



PALAU
COMMUNITY
COLLEGE

“We Strive to 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 Departments
(Academic Departments)
Three Year Program Review**

Health and Physical Education

Fall 2015 to Summer 2018

Program Review Completed By:

Name	Title	Signature	Date
Allins Nobuo	Department Chair		2/6/2019

Program Review Certified By:

Name	Title	Signature	Date
Robert Ramarui	Dean of Academic Affairs		2/6/19

Program Review Received By: (Institutional Research & Evaluation Office)

Name	Title	Signature	Date
LIGA YA SARA	INSTITUTIONAL RE		

Purpose:

Program review at Palau Community College is a process that provides an extensive evaluation of academic and non-academic programs on a three year basis. The results of yearly assessments (using the FAMED process) are compiled into the one three year review cycle.

The purpose of program review is to evaluate program sufficiency to allow definite strategies to be developed for major revisions, to provide information for consideration when decisions are made, and to develop recommendations to improve institutional effectiveness.

**Instructions for completing Program Review:**

1. Type your text into the boxes. The text boxes will expand to accommodate the amount of text spaces you need.
2. Individual instructions are included before each section. Examples are in green, remove when you start writing.
3. Submit completed and signed Program Review in both hard copy and electronic copy format to the Institutional Research & Evaluation Office.

4. Required supporting documents must be included during submission.

Appendix A: CLOs – GE/ILOs Mapping (e-copy only)

Appendix B: Most Updated & Approved Outlines within this cycle (e-copy only)

Appendix C: FAMED grid of all course assessment data within review cycle
(e-copy in pdf only)

5. Be sure to keep both hard and electronic copies for your file.

Note: Other college plans may include the 15-Year Institutional Master Plan, the 5-Year Technology Plan, Institutional Learning Outcomes, Institutional-Set Standards for Student Achievement, or other plans, such as an approved department plan or committee plan.

I. Academic Department Purpose and Relationship to the College Mission

1. State the mission of this academic department below.

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.

2. How is the academic department supporting the overall mission of the College?

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

- Preparing future teachers in developing and presenting physical education 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.

3. Provide a brief history of this academic department below. Include the updates of major changes and accomplishments since the last review.

The Physical Education Department began in 1974 including a variety of Physical Education and recreational classes. Students were able to choose from among individual/team sports and recreational activities to meet their occupational requirements.

In 1976, substantive revisions were made to the Physical Education Department. The main change was the addition of Health courses: HPE180 and HPE181. The department was then called Health and Physical Education (HPE).

In 1992-1994 College Catalogs, the numbers of PE courses were decreased from 10 to 5. Then from 1994 on there were no PE courses offered.

In 1998, HP 185 Basic Nutrition was added.

In 2000, HP 104-Conditioning and Fitness was added as a new course to meet Education Program requirements.

In Fall 2016, HP103 Elementary PE, was added and first offered in Fall 2017.. This new course met Education Program requirements and replaced HP104 Conditioning and Fitness which was deleted in Spring 2016.

II. Student and Faculty Data

Figure 1 – Course Completion Data

You may insert more rows as needed

Table 1a. Course Completion of Department Courses (Fall2015)

FA 2015				FA 2016				FA 2017						
Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled
HP180	20	8	5	33	HP180	22	11	7	40	HP103	8	1	0	9
HP181	49	21	7	77	HP181	62	20	7	89	HP180	22	12	1	35
										HP181	57	10	0	67

Table 1b. Course Completion of Department Courses (Spring2016)

SP 2016				SP 2017				SP 2018						
Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled
HP180	20	10	8	38	HP180	18	7	5	30	HP180	17	5	3	25
HP181	33	8	7	48	HP181	57	5	3	65	HP181	50	17	3	70
HP185	5	3	0	8	HP185	1	0	0	1	HP185	3	0	0	3

Table 1c. Course Completion of Department Courses (Summer2016)

Course	SU 2016				SU 2017				SU 2018					
	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled
HP104	7	1	0	8										

Provide Summary of Tables 1a, 1b & 1c including its trends analysis below.

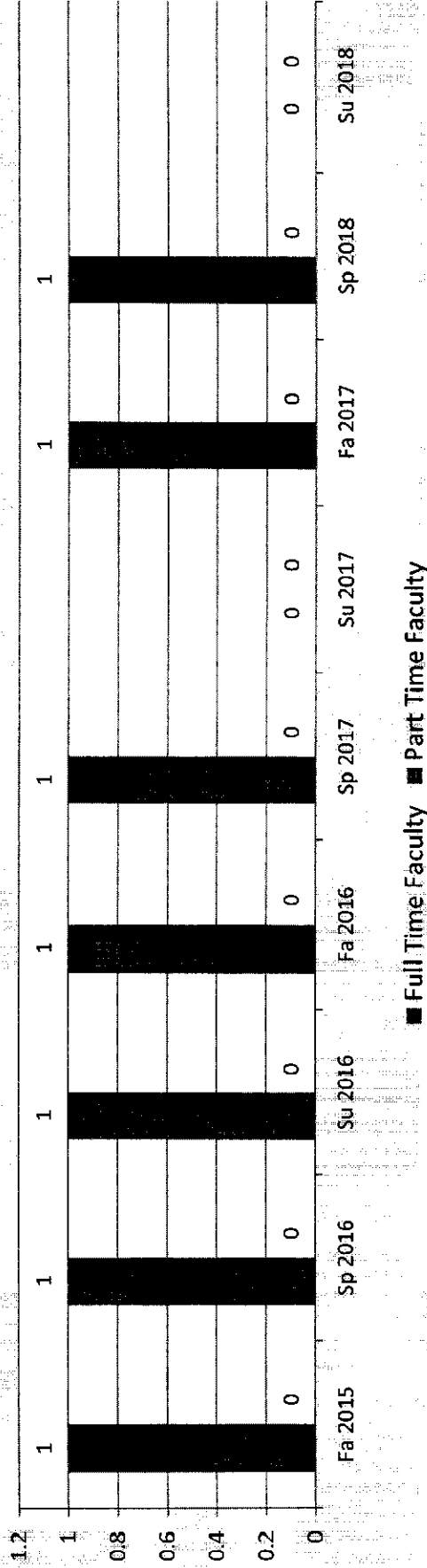
Student Status. Based on the total number of students enrolled this review period, 70% passed or received credit, 22% failed, and 9% Withdraw. The number of students who passed or received credit is right at the 70% benchmark as set by the Institutional-Set Standards for Student Achievement (ISSA).

Class Information. Five classes offered had enrollment under 10 students, eight classes offered had enrollment of 10 - 19 students, and twenty-two classes offered had enrollment of 20-29 students.

Course Offering Information. Average number of classes offered per semester during regular semesters (Fall/Spring) is 6. Average number of classes offered during the summer semester is .33 as the department only offered a course in SU2016 and did not offer any other courses SU2017 and SU2018. All HP courses are Lecture courses.

Figure 1 – Faculty Information

Figure 1: Faculty Head Count



Provide summary of Figure 1 including its trends analysis below.

Summary

Faculty Information. The Health and Physical Education Department only has one Full-Time Faculty. Currently all HP courses are taught by the Full-Time Faculty.

Faculty Student Ratio Information. The total number of students enrolled for this review period is 646 students. The total number of classes offered is 34. The overall average faculty to student ratio (class size) is 1:19.

Summer Courses.

The last departmental course that was offered in the summer was in Summer 2016. Since then, all HP Departmental courses are currently offered only during the Fall and Spring semesters.

III. Student Learning and Curriculum

School Year	How many department courses are there? (refer to catalog or most recent approval by CPC)	% of courses with Identified CLOs	List all revised department courses outlines or proposed new courses that received CPC approval within this review cycle	% of CLOs aligned with GE/ILOs
2015-2017	4	100%	<p>Fall 2016: New course proposal HP103 approved by CPC.</p> <p>Spring 2017: HP104 was deleted.</p> <p>Spring 2017: HP181 modified and additional course content/CLOs were added.</p> <p>Spring 2017: Re-structuring of Course Learning Outcomes.</p>	100%

Provide Summary of Student Learning and Curriculum in the box below. Summary should include reasons for course revisions and course proposals. If any course went through the validity process during this cycle, include the information here.

The Health and Physical Education Department currently offers 4 courses: HP 103 Elementary PE, HP 180 Personal and Social Health, HP 181 First Aid and CPR, and HP 185 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 in the Department Mapping.

Changes in Curriculum During Review Period.

Fall 2016: New course proposal for HP103 was approved by CPC and first offered in Fall 2017. This course is designed to prepare future teachers in developing and presenting physical education activities that promote fitness and health. This course replaced HP104 as an Education requirement.

Spring 2017: HP104 was deleted as a departmental course. This was replaced by HP103

Spring 2017: HP181 course outline was modified and additional course content/CLOs were added to meet Palau Red Cross Society certification requirements. The course is currently being offered for credit. However, upon completion of the course requirements, students now have the option to get a First Aid and CPR Certification Card from the Palau Red Cross Society for a fee.

Spring 2017: HP180 had major restructuring of the course learning outcomes with minimal changes to actual course content. This was done so that CLOs were more accurately assessed.

Review of Course Outlines.

Course outlines should be review and updated every 5 years.

IV. Course Assessment Data

Year 1: School Year: FA2015-SU2016

Semester Assessed	Course Assessed	CLO-GE/ILO Mapping	Results of Assessments (Do not combine CLO results; report individual CLO result.)
FA2015	HP180	CLO 1 GE/ILO 1 and 2	CLO 1: 78% of students assessed performed at the proficiency level.
		CLO 2 GE/ILO 1	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO 3 GE/ILO 1 and 2	CLO 3: 90% of students assessed performed at the proficiency level.
		CLO 4 GE/ILO 1 and 2	CLO 4: 83% of students assessed performed at the proficiency level.
		CLO 5 GE/ILO 1, 2, 4 and 5	CLO 5: 86% of students assessed performed at the proficiency level.
		CLO 6 GE/ILO 1, 2, 4 and 5	CLO 6: 70% of students assessed performed at the proficiency level.
FA2015	HP181	CLO 1 GE/ILO 1, 2, 4 and 5	CLO 1: 89% of students assessed performed at the proficiency level.
		CLO 2 GE/ILO 1, 2, 4 and 5	CLO 2: 91% of students assessed performed at the proficiency level.
		CLO 3 GE/ILO 1, 2, 4 and 5	CLO 3: 92% of students assessed performed at the proficiency level.
		CLO 4 GE/ILO 1, 2 and 5	CLO 4: 66% of students assessed performed at the proficiency level.
		CLO 5 GE/ILO 1, 2 and 5	CLO 5: 65% of students assessed performed at the proficiency level.
		CLO 6 GE/ILO 1, 2 and 5	CLO 6: 62% of students assessed performed at the proficiency level.
		CLO 7 GE/ILO 1, 2 and 5	CLO 7: 61% of students assessed performed at the proficiency level.
		CLO 8 GE/ILO 1, 2 and 5	CLO 8: 91% of students assessed performed at the proficiency level.
SP2016	HP185	CLO 1 GE/ILO 1	CLO 1: 75% of students assessed performed at the proficiency level.
		CLO 2 GE/ILO 1	CLO 2: 44% of students assessed performed at the proficiency level.
		CLO 3 GE/ILO 1	CLO 3: 100% of students assessed performed at the proficiency level.
		CLO 4	CLO 4:

		GE/ILO 1	88% of students assessed performed at the proficiency level.
		CLO 5 GE/ILO 1	CLO 5: 89% of students assessed performed at the proficiency level.
		CLO 6 GE/ILO 1	CLO 6: 100% of students assessed performed at the proficiency level.
		CLO 7 GE/ILO 1 and 5	CLO 7: 100% of students assessed performed at the proficiency level.
SU2016	HP104	CLO 1 GE/ILO 5	CLO 1: 43% of students assessed performed at the proficiency level.
		CLO 2 GE/ILO 5	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO 3 GE/ILO 5	CLO 3: 100% of students assessed performed at the proficiency level.
		CLO 4 GE/ILO 5	CLO 4: 100% of students assessed performed at the proficiency level.
		CLO 5 GE/ILO 5	CLO 5: 100% of students assessed performed at the proficiency level.
		CLO 6 GE/ILO 5	CLO 6: 43% of students assessed performed at the proficiency level.
		CLO 7 GE/ILO 5	CLO 7: 100% of students assessed performed at the proficiency level.
		CLO 8 GE/ILO 5	CLO 8: 100% of students assessed performed at the proficiency level.
		CLO 9 GE/ILO 5	CLO 9: 83% of students assessed performed at the proficiency level.

Year 2: School Year: FA2016 – SU2017

Semester Assessed	Course Assessed	CLO-GE/ILO Mapping	Results of Assessments (Do not combine CLO results; report individual CLO result.)
FA2016	HP180	CLO 1 GE/ILO 1 and 2	CLO 1: 90% of students assessed performed at the proficiency level.
		CLO 2 GE/ILO 1	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO 3 GE/ILO 1 and 2	CLO 3: 77% of students assessed performed at the proficiency level.
		CLO 4 GE/ILO 1 and 2	CLO 4: 77% of students assessed performed at the proficiency level.
		CLO 5 GE/ILO 1, 2, 4 and 5	CLO 5: 73% of students assessed performed at the proficiency level.
		CLO 6 GE/ILO 1, 2, 4 and 5	CLO 6: 88% of students assessed performed at the proficiency level.
FA2016	HP181	CLO 1 GE/ILO 1, 2, 3 and 5	CLO 1: 93% of students assessed performed at the proficiency level.
		CLO 2 GE/ILO 1, 2, 3 and 5	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO 3	CLO 3: 100% of students assessed performed at the proficiency level.

		GE/ILO 1, 2, 3 and 5	
		CLO 4 GE/ILO 1, 2 and 5	CLO 4: 63% of students assessed performed at the proficiency level.
		CLO 5 GE/ILO 1, 2 and 5	CLO 5: 75% of students assessed performed at the proficiency level.
		CLO 6 GE/ILO 1, 2 and 5	CLO 6: 78% of students assessed performed at the proficiency level.
		CLO 7 GE/ILO 1, 2 and 5	CLO 7: 65% of students assessed performed at the proficiency level.
		CLO 8 GE/ILO 1, 2 and 5	CLO 8: 89% of students assessed performed at the proficiency level.
SP2017	HP185	CLO 1 GE/ILO 1, 2	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 2 GE/ILO 1, 2, 4	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO 3 GE/ILO 2, 4	CLO 3: 100% of students assessed performed at the proficiency level.
		CLO 4 GE/ILO 1, 2, 4	CLO 4: 100% of students assessed performed at the proficiency level.
		CLO 5 GE/ILO 1, 2, 4	CLO 5: 100% of students assessed performed at the proficiency level.

Year 3: School Year: FA2017-SU2018

Semester Assessed	Course Assessed	CLO-GE/ILO Mapping	Results of Assessments (Do not combine CLO results; report individual CLO result.)
FA2017	HP103	CLO 1 GE/ILO 1, 2 and 4	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 2 GE/ILO 2	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO 3 GE/ILO 1 and 2	CLO 3: 100% of students assessed performed at the proficiency level.
FA2017	HP180	CLO 1 GE/ILO 1, 2 and 5	CLO 1: 80.60% of students assessed performed at the proficiency level.
		CLO 2 GE/ILO 1, 2 and 4	CLO 2: 91.30% of students assessed performed at the proficiency level.
		CLO 3 GE/ILO 1 and 2	CLO 3: 100% of students assessed performed at the proficiency level.
		CLO 4 GE/ILO 1, 4 and 5	CLO 4: 84.00% of students assessed performed at the proficiency level.
		CLO 5 GE/ILO 1, 2 and 5	CLO 5: 90.48% of students assessed performed at the proficiency level.
		CLO 6 GE/ILO 1, 4 and 5	CLO 6: 88.0% of students assessed performed at the proficiency level.
		CLO 7 GE/ILO 1 and 2	CLO 7: 87.50% of students assessed performed at the proficiency level.
		CLO 8 GE/ILO 1, 2 and 5	CLO 8: 66.67% of students assessed performed at the proficiency level.
FA2017	HP181	CLO 1 GE/ILO 1, 2 and 4	CLO 1: 92.59% of students assessed performed at the proficiency level.

		CLO 2 GE/ILO 1, 2 and 4	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO 3 GE/ILO 1, 2 and 4	CLO 3: 96.61% of students assessed performed at the proficiency level.
		CLO 4 GE/ILO 1, 2 and 4	CLO 4: 100% of students assessed performed at the proficiency level.
		CLO 5 GE/ILO 1, 2 and 4	CLO 5: 66.67% of students assessed performed at the proficiency level.
		CLO 6 GE/ILO 1, 2 and 4	CLO 6: 84.38% of students assessed performed at the proficiency level.
		CLO 7 GE/ILO 1, 2 and 4	CLO 7: 90.16% of students assessed performed at the proficiency level.
		CLO 8 GE/ILO 1, 2 and 4	CLO 8: 78.13% of students assessed performed at the proficiency level.
		CLO 9 GE/ILO 1, 2 and 4	CLO 9: 69.6% of students assessed performed at the proficiency level.
		CLO 10 GE/ILO 1, 2 and 4	CLO 10: 80.00% of students assessed performed at the proficiency level.
		CLO 11 GE/ILO 1, 2 and 4	CLO 11: 100% of students assessed performed at the proficiency level.
SP2018	HP185	CLO 1 GE/ILO 1	CLO 1: 100% of students assessed performed at the proficiency level.
		CLO 2 GE/ILO 1 and 4	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO 3 GE/ILO 1, 2 and 4	CLO 3: 100% of students assessed performed at the proficiency level.
		CLO 4 GE/ILO 1, 2, 4 and 5	CLO 4: 100% of students assessed performed at the proficiency level.
		CLO 5 GE/ILO 1, 2 and 4	CLO 5: 66.7% of students assessed performed at the proficiency level.

Provide Summary of Course Assessment Data with analysis results in the box below. Summary should include how assessment results have led to improvement of course and department learning outcomes, and student learning and achievement.

Summary

Year 1: During this period, there were a total of 30 CLOs that were assessed. Twenty-three (77%) scored above the 70% proficiency benchmark as set by the Institutional-Set Standards for Student Achievement (ISSA). Seven CLOs (23%) scored below the 70% benchmark. The CLOs that did not meet the proficiency level were HP181 (CLO's 4, 5, 6 and 7), HP185 (CLO 2) and HP104 (CLO 6).

Year 2: During this period, there were a total of 19 CLOs that were assessed. Seventeen (89%) scored above the 70% proficiency benchmark as set by the Institutional-Set Standards for Student Achievement (ISSA). Two CLOs (11%) scored below the 70% benchmark. The CLOs that did not meet the proficiency level were HP181 (CLO 4 and 7).

Year 3: During this period, there were a total of 27 CLOs that were assessed. Twenty-three (85%) scored above the 70% proficiency benchmark as set by the Institutional-Set Standards for Student

Achievement (ISSA). Four CLOs (15%) scored below the 70% benchmark. The CLOs that did not meet the proficiency level were HP180 (CLO 8), HP181 (CLO 5 and 9) and HP185 (CLO 5).

All the CLOs that did not meet the 70% proficiency level have *Action Plans* identified to improve the delivery of the course content and improve student success. Refer to FAMED for *Action Plans*.

Analysis

HP181 CLOs 4 and 7 scored below the 70% proficiency level during Year 1 and Year 2. However, during Year 3, the students assessed for those CLOs scored above the proficiency level.

HP181 CLO 5 scored below proficiency level Year 1. Year 2, students assessed for CLO5 scored above the 70% benchmark. However, during Year 3, proficiency level dropped again below the 70% benchmark.

All other CLOs that scored below the 70% benchmark during this review period, improved their score to above 70% proficiency level when they were re-assessed again the following year.

CLOs will continually be assessed and changes made as necessary to promote student success.

V. General Education / Institutional Learning Outcomes (GE/ILO) Assessment

Year Assessed	List GE/ILOs	Proficiency Level	Result of Assessments (Do not combine GE/ILO results; report individual GE/ILO result.)
2015-2016	GE/ILO 1	81.90%	This is above the 70% benchmark.
2015-2016	GE/ILO 2	78.77%	This is above the 70% benchmark.
2015-2016	GE/ILO 4	85.60%	This is above the 70% benchmark.
2015-2016	GE/ILO 5	82.10%	This is above the 70% benchmark.
2016-2017	GE/ILO 1	87.11%	This is above the 70% benchmark.
2016-2017	GE/ILO 2	87.11%	This is above the 70% benchmark.
2016-2017	GE/ILO 3	72.67%	This is above the 70% benchmark.
2016-2017	GE/ILO 4	90.50%	This is above the 70% benchmark.
2016-2017	GE/ILO 5	41.2%	This is below the 70% benchmark.
2017-2018	GE/ILO 1	89.09%	This is above the 70% benchmark.
2017-2018	GE/ILO 2	88.89%	This is above the 70% benchmark.
2017-2018	GE/ILO 4	89.01%	This is above the 70% benchmark.
2017-2018	GE/ILO 5	84.96%	This is above the 70% benchmark.

Provide Summary of GE/ILOs Assessments and analysis results in the box below. Summary should include analysis of this cycle with previous cycles; how assessment results have led to major decisions made to support the improvement of department's student learning and student achievement.

Summary

For this review cycle, the average proficiency level for all GE/ILOs was 81% which is above the 70% benchmark. Each GE/ILOs scored above the 70% benchmark except for 2016-2017 GE/ILO 5 which scored at 41.2%.

Average score for each GE/ILO:

GE/ILO 1(86.23%), GE/ILO 2(85.95%), GE/ILO 3(72.67%), GE/ILO 4(88.45%) and GE/ILO 5(69.42%). All GE/ILOs scored above the 70% benchmark except for GE/ILO 5 which scored 69.42%.

Comparison to previous review cycle.

Based on the previous review cycle, there are only two GE/ILOs that were mapped for the HP Department; GE/ILO 1 and GE/ILO 5.

For GE/ILO 1, the proficiency level increased from 85% to 86.23%. This remains above the 70% benchmark.

For GE/ILO 5, the proficiency level decreased from 88% to 69.42%. This is slightly below the 70% benchmark.

There have been 3 major Department Mapping updates since the last review cycle. This is due to new CLOs added to some courses and the addition of HP103.

Course CLOs will continually be assessed and reviewed to ensure that they are aligned with the General Education and Institutional Learning Outcomes and changes made as necessary promote student success.

VI. Evaluation of Previous Department Review Action Plan (s)

Indicate the status of the previous department review action plans below. (Include all previous action plans.) Indicate the cycle and years of the previous department review.

Cycle: Fall 2012 – Summer 2015	Years: 2012-2015
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Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Updates of Action Plan(s) (Report action plans individually.)
Improvement of Assessments: Quality of data gathering and reporting to validate the quality and effectiveness of the department.	Ongoing	See summary below
70% or higher of students enrolled in HP courses receive Pass/Credit. This is aligned with the Institutional-Set Standards for Student Achievement (ISSA).	Complete	Based on the total number of students enrolled this review period, 70% passed or received credit. See summary below.
<p>Improve the quality of course assessment by incorporating department policies to address the following:</p> <ul style="list-style-type: none"> Review and update department mapping whenever course outlines are modified to ensure that they accurately reflect the changes. Review course outlines and signature outlines annually as part of the course assessment and update when necessary. Changes and updates in textbooks should be reflected on the course outline and syllabus. 	Ongoing	See summary below.

<p>This will give an accurate assessment of departmental courses, if they achieve the learning outcomes, and areas needing improvement to promote student learning.</p>		
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Provide Summary of the Evaluation of Previous Department Review Action Plans below. Summary should include what measurable outcomes were achieved due to the actions completed; were the completed actions plans led to improvement of student learning and student achievement; and provide detailed explanation of action plans that are ongoing and plans that are incomplete.

Summary

The department will continue to make improvements in how they assess and improve courses based on data to promote student learning.

The department will continue to strive to meet the 70% benchmark as set by the ISSA.

The department will continue to review and update the department mapping when there are changes to a course learning outcome or course outline, review course outlines and signature assignments as part of the course assessment, and make changes to the course outline and syllabus whenever there is a change in textbook or textbook edition.

VII. Action Plans

Based on current department review results, describe the department action plan(s) for the next three (3) academic years. Include necessary resources.

Action Plan Activity/Objective	How will this action plan improve student learning outcomes? (CLO, GE, ILO)	Needed Resources (if any)	Timeline
Improvement of Assessments	Quality of data gathering and reporting will validate the quality and effectiveness of the department CLOs as aligned with GE and ILOs.		Next Department Review Period (3 years)
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 the quality of course assessment by incorporating department policies to address the following:</p> <ul style="list-style-type: none"> • Review and update department mapping whenever course outlines are modified to ensure that they accurately reflect the changes. • Review course outlines and signature outlines annually as part of the course assessment and update when necessary. • Changes and updates in textbooks should be reflected on the course outline and syllabus. 	<p>This will give an accurate assessment of departmental courses, if they achieve the learning outcomes, and areas needing improvement to promote student learning.</p>		Next Department Review Period (3 years)

Purchase new manikins: Adult and Infant	These instructional aides are necessary in order for students to successfully achieve HP181 Course Learning Outcomes 3 and 11 which are aligned with GE/ILOs 1, 2 and 4.	\$2,000.00	By next Department Review Period (3 years)

Provide Summary of Action Plans in the box below. Summary should include department major strengths; department needs and any recommendations for improvements based on assessment results, data and/or other college major plans. The summary needs to indicate overall department needs that may require financial support from the institution.

Summary

The department will continue to make improvements in how they assess and improve courses based on data to promote student learning.

The department will continue to strive to meet the 70% benchmark as set by the ISSA.

The department will continue to review and update the department mapping when there are changes to a course learning outcome or course outline, review course outlines and signature assignments as part of the course assessment, and make changes to the course outline and syllabus whenever there is a change in textbook or textbook edition. This will give an accurate assessment of departmental courses, if they achieve the learning outcomes, and areas needing improvement to promote student learning.

During the last Department Review cycle, the department requested that new manikins (Adult and Infant) be purchased to replace the current manikins that are currently not functioning properly. These instructional aides are necessary in order for students to successfully achieve HP181 Course Learning Outcomes 3 and 11 which are aligned with GE/ILOs 1, 2 and 4. Students currently are just pretending to give rescues breath instead of actually blowing into the manikin due to them not functioning properly.

IX. Resource Request

Itemize resource request below to include resource requests that will support action plans and are data-driven (e.g. course enrollment, course needs, student needs). This section should provide a clear representation of the department's annual budget request.

Type of Resource	Detailed Description	Estimated Amount Requested	Justification
Personnel			
Facility			
Equipment	Adult and Infant Manikin	\$2000.00	These instructional aides are necessary in order for students to successfully achieve HP181 Course Learning Outcomes 3 and 11 which are aligned with GE/ILOs 1, 2 and 4.
Supplies			
Software			
Training			
Other			
Total			

Provide Summary of Resource Request in the box below. Summary should connect the resources requested to course, department and institutional learning outcomes assessment results and/or any other college major plans.

During the last Department Review cycle, the department requested that new manikins (Adult and Infant) be purchased to replace the current manikins that are currently not functioning properly. These instructional aides are necessary in order for students to successfully achieve HP181 Course Learning Outcomes 3 and 11 which are aligned with GE/ILOs 1, 2 and 4. Students currently are just pretending to give rescues breath instead of actually blowing into the manikin due to them not functioning properly.