>Reporting Period:</b> 2018 - 2019 (Fall 18)</p> <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p>The bench mark for the test was not achieved (only 60% of the students scored 70% and more in this second quiz). This could be due to several reasons such as last minute preparation, not attending regular classes, failing to complete weekly assignments and lack of urgency or commitment on their part. Students who had attended classes regularly perform exceptionally well. (12/20/2018)</p> | <p><b>Action:</b> It is recommended that students be given sample quiz questions as well as two weeks to study for their quiz (05/31/2019)</p>                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Objective Type Exam/Quiz - In Course</b> - At the end of the lecture, students will take a quiz on muscle systems with the emphasis on the muscles for facial expression and mastication. They should identify the</p>                                                                                                                                                                                 | <p><b>Reporting Period:</b> MAPS Fall 2020 - Fall 2021 Cycle 2 Group 1</p> <p><b>Benchmark Met:</b> Benchmark Met (M. Belicena)</p> <p>SCI 110 A&amp;P1: A total of 11 took the assessment. Below is</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Action:</b> In the next semester, I will use the same assessment tool and teaching methodology. The purpose is to compare the results of this assessment to further assess the effectivity of the tool.</p> |

| SLOs | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                               | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Actions             |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
|      | <p>muscles and describe the functions.</p> <p><b>Benchmark:</b> 70% of the students that took the quiz will score a C grade or better.</p> <p><b>Department Chair Feedback:</b> Revision completed. (Need to revise the assessment tool and benchmark.)</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 03/15/2021</p> <p><b>Related Documents:</b><br/> <a href="#">SCI 110 Muscle Test 1.docx</a></p> | <p>the specific breakdown of takers.</p> <p>5 out of 11 got 100%</p> <p>1 out of 11 got 94.44%</p> <p>3 out of 11 got 88.88%</p> <p>1 out of 11 got 83.33%</p> <p>1 out of 11 got 72.22%</p> <p>The benchmark (70% of the students that took the quiz will score a C grade or better) was met. Days before the lecture the students were given pointers and encouraged to do advance reading of the topic. During the lecture-demonstration using the human muscle model, the students showed interest and enthusiasm in learning the muscles for facial expression and mastication. They actively participated in the discussion and engaged themselves in demonstrating the functions. Prior to the quiz, an additional 10 minutes was given to fully familiarize the names and functions of the said muscles. The type of quiz (labeling and identification) also provided consistency and mastery since they've been exposed to the manner of questioning. They have been given ample time to practice and study.</p> <p>(04/08/2021)</p> <p><b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.</p> <p><b>Supervisor's Feedback Using The High Quality SLO Assessment Rubric:</b> Well developed but still room for improvement</p> <p><b>Supervisor's Approval Status:</b> Approved</p> <p><b>Supervisor's Approval Date:</b> 05/03/2021</p> <p><b>Related Documents:</b><br/> <a href="#">Student Assessment Output.pdf</a></p> | <p>(04/12/2021)</p> |

# SCI 120:INTRODUCTION TO BIOLOGY

| <i>SLOs</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <i>Assessment Tools</i>                                                                                                                                                                                                                                                                                                                                                                                               | <i>Amass &amp; Process Data</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <i>Actions</i>                                                                                                                                                                                                                                                                                                         |
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| <p><b>SLO 1_Biology Basics</b> - Describe the basics of cellular life, genetics, evolution, ecology, as well as the diversity of biological life. Approved by CAC on May 23, 2014. Re-approved by CAC on May 15, 2017.</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2014 - 2015 (Fall), 2014 - 2015 (Spring), 2015 - 2016 (Fall), 2015 - 2016 (Spring), 2016 - 2017 (Fall), 2016 - 2017 (Spring), 2017 - 2018 (Fall), 2017 - 2018 (Spring), 2017 - 2018 (Summer), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 05/23/2014</p> | <p><b>Objective Type Exam/Quiz - In Course</b> - 10 question were arbitrarily selected from the final exam relating to the substance of this SLO. The scores were totaled and average to determine a percentage.</p> <p><b>Benchmark:</b> 70% of the student achieving at least a C on the selected questions is deemed satisfactory</p> <p><b>Notes:</b> This Review combines both Sections 1 &amp; 2 of Sci 120</p> | <p><b>Reporting Period:</b> 2016 - 2017 (Fall 16)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>the 10 selected questions were reviewed total led and averaged. The combined scores for sections 1 and 2 was 71. The sections were not equal. On section was below 70 the other over with the 2 combined just reaching the bench mark. Combing section may not be a good idea. (12/20/2016)</p>                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Objective Type Exam/Quiz - In Course</b> - Two questions (one on sex-linked and the other on chromosomal disorder) were selected from the final exam relating to this SLO. The scores were added, divided by the total for these two questions and multiplied by 100 percent to determine a percentage.</p> <p><b>Benchmark:</b> 70% of the students will attain a C grade or better</p>                        | <p><b>Reporting Period:</b> 2018 - 2019 (Spring 19)</p> <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p>Only 18% of students scored 70% and above for these questions and therefore the benchmark has not been achieved. Quiet often in genetics, the students generally did well when a particular trait's symbol is given. For example, cross a red petal flower plant (RR) with a white petal flower plant (rr) and determine the F1 generation. The challenge arises when they are given a narrative statement without symbols to solve the problem. These were the types of questions given and that is why a lot of them did poorly on these two questions. (05/29/2019)</p> | <p><b>Action:</b> It is recommended that more application questions be given to students in their homeworks, assignments, and exam reviews so that they are familiar with the different types of genetic problems (Mendellian and non-Mendellian genetics) or accustomed to the language of genetics. (05/29/2019)</p> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Written Assignment or Essay -</b> Through a lab report on</p> <p><b>Benchmark:</b> 70% of students who did the assignment will earn 70% or higher</p>                                                                                                                                                                                                                                                           | <p><b>Reporting Period:</b> MAPS Fall 2019 - Fall 2020 Cycle 1 Group 1</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>SCI 120 Intro to Biology, 70% of students got higher than 75% (10/26/2019)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Action:</b> Overall, given the high results, plan to do the same. (10/26/2019)</p>                                                                                                                                                                                                                               |
| <p><b>SLO 2_Proper Lab Use</b> - Use laboratory equipment to apply the scientific method in a simple experiment. Approved by CAC on May 23, 2014. Re-approved by CAC on May 15, 2017.</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2014 - 2015 (Fall), 2014 - 2015 (Spring), 2015 -</p>                                                                                                                                                                                                                                                                                                                                        | <p><b>Written Assignment or Essay -</b> The students were required to perform laboratory exercise on observing onion and cheek cells. This exercise tested their knowledge on identifying microscopic parts and using the microscopes as they would be observing the onion and cheek cells under a microscope.</p>                                                                                                    | <p><b>Reporting Period:</b> 2017 - 2018 (Summer 18)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>The bench mark for the SLOs was achieved. More than 70% of the students attained better scores in the lab assessment. The students did well overall because they were introduced to simple experiments and were thoroughly guarded through the different steps of the scientific method right down to conclusions and references. The next step will be to introduce them into a much more</p>                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                        |

| SLOs                                                                                                                                                                                                                                                                                                         | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>2016 (Fall), 2015 - 2016 (Spring), 2016 - 2017 (Fall), 2016 - 2017 (Spring), 2017 - 2018 (Fall), 2017 - 2018 (Spring), 2017 - 2018 (Summer), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 05/23/2014</p> | <p>Consequently, the laboratory instruments microscopes, beakers top pan balance were utilized throughout the semester. The students were given a week to do write their reports and submit in the next laboratory class. The students are supposed to utilize a scientific method where they followed a marking criteria, the discussion forms the basis of their reasoning and discusses errors that could have occurred during the laboratory exercise and utilizes critical thinking. The marking Criteria is given below and this was the criteria used throughout the semester.</p> <p><b>Benchmark:</b> 75% of the students should score C (70%)</p> <p><b>Notes:</b> Marking Criteria for Laboratory reports for SCI 120</p> <p>Name:</p> <p>Instructors name:</p> <p>Course Title:</p> <p>Laboratory Session</p> <p>2 marks</p> <p>Aim (Basis for a Hypothesis)</p> <p>2 marks</p> <p>Introduction (Must include Citations)</p> <p>2 marks</p> <p>Materials/ Methods</p> <p>1 mark</p> <p>Results</p> <p>6 marks</p> <p>Discussion (Explain your results, how, why, include errors associated what you think could have been done better, comparison of similar works, include citations)</p> <p>6 marks</p> <p>Conclusion</p> <p>1 mark</p> | <p>advanced experiments and scientific report writing. However, some students still find it difficult to connect biological concepts (ideas) with the experiments conducted in the lab presumably because it might be their first time to do a science course (see excel Grade Book and samples of students' labs uploaded). (07/27/2018)</p> <p><b>Related Documents:</b></p> <p><a href="#">Dako - Spring 2018 - Grade for Classes.xls</a></p> <hr/> <p><b>Reporting Period:</b> 2017 - 2018 (Spring 18)</p> <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p>The results were analysed using excel and compared that SLO achievement improved from the beginning of the semester till the end of the semester. (05/22/2018)</p> | <p><b>Action:</b> From the class result, 55.88 % of the student received a C or above in this SLO. The Benchmark of this SLO was that 75% of the student should achieve a C and thus this was not achieved, 20% of the student did not hand in their first assignment. There could be various reasons for this. Science especially Biology has been perceived to be difficult, some of the students were being exposed to doing laboratory work for the first time so it must have been overwhelming for them to understand the terminology in Biology as well as to become familiar with the instruments. The scientifically methodology has the components as stated in the marking criteria above such as the aim or hypothesis and it starts out with an observation so this is something they might have found difficult. This might be the first time they wrote a proper scientific report and I, as an instructor noticed that it was by the end of the semester that they had fully were able to harness this skill. The data taken was from the beginning of the semester. As the semester went on, the same SLO on</p> |

| SLOs | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|      | <p>Reference<br/>2 marks</p> <p><b>Related Documents:</b><br/> <a href="#">SCI 120 Laboratory Week 9.pdf</a><br/> <a href="#">The analysis of the SLO SCI 120.docx</a></p> <p><a href="#">Onion and Cheek Cells Laboratory.pdf</a><br/> <a href="#">Raw data analysis for SCI 120.xlsx</a></p>                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>scientifically methods progressed much better as the students knew what was expected of them and 61.76% of the students received 70% (C) or above. However, 32.35% of the students did not submit their last assignment. In comparison, the SLO did get better in terms of students performance from the beginning to the end of the semester. On the other hand, students still not to submit the last assignment probably because it was towards the end of the semester. In the next semester, a different SLO will be tested with a different assessment tool or the same SLO will be tested with a different assessment tool. In addition, field trips to EPA will introduce student to using of advanced instruments in the field of Biology. (05/31/2018)</p> |
|      | <p><b>Written Assignment or Essay -</b><br/> Format and create a post lab report for a completed in lab assignment. Points as follows<br/> 1 for proper formatting<br/> 1 for proper grammer, spelling, and flow<br/> 1 for correct information<br/> 1 for required information<br/> 1 for completing/participating in the lab</p> <p><b>Benchmark:</b> Use the assessment rubric to assess post lab report. Students must have at least 4 out of 5 points to be considered completed satisfactorily. 70% of the class must have a 4 or better to consider the</p> | <p><b>Reporting Period:</b> 2015 - 2016 (Spring 16)<br/> <b>Benchmark Met:</b> Benchmark Not Met<br/> 31 students handed in post labs for the animal tissue types lab. Only 12 out of the 31 students completed the post lab report satisfactorily. That is a 38% which is no where near the goal of 70%.<br/> I feel there was a failure on the instructors part to properly and clearly explain what the expectations were for this lab report. EB (04/22/2016)</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| SLOs | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|      | <p>assessment successfully completed.</p> <p><b>Research Report</b> - A simple practical on the scientific method especially how it used to solve problems was given to students to test their knowledge of problem solving skills and scientific report writing skills. The major question students solved in this practical was "Do seeds grow better when soaked in fresh water or saltwater?"</p> <p>SLO: Students will develop competency in the explanation and application of the constituents of the scientific method.</p> <p><b>Benchmark:</b> 70% of students should achieve 70% or above in the aforementioned assessment.</p> <p><b>Department Chair Feedback:</b> A well developed plan. Should include a grading rubrics.</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 03/02/2021</p> | <p><b>Reporting Period:</b> MAPS Fall 2020 - Fall 2021 Cycle 2 Group 1</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>There were twenty three (23) students enrolled in this course. Twenty two (22) students did this practical and eighteen (18) of them scored 70% or more and therefore the benchmark was achieved. Most students were able to score higher marks because they were given sufficient time (from week 2 to week 14) and also they were guarded and assisted on the proper format and the contents of the scientific report before they were accessed. (06/01/2021)</p> <p><b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> Yes. The SLO statement needs revision.</p> <p><b>Supervisor's Feedback Using The High Quality SLO Assessment Rubric:</b> Developing. Need to include the action plan.</p> <p><b>Supervisor's Approval Status:</b> Approved</p> <p><b>Supervisor's Approval Date:</b> 06/06/2021</p> | <p><b>Action:</b> Students need to be:</p> <ul style="list-style-type: none"> <li>(i). guided properly on how to write proper scientific reports or scientific research papers,</li> <li>(ii). given more time to design and carry out their experimental work,</li> <li>(iii). able to write scientific reports using the MLA format,</li> <li>(iv). given opportunities to observe and critique well written scientific papers.</li> </ul> <p>Writing scientific reports or papers is always a challenge for most students and therefore one must ensure they are able to get the basics right from the beginning.</p> <p>(06/07/2021)</p> <hr/> <p><b>Action:</b> Regular reviews are required in order to improve students' scores. (06/01/2021)</p> |

# SCI 210:HUMAN ANATOMY AND PHYSIOLOGY II

| SLOs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Assessment Tools                                                                                                                                                                                                                                                                                                         | Amass & Process Data                                                                                                                                                                                                                                                                                                                                             | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>SLO 2_Organ Systems</b> - Explain the structure of organ systems as it relates to their functions. Approved by CAC on May 23, 2014. Re-approved by CAC on August 29, 2016.</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2013 - 2014 (Spring), 2014 - 2015 (Fall), 2014 - 2015 (Spring), 2015 - 2016 (Fall), 2015 - 2016 (Spring), 2016 - 2017 (Spring), 2017 - 2018 (Fall), 2017 - 2018 (Spring), 2018 - 2019 (Fall), Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 05/23/2014</p> | <p><b>Objective Type Exam/Quiz - In Course</b> - A quiz worth 30 points and a laboratory activity # 37 from Hole's Essentials of Human anatomy and Physiology Laboratory Manual</p> <p><b>Benchmark:</b> 70% of the students or 11 out of 16 students shall be able to trace the pathway of blood through the heart.</p> | <p><b>Reporting Period:</b> 2014 - 15 (Fall 14)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>75% of the student or 12 of 16 students got at least 70% correct answers from the quiz. In the laboratory exercise, 87.5% of the students or 14 out of 16 students got 70% accurate answers from the items given in the laboratory exercises. (05/21/2015)</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>70% of the students or 11 out of 16 students shall be able to answer at least 70% of the questions given after the laboratory activity.</p>                                                                                                                                                                           | <p><b>Written Assignment or Essay -</b></p> <p>Students were given a homework assignment asking them to relate structure and function of the male and female reproductive systems.</p> <p><b>Benchmark:</b> Students were given a point for each correct answer (8 total for male, 7 total for female.)</p>                                                      | <p><b>Reporting Period:</b> 2015 - 2016 (Fall 15)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>N=7.</p> <p>Male: number of correct answers ranged from 8 to 0.<br/>Female: number of correct answers ranged from 7 to 0. This exercise was quite difficult for the students. Initially all participating students just turned in the homework with the functions listed and did not describe how the structure relates to the function. I gave them additional examples in class and they were allowed to redo the assignment. Over half the class was able to successfully complete the assignment. A few students still did not understand and listed the structures only.<br/>(12/01/2015)</p> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Objective Type Exam/Quiz - In Course</b> - Students were given a question on an Exam asking them to relate structure and function of the human heart.</p> <p><b>Benchmark:</b> Goal: 4 of 6 students get 80% or higher on the question. (4 out of 5 pts)</p>                                                       | <p><b>Reporting Period:</b> 2016 - 2017 (Spring 17)</p> <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p>N= 13 students</p> <p>Only 63% of the students got &gt;70% or higher on test question.</p> <p>Benchmark not met.</p>                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

| SLOs | Assessment Tools                                                                                                                                                                                                                                                                                   | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Actions                                                                                                                                                                      |
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|      |                                                                                                                                                                                                                                                                                                    | <p>Many students simply put a description of the different structures and didn't do the relating to function part and lost points.</p> <p>This exercise was quite difficult for the students. This is not a concept that can be found and copied from a textbook. It requires thought and application and not just regurgitation. The students here struggle with critical thinking and real world application of scientific concepts. (05/13/2017)</p> <hr/> <p><b>Reporting Period:</b> 2015 - 2016 (Spring 16)<br/> <b>Benchmark Met:</b> Benchmark Not Met<br/> N=5.<br/> Note: one student dropped, leaving 5 students.<br/> Only 1 out of 5 students reached the benchmark.<br/> Benchmark not met.<br/> This exercise was quite difficult for the students. This is not a concept that can be found and copied from a textbook. It requires thought and application and not just regurgitation. (05/08/2016)</p> |                                                                                                                                                                              |
|      | <p><b>Objective Type Exam/Quiz - In Course</b> - Students were given three questions on an Exam asking them to relate structure and function of the human heart, lungs, and the small intestine.</p> <p><b>Benchmark:</b> Goal: 70% of the students get &gt;70% or higher on the test question</p> | <p><b>Reporting Period:</b> 2016 - 2017 (Spring 17)<br/> <b>Benchmark Met:</b> Benchmark Not Met<br/> N= 13 students</p> <p>Only 63% of the students got &gt;70% or higher on test question.</p> <p>Benchmark not met.</p> <p>Many students simply put a description of the different structures and didn't do the relating to function part and lost points. This exercise was quite difficult for the students. This is not a concept that can be found and copied from a textbook. It requires thought and application and not just regurgitation. The students here struggle with critical thinking and real world application of scientific concepts. (05/13/2017)</p>                                                                                                                                                                                                                                             |                                                                                                                                                                              |
|      | <p><b>Objective Type Exam/Quiz - In Course</b> - Students were given one (1) major question on the Endocrine System to test their understanding on the following: (i) general</p>                                                                                                                  | <p><b>Reporting Period:</b> 2018 - 2019 (Spring 19)<br/> <b>Benchmark Met:</b> Benchmark Not Met<br/> The benchmark for this SLO was not achieved (only 57% of the students scored 70% and more for this question). This could be due to various reasons including (but not</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Action:</b> It is recommended that students be given sample exam questions to prepare for in the final exam or a much more stress free type of assessment be given</p> |

| SLOs | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|      | <p>functions of the Endocrine System, (ii) the different hormones produced by various glands or organs of the Endocrine System and (iii) how the Renin Angiotensin Aldosterone system (RAAS) works in maintaining homeostasis.</p> <p><b>Benchmark:</b> 70% of the students will attain a C grade or better.</p> <p><b>Objective Type Exam/Quiz - In Course</b> - A written quiz is given to students where the student is to explain through writing the pathway of oxygen from the outside environment, that is from the air being breathed until the air comes out of the body as carbon dioxide. Specifically, the students have to:</p> <ol style="list-style-type: none"> <li>1.) Identify the parts of the body where the air passes through ;</li> <li>2.) Describe how oxygen enters the body;</li> <li>3.) Describe how the oxygen is converted into carbon dioxide as a waste; and</li> <li>4.) Identify how this carbon dioxide goes out of the body.</li> </ol> <p><b>Benchmark:</b> 75% of the students will attain 75% grade or C+ grade or better</p> <p><b>Notes:</b> I use in course quiz, PowerPoint, videos from Youtube, mannequins and students' to perform experiments</p> <p><b>Department Chair Feedback:</b> This is great. You can attach the assessment tool.</p> <p><b>Department Chair Approval Status:</b> Approved</p> | <p>restricted to) allocating less time on exam review and more time completing class works that have already due. Furthermore, some students' interest in the course diminishes as the semester progresses and this has led to their low exam results. (05/29/2019)</p> <p><b>Reporting Period:</b> MAPS Fall 2020 - Fall 2021 Cycle 2 Group 1</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>In the Table 1, it showed that there were 14 students who took the pretest and posttest for tracing oxygen pathway from the air a human being breathed until it went out of the body as a carbon dioxide. This showed the distribution of students who were able to achieve their grades in the pretest and the posttest. (Please refer to the document attached)</p> <p>There were 50 points in the pretest and in the posttest. The items in the pretest and the posttest were the same.</p> <p>In the pretest, 1 out of 14 or 7% of the students got a grade of A. No student or 0% of the students got a grade of B. There was 1 out of 14 who got a C+. or 7% of the students got a grade of C+. There was 1 out of 14 students or who got a grade of D. 11 out of 14 students or 79% of the students got a grade of F.</p> <p>With these results, this showed that only 3 out of 14 students or 21% of the students had an understanding about the pathway. Maybe these students had advance readings on this topic in their textbook before coming to class. However, a greater percentage of 79% of students got a failing grade of F.</p> <p>So that the students shall be able to understand, describe and identify the pathway of oxygen into a human body, I had to use PowerPoint and videos from Youtube as one of my strategies in teaching this lesson. Aside from the</p> | <p>to students at the end of the semester instead of a written exam. An example would be a major research project. (05/29/2019)</p> <p><b>Action:</b> If still given the opportunity Scie 210 – Human Anatomy and Physiology 2, I will do the following:</p> <ol style="list-style-type: none"> <li>1. Use PowerPoint, videos from Youtube and mannequins in teaching the topics;</li> <li>2. Evaluate the same SLO and compare the result between this Spring 2021 and to the next semester where I shall teach, to evaluate if it is really the intervention that I did had given the effect of students' performance;</li> </ol> <p>(06/09/2021)</p> |

| SLOs                | Assessment Tools                                             | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Actions |         |          |      |          |          |          |          |          |              |    |    |                     |  |          |                 |          |  |    |    |  |        |          |  |                  |          |  |                     |          |  |                  |         |  |                     |          |  |  |
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|                     | <p><b>Department Chair Approval Date:</b><br/>11/23/2020</p> | <p>PowerPoint and the videos, I used mannequins while discussing the pathway of oxygen into the human body until it went out of the body as a carbon dioxide waste. After the discussion, we did an experiment.</p> <p>From Table 1, for the posttest performance, 8 out of 14 students or 57% of the students got a grade of A. 1 out of 14 students or 7% of the students got a grade of B. 2 out of 14 students or 15% of the students got a grade of C+. 1 out of 14 students or 7% of the students got a grade of C. 2 out of 14 students or 14% of the students got a grade of D.</p> <p>With students' posttest performance after the teaching strategies were implemented, 11 out of 14 students or 79% of the students got a grade of 75% (C+) or better in the quiz. This showed that the benchmark is significantly met.</p> <p>To test further if there was a significant difference of scores obtained in the Pretest and Posttest.</p> <p>Table 2. t-test on the Mean Difference of Scores obtained in Pre-test and Post-test</p> <table><tr><td></td><td>Pretest</td><td>Posttest</td></tr><tr><td>Mean</td><td>22.78571</td><td>43.07143</td></tr><tr><td>Variance</td><td>120.7967</td><td>52.99451</td></tr><tr><td>Observations</td><td>14</td><td>14</td></tr><tr><td>Pearson Correlation</td><td></td><td>0.615516</td></tr><tr><td>Mean Difference</td><td>20.28571</td><td></td></tr><tr><td>df</td><td>13</td><td></td></tr><tr><td>t Stat</td><td>-8.74715</td><td></td></tr><tr><td>P(T&lt;=t) one-tail</td><td>4.15E-07</td><td></td></tr><tr><td>t Critical one-tail</td><td>1.770933</td><td></td></tr><tr><td>P(T&lt;=t) two-tail</td><td>8.3E-07</td><td></td></tr><tr><td>t Critical two-tail</td><td>2.160369</td><td></td></tr></table> <p>Table 2 shows a mean difference of 20.28 between the pretest and posttest scores. Two-tailed t-test was used to determine if there is a significant difference in the mean scores. At 0.05 level of significance, a p-value of 0.00000083 was obtained. Since the p-value is less than 0.05, then one can say that the difference of the mean scores is significant. Furthermore, t-test result shows that the posttest mean</p> |         | Pretest | Posttest | Mean | 22.78571 | 43.07143 | Variance | 120.7967 | 52.99451 | Observations | 14 | 14 | Pearson Correlation |  | 0.615516 | Mean Difference | 20.28571 |  | df | 13 |  | t Stat | -8.74715 |  | P(T<=t) one-tail | 4.15E-07 |  | t Critical one-tail | 1.770933 |  | P(T<=t) two-tail | 8.3E-07 |  | t Critical two-tail | 2.160369 |  |  |
|                     | Pretest                                                      | Posttest                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |         |         |          |      |          |          |          |          |          |              |    |    |                     |  |          |                 |          |  |    |    |  |        |          |  |                  |          |  |                     |          |  |                  |         |  |                     |          |  |  |
| Mean                | 22.78571                                                     | 43.07143                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |         |         |          |      |          |          |          |          |          |              |    |    |                     |  |          |                 |          |  |    |    |  |        |          |  |                  |          |  |                     |          |  |                  |         |  |                     |          |  |  |
| Variance            | 120.7967                                                     | 52.99451                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |         |         |          |      |          |          |          |          |          |              |    |    |                     |  |          |                 |          |  |    |    |  |        |          |  |                  |          |  |                     |          |  |                  |         |  |                     |          |  |  |
| Observations        | 14                                                           | 14                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |         |         |          |      |          |          |          |          |          |              |    |    |                     |  |          |                 |          |  |    |    |  |        |          |  |                  |          |  |                     |          |  |                  |         |  |                     |          |  |  |
| Pearson Correlation |                                                              | 0.615516                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |         |         |          |      |          |          |          |          |          |              |    |    |                     |  |          |                 |          |  |    |    |  |        |          |  |                  |          |  |                     |          |  |                  |         |  |                     |          |  |  |
| Mean Difference     | 20.28571                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |         |          |      |          |          |          |          |          |              |    |    |                     |  |          |                 |          |  |    |    |  |        |          |  |                  |          |  |                     |          |  |                  |         |  |                     |          |  |  |
| df                  | 13                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |         |          |      |          |          |          |          |          |              |    |    |                     |  |          |                 |          |  |    |    |  |        |          |  |                  |          |  |                     |          |  |                  |         |  |                     |          |  |  |
| t Stat              | -8.74715                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |         |          |      |          |          |          |          |          |              |    |    |                     |  |          |                 |          |  |    |    |  |        |          |  |                  |          |  |                     |          |  |                  |         |  |                     |          |  |  |
| P(T<=t) one-tail    | 4.15E-07                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |         |          |      |          |          |          |          |          |              |    |    |                     |  |          |                 |          |  |    |    |  |        |          |  |                  |          |  |                     |          |  |                  |         |  |                     |          |  |  |
| t Critical one-tail | 1.770933                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |         |          |      |          |          |          |          |          |              |    |    |                     |  |          |                 |          |  |    |    |  |        |          |  |                  |          |  |                     |          |  |                  |         |  |                     |          |  |  |
| P(T<=t) two-tail    | 8.3E-07                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |         |          |      |          |          |          |          |          |              |    |    |                     |  |          |                 |          |  |    |    |  |        |          |  |                  |          |  |                     |          |  |                  |         |  |                     |          |  |  |
| t Critical two-tail | 2.160369                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |         |          |      |          |          |          |          |          |              |    |    |                     |  |          |                 |          |  |    |    |  |        |          |  |                  |          |  |                     |          |  |                  |         |  |                     |          |  |  |

| SLOs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Assessment Tools                                                                                                                                                                                                                                                                                           | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Actions |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                            | <p>significantly increased.</p> <p>With this result, it showed that teaching using the PowerPoint, videos from Youtube and using mannequins to further their understanding of the different parts of the human body has greatly improved the learning processes of students.</p> <p>As researches show that a great part of the learners are visual and audio learners. This shows that our students at CMI are visual and audio learners. They have grasped the lessons using this intervention.<br/>(06/08/2021)</p> <p><b>Based on your assessment results &amp; analysis, does the SLO statement need revision?:</b> No. The SLO statement doesn't need revision.</p> <p><b>Supervisor's Feedback Using The High Quality SLO Assessment Rubric:</b> Well developed</p> <p><b>Supervisor's Approval Status:</b> Approved</p> <p><b>Supervisor's Approval Date:</b> 06/09/2021</p> <p><b>Related Documents:</b><br/> <a href="#">Sci 210 SLO 2 Assessment Spring 2021 MSumaoang.docx</a> </p>                                                                                |         |
| <p><b>SLO 3_Homeostatic Mechanisms -</b><br/>           Explain how to balance homeostatic mechanisms and describe the negative and positive feedback in maintaining its balance. Approved by CAC on May 23, 2014. Re-approved by CAC on August 29, 2016.<br/> <b>SLO Outcome Status:</b> Active<br/> <b>SLO Assessment Cycle:</b> 2013 - 2014 (Spring), 2014 - 2015 (Fall), 2014 - 2015 (Spring), 2015 - 2016 (Fall), 2015 - 2016 (Spring), 2016 - 2017 (Spring), 2017 - 2018 (Fall), 2017 - 2018 (Spring), 2018 - 2019 (Fall), Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1<br/> <b>Start Date:</b> 05/23/2014         </p> | <p><b>Objective Type Exam/Quiz - In Course -</b> A written test (Test 2) was given to the students to assess their understanding of the Endocrine system. The total score for the test is out of 27 (see Test 2).<br/> <b>Benchmark:</b> 70% of the students will attain a C grade or better.         </p> | <p><b>Reporting Period:</b> 2017 - 2018 (Spring 18)<br/> <b>Benchmark Met:</b> Benchmark Not Met<br/>           The benchmark for the test was not achieved (only 60% of the students scored 70% and more in their test). This could be due to multiple reasons. It is common knowledge, that most students tend to perform poorly under induced stress (especially during tests and exams) and this could be a possible contributing factor. Secondly, the students may have not prepared well for the test. Third, they must have prepared really well but due to memory lapse or poor memory retention, they forget most of things they have studied. One thing for sure is that the students still cannot connect the work of different hormones especially antagonistic hormones (such as insulin and glucagon) in maintaining homeostasis. Time is not a factor here because the students could not think and write any more answers for the questions even though there is ample time left (see excel Grade book uploaded. Note: Test 2 is entered as Test         </p> |         |

| <i>SLOs</i> | <i>Assessment Tools</i> | <i>Amass &amp; Process Data</i>                                                                                                                                                                                        | <i>Actions</i> |
|-------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|             |                         | 3). More activities particularly on the negative feed-back system will be assigned to students in the future to help them understand the roles played by the endocrine system in maintaining homeostasis. (05/23/2018) |                |

# SCI 215:MICROBIOLOGY

| SLOs                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Assessment Tools                                                                                                                                                                                                                                                                                                                            | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Actions |
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| <p><b>SLO 1_Microorganisms</b> - Analyze a variety of microorganisms. Approved by CAC on May 11, 2016.</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2016 - 2017 (Fall), 2016 - 2017 (Spring), 2017 - 2018 (Fall), 2017 - 2018 (Spring), 2018 - 2019 (Fall), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 05/11/2016</p> | <p><b>Objective Type Exam/Quiz - In Course</b> - Students were given chart comparing the 6 types of microorganisms. They were required to state if the organism was a prokaryote or eukaryote, characteristics of each one, and name an example. (15 pts total)</p> <p><b>Benchmark:</b> 70% or better get &gt;70% on the test question</p> | <p><b>Reporting Period:</b> MAPS Fall 2019 - Fall 2020 Cycle 1 Group 1</p> <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p>Only ten (10) students out of sixteen (16) scored 75 % and above for this assignment and therefore the bench mark has not been achieved. A good number of students still find it difficult to grasp the concept and the mechanism of viral replication and how it causes the disease AIDS. However, they do know the different methods of prevention in regards to AIDS. (04/30/2020)</p> <hr/> <p><b>Reporting Period:</b> 2016 - 2017 (Summer 17)</p> <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p>N=12</p> <p>7 out of 12 students achieved a score of 70% or higher on the test question for a percentage of 58%.</p> <p>Benchmark not met.</p> <p>The matching exercise causes many students to lose points on that part of the test and some of them didn't see the last essay question at the bottom of the page, which also caused lost points. I do think overall the students understand how to classify microorganisms. We did an extra laboratory this semester that talked about characteristics and how to put things into categories. (05/13/2017)</p> <hr/> <p><b>Reporting Period:</b> 2016 - 2017 (Fall 16)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>N=7</p> <p>5 out of 7 students achieved a score of 70% or higher on the test question</p> <p>The new textbook that emphasized fundamental concepts and characteristics of each microorganism was a beneficial change to the class this semester. New labs were also incorporated from the new lab book. I believe the textbook and new activities helped reinforce the differences between</p> |         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Objective Type Exam/Quiz - In Course</b> - Students were given chart comparing the 6 types of microorganisms. They were required to state if the organism was a prokaryote or eukaryote, characteristics of each one, and name an example. (6 pts total)</p> <p><b>Benchmark:</b> 70% or better get &gt;70% on the test question</p>  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |

| SLOs | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Actions                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|      | <p><b>Objective Type Exam/Quiz - In Course</b> - Students were given a series of test questions relating to classification of microorganisms, including a chart comparing the six types of microorganisms, a matching exercise, and an essay question.</p> <p><b>Benchmark:</b> 70% or better get &gt;70% on the test questions</p>                                                                                                                                                                                                                                                                                                                                  | <p>the different microorganisms.<br/>(11/27/2016)</p> <p><b>Reporting Period:</b> 2016 - 2017 (Spring 17)<br/><b>Benchmark Met:</b> Benchmark Not Met<br/>N=12</p> <p>7 out of 12 students achieved a score of 70% or higher on the test question for a percentage of 58%.</p> <p>Benchmark not met.</p> <p>The matching exercise causes many students to lose points on that part of the test and some of them didn't see the last essay question at the bottom of the page, which also caused lost points. I do think overall the students understand how to classify microorganisms. We did an extra laboratory this semester that talked about characteristics and how to put things into categories.<br/>(05/13/2017)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                             |
|      | <p><b>Written Assignment or Essay</b> - A written assignment worth 20 points will be given to individual students to identify prokaryotes and various eukaryotic microorganisms belonging to the algae, protozoa groups, fungi and helminthes and to write four (4) characteristic features that belong to each specific group (phylum) (sample questions will be uploaded).</p> <p><b>Benchmark:</b> 70% of the students will attain a C grade or better.</p> <p><b>Department Chair Feedback:</b> Great. Need to attach the sample question.</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 11/23/2020</p> | <p><b>Reporting Period:</b> MAPS Fall 2020 - Fall 2021 Cycle 2 Group 1</p> <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p>Seventeen (17) students out of nineteen (19) took the test. Only nine (9) students out of seventeen (17) scored 75 % and above for this test and therefore the bench mark has not been achieved. A good number of students find it challenging to remember the basic structure of HIV viruses, its mode of reproduction, how it caused diseases, its multiple defense mechanisms and the different antiviral drugs used to prevent their reproduction. However, all of them knew the different ways of HIV transmission and prevention of infection. A continuous and thorough revision was highly recommend for this group of students.<br/>(06/06/2021)</p> <p><b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.</p> <p><b>Supervisor's Feedback Using The High Quality SLO Assessment Rubric:</b> Well developed. Can be improved.</p> <p><b>Supervisor's Approval Status:</b> Approved</p> <p><b>Supervisor's Approval Date:</b> 06/06/2021</p> | <p><b>Action:</b> 1. Chunking the topic is needed in order to help with students' retention.<br/>2. Give students assignments, quizzes and pre-tests prior to the given assessment (test) and provide timely feedback.<br/>3. Conduct additional tutorials on the topic for at risk student (s).<br/>(06/07/2021)</p> <p><b>Action:</b> Regular reviews are required in order to improve students' scores. (06/01/2021)</p> |

| SLOs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>SLO 2_Proper Lab Use</b> - Demonstrate proper use of equipment, techniques, and procedures commonly used to study microorganisms. Approved by CAC on January 4, 2012. Re-approved by CAC on May 11, 2016.</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2013 - 2014 (Fall), 2013 - 2014 (Spring), 2014 - 2015 (Fall), 2014 - 2015 (Spring), 2015 - 2016 (Fall), 2015 - 2016 (Spring), 2016 - 2017 (Fall), 2016 - 2017 (Spring), 2017 - 2018 (Fall), 2017 - 2018 (Spring), 2018 - 2019 (Fall), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 01/04/2012</p> | <p><b>Skill Performance</b> - Lab Report</p> <p><b>Benchmark:</b> 70% of the students will attain a C grade or better</p>                                                                                                                                                                                                                                                                                                                                                     | <p><b>Reporting Period:</b> 2018 - 2019 (Fall 18)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>All the students scored 80% and above for this practical and therefore the bench mark has been achieved. The microscope is a very fragile, delicate and expensive equipment and therefore all students must know simple microscope rules before using them. For examples, the proper way of carrying a microscope is to place one hand on the arm and the other at the base of the microscope. At the end of the practical, remove the slide, switch objective lens to low power and lower the stage and never use the 100X objective lens without an immersion oil. The students did a lengthy but worthwhile practical. They learned about the proper way of caring of microscopes, how to focus a microscope, prepare a wet mount and learned the different parts of the microscope and how to use them. Furthermore, they learned the limits of the microscopes resolution, recognise gas bubbles on a wet mount prepared slides, calculate the magnification (image and total) and the scale bar and how to present a scale bar. Now the students are able to follow the rules and use the microscopes carefully but confidently and comfortably and thus enjoying their learning. (12/20/2018)</p> <p><b>Related Documents:</b></p> <p><a href="#">SCI215Prac 1. Microscopes MS2.pdf</a></p> | <p><b>Action:</b> It is strongly recommended that all new students must be taught of laboratory safety rules and basic rules for proper use and care of microscopes in order to extend their life by many years. (05/31/2019)</p>                                                                                                                                                                                                                                                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Skill Performance</b> - Using laboratory equipment, the students will be able to properly handle, use and perform procedures and techniques used to study microorganisms.</p> <p>To assess, a rubric is used to gauge how well the students be able to handle, use and perform techniques in using laboratory equipment to study microorganisms in 3 competency level</p> <p><b>Benchmark:</b><br/>70% of the students will get an average of 70% of the grades for</p> | <p><b>Reporting Period:</b> 2018 - 2019 (Spring 19)</p> <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p>From the data, the average grade of the students is 67.81%. This shows that the students are not able to demonstrate that they are prepared to handle, use and know procedures and techniques in using laboratory equipment to study microorganisms.</p> <p>This shows that the benchmark is not met. The data shows that the students lack the ability to use effectively the equipment due to following reasons:</p> <ol style="list-style-type: none"> <li>1. The students are not well equipped in their knowledge about the use of equipment because the College' laboratory lacks these equipment to be used during laboratory periods;</li> <li>2. The students lack the exposure of working with</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Action:</b></p> <ol style="list-style-type: none"> <li>1. As an instructor, I found out that there are no proper equipment and chemicals needed for laboratory. This shall be reported to the administration so that the students will be able to do proper laboratory activities;</li> <li>2. Students who are taking Microbiology are Nursing students. I suggest that these students shall be given ample time to be at the hospital laboratory so that whatever is lacking at the College laboratory, they will be able to learn on how to use the</li> </ol> |

| <i>SLOs</i> | <i>Assessment Tools</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <i>Amass &amp; Process Data</i>                                                                                                                                                                                                                                       | <i>Actions</i>                                                                                                                                                                                                                         |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             | <p>each of the competencies according to the rubric used.</p> <p><b>Notes:</b> The College laboratory lacks the equipment and the chemicals needed for the students to have their laboratory. To fill the deficiency, I requested the Ministry of Health Director that the students shall be able to work during the spare hours at the laboratory of the hospital. Therefore, the students have the opportunity to be working and at the same time learn on how to handle, use and learn the procedures in using the equipment in studying microorganisms at Majuro Hospital. They are using their spare time to be at the hospital to do their laboratory time in addition to the laboratory experience here at CMI. Therefore, the students are evaluated on their handling of the equipment at the hospital.</p> <p><b>Related Documents:</b><br/> <a href="#">Rubric - Individual Assessment in Sci 215 Equipment Microbiology.docx</a></p> | <p>equipment;</p> <p>3. The students lack the confidence of working independently to study microorganisms using laboratory equipment.<br/> (06/03/2019)</p> <p><b>Related Documents:</b><br/> <a href="#">Sci 215 SLO 3 Assessment Spring 2019 MSumaoang.docx</a></p> | <p>equipment at the hospital.</p> <p>3. The same SLO shall be tested in order to find if there is an improvement to address the deficiency of our students in handling equipment to study common microorganisms.<br/> (06/03/2019)</p> |

# SCI 230:INTRODUCTION TO CHEMISTRY

| SLOs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Actions |
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| <p><b>SLO 1_Chemist Techniques</b> - Utilize techniques used by chemists</p> <p>a. Convert Measurements from Standard to Metric</p> <p>b. Determine Atomic Mass and Weight</p> <p>c. Balance chemical equations</p> <p>Approved by CAC on February 23, 2009</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2013 - 2014 (Fall), 2013 - 2014 (Spring), 2014 - 2015 (Fall), 2014 - 2015 (Spring), 2015 - 2016 (Fall), 2015 - 2016 (Spring), 2016 - 2017 (Fall), 2016 - 2017 (Spring), 2017 - 2018 (Fall), 2017 - 2018 (Spring), 2018 - 2019 (Fall), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 02/23/2009</p> | <p><b>Objective Type Exam/Quiz - Standardized</b> - In the standardized test, measurements conversions were tested, determining the atomic mass and weight or the atomic mass and weight were given and based on that calculate the mass and balancing of chemical equations.</p> <p><b>Benchmark:</b> 70% of the student to achieve C or above</p> <p><b>Notes:</b> The students were to receive partial marks for working</p> <p><b>Related Documents:</b></p> <p><a href="#">SCI 230 Final exam paper.pdf</a></p> <p><a href="#">SCI 230 Final exam paper.pdf</a></p> <p><a href="#">Raw data analysis for SCI 230.xlsx</a></p> <p><a href="#">Raw data analysis for SCI 230.xlsx</a></p> <p><b>Objective Type Exam/Quiz - In Course</b> - A written test were given to the students to assess their understanding of balancing chemical equations. The total score for the test is out of 27 (see SCI230 Test 2 question 2 uploaded).</p> <p><b>Benchmark:</b> 70% of the students will attain a C grade or better.</p> | <p><b>Reporting Period:</b> 2015 - 2016 (Fall 15)</p> <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p>The correct coefficients for the equation above are 2,3,1,6. Only 50% of the class got all of the coefficients correct. (12/02/2015)</p> <hr/> <p><b>Reporting Period:</b> 2017 - 2018 (Spring 18)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>The bench mark for the SLOs was achieved. More than 90% of the students are familiar and are able to balance simple chemical equations provided the chemical formulas of the reactants and products are given. That is also true for stoichiometric calculations involving limiting reagents and identifying limiting reagents. The problem arises when students are given a set of questions with names of reactants and products but without their chemical formulas. There is lack of connectivity even though they know the type of chemical reactions involved. For example, magnesium metal and water gives magnesium hydroxide and hydrogen gas. Write the chemical formula of the reactants and products and balance the chemical reaction. More than 90% of the student will not answer this type of question and that is a concern for me as an instructor (see excel Grade Book uploaded. Note: Test 2 is entered as Test 2). (05/23/2018)</p> <p><b>Related Documents:</b></p> <p><a href="#">SCI230LabActWk13.docx</a></p> |         |

| SLOs | Assessment Tools | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                       | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|      |                  | <p><b>Reporting Period:</b> 2017 - 2018 (Spring 18)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>A bar graph was computed based on the three questions, conversions of measurements, atomic mass determination and balancing chemical equations. (05/22/2018)</p> <p><b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.</p> | <p><b>Action:</b> The overall bench mark was met since two of the three questions had 88.24% pass rate while the remaining one question was 47.06%. These questions were separately analysed since they are not same question. Students faced difficulty probably because they are not used to the the metric system of measurements as students are used to inches and not meters. In addition, conversion ratios could prove to be difficult to remember as there is a lot of multiplication and division involved. However, the questions on atomic mass and balancing of equations were simple enough for students to understand which is why they did well in these. Balancing of equations can be tedious however, once the skill is developed it becomes quite easier and this skill could be developed in laboratories. It would be useful to assess if laboratory assessment could have a different outcome on the assessment tools used. (05/22/2018)</p> <p><b>Follow-Up:</b> A different assessment tool will be utilized this SLO or another SLO next Fall (05/22/2018)</p> |

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| <p><b>SLO 2_Chemistry Knowledge -</b></p> <p>Demonstrate knowledge of chemistry in the classroom and lab</p> <p>a. Classify the four basic qualities of matter</p> <p>b. Define terms of mass, density, and</p> | <p><b>Objective Type Exam/Quiz - In</b></p> <p><b>Course -</b> An exam question was used to assess students' ability to define the unique properties of water. Students need to demonstrate the</p> | <p><b>Reporting Period:</b> 2016 - 2017 (Fall 16)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>N=17</p> <p>82% got a score of at least 70% on the exam question</p> |
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| SLOs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Actions |
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| <p>volume</p> <p>c. Analyze fundamental chemical laws</p> <p>d. Characterize an atom and give its properties</p> <p>e. determine the difference between elements, compounds, and mixtures</p> <p>f. Use general concepts in bonding</p> <p>Approved by CAC on February 23, 2009</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2013 - 2014 (Fall), 2013 - 2014 (Spring), 2014 - 2015 (Fall), 2014 - 2015 (Spring), 2015 - 2016 (Fall), 2015 - 2016 (Spring), 2016 - 2017 (Fall), 2016 - 2017 (Spring), 2017 - 2018 (Fall), 2017 - 2018 (Spring), 2018 - 2019 (Fall), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 02/23/2009</p> | <p>understanding of the molecular arrangement of water as a solid (ice) compared to when it's a liquid or a gas and how this arrangement makes water a unique substance.</p> <p><b>Benchmark:</b> 70% of the students would score =70% on the exam question</p> <p><b>Objective Type Exam/Quiz - In Course</b> - An exam question was used to assess students' ability to analyze a fundamental law. Students need to demonstrate the understanding of conservation of mass by balancing a chemical equation.</p> <p><b>Benchmark:</b> 50% of the students would score at least 70% on the exam question</p> | <p>The students scored 12% higher than the set benchmark. (12/13/2016)</p> <p><b>Reporting Period:</b> 2016 - 2017 (Spring 17)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>N=13 62% of the students scored at least 70% on the exam question. The students scored 12% higher than the set benchmark. (05/23/2017)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |
| <p><b>SLO 3_Chemical Analysis -</b></p> <p>Demonstrate learning principles and practices of chemical analysis and data evaluation</p> <p>a. Use the periodic table</p> <p>b. Determine significant figures</p> <p>c. Define and determine moles and molar mass</p> <p>d. Define and determine simple chemical reactions</p> <p>e. Determine characteristics of gases, solids, and liquids</p> <p>Approved by CAC on February 23, 2009</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2013 - 2014 (Fall), 2013 - 2014 (Spring), 2014 - 2015 (Fall), 2014 - 2015 (Spring),</p>                                                                                                                                                      | <p><b>Objective Type Exam/Quiz - In Course</b> - In class quiz</p> <p><b>Benchmark:</b> 70% average correct for given topic</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Reporting Period:</b> MAPS Fall 2019 - Fall 2020 Cycle 1 Group 1</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>Thirty one (31) students out of forty (40) scored 15 marks and above out of the total mark. This is 77.5% and therefore the bench mark for the SLOs was achieved. The majority of the students were able to apply their knowledge of writing chemical formulas and balancing simple chemical equations on this practical. Furthermore, they are able to use the simple mole equations for solids to calculate the mass of copper produced in the reaction. (04/30/2020)</p> <p><b>Reporting Period:</b> 2015 - 2016 (Spring 16)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>The question asked was why can pure water not conduct electricity but your drinking, cooking, and natural water can. The answer is pure water does not have the ions that are present in all of the other types of water. These ions</p> |         |

| SLOs                                                                                                                                                                                                                                                                                                   | Assessment Tools                                                                                                                                                                                                                                                                                                                      | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Actions                                                                                                                  |
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| 2015 - 2016 (Fall), 2015 - 2016 (Spring), 2016 - 2017 (Fall), 2016 - 2017 (Spring), 2017 - 2018 (Fall), 2017 - 2018 (Spring), 2018 - 2019 (Fall), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1<br><b>Start Date:</b> 02/23/2009 | <b>Written Assignment or Essay - A</b> review worksheet was given to the students assessing their understanding of significant figures, significant figures in mathematical calculations, and rounding to certain numbers of significant figures. Score out of 100%.<br><br><b>Benchmark:</b> 70% or better get >70% on the worksheet | allow for the flow of electrons that is electricity. EB 13 students took the quiz 10 students answered the question correctly. That means that 79% of the students answered correctly.<br>No further actions are required. (04/22/2016)<br><b>Reporting Period:</b> 2016 - 2017 (Fall 16)<br><b>Benchmark Met:</b> Benchmark Met<br>n= 12<br><br>83% of the class got a 70% or higher on the worksheet<br><br>Overall the class seems to understand how to determine significant figures. Some students still struggle with rounding and the mathematical calculations. (11/27/2016) |                                                                                                                          |
|                                                                                                                                                                                                                                                                                                        | <b>Written Assignment or Essay - A</b> homework worksheet was given to the students that assessed their ability to perform calculations for amount of substance (moles, etc.)<br><b>Benchmark:</b> 70% or better get >70% on the worksheet                                                                                            | <b>Reporting Period:</b> 2016 - 2017 (Summer 17)<br><b>Benchmark Met:</b> Benchmark Met<br>N = 11<br><br>82% of the class got a 70% or higher on the worksheet<br><br>benchmark met<br><br>Overall the class seems to understand how to perform mole calculations. Some students still struggle with rounding and the mathematical calculations, as well as setting up the problems. This semester was also better, as we had a class set of calculators and we had a special session to learn how to use them and program the numbers in for the equation. (05/13/2017)             |                                                                                                                          |
|                                                                                                                                                                                                                                                                                                        | <b>Written Assignment or Essay - A</b> lab activity was assigned to the students to assess their understanding of the application of moles in determining the chemical formula of a given hydrate (Experiment).<br><b>Benchmark:</b> 70% of the students will attain a C grade or better.                                             | <b>Reporting Period:</b> 2018 - 2019 (Fall 18)<br><b>Benchmark Met:</b> Benchmark Met<br>Twenty (20) students out of twenty four (24) scored 18 marks and above out of the total mark. This is 83% and therefore the bench mark for the SLOs was achieved. The majority of the students were able to use the general mole formula to find the chemical formula of a hydrate. The mole is a convenient unit of analysing chemical reactions and is the common language or term used in chemical reactions.                                                                            | <b>Action:</b> It is recommended that all lab activities must be accompanied by a proper laboratory report. (05/31/2019) |

| SLOs | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>This is the very reason students' are familiar with it and its application in balancing simple chemical reactions, calculation of mole ratio, mass, molar mass, empirical and chemical formulas as well as the calculation of moles using the ideal gas laws and its application of Dalton's Law of Partial Pressure. (12/20/2018)</p> <p><b>Related Documents:</b><br/> <a href="#">SCI230 Lab 6.doc</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|      | <p><b>Written Assignment or Essay</b> - An assignment containing 6 major questions and 12 sub questions was given to the students to assess their understanding of the application of moles and molar mass concepts in determining (i) the number of atoms contained in an element or compounds (ii) a balanced chemical equation and (iii) calculation of molecules, mass and volume of a given gas at standard temperature and pressure (STP).<br/> <b>Benchmark:</b> 70% of the students will attain a C grade or better</p>                                                                                                                 | <p><b>Reporting Period:</b> 2018 - 2019 (Spring 19)<br/> <b>Benchmark Met:</b> Benchmark Met<br/> Twenty (25) students out of thirty four (34) scored 23 marks and above out of 30 marks and therefore the benchmark for the SLOs was achieved. The majority of the students did well in this assignment because they had been introduced to various moles and mass application questions prior to this assignment. Coupled with that, the questions are short and straight forward which the students can easily understand and solve. (05/29/2019)</p>                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Action:</b> It is recommended that students be introduced to titration experiments in future in order for them to experience the practical application of moles and molar mass concepts in chemistry (05/29/2019)</p>                                                                                                                                                                                                                                                                                      |
|      | <p><b>Objective Type Exam/Quiz - In Course</b> - A written closed test was given to the students to assess their understanding of writing and balancing chemical equations, mole calculations, identifying limiting and excessive reagents by comparing mole values of reactants, and computations of the mass produced by the limiting reactant. The total score for the test was out of 20.<br/> <b>Benchmark:</b> 70% of the students will attain a C grade or better<br/> <b>Department Chair Feedback:</b> Great plan to test their mathematical skills in balancing equations.<br/> <b>Department Chair Approval Status:</b> Approved</p> | <p><b>Reporting Period:</b> MAPS Fall 2020 - Fall 2021 Cycle 2 Group 1<br/> <b>Benchmark Met:</b> Benchmark Met<br/> Twenty five (25) students enrolled for this course this semester. Out of this enrollment only twenty two (22) of them attended classes every week. Out of 22 students, 20 of them took the test and eighteen (18) of them scored 14 marks and above out of 20 marks. This was 81.5% and therefore the bench mark for the SLOs was achieved. Most students applied their knowledge of writing chemical formulas, balancing simple chemical equations, mole equations for solids and percentage calculations to calculate the mass and percentage of the product produced in this reaction. (06/01/2021)<br/> <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.<br/> <b>Supervisor's Feedback Using The High Quality SLO</b></p> | <p><b>Action:</b> (1. Continuous revision of the following subtopics are required:<br/> (i) naming and writing of chemical formulas is needed as most students tend to forget the proper way of naming and writing of chemical formulas,<br/> (ii). balancing of chemical equations,<br/> (iii). mole and percentage calculations, and<br/> (iv). calculations of excess and limiting reagents.<br/> <br/> (2). After reviewing the above subtopics, students need to be given specific assignments, quizzes</p> |

| <i>SLOs</i> | <i>Assessment Tools</i>                              | <i>Amass &amp; Process Data</i>                                                                                                                                                             | <i>Actions</i>                                                                                                                                       |
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|             | <b>Department Chair Approval Date:</b><br>11/23/2020 | <b>Assessment Rubric:</b> A somewhat developed analysis. Need to include the action plan.<br><b>Supervisor's Approval Status:</b> Approved<br><b>Supervisor's Approval Date:</b> 06/06/2021 | and tests on a weekly basis.<br>(06/07/2021)<br><hr/> <b>Action:</b> Regular reviews are required in order to improve students' scores. (06/01/2021) |

# SOC 130:INTRODUCTION TO SOCIOLOGY

| SLOs                                                                                                                                                                                                                                                                                                                                                                                                                                       | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>SLO 2_Critical Issues</b> - Identify the most critical issues in present-day society and demonstrate its critical aspects in sociology. Approved by CC on May 07, 2018</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2018 - 2019 (Fall), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 05/07/2018</p> | <p><b>Project - Individual</b> - A sociological research project where students develop a research question and hypothesis, then choose an appropriate sociological method to answer their question. They are then tasked with writing a formal research paper and presenting it to the class.</p> <p><b>Benchmark:</b> 75% of students will ask a research question that is appropriate for sociology and is relevant to critical issues in present-day Marshallese society.</p> <p><b>Department Chair Feedback:</b> The assessment is good in analysing the students understanding of research question and hypothesis statement.</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 10/01/2019</p> | <p><b>Reporting Period:</b> 2018 - 2019 (Spring 19)</p> <p><b>Benchmark Met:</b> Benchmark Met</p> <p>Of the 16 sampled papers, 1 did not ask an appropriate question that is relevant to critical issues in present-day Marshallese society. This is a success rate of 94%. Students appear to have a strong grasp of current controversies and social issues in their society, and the class repeatedly encourages them to critically consider these issues. (06/04/2019)</p> <p><b>Related Documents:</b></p> <p><a href="#">SOC 130 Spring 2018 SLO Data.xlsx</a></p> <p><a href="#">SOC 130 SLO Papers 2018.zip</a></p>                                                                                                                                                      | <p><b>Action:</b> This benchmark has a very good success rate. I believe reform efforts are best spent improving the number of students who complete the final project up to the point where they are evaluated for the SLO and by improving other learning outcomes. (06/04/2019)</p>                                                                                                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Project - Individual</b> - A sociological research project where students develop a research question and hypothesis, then choose an appropriate sociological method to answer their question. They are then tasked with writing a formal research paper and presenting it to the class. (Active)</p> <p><b>Benchmark:</b> 75% of the students will ask a research questions that is appropriate for sociology and is relevant to critical issues on the present day Marshallese society.</p> <p><b>Department Chair Feedback:</b> The tool is fine for this assessment</p> <p><b>Department Chair Approval Status:</b></p>                                                                                                                          | <p><b>Reporting Period:</b> MAPS Fall 2020 - Fall 2021 Cycle 2 Group 1</p> <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p>I had a total of 29 students at the start of the semester and by the end, 4 had withdrawn, making the total for assessment, 25.</p> <p>11/25 submitted their final research papers and passed. 14 did not submit and failed the assignment. Overall, less than 75% of the total number of students (25) did not "ask a research question that is appropriate for sociology and is relevant to critical issues in present-day Marshallese society."</p> <p>6/25 or 24% achieved 75% and 76% did not achieve the benchmark therefore the benchmark was not achieved.</p> <p>- 6/25 passed with 75% and over</p> <p>- 5/26 passed with 65% or below</p> | <p><b>Action:</b> Almost all of my other faculty colleagues (about 10), whom I asked IN SPRING SEMESTER 2021 about absenteeism, tardiness and general disengagement with classes and learning experiences, stated that this semester more than others in recent times was particularly problematic. I also experienced the same between this semester and fall 2020. I recommend very strongly that there should be a CMI response in terms of data-gathering/research (if at all possible) to find out at</p> |

| SLOs | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|      | <p>Approved<br/> <b>Department Chair Approval Date:</b><br/> 09/28/2020</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>- All students (11/25) who handed in their final research papers attained over 50%.</p> <p>ABSENTEEISM, TARDINESS and NOT HANDING IN ASSIGNMENTS were the major factors that led to the benchmark not being achieved. (06/04/2021)<br/> <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.<br/> <b>Related Documents:</b><br/> <a href="#">SOC 130 RELATED DOCUMENTS KOROIVULAONO SPRING 2021.pdf</a><br/> <a href="#">SOC 130 RELATED DOCS KOROIVULAONO SPRING 2021</a></p>                                                                                                                                                                                                                                                                                            | <p>least 2 main reasons that students were comparatively more disengaged in spring 2021.</p> <p>For the fall semester 2021, I will be redesigning my Sociology 130 course as follows:<br/> - loading the first 4 weeks with 75% hands-on research activities and 25% theory.<br/> - next 4 weeks: applying sociological theory to the hands-on activities.<br/> - next 4 weeks: drafting the research report and final power-point presentations.<br/> - next 2 weeks: submission of final research reports.<br/> - final 2 weeks: reflections on final research reports to inform the final PPT presentations; delivery of the final PPT presentations. (06/04/2021)</p> |
|      | <p><b>Presentation</b> - A sociological research assignment will be given in which students select a Contemporary Social Issue in the Marshall Islands, Micronesia, and the larger Pacific Region wherein students present to their peers what Sociological Terms and Theories best explain and describe the issue in accordance to the Textbook content studied<br/> <b>Benchmark:</b> 75% of Students<br/> <b>Department Chair Feedback:</b> The assessment tool is good for the SLO chosen<br/> <b>Department Chair Approval Status:</b> Approved<br/> <b>Department Chair Approval Date:</b></p> | <p><b>Reporting Period:</b> MAPS Fall 2020 - Fall 2021 Cycle 2 Group 1<br/> <b>Benchmark Met:</b> Benchmark Not Met<br/> Out of 19 Students in SOC130, only 2 participated indicating a participation rate of 10.52% in the research assignment (assessment tool used) and completed. However, the two students scored a 100%. However, because of the 10.52% participation rate, it has not reached the stretch goal of 70-75% and higher. Online education to alleviate Absenteeism has not alleviated the issue of unproductive Presenteeism.</p> <p>Please see related document for Full Narrative and pedagogy. The rubric used can be accessed in the narrative where a link is given!<br/> (04/15/2021)<br/> <b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.</p> | <p><b>Action:</b> There needs to be a wider school effort in addressing Chronic Absenteeism and Unproductive Presenteeism. This should be a responsibility for the entire school (e.g. CMI) and not just instructors. Chronic Absenteeism and Unproductive Presenteeism should be identified as a WASC Critical issue to address even if we are not an attendance taking school.</p> <p>When I worked on the Marshall Islands High School three year review WASC report, Chronic Absenteeism was a critical issue and unproductive Presenteeism</p>                                                                                                                       |

| SLOs                                                                                                             | Assessment Tools                                                                                                                        | Amass & Process Data                                                                                                                                                                                    | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|                                                                                                                  | 03/05/2021                                                                                                                              | <b>Related Documents:</b><br><a href="#">SOC130 Assessment Narrative! .docx</a><br><a href="#">Desmond Narain Doulatram</a>                                                                             | <p>was clearly apparent.<br/> <a href="https://issuu.com/home/published/mihs-wasc-3yr-report-final-feb-8-20">https://issuu.com/home/published/mihs-wasc-3yr-report-final-feb-8-20</a></p> <p>These habits have gotten worse at the College level where students are given more freedom and more money to spend their time discretionally. These are poor habits that have to be addressed not only by CMI but also at the community level so I'd highly recommend more radio broadcasting to name and shame our students who just come to CMI for the Pell Grant/COVID-19 package because it is not fair to the institution, its faculty/staff, the community, and most of all to our more serious students who want CMI to be the best it can be as a Model Institution to fulfill its mission.</p> <p>I believe we should formalize this issue into an action plan for the school to address widely. It literally takes a village to raise a child and our college students are still children by Pacific Standards.</p> <p>Instructor will do his part as an EC Faculty rep to bring this issue just as he has already done!<br/> (04/15/2021)</p> |
| <b>SLO 3_Social Study Methods</b> - Apply various social study methods, including Quantitative/Qualitative/Mixed | <b>Project - Individual</b> - A sociological research project where students develop a research question and hypothesis, then choose an | <b>Reporting Period:</b> 2018 - 2019 (Fall 18)<br><b>Benchmark Met:</b> Benchmark Met<br>30 randomly selected anonymized research papers were analyzed to see if the sociological methods employed were | <b>Action:</b> The benchmark was met.<br>In order to improve the number of students who exceed expectations I will have a second round of                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| SLOs                                                                                                                                                                                                                                                                                                    | Assessment Tools                                                                                                                                                                                                                                                                                                                                                                       | Amass & Process Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Actions                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>Method. Approved by CC on May 07, 2018</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2018 - 2019 (Fall), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 05/07/2018</p> | <p>appropriate sociological method to answer their question. They are then tasked with writing a formal research paper and presenting it to the class.</p> <p><b>Benchmark:</b> 75% of students generated a sociological research question and used an appropriate method to answer the question.</p> <p><b>Related Documents:</b><br/> <a href="#">Sociology Study Guide.docx</a></p> | <p>appropriate to answer the research question posed. 24 out of 30 students (80%) met or exceeded expectations by using a method that had a proper sociological research question and an appropriate method that let them answer the question. See the related rubric and spreadsheet. (02/21/2019)</p> <p><b>Related Documents:</b><br/> <a href="#">Methods Assessment Rubric.docx</a><br/> <a href="#">Sociology SLO assessment.xlsx</a></p> <hr/> <p><b>Reporting Period:</b> 2018 - 2019 (Fall 18)<br/> <b>Benchmark Met:</b> Benchmark Met<br/> 30 randomly selected anonymized research papers were analyzed to see if the sociological methods employed were appropriate to answer the research question posed. 24 out of 30 students (80%) met or exceeded expectations by using a method that had a proper sociological research question and an appropriate method that let them answer the question. See the related rubric and spreadsheet. (02/20/2019)</p> <p><b>Related Documents:</b><br/> <a href="#">Sociology Study Guide.docx</a><br/> <a href="#">Methods Assessment Rubric.docx</a></p> <hr/> <p><b>Reporting Period:</b> 2018 - 2019 (Fall 18)<br/> <b>Benchmark Met:</b> Benchmark Met<br/> Out of 30 sampled Research Papers, 24 Meet or Exceeded Expectations. Meaning that they at least had a proper sociological research question and an appropriate method that let them answer the question as outlined in the Rubric. The SLO Assessment Excel Sheet shows the score on the rubric each anonymized paper received, as indicated by their random identifier. (12/16/2018)</p> <p><b>Based on your assessment results &amp; analysis, does the SLO statement needs revision?:</b> No. The SLO statement doesn't need revision.</p> <p><b>Related Documents:</b><br/> <a href="#">Methods Assessment Rubric.docx</a><br/> <a href="#">130 Anonymized Papers.zip</a><br/> <a href="#">Sociology SLO assessment.xlsx</a></p> | <p>feedback at the proposal and the project level, focusing on appropriate methods to answer the research question. I will also emphasize these methods in lecture prior to giving the assignment. (02/21/2019)</p> <hr/> <p><b>Action:</b> The benchmark was met. Students will continue to get methods instruction and two rounds of iterative feedback on Sociology research. (02/20/2019)</p> |

| <i>SLOs</i>                                                                                                                                                                                                                                                                                                                                          | <i>Assessment Tools</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <i>Amass &amp; Process Data</i>                                                                                                                                                                                                                                                                                                                    | <i>Actions</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p>information to propose solutions to social problems. Approved by CC on May 07, 2018</p> <p><b>SLO Outcome Status:</b> Active</p> <p><b>SLO Assessment Cycle:</b> 2018 - 2019 (Fall), Fall 2019 - Fall 2020 Cycle 1 Group 1, Fall 2020 - Fall 2021 Cycle 2 Group 1, Fall 2021 - Fall 2022 Cycle 3 Group 1</p> <p><b>Start Date:</b> 05/07/2018</p> | <p><b>Course</b> - The final exam in this course will have an essay question where students will be asked to discuss solutions to one of three major social problems in the Marshall Islands addressed in class. These problems are the health crises, culture loss &amp; indigenization, and financial/environmental vulnerability.</p> <p><b>Benchmark:</b> At least 75% of students will propose a solution based on current research in sociology.</p> <p><b>Department Chair Feedback:</b> The assessment is good to measure and help the students know how to give solution to one of the three major social problems in the Marshall Islands.</p> <p><b>Department Chair Approval Status:</b> Approved</p> <p><b>Department Chair Approval Date:</b> 04/15/2020</p> <p><b>Related Documents:</b><br/> <a href="#">Soc 130 Exam 3.docx</a></p> | <p>1</p> <p><b>Benchmark Met:</b> Benchmark Not Met</p> <p>I sampled students from Fall 2019, since Spring students had not finished the final exam before the due date for this assessment. Of the 40 students sampled, 29 proposed a solution based on current research in sociology. That is 72.5%. The benchmark was not met. (04/12/2020)</p> | <p>students not proposing solutions based on current research was that they answered "from the gut" or "from their own knowledge." They gave personal opinions and did not directly reference sociological perspectives learned in class. I believe further clarity in the question, insisting that they must name and apply a specific theory, will help resolve this mistake. I also believe more practice using theories that do not match their personal point of view will help. (04/12/2020)</p> |