



"We Guarantee Quality and Excellence"

Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

INSTRUCTIONAL PROGRAM THREE YEAR REVIEW

Academic Department
Health and Physical Education

Period of Three Year Review
Fall 2012 to Summer 2015

Completed By:

Allins Nobuo

Date: 01-31-2016

Department Chair:

Allins Nobuo

Date: 01-31-2016

Dean of Academic Affairs:

Robert Ramarui

Date: 01-31-2016

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Created: 2007, Revisions: 2009; 2012; 3/2013

I. PURPOSE OF HEALTH AND PHYSICAL EDUCATION DEPARTMENT

The Health and Physical Education Department offers health and physical education courses that meet the general education needs and requirements of all college programs. All courses offered support the institution's mission, compliment the overall quality of education and student learning, and prepares students that plan on transferring to a four-year institution.

II. THE RELATIONSHIP OF DEPARTMENT TO THE COLLEGE MISSION STATEMENT

The Health and Physical Education Department supports the Institution's Mission Statement by:

- Preparing future teachers in developing and presenting physical activities that promote fitness and health.
- Investigating significant physical and social health issues as related to the student in society.
- Critical thinking and analysis of health-related behaviors and attitudes.
- Enhancing the students' understanding of their own health needs.
- Instructions in principles and skills essential to the individual for the care of emergencies in the home and community.
- Basic principles of nutrition and nutritional needs across lifespan.
- Cultural and social influences on nutritional intake.

This meets the academic, cultural, and social needs of the students and thus promotes learning opportunities and personal excellence.

III. SUMMARY OF DEPARTMENT DATA (FA2012-SP2015)

A. Student Status (Appendix A Figure 1)

Based on the total number of students enrolled this review period, 69% passed or received credit, 18% failed, and 13% Withdrew. The number of students who passed or received credit is slightly below the 70% as set by the Institutional-Set Standards for Student Achievement(ISSA).

B. Class Information (Appendix A Figure 2)

Two classes offered had enrollment under 10 students, 11 classes offered had enrollment of 10 -19 students, and 24 classes offered had enrollment of 20-29 students.

C. Course Offering Information (Appendix A Figure 3)

Average number of classes offered per semester during regular semesters (Fall/Spring) is 6. Average number of classes offered during the summer semester is 1. All HP courses are Lecture courses.

D. Faculty Information (Appendix A Figure 4)

The Health and Physical Education Department only has one Full-Time Faculty. The department has used Adjunct (Part-Time) Faculty for the following courses: HP181 in Fall 2012, HP181 and HP185 in Spring 2013, and HP104 in Summer 2013. Currently all HP courses are taught by the Full-Time Faculty.

E. Faculty Student Ratio Information (Appendix A Table 1)

The total number of students enrolled for this review period is 704. The total number of classes offered is 37. The overall average faculty to student ratio (class size) is 1:19.

IV. (2.0) SUMMARY OF STUDENT LEARNING AND CURRICULUM

The Health and Physical Education Department offers 4 courses: *HP104 Fitness and Conditioning*, *HP180 Personal and Social Health*, *HP181 First Aid and CPR*, and *HP185 Basic Nutrition*. All courses have identified Course Learning Outcomes (CLOs) which are stated in the course outlines and are aligned with the General Education Program Learning Outcomes (PLOs) and the Institutional Learning Outcomes (ILOs) as stated on the Department Mapping.

Course outlines should be review and updated every 3 years. However, two courses, HP104 and HP 185 have not been updated since 2008.

Textbooks for HP courses are continually updated with newer additions. The new information is not always reflected as being updated on the course outline.

V. (3.0) SUMMARY OF COURSE ASSESSMENT DATA

Data from this review period shows that the CLOs assessed averaged 82% of students performing at the proficiency level which is above the course assessment benchmark. This is a good indicator that the course learning outcomes are being achieved. However, for or this review period, there were three (3) courses in which the assessment data was unavailable.

There were also 6 out of the 61 CLOs assessed where the percentage of students assessed fell below the 70% benchmark. These CLOs have action plans that are being implemented and reviewed with each assessment period to improve the course and thus improve student learning.

VI. (4.0) GENERAL EDUCATION PROGRAM LEARNING OUTCOMES (GE/PLOs) ASSESSMENT

Data from this review period for CLOs aligned with GE/PLO 1 shows that 85% of the students assessed performed at proficiency level. CLOs that were aligned with GE/PLO5 shows that 88% of students assessed performed at proficiency level. These are both above the 70% benchmark for course assessments.

VII. (5.0) SUMMARY OF EVALUATION OF PREVIOUS GOALS/ACTIVITIES FROM PREVIOUS CYCLE

On the last review, the department intended to improve the quality of data gathering and reporting to validate the quality and effectiveness of the department. This goal is an ongoing process as there is much room for improvement. The department is continuing to set standards within the department to ensure that records are appropriately stored, course assessment schedules are followed, course outlines are reviewed and updated as necessary, and action plans are monitored for effectiveness. This will improve the quality of data and give a more accurate picture whether the course is meeting its stated learning outcomes and/or what areas need improvements to promote student learning.

VIII. SUMMARY OF DEPARTMENT MAJOR STRENGTHS

Major strengths of the department:

- All programs use HP courses to fulfill program requirements.
- Prepares students for transfer to four-year institutions.
- Faculty has the proper credentials (education and training) to teach the courses.
- Faculty integrates knowledge and training obtained from conferences, workshops, and other professional development activities to effectively deliver the course content.
- Faculty continually updates course content to reflect current trends and practices/procedures.

IX. RECOMMENDATIONS FOR IMPROVEMENT

After reviewing the department, it is recommended that the department improves the quality of course assessment based on the Current Review Action Plan to accurately align with the Institution's FAMED process. *See 6.0 Current Review Action Plan*

X. (6.0) SUMMARY OF ACTIONS PLANS

During this review, the department has found the following two areas in which improvement is needed in order to promote student learning:

Action Plan 1: 70% or higher of students enrolled in HP courses will receive a pass/credit. This is aligned with the Institutional-Set Standards for Student Achievement (ISSA) which was implemented in March 2015.

Action Plan 2: Improve the quality of course assessments to determine areas needing improvement. This is aligned with the Institution's FAMED process which is aimed to improve all areas within the institution and thus promote student success.

XI. (7.0) SUMMARY OF RESOURCE REQUEST

The department needs to replace the current mannequins as they are no longer suitable for use due to wear and tear. Mannequins are essential in learning and practicing correct CPR.

The department also proposes that the college charge a lab fee for students enrolled in *HP181 First Aid and CPR* to pay for certification after completion and demonstration of knowledge and skills of First Aid and CPR. The certifications will be issued by the Palau Red Cross Society as the Faculty is also a Certified Instructor of the American Red Cross.

Appendix A: Department Review Assessment Data

1.0 Department Data

Figure 1. Number of Students Enrolled, Pass/Credit, Fail/No Credit, Audit and Withdraw

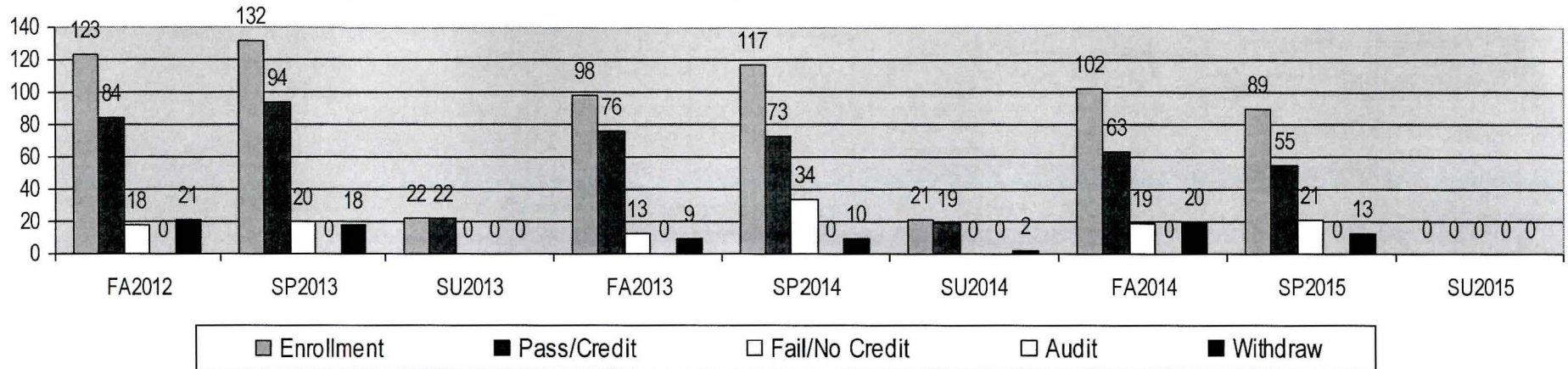


Figure 2. Number Size of Class and Sections Conducted

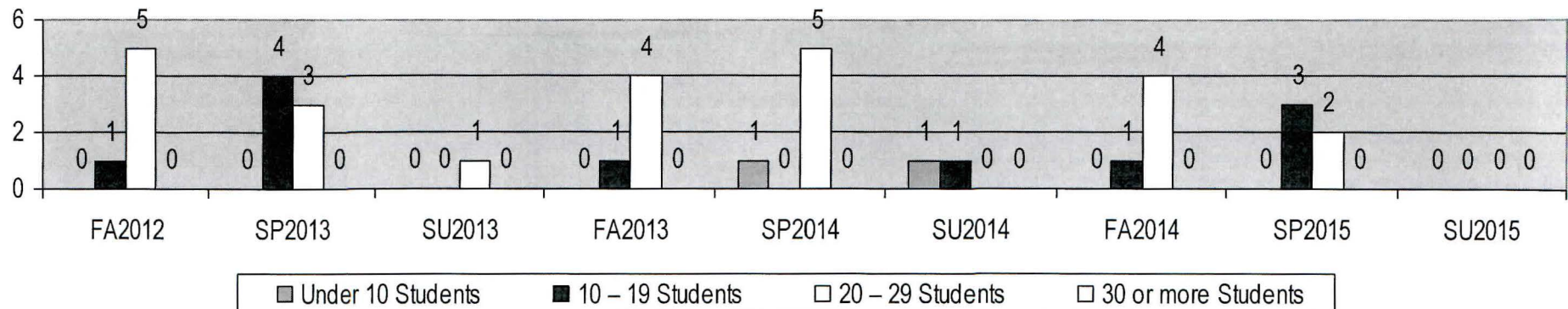


Figure 3. Course Offering

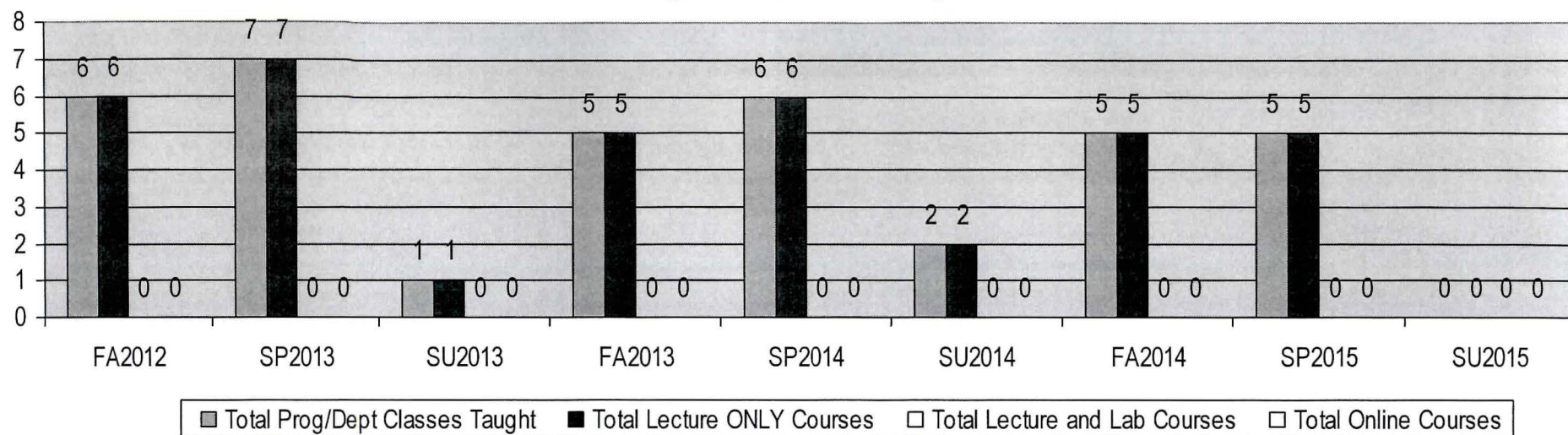


Figure 4. Faculty Head Count

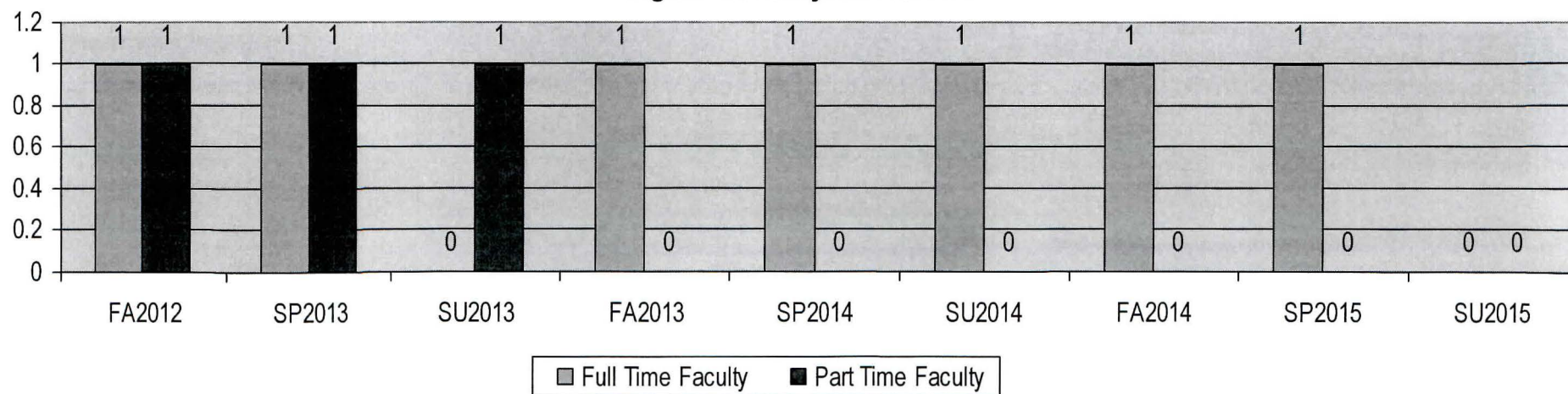


Table 1. Faculty to Class Size Ratio

Ratio	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
Full Time Faculty (F : S)	1:101	1:100	1:0	1:98	1:117	1:21	1:102	1:89	1:0
Part Time Faculty (F : S)	1:22	1:32	1:22	--	--	--	--	--	--

2.0 Student Learning and Curriculum

How many department courses are there? (refer to catalog)	%of courses with Identified CLOs	% of course outlines updated	% of courses whose Textbooks are updated (outline reflects change)	% of CLOs aligned with GE/ILOs
4	100%	50%	50%	100%

3.0 Course Assessment Data**Year 1: School Year Fall 2012 – Spring 2013**

Semester Assessed	Course Assessed	CLO – GE/ILO Alignment	Results of Assessments
FALL 2012	HP180	<u>CLO 1-6:</u> GE 1 <u>CLO 3-6:</u> GE 5 ILO 1 and 5	CLO 1: 70% of students assessed performed at the proficiency level. CLO 2: 70% of students assessed performed at the proficiency level. CLO 3: 70% of students assessed performed at the proficiency level. CLO 4: 70% of students assessed performed at the proficiency level. CLO 5: 76% of students assessed performed at the proficiency level. CLO 6: 76% of students assessed performed at the proficiency level.

FALL 2012	HP181	<u>CLO 1-6:</u> GE 1,5 ILO 1, 2, 5	CLO 1: 81% of students assessed performed at the proficiency level. CLO 2: 81% of students assessed performed at the proficiency level. CLO 3: 79% of students assessed performed at the proficiency level. CLO 4: 79% of students assessed performed at the proficiency level. CLO 5: 79% of students assessed performed at the proficiency level. CLO 6: 79% of students assessed performed at the proficiency level.
SUMMER 2012	HP104	<u>CLO 1-9:</u> GE 5 ILO: 1 and 5	NO ASSESSMENT DATA AVAILABLE
SPRING 2013	HP185	<u>CLO 1 – 7:</u> GE 1 and 5 ILO 1 and 5	NO ASSESSMENT DATA AVAILABLE

Year 2: School Year FALL 2013 – SPRING 2014

Semester Assessed	Course Assessed	CLO – GE/ILO Alignment	Results of Assessments
FALL 2013	HP180	<u>CLO 1-6:</u> GE 1 <u>CLO 3-6:</u> GE 5 ILO: 1 and 5	CLO 1: 82% of students assessed performed at the proficiency level. CLO 2: 82% of students assessed performed at the proficiency level. CLO 3: 64% of students assessed performed at the proficiency level. CLO 4: 82% of students assessed performed at the proficiency level. CLO 5: 64% of students assessed performed at the proficiency level. CLO 6: 64% of students assessed performed at the proficiency level.

FALL 2013	HP181	<u>CLO 1-6:</u> GE 1,5 ILO: 1, 2, 5	CLO 1: 75% of students assessed performed at the proficiency level. CLO 2: 75% of students assessed performed at the proficiency level. CLO 3: 75% of students assessed performed at the proficiency level. CLO 4: 75% of students assessed performed at the proficiency level. CLO 5: 75% of students assessed performed at the proficiency level. CLO 6: 71% of students assessed performed at the proficiency level.
SUMMER 2013	HP104	<u>CLO 1-9:</u> GE 5 ILO: 1 and 5	NO ASSESSMENT DATA AVAILABLE
SPRING 2014	HP185	<u>CLO 1 – 7:</u> GE 1 and 5 ILO 1 and 5	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: COURSE LEARNING OUTCOME NOT ASSESSED CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 100% of students assessed performed at the proficiency level. CLO 5: 100% of students assessed performed at the proficiency level. CLO 6: 100% of students assessed performed at the proficiency level. CLO 7: 100% of students assessed performed at the proficiency level.

Year 3: School Year FALL 2014 to SPRING 2015

Semester Assessed	Course Assessed	CLO – GE/ILO Alignment	Results of Assessments
FALL 2014	HP180	<u>CLO 1-6:</u> GE 1 <u>CLO 3-6:</u> GE 5 ILO: 1 and 5	CLO 1: 82% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 83% of students assessed performed at the proficiency level. CLO 5: 79% of students assessed performed at the proficiency level. CLO 6: 100% of students assessed performed at the proficiency level.

FALL 2014	HP181	<u>CLO 1-8:</u> GE 1,5 ILO: 1, 2, 5	CLO 1: 93% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 100% of students assessed performed at the proficiency level. CLO 5: 51% of students assessed performed at the proficiency level. CLO 6: 59% of students assessed performed at the proficiency level. CLO 7: 83% of students assessed performed at the proficiency level. CLO 8: 93% of students assessed performed at the proficiency level.
SUMMER 2014	HP104	<u>CLO 1-9:</u> GE 5 ILO: 1 and 5	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 100% of students assessed performed at the proficiency level. CLO 5: 100% of students assessed performed at the proficiency level. CLO 6: 100% of students assessed performed at the proficiency level. CLO 7: 100% of students assessed performed at the proficiency level.. CLO 8: COURSE LEARNING OUTCOME NOT ASSESSED. CLO 9: 100% of students assessed performed at the proficiency level.
SPRING 2015	HP185	<u>CLO 1 – 7:</u> GE 1 and 5 ILO 1 and 5	CLO 1: 75% of students assessed performed at the proficiency level. CLO 2: 44% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 88% of students assessed performed at the proficiency level. CLO 5: 89% of students assessed performed at the proficiency level. CLO 6: 100% of students assessed performed at the proficiency level. CLO 7: 100% of students assessed performed at the proficiency level.

4.0 General Education Program Learning Outcomes (GE/PLOs) Assessment

List PLOs	Proficiency Levels	Results of Assessments
GE/PLO 1	HP180: CLO 1 – 6 = 79% HP181: CLO 1 - 6, 8 = 84% HP185: CLO 1 – 7 = 92% HP104: CLO 1 – 9 = 100%	85% of the students assessed preformed at proficiency level for GE/PLO 1. No action is needed.
GE/PLO 5	HP180: CLO 3 – 6 = 77% HP181: CLO 1 – 6, 8 = 84% HP185: CLO 1 – 7 = 92% HP104: CLO 1 – 9 = 100%	88% of the students assessed preformed at proficiency level for GE/PLO 5. No action is needed.

5.0 Evaluation of Previous Program Review Action Plans

Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Remarks
Improvement of Assessment: Quality of data gathering and reporting to validate the quality and effectiveness of the department.	Ongoing	The department will continue to make improvements in how they assess and improve courses based on data to promote student learning.

6.0 Current Review Action Plan

Action Plan Activity/Objectives	How will this action plan improve student learning outcomes? (CLO, GE/ILO)	Needed Resources (if any)	Timeline
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70% or higher of students enrolled in HP courses receive Pass/Credit.	This is aligned with the Institutional-Set Standards for Student Achievement (ISSA).		Next Department Review Period. (3 Years)
<p>Improve on the quality of course assessments by incorporating department policies to address the following:</p> <ul style="list-style-type: none"> • Review and update of department mapping whenever course outlines and modified to ensure that they accurately reflect the changes. • Review course outlines and signature assignments annually as part of the course assessment and update when necessary. • Changes or updates in textbooks should be reflected on the course outline and syllabus. 	This will give an accurate assessment of departmental courses, if they achieve the learning outcomes, and areas needing improvement to promote student learning.		Next Department Review Period. (3 Years)

7.0 Resource Requests

Type of Resource	Description	Estimated Amount Requested	Justification
Personnel			
Facilities			
Equipment	Adult and Infant Mannequin	\$2000.00	Replacement of old mannequins
Supplies			
Software			
Training			
Other	Lab Fee	(\$45.00 ea. Student)	First Aid and CPR Certification - Red Cross Society
Total		\$2000.00	

Appendix B: All Assessment Evidence

PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./Dept. Name: Health & Physical Education

Course#/ Title: HP180: Personal & Social Health Sem./Yr.: Fall 2012

Prep. by: Damiana Kunihiro

Assessment Summary at a Glance

How many students were enrolled in this course? 56
 How many students were included in this assessment? 37
 How many sections of the course were included? 3
 What was the number of full-time faculty? 1

What was the number of adjunct faculty? 0
 How many online sections were included? 0
 On which campuses were the courses taught? PCC

	F <i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i>	A <i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i>	M <i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i>	E <i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i>	D <i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i>
EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE					
Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.	COURSE INTENDED LEARNING OUTCOMES	MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS	EXPECTED STUDENT PERFORMANCE	Summary of data collected	Use of Results / Additional Comments
Institutional Goal Statement ILO #1, 5	Upon Completion of this course, students will be able to: A. Discuss the concept of health and wellness and become intelligent consumers of good healthy habits. B. Attain skills necessary to make critical decisions regarding health related issues. C. Explain the physical and mental benefits of healthy body in relation to physical fitness and nutrition. D. Describe characteristics of a psychologically healthy person and explain why	Assessment is done by: A. Midterm exam will be used. 70% of the students will reach competent level or higher. B. The midterm exam will be used. 70% of the students will reach competent level or higher. C. The midterm exam will be used. 70% of the students will reach the competent level or higher. D. The midterm will be used. 70% of the students will reach the competent level or higher. E. The final exam will be used. 70% of the students will reach the competent level or higher.	Course Learning Objective (expected percentage) 70% of students will be performing at the proficiency level.	A. 37 students' midterm exam were evaluated. 70% reached competent level and higher, 16% reached developing level and higher and 14% reached beginning level. B. 37 students' midterm exam were evaluated. 70% (26 students) reached the competent level and higher. 6 students or 16% at the developing level. C. 37 students' tests were evaluated. 70% (26 students) reached the competent level or higher. 16% were at the developing level. D. 37 students' exams were evaluated. 70% (26 students) reached the competent level or higher.	No action needed at this time. Continue to assess and work closely with students to achieve the higher level. No action needed at this time. Will continue to assess the course. No action is needed at this time. No action needed at this time. Will continue to assess the course. Additional review sessions with students and continue to assess the course. No action is needed at this time. NOTE: A total of 56
Program Description: PLO #1: Students who complete the General Education Program can analyze and solve problems by using informed judgment based on evidence, sound reasoning and/or creativity to differentiate facts from opinions and to specify solutions and their consequences. PLO #5: Apply principles of					

<p>civility and morality to situations in contexts of a healthy family, work, community, environment, and the world.</p> <p>Course Description: This course investigates significant physical and social health issues as related to the individual in the society. Emphasis is on personal image, personal and community hygiene, social diseases, and narcotics, including alcohol, smoking, and the use of drugs.</p>	<p>stress may cause physical or psychological disorders</p> <p>E. Describe infectious and noninfectious diseases including sexually transmitted diseases (STDs) and HIV infection – AIDS and their causes, transmission, symptoms, treatments, and prevention.</p> <p>F. Identify reasons why people use drugs and list effects and dangers of drugs of abuse including alcohol and tobacco.</p>	<p>F. The final exam will be used. 70% of the students will reach the competent level or higher</p>		<p>16% (6 students) reached the developing level or higher.</p> <p>E. 37 students final exam were evaluated. 76% or 28 students reached the competent level or higher, 7 or 19% reached the developing level or higher, and 2 students or 5% at the beginning level.</p> <p>F. 37 students' final exams were evaluated. 76% (28 students) reached the competent level or higher, 7 or 19% reached the developing level or higher, and 2 or 5% at the beginning level.</p>	<p>students enrolled in the course. 12 withdrew and 7 dropped out and were not included in the assessment.</p>
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PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./Dept. Name: Health & Physical Education

Course#/ Title: -HP181 FirstAid & CPR

Sem./Yr.: Fall 2012

Prep. by: Damiana Kunihiro

Assessment Summary at a Glance

How many students were enrolled in this course? 67
 How many students were included in this assessment? 53
 How many sections of the course were included? 3
 What was the number of full-time faculty? 1

What was the number of adjunct faculty? 1
 How many online sections were included? 0
 On which campuses were the courses taught? PCC

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	F <i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i>	A <i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i>	M <i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i>	E <i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i>	D <i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i>
Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.	COURSE INTENDED LEARNING OUTCOMES	MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS	EXPECTED STUDENT PERFORMANCE	Summary of data collected	Use of Results / Additional Comments
Institutional Goal Statement ILO #1, 5 Program Description: PLO #1: Students who complete the General Education Program can analyze and solve problems by using informed judgment based on evidence, sound reasoning and/or creativity to differentiate facts from opinions and to specify solutions and their consequences. PLO #5: Apply principles of	Upon Completion of this course, students will be able to: A. Describe care techniques for blocked airway. B. Describe correct CPR techniques for adult, child, and infant. C. Describe care and treatments for bleeding and shock. D. Describe how to manage a victim suffering from poisoning. E. Describe degrees of burn and demonstrate correct procedures in the treatment of burn. F. Describe bone, joint, and muscle injuries and	Assessment is done by: A. Midterm exam will be used. 70% of the students will reach competent level or higher. B. The midterm exam will be used. 70% of the students will reach competent level or higher. C. The final exam will be used. 70% of the students will reach the competent level or higher. D. The final exam will be used. 70% of the students will reach the competent level or higher.	Course Learning Objective (expected percentage) 70% of students will be performing at the proficiency level.	A. 53 students' midterm exam were evaluated, 81%(43) of the students reached the competent level or higher. 11% reached developing level and higher and 8% at the beginning level B. 53 students' midterm exam were evaluated. 81% (43 students) reached the competent level and higher. 11% or 6 students were at the developing level. C. 53 students' final exam were evaluated. 79% (42 students) reached the competent level or higher. 15% were at the developing	No action needed at this time. Continue to assess and work closely with students to achieve the higher level. No action is needed at this time. No action needed at this time. Will continue to assess the course. More or additional review sessions with students in preparation for tests. Continue assessing the course. No action needed at this time. Will continue to assess the course.

<p>civility and morality to situations in contexts of a healthy family, work, community, environment, and the world.</p> <p>Course Description: This course covers basic instructions in principles and skills essential to the individual for the care of emergencies in the home and community.</p>	<p>the use of RICE procedure.</p>	<p>E. The final exam will be used. 70% of the students will reach the competent level or higher.</p> <p>F. The 53 final exam will be used. 70% of the students will reach the competent level or higher</p>		<p>level.</p> <p>D. 53 students' final were evaluated. 79% (42 students) reached the competent level or higher.</p> <p>E. 53 students' final exam were evaluated. 79% (42 students) reached the competent level or higher. 15% (8 students) reached the developing level or higher and 6% at the beginning level.</p> <p>F. 53 students' final exams were evaluated. 79% (42 students) reached the competent level or higher</p>	<p>Work closely with students and schedule additional review sessions.</p> <p>No action is needed at this time.</p> <p>NOTE: 9 students withdrew and 5 dropped out and were not included in assessment.</p>
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PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./Dept. Name: Health & Physical Education

Course#/ Title: HP180: Personal & Social Health Sem./ Yr.: Fall 2013

Prep. by: Damiana Kunihico

Assessment Summary at a Glance

How many students were enrolled in this course? 33
 How many students were included in this assessment? 28
 How many sections of the course were included? 2
 What was the number of full-time faculty? 1

What was the number of adjunct faculty? 0
 How many online sections were included? 0
 On which campuses were the courses taught? PCC

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	F <i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i>	A <i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i>	M <i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i>	E <i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i>	D <i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i>
Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.	COURSE INTENDED LEARNING OUTCOMES	MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS	EXPECTED STUDENT PERFORMANCE	Summary of data collected	Use of Results / Additional Comments
Institutional Goal Statement ILO #1, 5 Program Description: PLO #1: Students who complete the General Education Program can analyze and solve problems by using informed judgment based on evidence, sound reasoning and/or creativity to differentiate facts from opinions and to specify solutions and their consequences. PLO #5: Apply principles of	Upon Completion of this course, students will be able to: A. Discuss the concept of health and wellness and become intelligent consumers of good healthy habits. B. Attain skills necessary to make critical decisions regarding health related issues. C. Explain the physical and mental benefits of healthy body in relation to physical fitness and nutrition. D. Describe characteristics of a psychologically healthy person and explain why stress may cause	Assessment is done by: A. Midterm exam will be used. 70% of the students will reach competent level or higher. B. The midterm exam will be used. 70% of the students will reach competent level or higher. C. The final exam will be used. 70% of the students will reach the competent level or higher. D. The midterm will be used. 70% of the students will reach the competent level or higher. E. The final exam will be used. 70% of the students	Course Learning Objective (expected percentage) 70% of students will be performing at the proficiency level.	A. 28 students midterm exam were evaluated. 82% reached competent level and higher and 18% reached developing level and higher. B. 28 students' midterm exams were evaluated. 82% (23 students) reached the competent level and higher. 5 students or 18% at the developing level and higher. C. 28 students' final exam were evaluated. 64% (18 students) reached the competent level or higher. 36% were at the developing level and higher. D. 28 students' exams were	33 Students are enrolled in the course. 5 Withdrew the class. 28 Students are included in the assessment. No action needed at this time. Continue to assess and work closely with students to achieve the higher level. Have more final review sessions with students. Work with students closely to get them ready for the exam. Have more review sessions to prepare students for the final

<p>civility and morality to situations in contexts of a healthy family, work, community, environment, and the world.</p> <p>Course Description: This course investigates significant physical and social health issues as related to the individual in the society. Emphasis is on personal image, personal and community hygiene, social diseases, and narcotics, including alcohol, smoking, and the use of drugs.</p>	<p>physical or psychological disorders</p> <p>E. Describe infectious and noninfectious diseases including sexually transmitted diseases (STDs) and HIV infection – AIDS and their causes, transmission, symptoms, treatments, and prevention.</p> <p>F. Identify reasons why people use drugs and list effects and dangers of drugs of abuse including alcohol and tobacco.</p>	<p>will reach the competent level or higher.</p> <p>F. The final exam will be used. 70% of the students will reach the competent level or higher</p>		<p>evaluated. 82% (23 students) reached the competent level or higher. 18% (5 students) reached the developing level or higher.</p> <p>E. 28 students final exam were evaluated. 64% or 18 students reached the competent level or higher, 10 or 36% reached the developing level or higher.</p> <p>F. 28 students' final exams were evaluated. 64% (18 students) reached the competent level or higher, 10 or 36% reached the developing level or higher.</p>	<p>exam.</p> <p>Additional review sessions with students and continue to assess the course.</p> <p>NOTE: A total of 33 students enrolled in the course. 5 withdrew and were not included in this assessment.</p>
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Prog./Dept. Name: Health & Physical Education

Course#/ Title: -HP181 FirstAid & CPR

Sem./ Yr.: Fall 2013

Prep. by: Damiana Kurohito

Assessment Summary at a Glance

How many students were enrolled in this course? 65
 How many students were included in this assessment? 51
 How many sections of the course were included? 3
 What was the number of full-time faculty? 1

What was the number of adjunct faculty? 0
 How many online sections were included? 0
 On which campuses were the courses taught? PCC

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	F <i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i>	A <i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i>	M <i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i>	E <i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i>	D <i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i>
Mission Statement: Palo Alto Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.	COURSE INTENDED LEARNING OUTCOMES	MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS	EXPECTED STUDENT PERFORMANCE	Summary of data collected	Use of Results / Additional Comments
Institutional Goal Statement ILO #1, 5 Program Description: PLO #1: Students who complete the General Education Program can analyze and solve problems by using informed judgment based on evidence, sound reasoning and/or creativity to differentiate facts from opinions and to specify solutions and their consequences. PLO #5: Apply principles of	Upon Completion of this course, students will be able to: A. Demonstrate understanding of primary and secondary surveys on a victim. B. Demonstrate understanding of the rescue breathing techniques for an adult, child, and infant. C. Demonstrate understanding of the correct blocked airway techniques for an adult, child, and infant. D. Demonstrate understanding of the correct CPR techniques for adult, child and infant	Assessment is done by: Midterm exam will be used for CLO (A-E or 1-5) 70% of the students will reach competent level or higher. The final exam will be used for CLO (f-i or 6-9). 70% of the students will reach the competent level or higher	Course Learning Objective (expected percentage) 70% of students will be performing at the proficiency level.	65 students were enrolled in this course. 4 withdrew from the course and 10 dropped out after midterm exam and were not included in this assessment. 51 students' midterm exam were evaluated, 75%(38) of the students reached the competent level or higher, 20% reached developing level and higher and 5% at the beginning level 51 students' final exam were evaluated. 71% (36 students) reached the competent level or higher. 18% were at the developing level and 11% at the beginning level.	No action needed at this time. Continue to assess and work closely with students to achieve the higher level. No action needed at this time. Will continue to assess the course. More or additional review sessions with students in preparation for exams. Continue assessing the course. Work closely with students and schedule additional review sessions. NOTE: 4 students withdrew and 10 dropped out and were not included in the assessment.

<p>civility and morality to situations in contexts of a healthy family, work, community, environment, and the world.</p> <p>Course Description: This course covers basic instructions in principles and skills essential to the individual for the care of emergencies in the home and community.</p>	<p>E. Demonstrate understanding of shock process and the correct procedure in the treatment of shock.</p> <p>F. Demonstrate understanding of different types of wounds and procedures to stop bleeding.</p> <p>G. Demonstrate understanding of how to manage a victim suffering from poisoning.</p> <p>H. Demonstrate understanding of the degrees of burns and the correct treatment procedures.</p> <p>I. Demonstrate understanding of bone, joint, and muscle injuries, the application of RICE procedure and different types of splints.</p>				
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PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./Dept. Name: Health & Physical Education

Course#/ Title: HP.185 Basic Nutrition

Sem./Yr.: Spring 2014

Prep. by: Allina Nobuo

Assessment Summary at a Glance

How many students were enrolled in this course? 5
 How many students were included in this assessment? 4/3/3
 How many sections of the course were included? 1
 What was the number of full-time faculty? 1

What was the number of adjunct faculty? 0
 How many online sections were included? 0
 On which campuses were the courses taught? PCC

	F <i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i>	A <i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i>	M <i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i>	E <i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i>	D <i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i>
EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE					
Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.	COURSE INTENDED LEARNING OUTCOMES	MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS	EXPECTED STUDENT PERFORMANCE	Summary of data collected	Use of Results / Additional Comments
Institutional Goal Statement: Palau Community College is an accessible public educational institution helping to meet technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence. Institutional Learning Outcome (ILO) 1. Critical Thinking and Problem Solving: Analyze and solve problems by using informed judgment based on evidence, sound reasoning, and/or creativity to differentiate facts from opinions and to specify solutions and their consequences. 2. Communication: Effectively communicate, both orally and in	<p>Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Explain current recommendation for healthy eating and the use of nutritional information provided on the new food label to make healthy choices. 2. Identify and discuss positive and negative ethnic, cultural, and religious influences on nutritional intake and health. 3. Differentiate the three classifications of a vegetarian diet. 4. Describe the function and food sources for the six essential nutrients (carbohydrates, proteins, fats, vitamins, minerals, and water). 5. Identify and discuss nutritional risk factor associated with reproduction. 6. Describe nutritional needs and outcomes associated with life stages (Infancy through adolescence). 7. Plan a diet which meet the basic four food groups taking into consideration the nutritional value of the food. 	<p>Assessment is done by:</p> <p>Midterm Exam: CLO 1 – CLO 4</p> <p>Final Exam: CLO 5 – CLO 6</p> <p>Diet Plan: CLO 1 and CLO 7</p>	<p>Course Learning Outcome (Expected Percentage):</p> <p>70% of students will be performing at the proficiency level (score 3 and above).</p>	<p>Actual Results:</p> <p>MIDTERM EXAM: CLO 1: 100% (4 of 4) Reached proficiency level. CLO 2: 0% (0 of 4) Reached proficiency level. CLO 3: 100% (4 of 4) Reached proficiency level. CLO 4: 100% (4 of 4) Reached proficiency level.</p> <p>Final Exam: CLO 5: 100% (3 of 3) Reached proficiency level. CLO 6: 100% (3 of 3) Reached proficiency level.</p> <p>Diet Plan: CLO 1: 100% (3 of 3) Reached proficiency level. CLO 7: 100% (3 of 3) Reached proficiency level.</p>	<p>CLO 2: This Course Learning Outcome was covered during the chapter test but was not included in the Mid-Term Exam.</p> <p>Action: Do a signature assignment for each Course Learning Outcome instead of covering all the CLO's on the Mid-Term or Final Exam. This would ensure that all CLO's are assessed.</p>

<p>writing, thoughts in a clear, well-organized manner to persuade, inform and/or convey ideas in academic, work, family and community settings.</p> <p>3. Quantitative and Technological Competence: Use mathematical skills appropriate to our technological society by analyzing and solving problems that are quantitative in nature and by utilizing technology for informational, academic, personal and professional needs.</p> <p>4. Diversity: Understand and appreciate differences in cultures and behaviors between oneself and others by demonstrating respect, honesty, fairness, and ethical principles in both personal and professional life.</p> <p>5. Civic responsibility: Apply the principles of civility and morality to situations in the contexts of family, work, community, environment and the world.</p> <p>6. Aesthetics: Apply numerous means of inquiry to experience and appreciate the values of arts and nature</p> <p>Program Description:</p> <p>Course Description:</p> <p>This course covers instruction in the principles of nutrition as related to good health. Emphasis will be on cultural and social influences on nutritional intake, nutrient requirements of a healthy individual and food sources. Functions of specific nutrients and problems caused by deficiencies of these nutrients will be covered as well as nutritional requirements and food needs during infancy, early childhood and adolescence. Nutritional requirements and food needs for women of child bearing years, during pregnancy and lactation as well as nutritional requirements and food needs for the elderly will also be discussed. Pre: EN 92. (3 credits lecture).</p>				
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**PALAU COMMUNITY COLLEGE
COURSE ASSESSMENT GRID**

Program/Department Name: HEALTH AND PHYSICAL EDUCATION DEPT. Course Title: HP 104 Fitness and Conditioning Semester / Year: SUMMER 2014 Prepared by: Allins Nobuo

Assessment Summary at a Glance

How many students were enrolled in this course?	6	What was the number of adjunct faculty?	0
How many students were included in this assessment?	6	How many online sections were included?	0
How many sections of the course were included?	1	On which campuses were the courses taught?	PCC
What was the number of full-time faculty?	1		

	F <i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i>	A <i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i>	M <i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i>	E <i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i>	D <i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i>
EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE					
Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.	COURSE INTENDED LEARNING OUTCOMES Upon completion of this course, students will be able to:	MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS Assessment is done by: Course Learning Outcomes	EXPECTED STUDENT PERFORMANCE Course Learning Outcome (Expected Percentage): 70% of students will be performing at the proficiency level (score 3 and above).	SUMMARY OF DATA COLLECTED Actual Results: CLO 1: 100% (6 of 6) of the students assessed performed at the proficiency level. CLO 2: 100% (6 of 6) of the students assessed performed at the proficiency level. CLO 3: 100% (6 of 6) of the students assessed performed at the proficiency level. CLO 4: 100% (6 of 6) of the students assessed performed at the proficiency level. CLO 5: 100% (6 of 6) of the students assessed performed at the proficiency level. CLO 6: 100% (6 of 6) of the students assessed performed at the proficiency level. CLO 7: 100% (6 of 6) of the students assessed performed at the proficiency level. CLO 8: 0% (0 of 6) of the students assessed performed at the proficiency level. CLO 9: 100% (6 of 6) of the	USE OF RESULTS/ ADDITIONAL COMMENTS Plan of Action/Additional Comments: CLO 8: Instructor was not able to find and purchase a scale and skin fold calipers which are needed to record weight and determine percentage of fat tissue versus lean body tissue. Plan of Action: Instructor will have all equipment ordered and available before this course is taught again next summer.
Institutional Goal Statement: Palau Community College is an accessible public educational institution helping to meet technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.	1. Demonstrate an understanding of physical fitness, its importance, and two of the means of achieving it. 2. Demonstrate an understanding of both physical and mental benefits of physical activity/exercise. 3. Identify, explain, and apply the immediate treatment procedures referred to by the acronym RICE for bone, joint, and muscle injuries. 4. Identify, explain, and demonstrate an understanding of the five component of physical fitness. 5. Compare and contrast aerobic training and strength training. 6. Demonstrate an understanding of the effects of cardiovascular respiratory training during exercise. 7. Demonstrate an understanding of techniques that increase muscular strength and endurance. 8. Demonstrate an understanding of the role of flexibility and the importance of body composition to physical fitness.				
Institutional Learning Outcome (ILO) 1. Critical Thinking and Problem Solving: Analyze and solve problems by using informed judgment based on evidence, sound reasoning, and/or creativity to differentiate facts from opinions and to specify solutions and their					

<p>consequences.</p> <p>2. Communication: Effectively communicate, both orally and in writing, thoughts in a clear, well-organized manner to persuade, inform and/or convey ideas in academic, work, family and community settings.</p> <p>3. Quantitative and Technological Competence: Use mathematical skills appropriate to our technological society by analyzing and solving problems that are quantitative in nature and by utilizing technology for informational, academic, personal and professional needs.</p> <p>4. Diversity: Understand and appreciate differences in cultures and behaviors between oneself and others by demonstrating respect, honesty, fairness, and ethical principles in both personal and professional life.</p> <p>5. Civic responsibility: Apply the principles of civility and morality to situations in the contexts of family, work, community, environment and the world.</p> <p>6. Aesthetics: Apply numerous means of inquiry to experience and appreciate the values of arts and nature</p> <p>Program Description:</p> <p>Course Description:</p> <p>This course covers instruction in the principles of nutrition as related to good health. Emphasis will be</p>	<p>9. Demonstrate an understanding of activities suitable for different school-age groups.</p>			<p>students assessed performed at the proficiency level.</p>	
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<p>on cultural and social influences on nutritional intake, nutrient requirements of a healthy individual and food sources. Functions of specific nutrients and problems caused by deficiencies of these nutrients will be covered as well as nutritional requirements and food needs during infancy, early childhood and adolescence. Nutritional requirements and food needs for women of child bearing years, during pregnancy and lactation as well as nutritional requirements and food needs for the elderly will also be discussed. Pre: EN 92. (3 credits lecture).</p>					
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PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./Dept. Name: Health & Physical Education

Course#/ Title: HP 180 Personal and Social Health

Sem./Yr.: Fall 2014

Prep. by: Allins Nobuo

Assessment Summary at a Glance

How many students were enrolled in this course? 44
 How many students were included in this assessment? 22/29/23/24/24/20
 How many sections of the course were included? 2
 What was the number of full-time faculty? 1

What was the number of adjunct faculty? 0
 How many online sections were included? 0
 On which campuses were the courses taught? PCC

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	F <i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i>	A <i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i>	M <i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i>	E <i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i>	D <i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i>
Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence. Institutional Goal Statement: Palau Community College is an accessible public educational institution helping to meet technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence. Institutional Learning Outcome (ILO) 1. Critical Thinking and Problem Solving: Analyze and solve problems by using informed judgment based on evidence, sound reasoning, and/or creativity to differentiate facts from opinions and to specify solutions and their consequences. 2. Communication: Effectively communicate, both orally and in	COURSE INTENDED LEARNING OUTCOMES Upon completion of this course, students will be able to: 1. Discuss the concept of wellness and describe the six components of health 2. Discuss how responsible decision making is related to health and wellness. 3. Explain the mental and physical benefits of a healthy body. 4. Describe the characteristic of a mentally healthy person. 5. Define Stress and explain why it may cause physical or mental disorders. 6. Define infectious diseases and discuss their causes, transmissions, symptoms, treatments, and prevention. 7. Discuss the most common STIs, their causes, how they are spread, their symptoms, and the consequences of leaving them untreated.	MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS Assessment is done by: CLO1 Assessment CLO2 Assessment CLO3 Assessment CLO4 Assessment CLO5 Assessment CLO6 Assessment	EXPECTED STUDENT PERFORMANCE Course Learning Outcome (Expected Percentage): 70% of students will be performing at the proficiency level (score 3 and above).	Summary of data collected Actual Results: CLO1: 82% (18 of 22) Reached Proficiency Level CLO2: 100% (29 of 29) Reached Proficiency Level CLO3: 100% (23 of 23) Reached Proficiency Level CLO4: 83% (20 of 24) Reached Proficiency Level CLO5: 79% (19 of 24) Reached Proficiency Level CLO6: 100% (20 of 20) Reached Proficiency Level	Use of Results / Additional Comments

<p>writing, thoughts in a clear, well-organized manner to persuade, inform and/or convey ideas in academic, work, family and community settings.</p> <p>3. Quantitative and Technological Competence: Use mathematical skills appropriate to our technological society by analyzing and solving problems that are quantitative in nature and by utilizing technology for informational, academic, personal and professional needs.</p> <p>4. Diversity: Understand and appreciate differences in cultures and behaviors between oneself and others by demonstrating respect, honesty, fairness, and ethical principles in both personal and professional life.</p> <p>5. Civic responsibility: Apply the principles of civility and morality to situations in the contexts of family, work, community, environment and the world.</p> <p>6. Aesthetics: Apply numerous means of inquiry to experience and appreciate the values of arts and nature</p> <p>Program Description:</p> <p>Course Description: This course investigates significant physical and social health issues as related to the individual in society. Emphasis is on critical thinking and analysis of health-related behaviors and attitudes and enhancing the students' understanding of their own health needs (Prerequisite: EN92)</p>	<p>8. Explain the difference between being HIV-positive and having AIDS and how HIV is transmitted.</p> <p>9. Identify reasons why people use drugs and list facts about the drugs, their effects, and their dangers.</p>				
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[PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./Dept. Name: Health & Physical Education

Course#/ Title: HP 181 First Aid and CPR

Sem./Yr.: Fall 2014

Prep. by: Allina Nobuo

Assessment Summary at a Glance

How many students were enrolled in this course? 58
 How many students were included in this assessment? 46/43/38/43/39/37/35/27/36
 How many sections of the course were included? 3
 What was the number of full-time faculty? 1

What was the number of adjunct faculty? 0
 How many online sections were included? 0
 On which campuses were the courses taught? PCC

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	F <i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i>	A <i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i>	M <i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i>	E <i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i>	D <i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i>
Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence. Institutional Goal Statement: Palau Community College is an accessible public educational institution helping to meet technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence. Institutional Learning Outcome (ILO) 1. Critical Thinking and Problem Solving: Analyze and solve problems by using informed judgment based on evidence, sound reasoning, and/or creativity to differentiate facts from opinions and to specify solutions and their consequences. 2. Communication: Effectively communicate, both orally and in	COURSE INTENDED LEARNING OUTCOMES Upon completion of this course, students will be able to: 1. Identify needs for First Aid training. 2. Explain the differences between Primary and Secondary Survey. 3. Demonstrate the proper steps to performing CPR 4. List causes, signs/symptoms, first aid treatments, and prevention of shock. 5. Discuss different types of wounds and demonstrate the four methods used to control and stop bleeding. 6. Discuss different types of poisoning, their causes, signs/symptoms, treatment and prevention. 7. List the three degrees of burns, their signs, treatment, and use the "Rule of Nines" and "Rule of the Palm" to calculate the extent of the	MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS Assessment is done by: CLO1 Assessment CLO2 Assessment CLO3 Assessment CLO4 Assessment CLO5 Assessment CLO6 Assessment CLO7 Assessment CLO8 Assessment CLO9 Assessment	EXPECTED STUDENT PERFORMANCE Course Learning Outcome (Expected Percentage): 70% of students will be performing at the proficiency level (score 3 and above).	Summary of data collected Actual Results: CLO1: 93% (43 of 46) Reached Proficiency Level CLO2: 100% (43 of 43) Reached Proficiency Level CLO3: 100% (38 of 38) Reached Proficiency Level CLO4: 100% (43 of 43) Reached Proficiency Level CLO5: 51% (20 of 39) Reached Proficiency Level CLO6: 59% (22 of 37) Reached Proficiency Level CLO7: 83% (29 of 35) Reached Proficiency Level CLO8: 93% (25 of 27) Reached Proficiency Level	Use of Results / Additional Comments CLO5: 51% reached proficiency level. This section covers the condition known as shock. This is a concept that might be somewhat difficult for some students especially those that are visual learners or those who do not have a good understanding of the human body and how it functions. Unlike other injuries that you can examine and treat, students learn to observe signs and symptoms that would indicate that the victim is in shock. Plan: Use instructional aids (videos, models, diagrams, etc.) to better illustrate how the human body functions and factors that lead to shock. CLO6: 59% reached proficiency level. This assessment covered 2 different chapters; Bleeding and Wounds. Putting these chapters together might have caused some confusion.

<p>writing, thoughts in a clear, well-organized manner to persuade, inform and/or convey ideas in academic, work, family and community settings.</p> <p>3. Quantitative and Technological Competence: Use mathematical skills appropriate to our technological society by analyzing and solving problems that are quantitative in nature and by utilizing technology for informational, academic, personal and professional needs.</p> <p>4. Diversity: Understand and appreciate differences in cultures and behaviors between oneself and others by demonstrating respect, honesty, fairness, and ethical principles in both personal and professional life.</p> <p>5. Civic responsibility: Apply the principles of civility and morality to situations in the contexts of family, work, community, environment and the world.</p> <p>6. Aesthetics: Apply numerous means of inquiry to experience and appreciate the values of arts and nature</p> <p>Program Description:</p> <p>Course Description: This course covers basic instructions in principles and skills essential to the individual for the care of emergencies in the home and community.</p>	burns.				<p>Even though the two subjects deal with wounds, they are very different. For example, <u>steps to stop a bleeding wound</u> is very different to <u>steps for treating an open wound</u>. They both deal with wounds but one focuses on stopping the wound from bleeding, the other focuses on treating a wound which includes cleaning and bandaging a wound to prevent infection.</p> <p>Plan: Assess these two chapters separately so there is no confusion. Then combine the results of both assessments to meet the requirement of CLO6.</p>
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[PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Course Name: Basic Nutrition

Course#/Section: HP185-1

Sem./Yr.: Spring 2015

Prep. by: Allina Nobuo

Mission: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

How many students were enrolled in this course? 10

How many students were included in this assessment? 9

ILOs:	F	A	M	E	D
[X] ILO 1 – Critical Thinking and Problem Solving	<i>Formulate – Create or revise standards/learning outcomes/goals/objectives aligned to the PCC mission.</i>	<i>Assess - Create or revise assessment tools and implement to gather data for standards/learning outcomes/goals/objectives.</i>	<i>Measure – Collect measurement data for standards/learning outcomes/goals/objectives using qualitative and quantitative methods.</i>	<i>Evaluate – Analyze and interpret standards/learning outcomes/ goals/objectives collected data for congruence between expected and actual outcomes.</i>	<i>Develop – Document results and make decisions to develop, revise or continue services/ programs. Continue implementation, evaluation, planning and allocation of resources to strengthen services/ programs for overall institutional effectiveness.</i>
[] ILO 2 – Communication					
[] ILO 3 – Quantitative and Technological Competence					
[] ILO 4 – Diversity					
[X] ILO 5 – Civic Responsibility	COURSE LEARNING OUTCOMES	MEANS OF COURSE ASSESSMENT	EXPECTED STUDENT PERFORMANCE	Summary of data collected	Analyzed Results / Action Plans based on Results
[] ILO 6 – Aesthetics					
Program Learning Outcomes:					
Institutional Learning Outcome (ILO)					
1. Critical Thinking and Problem Solving: Analyze and solve problems by using informed judgment based on evidence, sound reasoning, and/or creativity to differentiate facts from opinions and to specify solutions and their consequences.	CLO 1 Explain current recommendation for healthy eating and the use of nutritional information provided on the new food label to make healthy choices.	CLO 1 Assessment CLO 2 Assessment CLO 3 Assessment CLO 4 Assessment CLO 5 Assessment CLO 6 Assessment CLO 7 Assessment	70% of the students assessed will perform at the proficiency level.	Actual results CLO 1	<i>(Analyzed data and include analyzed results here. Action plans must be based upon the results. Any action plan given must be implemented the next time course is offered. Action plans must be data driven. If data does not relate to the plan do not include on this assessment column. If 70% proficiency wasn't reached, there should be action plans for improvement.)</i>
2. Communication: Effectively communicate, both orally and in writing, thoughts in a clear, well-organized manner to persuade, inform and/or convey ideas in academic, work, family and community settings.	CLO 2 Identify and discuss positive and negative ethnic, cultural, and religious influences on nutritional intake and health.				
3. Quantitative and Technological Competence: Use mathematical skills appropriate to our technological society by analyzing and solving problems that are quantitative in nature and by utilizing technology for informational, academic, personal and professional needs.	CLO 3 Differentiate the three classification of vegetarian diet.				
	CLO 4 Describe the function and food sources for the six essential nutrients (carbohydrates, proteins, fats, vitamins, minerals, and water).				
	CLO 5				

<p>4. Diversity: Understand and appreciate differences in cultures and behaviors between oneself and others by demonstrating respect, honesty, fairness, and ethical principles in both personal and professional life.</p> <p>5. Civic responsibility: Apply the principles of civility and morality to situations in the contexts of family, work, community, environment and the world.</p> <p>6. Aesthetics: Apply numerous means of inquiry to experience and appreciate the values of arts and nature</p>	<p>Identify and discuss nutritional risk factor associated with reproduction.</p> <p>CLO 6 Describe nutritional needs and outcomes associated with life stages (Infancy through Adolescence).</p> <p>CLO 7 Plan a diet which meet the basic four food groups taking into consideration the nutritional value of the food.</p>				
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Appendix C: Department Learning Outcomes

General Education Program Learning Outcomes (PLO)

Adopted from the Institutional Learning Outcomes (ILO) for Palau Community College, 15 Year Institutional Master Plan 2009-2024, pg 5

PLO's	PLO Description
PLO 1	<u>Critical Thinking and Problem Solving</u> : Students who complete the General Education Program can analyze and solve problems by using informed judgment based on evidence, sound reasoning and/or creativity to differentiate facts from opinions and to specify solutions and their consequences.
PLO 2	<u>Communication</u> : Students who complete the General Education Program can effectively communicate, both orally and in writing, thoughts in a clear, well organized manner to persuade, inform and/or convey ideas in academic, work, family and community setting.
PLO 3	<u>Quantitative and Technological Competence</u> : Students who complete the General Education Program can use mathematical skills appropriate to our technological society by analyzing and solving problems that are quantitative in nature and by utilizing technology for informational, academic, personal and professional needs.
PLO 4	<u>Diversity</u> : Students who complete the General Education Program can distinguish and defend differences in cultures and behaviors between oneself and others by demonstrating respect, honesty, fairness, and ethical principles in both personal and professional life.
PLO 5	<u>Civic Responsibility</u> : Students who complete the General Education Program can apply the principles of civility and morality to situations in the contexts of a healthy family, work, community, environment and the world.
PLO 6	<u>Aesthetics</u> : Students who complete the General Education Program can apply numerous means of inquiry to experience and appreciate the values of arts and nature.

Appendix D: Department mapping that shows alignment of CLOs – GE/ ILOs

Health and Physical Education Map

COURSE	PLO 1 (Critical Thinking & Problem Solving) Students who complete the General Education Program can analyze and solve problems by using informed judgment based on evidence, sound reasoning and/or creativity to differentiate facts from opinions and to specify solutions and their consequences	PLO 2 (Communication) Students who complete the General Education Program can effectively communicate, both orally and in writing, thoughts in a clear, well organized manner to persuade, inform and/or convey ideas in academic, work, family and community setting.	PLO 3 (Quantitative and Technological Competence) Students who complete the General Education Program can use mathematical skills appropriate to our technological society by analyzing and solving problems that are quantitative in nature and by utilizing technology for informational, academic, personal and professional needs.	PLO 4 (Diversity) Students who complete the General Education Program can distinguish and defend differences in cultures and behaviors between oneself and others by demonstrating respect, honesty, fairness, and ethical principles in both personal and professional life.	PLO 5 (Civic Responsibility) Students who complete the General Education Program can apply the principles of civility and morality to situations in the contexts of a healthy family, work, community, environment and the world.	PLO 6 (Aesthetic) Students who complete the General Education Program can apply numerous means of inquiry to experience and appreciate the values of arts and nature.	Institutional Learning Outcomes (ILO)
HP104					CLO 1-9		ILO 1,5
HP180	CLO 1 – 6				CLO 3-6		ILO 1,5
HP181	CLO 1- 5				CLO 1-5		ILO 1,5
HP185	CLO 1-9				CLO 1 – 9		ILO 1,5

Appendix E: Signature Assignments

Health and Physical Education (HP)

Course Number:	Course Title:	Semester Credit:	Signature Assignments:
HP104	Conditioning & Fitness	3	<ul style="list-style-type: none">• CLO 1 Assessment• CLO 2 Assessment• CLO 3 Assessment• CLO 4 Assessment• CLO 5 Assessment• CLO 6 Assessment• CLO 7 Assessment• CLO 8 Assessment• CLO 9 Assessment
HP180	Personal & Social Health	3	<p>CLO 1:</p> <ul style="list-style-type: none">• Chapter Test• Healthstyle Assessment• Behavior Modification Project <p>CLO 2:</p> <ul style="list-style-type: none">• Ad Analysis <p>CLO 3:</p> <ul style="list-style-type: none">• Chapter Test• Workout Program <p>CLO 4:</p> <ul style="list-style-type: none">• Chapter Test• Self-Esteem Assessment <p>CLO 5:</p> <ul style="list-style-type: none">• Chapter Test <p>CLO 6:</p> <ul style="list-style-type: none">• Chapter Test

HP181	First Aid & CPR	2	<p>CLO 1:</p> <ul style="list-style-type: none"> • Skills Test <p>CLO 2:</p> <ul style="list-style-type: none"> • Skills Test <p>CLO 3:</p> <ul style="list-style-type: none"> • Skills Test <p>CLO 4:</p> <ul style="list-style-type: none"> • Chapter Test <p>CLO 5:</p> <ul style="list-style-type: none"> • Chapter Test <p>CLO 6:</p> <ul style="list-style-type: none"> • Chapter Test <p>CLO 7:</p> <ul style="list-style-type: none"> • Chapter Test <p>CLO 8:</p> <ul style="list-style-type: none"> • Chapter Test • Skills Test
HP185	Basic Nutrition	3	<ul style="list-style-type: none"> • CLO 1 Assessment • CLO 2 Assessment • CLO 3 Assessment • CLO 4 Assessment • CLO 5 Assessment • CLO 6 Assessment • CLO 7 Assessment