

# Program Assessment Form (Academic Program)

A.A. in Liberal Arts

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## General Information (Program Assessment Form (Academic Program))

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## Standing Requirements

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### NMC MISSION STATEMENT & ESIP (COLUMN 1 OF THE 5-COLUMN MODEL)

NMC Mission Statement: Northern Marianas College, through its commitment to student learning, provides high quality, affordable and accessible educational programs and services for the individual and people of the Commonwealth. ESIP for the Liberal Arts Program: The Liberal Arts Program is committed to providing students with knowledge, skills, and values in the arts and sciences that promote health and well-being, scientific inquiry, effective communication, and appreciation of arts and culture. NMC's Liberal Arts Program prepares a student to be a productive citizen and a life-long learner.

### OUTCOMES (COLUMN 2 OF THE 5-COLUMN MODEL)

#### A.A. in Liberal Arts Outcome Set

##### LA PLO 1

LA PLO 1: Demonstrate English language competence in speaking.

##### Mapping

**General Education Outcomes (GELOs):** GEO Oral Communication 5.1, GEO Oral Communication 5.2

##### LA PLO 2

LA PLO 2: Demonstrate English language competence in listening.

##### Mapping

*No Mapping*

##### LA PLO 3

LA PLO 3: Employ English language competence in writing, including the ability to access and incorporate information to complete a research paper.

##### Mapping

*No Mapping*

##### LA PLO 4

LA PLO 4: Demonstrate English language competence in reading.

##### Mapping

*No Mapping*

##### LA PLO 5

LA PLO 5: Apply mathematical concepts, principles, and skills in solving practical and theoretical problems, using technology when appropriate.

##### Mapping

*No Mapping*

**LA PLO 6**

LA PLO 6: Use the scientific method to gain knowledge and understanding of the natural physical and human social worlds.

**Mapping**

*No Mapping*

**LA PLO 7**

LA PLO 7: Integrate ethical standards and principles in making decisions affecting human behaviors and the environment.

**Mapping**

*No Mapping*

**LA PLO 8**

LA PLO 8: Demonstrate knowledge and understanding of the dynamics of local and international political, social, and economic systems and issues.

**Mapping**

*No Mapping*

**LA PLO 9**

LA PLO 9: Interpret arts, philosophy and literature.

**Mapping**

*No Mapping*

**LA PLO 10**

LA PLO 10: Demonstrate knowledge in two of the following areas: history, geography, economics, law, or sociology.

**Mapping**

*No Mapping*

**LA PLO 11**

LA PLO 11: Access and use both print and non-print information technology to perform academic and non-academic tasks.

**Mapping**

*No Mapping*

**LA PLO 12:**

Appreciate, promote, and practice the value of good health

**Mapping**

*No Mapping*

**LA PLO 13:**

Appreciate the uniqueness of and recognize the relationship between different languages and cultures

**Mapping**

*No Mapping*

**AA Liberal Arts Outcomes Set December 3, 2020**

**LA PLO 3**

LA PLO 3: Employ English language competence in writing, including the ability to access and incorporate information to complete a research paper.

**Mapping**

*No Mapping*

**LA PLO 4**

Update 2/25/21 Use LA PLO 3 to replace LA PLO 4: Employ English language competence in writing, including the ability to access and incorporate information to complete a research paper. LA PLO 4: Demonstrate English language competence in reading.

**Mapping**

*No Mapping*

**LA PLO 11**

LA PLO 11: Access and use both print and non-print information technology to perform academic and non-academic tasks.

**Mapping**

*No Mapping*

**LA PLO 12**

LA PLO 12: Appreciate, promote, and practice the value of good health

**Mapping**

*No Mapping*

**LA Outcome Set 3 (PLO 7)**

**LA PLO 7**

Integrate ethical standards and principles in making decisions affecting human behaviors and the environment

**Mapping**

*No Mapping*

## Liberal Arts Outcome Set 2 (PLO 1 & 2 only)

### PLO 1

LA PLO 1: Demonstrate English language competence in speaking.

#### Mapping

*No Mapping*

### LA PLO 2

LA PLO 2: Demonstrate English language competence in listening.

#### Mapping

*No Mapping*

## CURRICULUM MAP

### Active Curriculum Maps

#### GELO 1 & 7, Liberal Arts PLO Set AY 2020-21 (See appendix)

**Alignment Set** GELO 1 & 7 and Liberal Arts PLO Set AY 2020-21

**Created** 10/26/2020 7:14:09 am WPST

**Last Modified** 10/30/2020 10:12:13 am WPST

#### GELO 2 and Liberal Arts PLO Set AY 2024-25 (See appendix)

**Alignment Set** GELO 2 and Liberal Arts PLO Set AY 2024-25

**Created** 10/30/2020 6:46:40 am WPST

**Last Modified** 10/30/2020 10:20:23 am WPST

GELO 2 and Liberal Arts PLO Set AY 2024-25

#### GELO 3 and Liberal Arts PLO Set AY 2025-26 (See appendix)

**Alignment Set** GELO 3 and Liberal Arts PLO Set AY 2025-26

**Created** 10/30/2020 6:47:17 am WPST

**Last Modified** 10/30/2020 11:02:59 am WPST

GELO 3 and Liberal Arts PLO Set AY 2025-26

#### GELO 4 and Liberal Arts PLO Set AY 2021-22 (See appendix)

**Alignment Set** GELO 4 and Liberal Arts PLO Set AY 2021-22

**Created** 10/30/2020 6:47:53 am WPST

**Last Modified** 10/30/2020 11:28:16 am WPST

GELO 4 and Liberal Arts PLO Set AY 2021-22

#### GELO 5 and Liberal Arts PLO Set AY 2023-24 (See appendix)

**Alignment Set** GELO 5 and Liberal Arts PLO Set AY 2023-24

**Created** 10/30/2020 6:48:39 am WPST

**Last Modified** 10/30/2020 12:09:32 pm WPST

GELO 5 and Liberal Arts PLO Set AY 2023-24

⊕ **GELO 6 and Liberal Arts PLO Set AY 2022-23** (See appendix)

**Alignment Set** GELO 6 and Liberal Arts PLO Set AY 2022-23

**Created** 10/30/2020 12:20:17 pm WPST

**Last Modified** 10/30/2020 12:20:17 pm WPST

no PLOs mapped as of 10/30/20 from LAHU

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## 2020-2021 Assessment Cycle

### MEANS OF ASSESSMENT & CRITERIA FOR SUCCESS (ASSESSMENT PLAN OR COLUMN 3 OF THE 5-COLUMN MODEL)

#### Mission Statement

NMC Mission Statement: Northern Marianas College, through its commitment to student learning, provides high quality, affordable and accessible educational programs and services for the individual and people of the Commonwealth. ESIP for the Liberal Arts Program: The Liberal Arts Program is committed to providing students with knowledge, skills, and values in the arts and sciences that promote health and well-being, scientific inquiry, effective communication, and appreciation of arts and culture. NMC's Liberal Arts Program prepares a student to be a productive citizen and a life-long learner.

#### Measures

##### AA Liberal Arts Outcomes Set December 3, 2020

###### Outcome

###### Outcome: LA PLO 3

LA PLO 3: Employ English language competence in writing, including the ability to access and incorporate information to complete a research paper.

###### Measure: EN 202: Final Writing Project

*Course level Direct - Student Artifact*

**Details/Description:** Students will complete activities and write projects helping them build toward writing a research essay at the end of the course. The assignments are designed to prepare them for writing their research essay and give them assistance and practice in order to create a strong essay.

**Success Criteria:** Acceptable Target: 75% of students will produce strong, well-planned, and thoughtful research essays. Thesis statements are clear and specific with topic sentences and transitions that back up and relate to the thesis.  
Ideal Target: 90% of students will produce strong, well-planned, and thoughtful research essays. Thesis statements are clear and specific with topic sentences and transitions that back up and relate to the thesis.

**Implementation Plan (timeline):** Throughout the semester.

**Key/Responsible Personnel:** Velma C. Deleon Guerrero (Program Coordinator)  
Victoria Johnson Murphy (Faculty)  
Lorraine Maui (Interim Department Chair)

###### Outcome: LA PLO 4

Update 2/25/21 Use LA PLO 3 to replace LA PLO 4: Employ English language competence in writing, including the ability to access and incorporate information to complete a research paper.

LA PLO 4: Demonstrate English language competence in reading.

**Measure:** SO 101: Written and Oral Presentation

*Course level Direct - Student Artifact*

**Details/Description:** Students will be assigned a written and oral presentation assignment analyzing how a popular music song relates to an example of social change correlated to stake issues described in the lyrical content of the song.

**Success Criteria:** Update 2/25/21:  
Acceptable Target: Students will score 70% or higher on 3 evaluative criteria: organization, critical analysis, accuracy, and grammar.  
  
Ideal Target: Students will score 90% or higher on 3 evaluative criteria: organization, critical analysis, accuracy, and grammar.

Acceptable Target: Students written material will be graded based upon three evaluative criteria: organization; critical analysis accuracy and grammar.  
Ideal Target: Students written material will be graded based upon three evaluative criteria: organization; critical analysis accuracy and grammar.

**Implementation Plan (timeline):** Assignment will be completed by Fall 2020

**Key/Responsible Personnel:** Velma C. Deleon Guerrero (Program Coordinator)  
Thomas Sharts (Faculty)

**Outcome: LA PLO 11**

LA PLO 11: Access and use both print and non-print information technology to perform academic and non-academic tasks.

**Measure:** EN 202: [Update 2/25/21: Discussion Rubric]Discussions over readings

*Course level Direct - Student Artifact*

**Details/Description:** Update 2/25/21:  
Students are assessed through a discussion rubric on how effectively they analyze research topics as they access and use both print and non-print information technology to perform academic and non-academic tasks.

Students will participate in weekly discussions over readings where they will be required to dig deeper into the material and question it. This will help students be prepared to dig deeper and think analytically about their research topics.

**Success Criteria:** Update 3/2/21:  
75% of students will critically think in their material and seek to move beyond the

surface of the research topic or reading.  
90% of students will critically think in their material and seek to move beyond the surface of the research topic or reading.

Update 2/25/21:

Acceptable Target: At least 80% of students will score 4 or 5 out of 5 on a participation rubric in weekly discussions over assigned reading assignments.

Ideal Target: At least 90% of students will score a 4 or 5 out of 5 on a participation rubric in weekly discussions over assigned reading assignments.

Acceptable Target: 75% of students dig deep in their material and seek to move beyond the surface of the research topic or reading.

Ideal Target: 90% of students dig deep in their material and seek to move beyond the surface of the research topic or reading.

**Implementation Plan (timeline):**

Throughout the semester.

**Key/Responsible Personnel:**

Velma C. Deleon Guerrero (Program Coordinator)  
Victoria Johnson Murphy (Faculty)  
Lorraine Maui (Interim Department Chair)

**Outcome: LA PLO 12**

LA PLO 12: Appreciate, promote, and practice the value of good health

**Measure:** HE 150: 9 Dimensions of Wellness Exam Questions

*Course level Direct - Exam*

**Details/Description:**

These test question evaluates understanding of the 9 dimensions of wellness.

**Success Criteria:**

Acceptable Target: 75% of students assessed will complete a nine dimensions project at 70% or above.

Update 2/25/21:

Ideal Target: 90% of students assessed will complete a nine dimensions project at 70% or above.

**Implementation Plan (timeline):**

Week 17

**Key/Responsible Personnel:**

Velma C. Deleon Guerrero (Program Coordinator)  
Lisa Lunde and Denise Myers (Faculty)

**SUMMARY OF DATA COLLECTED AND USE OF RESULTS (ASSESSMENT FINDINGS OR COLUMNS 4 & 5 OF THE 5-COLUMN MODEL)**

**Finding per Measure**

## AA Liberal Arts Outcomes Set December 3, 2020

### Outcome

#### Outcome: LA PLO 3

LA PLO 3: Employ English language competence in writing, including the ability to access and incorporate information to complete a research paper.

**Measure:** EN 202: Final Writing Project

*Course level Direct - Student Artifact*

**Details/Description:** Students will complete activities and write projects helping them build toward writing a research essay at the end of the course. The assignments are designed to prepare them for writing their research essay and give them assistance and practice in order to create a strong essay.

**Success Criteria:** Acceptable Target: 75% of students will produce strong, well-planned, and thoughtful research essays. Thesis statements are clear and specific with topic sentences and transitions that back up and relate to the thesis.  
Ideal Target: 90% of students will produce strong, well-planned, and thoughtful research essays. Thesis statements are clear and specific with topic sentences and transitions that back up and relate to the thesis.

**Implementation Plan (timeline):** Throughout the semester.

**Key/Responsible Personnel:** Velma C. Deleon Guerrero (Program Coordinator)  
Victoria Johnson Murphy (Faculty)  
Lorraine Maui (Interim Department Chair)

### Findings for EN 202: Final Writing Project


**Summary of Findings:** 75% of students show a strong understanding of summary, quotations, paraphrases, and documenting source material. Students understanding how to properly use source material in their essays.

**Results :** Success Criteria Achievement: Met

**Recommendations:** See reflections below.

**Reflections/Notes:** Most students did well in completing the assignments that built toward the Final Argumentative Essay. The students who did, produced thoughtful essays that met all of the requirements. Students who fell away or didn't complete them all, often had errors and missing requirements.

#### Substantiating Evidence:

 CAF\_EN202A\_V.Murphy\_May 2021.pdf (Adobe Acrobat Document) (See appendix)

**Outcome: LA PLO 4**

Update 2/25/21 Use LA PLO 3 to replace LA PLO 4: Employ English language competence in writing, including the ability to access and incorporate information to complete a research paper.

LA PLO 4: Demonstrate English language competence in reading.

**Measure:** SO 101: Written and Oral Presentation

*Course level Direct - Student Artifact*

**Details/Description:** Students will be assigned a written and oral presentation assignment analyzing how a popular music song relates to an example of social change correlated to stake issues described in the lyrical content of the song.

**Success Criteria:** Update 2/25/21:  
Acceptable Target: Students will score 70% or higher on 3 evaluative criteria: organization, critical analysis, accuracy, and grammar.  
  
Ideal Target: Students will score 90% or higher on 3 evaluative criteria: organization, critical analysis, accuracy, and grammar.

Acceptable Target: Students written material will be graded based upon three evaluative criteria: organization; critical analysis accuracy and grammar.  
Ideal Target: Students written material will be graded based upon three evaluative criteria: organization; critical analysis accuracy and grammar.

**Implementation Plan (timeline):** Assignment will be completed by Fall 2020

**Key/Responsible Personnel:** Velma C. Deleon Guerrero (Program Coordinator)  
Thomas Sharts (Faculty)

**Findings for SO 101: Written and Oral Presentation**

**Summary of Findings:** Students were assessed on the following evaluative criteria organization, critical analysis, accuracy, and grammar.

Completion: 98.5%  
Analysis: 87.4%  
Grammar: 95.3%  
Overall Grade: 93.6%

The success criteria were exceeded for all parts of the rubric.

**Results :** Success Criteria Achievement: Exceeded

**Recommendations:** Continue with the assignment.  
**Reflections/Notes:** Please see recommendations above.

**Substantiating Evidence:**

 T. Sharts Data Sheet for SO 101 Fall 2020.xlsx (Excel Workbook (Open XML)) (See appendix)

**Outcome: LA PLO 11**

LA PLO 11: Access and use both print and non-print information technology to perform academic and non-academic tasks.

**Measure:** EN 202: [Update 2/25/21: Discussion Rubric]Discussions over readings  
*Course level Direct - Student Artifact*

**Details/Description:** Update 2/25/21:  
Students are assessed through a discussion rubric on how effectively they analyze research topics as they access and use both print and non-print information technology to perform academic and non-academic tasks.

Students will participate in weekly discussions over readings where they will be required to dig deeper into the material and question it. This will help students be prepared to dig deeper and think analytically about their research topics.

**Success Criteria:** Update 3/2/21:  
75% of students will critically think in their material and seek to move beyond the surface of the research topic or reading.  
90% of students will critically think in their material and seek to move beyond the surface of the research topic or reading.

Update 2/25/21:  
Acceptable Target: At least 80% of students will score 4 or 5 out of 5 on a participation rubric in weekly discussions over assigned reading assignments.  
Ideal Target: At least 90% of students will score a 4 or 5 out of 5 on a participation rubric in weekly discussions over assigned reading assignments.

Acceptable Target: 75% of students dig deep in their material and seek to move beyond the surface of the research topic or reading.  
Ideal Target: 90% of students dig deep in their material and seek to move beyond the surface of the research topic or reading.

**Implementation Plan (timeline):** Throughout the semester.

**Key/Responsible Personnel:** Velma C. Deleon Guerrero (Program Coordinator)  
Victoria Johnson Murphy (Faculty)  
Lorraine Maui (Interim Department Chair)

Findings for EN 202: [Update 2/25/21: Discussion Rubric]Discussions over readings

**Summary of Findings:** 75% of students critically think about and analyze the reading material and seek to move beyond the surface of the research topic or reading.

Students did very well at analyzing and critically thinking about the material for the week.

**Results :** Success Criteria Achievement: Met

**Recommendations:** See reflections below.

**Reflections/Notes:** Students did very well at analyzing and critically thinking about the material for the week.

**Substantiating Evidence:**

[CAF\\_EN202A\\_V.Murphy\\_May 2021.pdf \(Adobe Acrobat Document\) \(See appendix\)](#)

**Outcome: LA PLO 12**

LA PLO 12: Appreciate, promote, and practice the value of good health

**Measure:** HE 150: 9 Dimensions of Wellness Exam Questions

*Course level Direct - Exam*

**Details/Description:** These test question evaluates understanding of the 9 dimensions of wellness.

**Success Criteria:** Acceptable Target: 75% of students assessed will complete a nine dimensions project at 70% or above.

Update 2/25/21:

Ideal Target: 90% of students assessed will complete a nine dimensions project at 70% or above.

**Implementation Plan (timeline):** Week 17

**Key/Responsible Personnel:** Velma C. Deleon Guerrero (Program Coordinator)  
Lisa Lunde and Denise Myers (Faculty)

Findings for HE 150: 9 Dimensions of Wellness Exam Questions

**Summary of Findings:**  
ON03: 15/15=100%  
ON04: 10/10=100%  
ON05: 13/13=100%  
ON06: 9/9=100%

Total: 47/47=100%

[Students] Were able to identify & answer questions at or above 70% about the 9 dimensions of wellness on the final exam.

Final Exam: Dimensions...80% of students assessed will identify/explain the Dimensions of Wellness” at 80% or above (need 7 of the 9 to be considered met)

ON01 (Accelerated): 15/16\_93.75%

ON02: 17/19\_89.4%

ON07: 13/16\_81.25%

OVERALL: 45/51 = 88.23%

**Results :** Success Criteria Achievement: Exceeded

**Recommendations:** This is a reoccurring theme throughout the semester. Will continue this process.

Will continue with the tracking and reporting of this SLO in the coming semesters as it is the core of this class.

**Reflections/Notes:** All 3 of the sections were able to meet and exceed the desired 80% and this was not just on the Final Exam, but throughout the semester on the 3 reported on assessments. The importance of understanding the 9 Dimensions is core to the class and one's Personal Wellness. Currently the dimensions of wellness are discussed in several places which include lecture, powerpoint presentations, various assignments, the semester long “Passport to Wellness” assignment and in textbook readings.

I will continue with all of the current lessons and reinforcement in the coming semester as the Dimensions of Wellness impact every area of our course and one's health (Wellness)...

**Substantiating Evidence:**

 CAF Spring 2021\_HE 150 (L.Lunde).pdf (Adobe Acrobat Document) (See appendix)

## Overall Recommendations



No text specified

### **Overall Reflection**

No text specified

**OPERATIONAL PLAN** (THIS IS WHERE YOU CAN LINK AN OUTCOME TO AN ACTION PLAN WITH OR WITHOUT A SPECIAL BUDGET REQUEST.)

### **STATUS REPORT**

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## 2021-2022 Assessment Cycle

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**MEANS OF ASSESSMENT & CRITERIA FOR SUCCESS** (ASSESSMENT PLAN OR COLUMN 3 OF THE 5-COLUMN MODEL)

**SUMMARY OF DATA COLLECTED AND USE OF RESULTS** (ASSESSMENT FINDINGS OR COLUMNS 4 & 5 OF THE 5-COLUMN MODEL)

**OPERATIONAL PLAN** (THIS IS WHERE YOU CAN LINK AN OUTCOME TO AN ACTION PLAN WITH OR WITHOUT A SPECIAL BUDGET REQUEST.)

**STATUS REPORT**

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## Pilot Programs/Practice Assessment Cycle (2009, 2016)

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### MEANS OF ASSESSMENT & CRITERIA FOR SUCCESS (ASSESSMENT PLAN)

#### Mission Statement

NMC Mission Statement: Northern Marianas College, through its commitment to student learning, provides high quality, affordable and accessible educational programs and services for the individual and people of the Commonwealth. ESIP for the Liberal Arts Program: The Liberal Arts Program is committed to providing students with knowledge, skills, and values in the arts and sciences that promote health and well-being, scientific inquiry, effective communication, and appreciation of arts and culture. NMC's Liberal Arts Program prepares a student to be a productive citizen and a life-long learner.

#### Measures

### ASSESSMENT FINDINGS

#### Finding per Measure

#### Overall Recommendations

No text specified

#### Overall Reflection

No text specified

### OPERATIONAL PLAN

**STATUS REPORT** (THIS SIMPLY STATES THE STATUS OF YOUR OPERATIONAL PLAN.)

## 2019-2020 Assessment Cycle

### MEANS OF ASSESSMENT & CRITERIA FOR SUCCESS (ASSESSMENT PLAN OR COLUMN 3 OF THE 5-COLUMN MODEL)

#### Mission Statement

NMC Mission Statement: Northern Marianas College, through its commitment to student learning, provides high quality, affordable and accessible educational programs and services for the individual and people of the Commonwealth. ESIP for the Liberal Arts Program: The Liberal Arts Program is committed to providing students with knowledge, skills, and values in the arts and sciences that promote health and well-being, scientific inquiry, effective communication, and appreciation of arts and culture. NMC's Liberal Arts Program prepares a student to be a productive citizen and a life-long learner.

#### Measures

##### LA Outcome Set 3 (PLO 7)

Outcome

##### Outcome: LA PLO 7

Integrate ethical standards and principles in making decisions affecting human behaviors and the environment

**Measure:** Assessment Results for BI 225 (Lab Practices & Blooms Taxonomy)

*Course level Direct - Exam*

**Details/Description:** (GELO 3) (PLO 7) (SLO 3 & 10) (BI 225 Basic Microbiology)

Means of Assessment

SLO 3: At the end of course, students assessed would have had to complete a final exam and a laboratory practical test.

Most of the questions in the laboratory practical test that relate to SLO#3 were about methods and process.

The final exam consists of multiple choice type of questions that assessed comprehension as based on Bloom's taxonomy.

**Success Criteria:** Success Criteria:

1) SLO 8: At the end of the course, 70% of students in class who answered the questions correctly are considered proficient.

**Implementation Plan (timeline):** Lab Practices Test (beginning of the semester)  
Bloom's Taxonomy (end of the semester)

**Key/Responsible Personnel:** Florita Cabanes (Faculty)  
Velma C. Deleon Guerrero (Department Chair)

**Measure:** Assessment Results for PY 101 General Psychology (Behavioral science research methods )  
*Course level Direct - Exam*

**Details/Description:** (GELO 3) (PLO 4, 7, 8, 10, 12, 13) (SLO 1 ) (PY101 General Psychology)

Means of Assessment

1) SLO 1: At the end of course, students assessed would have had to evaluate a hypothesis and review supportive evidence to determine whether the evidence adequately supports the hypothesis.

**Success Criteria:** Success Criteria

1) SLO 1: At the end of the course, 75% of the students assessed will be required to review the evidence, answer multiple choice questions relating to the evidence, and respond in a short essay format about whether or not the evidence adequately supports the hypothesis.

The evidence presented includes examples from various cultures (GEO 3).

2) SLO 1: At the end of the course, 80% of the students assessed will give oral presentations to the class either individually or in groups on subject relating to psychological science (GEO 5) based upon the oral presentation rubric.

**Implementation Plan (timeline):**

Representation Rubric (end of the semester)  
Multiple Choice Questions (end of the semester)  
Short Essay Questions (end of the semester)

**Key/Responsible Personnel:**

Dr. James Kline (Faculty)  
Velma C. Deleon Guerrero (Coordinator)

**Measure:** Assessment Results for PY 101 General Psychology (Structure & Function of Memory)  
*Course level Direct - Exam*

**Details/Description:** (GELO 2) (PLO 4, 7, 8, 13) (SLO 5) (PY 101 General Psychology)

Means of Assessment:

SLO 5: At the end of course, students assessed would have identified the structure and function of memory and how information is encoded, stored, retrieved, and forgotten.

**Success Criteria:** Success Criteria

SLO 13: At the end of the course, 70% of students assessed would have taken a 32 point multiple choice quiz addressing aspects of memory and score 75% or better on the quiz.

Students will receive a grade of 85% or higher responding to the writing prompt:  
"Describe a time when you felt intimidated or fearful about attempting to accomplish

an important goal in your life and how you overcame your fear to achieve the goal.”

**Implementation Plan (timeline):** Exam (end of the semester)

**Key/Responsible Personnel:** Dr. James Kline (Faculty)  
Velma C. Deleon Guerrero (Coordinator)

**Measure:** Assessment Results for PY 201 Human Growth & Development (Abnormal Behavior)  
*Course level Direct - Exam*

**Details/Description:** (GELO 2) (PLO 4, 7, 8, 13) (SLO 5) (PY 201 Human Growth & Development)

Means of Assessment:

SLO 4: At the end of course, students assessed would have identify key characteristics of major content domains in abnormal psychology.

**Success Criteria:** Success Criteria

SLO 1 & 2: At the end of the course, 70% of the students assessed would have taken a 32 point quiz pertaining to various psychological theories regarding the assessment of abnormal behavior and score 75% or better on the quiz.

GLO #2.2 Assignment: Students will respond to the writing prompt: “Describe what gives your life purpose and meaning.” Students will score 85% or better on this assignment.

**Implementation Plan (timeline):** Exam (end of the semester)  
Writing Prompt (end of the semester)

**Key/Responsible Personnel:** Dr. James Kline (Faculty)  
Velma C. Deleon Guerrero (Coordinator)

**Measure:** Assessment Results of BI 101 (Genetics)  
*Course level Direct - Student Artifact*

**Details/Description:** (GELO 2) (PLO 7) (SLO 5) (BI 101 Principles of Biology)

Means of Assessment

SLO 1. At the end of course, student assessed would have demonstrated an understanding of the topics of genetics.

**Success Criteria:** Success Criteria:

SLO 1 At the end of course, 75% of the assessed students will correctly answer midterm exam questions related to the topic as well as DNA Extraction Lab, and in class learning activities.

**Implementation Plan (timeline):** Mid Term Exam; Week 8 of 16  
Lab/Learning Activities (throughout the semester)

**Key/Responsible Personnel:** Dr. Laura Taylor (Faculty)

**Personnel:** Velma C. Deleon Guerrero (Department Chair)

**Measure:** Assessment Results of BI 101 (Oil Spill & Ecosystem)

*Course level Direct - Student Artifact*

**Details/Description:** (GELO 2) (PLO 7) (SLO 11) (BI 101 Principles of Biology)

Means of Assessment

SLO 11. At the end of course, student assessed would have had an understanding of ecosystems.

**Success Criteria:** Success Criteria

SLO 7: At the end of the course, 70% of the students assessed will complete a unit quiz with a score of 70% or above. Other learning activities that support this SLO include Oil Spill Lab Activity and In Class learning activities.

**Implementation Plan (timeline):** Unit Quiz (throughout the semester)  
Lab/Learning Activities (throughout the semester)

**Key/Responsible Personnel:** Dr. Laura Taylor (Faculty)  
Velma C. Deleon Guerrero (Department Chair)

**Measure:** Assessment Results of SO 101

*Course level Direct - Exam*

**Details/Description:** (GELO 2) (PLO 7) (SLO 8 ) (SO 101 Introduction to Sociology)

Means of Assessment

1) SLO 8: At the end of course, students assessed will be taught the definition being found in the textbook; reviewed in class lecture and demonstrated through the use of visual aid supplements – such as You Tube clips.

**Success Criteria:** Success Criteria

SLO 8: At the end of the course, 75% of the students assessed will answer true or false question\ format in exam #3. The question read: Deviant behavior is always evil. True or False?

**Implementation Plan (timeline):** Exam (end of the semester)

**Key/Responsible Personnel:** Thomas Sharts (Faculty)  
Velma C. Deleon Guerrero (Coordinator)

**Measure:** Assessment Results of SW 203

*Course level Direct - Exam*

**Details/Description:** (GELO 2) (PLO 7) (SLO 8 ) (SW 203 Introduction to Social Work)

### Means of Assessment

1) SLO 8: At the end of course, students assessed were taught of the ethical nature of selecting intervention methods that would be considered as antibiotics (medicines) versus vaccines (preventive measures) in treating social problems experienced by clientele. They were lectured on an array of these types of intervention methods.

### Success Criteria:

Success Criteria

SLO 8: At the end of the course, 75% of the students assessed identified some examples of antibiotic or vaccine intervention helping methods to apply toward clientele social problems on their exam #3.

### Implementation Plan (timeline):

Exam (end of the semester)

### Key/Responsible Personnel:

Thomas Sharts (Faculty)  
Velma C. Deleon Guerrero (Coordinator)

## Liberal Arts Outcome Set 2 (PLO 1 & 2 only)

### Outcome

#### Outcome: PLO 1

LA PLO 1: Demonstrate English language competence in speaking.

*No measures specified*

#### Outcome: LA PLO 2

LA PLO 2: Demonstrate English language competence in listening.

*No measures specified*

## SUMMARY OF DATA COLLECTED AND USE OF RESULTS (ASSESSMENT FINDINGS OR COLUMNS 4 & 5 OF THE 5-COLUMN MODEL)

### Finding per Measure

## LA Outcome Set 3 (PLO 7)

### Outcome

#### Outcome: LA PLO 7

Integrate ethical standards and principles in making decisions affecting human behaviors and the environment



**Measure:** Assessment Results for BI 225 (Lab Practices & Blooms Taxonomy)

*Course level Direct - Exam*

**Details/Description:** (GELO 3) (PLO 7) (SLO 3 & 10) (BI 225 Basic Microbiology)

Means of Assessment

SLO 3: At the end of course, students assessed would have had to complete a final exam and a laboratory practical test.

Most of the questions in the laboratory practical test that relate to SLO#3 were about methods and process.

The final exam consists of multiple choice type of questions that assessed comprehension as based on Bloom's taxonomy.

**Success Criteria:** Success Criteria:

1) SLO 8: At the end of the course, 70% of students in class who answered the questions correctly are considered proficient.

**Implementation Plan (timeline):** Lab Practices Test (beginning of the semester)  
Bloom's Taxonomy (end of the semester)

**Key/Responsible Personnel:** Florita Cabanes (Faculty)  
Velma C. Deleon Guerrero (Department Chair)

Findings for Assessment Results for BI 225 (Lab Practices & Blooms Taxonomy)

**Summary of Findings:** There were ten questions in the laboratory practical test that relate to SLO #3. Six of these questions were answered correctly by 70% of students who took it.

There were 35 questions from the final exam that relate to SLO #10. Twenty three of these questions were answered correctly by 70% of the students.

Evidence provided are

1. summary of the student's answers and test result extracted and organized from Moodle online exam
2. copy of the final exam and practical test

**Results :** Success Criteria Achievement: Met

**Recommendations:** Analysis and findings based on the collected data:  
a) 70 percent of the students were proficient in SLO#3  
b) 70 percent of the students were proficient in most concepts that relate to the importance of microbes in agriculture, food production, industry, and the ecosystem.

Improvement plan:

- Assign students with more hands-on activities that help them remember difficult terminologies.

- Assign more virtual activities that help students understand processes.

**Reflections/Notes:**

1. A virtual lab or any interactive activities are useful to the students when actual lab exercises are not available during the Covid19 situation.
2. More laboratory materials should be available in the actual lab.
3. In online and virtual exams there is no assurance of a complete academic integrity, thus making results a weak reference for learning outcome.

**These Findings are associated with the following Actions:**

Dedicated Laboratory that meets OSHA Standards  
(Operational Plan; 2019-2020 Assessment Cycle)

**Measure:** Assessment Results for PY 101 General Psychology (Behavioral science research methods )  
*Course level Direct - Exam*

**Details/Description:** (GELO 3) (PLO 4, 7, 8, 10, 12, 13) (SLO 1 ) (PY101 General Psychology)

Means of Assessment

1) SLO 1: At the end of course, students assessed would have had to evaluate a hypothesis and review supportive evidence to determine whether the evidence adequately supports the hypothesis.

**Success Criteria:**

Success Criteria

1) SLO 1: At the end of the course, 75% of the students assessed will be required to review the evidence, answer multiple choice questions relating to the evidence, and respond in a short essay format about whether or not the evidence adequately supports the hypothesis.

The evidence presented includes examples from various cultures (GEO 3).

2) SLO 1: At the end of the course, 80% of the students assessed will give oral presentations to the class either individually or in groups on subject relating to psychological science (GEO 5) based upon the oral presentation rubric.

**Implementation Plan (timeline):**

Representation Rubric (end of the semester)  
Multiple Choice Questions (end of the semester)  
Short Essay Questions (end of the semester)

**Key/Responsible Personnel:**

Dr. James Kline (Faculty)  
Velma C. Deleon Guerrero (Coordinator)

Findings for Assessment Results for PY 101 General Psychology (Behavioral science research methods )

**Summary of Findings:**

22 students out of 26 students accurately defined the answer to be False

	equating to 85% comprehension rate.
<b>Results :</b>	Success Criteria Achievement: Met
<b>Recommendations:</b>	This student learning outcome has been taught accurately as a result of the definition being found in the textbook; reviewed in class lecture and demonstrated through the use of visual aid supplements – such as You Tube clips.
<b>Reflections/Notes:</b>	See recommendations above.

**Measure:** Assessment Results for PY 101 General Psychology (Structure & Function of Memory)  
*Course level Direct - Exam*

**Details/Description:** (GELO 2) (PLO 4, 7, 8, 13) (SLO 5) (PY 101 General Psychology)

Means of Assessment:

SLO 5: At the end of course, students assessed would have identified the structure and function of memory and how information is encoded, stored, retrieved, and forgotten.

**Success Criteria:** Success Criteria

SLO 13: At the end of the course, 70% of students assessed would have taken a 32 point multiple choice quiz addressing aspects of memory and score 75% or better on the quiz.

Students will receive a grade of 85% or higher responding to the writing prompt: "Describe a time when you felt intimidated or fearful about attempting to accomplish an important goal in your life and how you overcame your fear to achieve the goal."

**Implementation Plan (timeline):** Exam (end of the semester)

**Key/Responsible Personnel:** Dr. James Kline (Faculty)  
Velma C. Deleon Guerrero (Coordinator)

Findings for Assessment Results for PY 101 General Psychology (Structure & Function of Memory)

**Summary of Findings:** Results for PY101 Assignment:

Out of a total of 49 participants, students averaged a total of 88% on the memory quiz.

Results for GLO #2.2 Assignment:

Out of a total of 49 participants, students averaged a total of 97% on the writing prompt.

**Results :**

Success Criteria Achievement: Exceeded

**Recommendations:**

PY101 Assignment: The results surpassed the prediction by 13% which is an admirable percentage achievement. In future assessments for this SLO, short essay responses and matching questions will be incorporated along with additional questions about memory formation.

GLO #2.2 Assignment: The results surpassed the estimation by 12%. In future assessments, the writing prompt will be more specific in asking for either an academic achievement or crisis situation (i.e. typhoon preparedness).

**Reflections/Notes:**

See recommendations above.

**Measure:** Assessment Results for PY 201 Human Growth & Development (Abnormal Behavior)  
*Course level Direct - Exam*

**Details/Description:** (GELO 2) (PLO 4, 7, 8, 13) (SLO 5) (PY 201 Human Growth & Development)

Means of Assessment:

SLO 4: At the end of course, students assessed would have identify key characteristics of major content domains in abnormal psychology.

**Success Criteria:**

Success Criteria

SLO 1 & 2: At the end of the course, 70% of the students assessed would have taken a 32 point quiz pertaining to various psychological theories regarding the assessment of abnormal behavior and score 75% or better on the quiz.

GLO #2.2 Assignment: Students will respond to the writing prompt: "Describe what gives your life purpose and meaning." Students will score 85% or better on this assignment.

**Implementation Plan (timeline):**

Exam (end of the semester)  
Writing Prompt (end of the semester)

**Key/Responsible Personnel:**

Dr. James Kline (Faculty)  
Velma C. Deleon Guerrero (Coordinator)

**Findings for Assessment Results for PY 201 Human Growth & Development (Abnormal Behavior)**

**Summary of Findings:**

Results for PY102 Assignment:  
Out of 16 participants, students scored an average of 79% on the quiz.

Results for GLO #2.2 Assignment: Out of 16 participants, students scored an

average of 90% on the assignment.

**Results :** Success Criteria Achievement: Exceeded

**Recommendations:** PY102: The results exceeded the estimate by 4%. For future assessments of this SLO, more variety of questions will be incorporated.

GLO #2.2: The results exceeded the estimate. For future assessments of this GLO, students will respond to a variation of this writing prompt to emphasize developing a strong belief system.

**Reflections/Notes:** See recommendations above.

**Measure:** Assessment Results of BI 101 (Genetics)

*Course level Direct - Student Artifact*

**Details/Description:** (GELO 2) (PLO 7) (SLO 5) (BI 101 Principles of Biology)

Means of Assessment

SLO 1. At the end of course, student assessed would have demonstrated an understanding of the topics of genetics.

**Success Criteria:** Success Criteria:

SLO 1 At the end of course, 75% of the assessed students will correctly answer midterm exam questions related to the topic as well as DNA Extraction Lab, and in class learning activities.

**Implementation Plan (timeline):** Mid Term Exam; Week 8 of 16  
 Lab/Learning Activities (throughout the semester)

**Key/Responsible Personnel:** Dr. Laura Taylor (Faculty)  
 Velma C. Deleon Guerrero (Department Chair)

Findings for Assessment Results of BI 101 (Genetics)

**Summary of Findings:** Number of Midterm exam questions that assessed SLO 5: 6

Q3/10 addressed cellular reproduction  
 Response averages:  
 Q3: 92.5%  
 Q10: 96%

Q4 addressed DNA.  
 Response average: 83.5%

Q8 addressed patterns of inheritance.

Response average: 79%

Q14/20 addressed gene expression and regulation:

Response averages:

Q14: 51.5%

Q20: 78.5%

**Results :**

Success Criteria Achievement: Exceeded

**Recommendations:**

Goal was partially met. For most exam questions, 75% or more students were able to respond correctly. Only one question did not meet the goal. This question addressed gene regulation (specifically the processes of transcription and translation).

Based on this data, I will adjust instruction time to focus more on this topic. I will reduce class time spent on cellular reproduction and instead, create another in class activity to solidify the concepts of gene expression and regulation.

Note: Student evidence are not available at the moment. Instructor for this course is off-island at the time of the submission of the form 1 and due to limited access to faculty office where evidence is currently being stored.

Student evidence will be provided August of 2020 upon faculty return.

**Reflections/Notes:**

See Recommendation above.

**These Findings are associated with the following Actions:**

Dedicated Laboratory that meets OSHA Standards  
(Operational Plan; 2019-2020 Assessment Cycle)

**Measure:** Assessment Results of BI 101 (Oil Spill & Ecosystem)

*Course level Direct - Student Artifact*

**Details/Description:**

(GELO 2) (PLO 7) (SLO 11) (BI 101 Principles of Biology)

Means of Assessment

SLO 11. At the end of course, student assessed would have had an understanding of ecosystems.

**Success Criteria:**

Success Criteria

SLO 7: At the end of the course, 70% of the students assessed will complete a unit quiz with a score of 70% or above. Other learning activities that support this SLO include Oil Spill Lab Activity and In Class learning activities.

**Implementation Plan**

Unit Quiz (throughout the semester)

**(timeline):** Lab/Learning Activities (throughout the semester)  
**Key/Responsible Personnel:** Dr. Laura Taylor (Faculty)  
Velma C. Deleon Guerrero (Department Chair)

#### Findings for Assessment Results of BI 101 (Oil Spill & Ecosystem)

**Summary of Findings:** Unit 1 Quiz Score Average= 19/25 (76%)

Students who received a 70% or higher on quiz 1: 72/99 (72%)

**Results :** Success Criteria Achievement: Exceeded

**Recommendations:** Goal was met. 72% of students scored a 70% or higher on the unit 1 quiz, which directly assessed the ecology unit. Students were able to answer questions about ecosystems and apply the concepts to a greater understanding of how life is interconnected.

Students further demonstrated their understanding with the completion of the oil spill lab, which focuses on the ethical issues related to ecosystem biology.

**Reflections/Notes:** I would like to strongly appeal for in-person lab classes and virtual lectures. I am able to stagger labs so that no more than 12 students per section would be in the lab.

To be able to accomplish this, I ask that we could order 14 face shields. Students will be responsible for sanitizing their own face shields upon entry and departure. Students will also be required to wear gloves for the full duration of the class. I would also like to purchase 3 large spray bottles so that we can spray alcohol solution to clean down desks.

Regarding technology needs, should we have access to our offices during Fall semester, I don't foresee any urgent technology needs. However, if we have limited office access, I would like to request assistance purchasing office furniture so that I can more effectively work from home. A simple chair (with back support) and a small desk would work fine. I will continue looking into software programs that could be useful for classes.

Another purchase idea, it would be great if our bathrooms, office spaces, and classrooms could have automatic hand sanitizer dispensers stationed outside so that people sanitize their hands before touching any surfaces.

#### These Findings are associated with the following Actions:

Dedicated Laboratory that meets OSHA Standards  
(Operational Plan; 2019-2020 Assessment Cycle)

**Measure:** Assessment Results of SO 101

*Course level Direct - Exam*

<b>Details/Description:</b>	(GELO 2) (PLO 7) (SLO 8 ) (SO 101 Introduction to Sociology)
	Means of Assessment
	1) SLO 8: At the end of course, students assessed will be taught the definition being found in the textbook; reviewed in class lecture and demonstrated through the use of visual aid supplements – such as You Tube clips.
<b>Success Criteria:</b>	Success Criteria
	SLO 8: At the end of the course, 75% of the students assessed will answer true or false question\ format in exam #3. The question read: Deviant behavior is always evil. True or False?
<b>Implementation Plan (timeline):</b>	Exam (end of the semester)
<b>Key/Responsible Personnel:</b>	Thomas Sharts (Faculty) Velma C. Deleon Guerrero (Coordinator)

Findings for Assessment Results of SO 101

*No Findings Added*

**Measure:** Assessment Results of SW 203

*Course level Direct - Exam*

<b>Details/Description:</b>	(GELO 2) (PLO 7) (SLO 8 ) (SW 203 Introduction to Social Work)
	Means of Assessment
	1) SLO 8: At the end of course, students assessed were taught of the ethical nature of selecting intervention methods that would be considered as antibiotics (medicines) versus vaccines (preventive measures) in treating social problems experienced by clientele. They were lectured on an array of these types of intervention methods.
<b>Success Criteria:</b>	Success Criteria
	SLO 8: At the end of the course, 75% of the students assessed identified some examples of antibiotic or vaccine intervention helping methods to apply toward clientele social problems on their exam #3.
<b>Implementation Plan (timeline):</b>	Exam (end of the semester)
<b>Key/Responsible Personnel:</b>	Thomas Sharts (Faculty) Velma C. Deleon Guerrero (Coordinator)



### Findings for Assessment Results of SW 203

<b>Summary of Findings:</b>	100% comprehended the question to identify some examples of antibiotic or vaccine intervention helping methods to apply toward clientele social problems.
<b>Results :</b>	Success Criteria Achievement: Exceeded
<b>Recommendations:</b>	This student learning outcome has been taught accurately as a result of the definition being found in the class lecture.
<b>Reflections/Notes:</b>	See recommendation above.

### Liberal Arts Outcome Set 2 (PLO 1 & 2 only)

Outcome

#### **Outcome: PLO 1**

LA PLO 1: Demonstrate English language competence in speaking.

*No measures specified*

#### **Outcome: LA PLO 2**

LA PLO 2: Demonstrate English language competence in listening.

*No measures specified*

### Overall Recommendations

No text specified

### Overall Reflection

No text specified

**OPERATIONAL PLAN** (THIS IS WHERE YOU CAN LINK AN OUTCOME TO AN ACTION PLAN WITH OR WITHOUT A SPECIAL BUDGET REQUEST.)

### Mission Statement

NMC Mission Statement: Northern Marianas College, through its commitment to student learning, provides high quality, affordable and accessible educational programs and services for the individual and people of the Commonwealth. ESIP for the Liberal Arts Program: The Liberal Arts Program is committed to providing students with knowledge, skills, and values in the arts and sciences that promote health and well-being, scientific inquiry, effective communication, and appreciation of

arts and culture. NMC's Liberal Arts Program prepares a student to be a productive citizen and a life-long learner.

## Actions

### LA Outcome Set 3 (PLO 7)

Outcome

#### Outcome: LA PLO 7

Integrate ethical standards and principles in making decisions affecting human behaviors and the environment

**Action:** Dedicated Laboratory that meets OSHA Standards

#### This Action is associated with the following Findings

Findings for Assessment Results of BI 101 (Genetics)  
(Means of Assessment & Criteria for Success and Summary of Data Collected AND Use of Results; 2019-2020 Assessment Cycle)

Summary of Findings:

Number of Midterm exam questions that assessed SLO 5: 6 Q3/10 addressed cellular reproduction Response averages: Q3: 92.5% Q10: 96% Q4 addressed DNA. Response average: 83.5% Q8 addressed patterns of inheritance. Response average: 79% Q14/20 addressed gene expression and regulation: Response averages: Q14: 51.5% Q20: 78.5%

Findings for Assessment Results of BI 101 (Oil Spill & Ecosystem)  
(Means of Assessment & Criteria for Success and Summary of Data Collected AND Use of Results; 2019-2020 Assessment Cycle)

Summary of Findings:

Unit 1 Quiz Score Average= 19/25 (76%) Students who received a 70% or higher on quiz 1: 72/99 (72%)

#### Action details:

I would like to strongly appeal for in-person lab classes and virtual lectures. I am able to stagger labs so that no more than 12 students per section would be in the lab. To be able to accomplish this, I ask that we could order 14 face shields. Students will be responsible for sanitizing their own face shields upon entry and departure. Students will also be required to wear gloves for the full duration of the class. I would also like to purchase 3 large spray bottles so that we can spray alcohol solution to clean down desks.

Regarding technology needs, should we have access to our offices during Fall semester, I don't foresee any urgent technology needs. However, if we have limited office access, I would like to request assistance purchasing office furniture so that I can more effectively work from home. A simple chair (with back support) and a small desk would work fine. I will continue looking into software programs that could be useful for classes.

Another purchase idea, it would be great if our bathrooms, office spaces, and classrooms could have automatic hand sanitizer dispensers stationed outside so that people sanitize their hands before touching any surfaces.

The course will also need to the following lab kits to adjust to learning needs of the student post COVID19:

Carolina Biology Lab kits. <https://www.carolinadistancelearning.com/biology-results-3755K-4469L5.html?>

<b>Implementation Plan (timeline):</b>	Fall 2020
<b>Key/Responsible Personnel:</b>	Dr. Laura Taylor (Faculty) Velma C. Deleon Guerrero (Department Chair) Simon Necesito (Administrative Assistant)
<b>Measures:</b>	Meet OSHA guidelines to meet safety guidelines for the lab and COVID19 guidelines.
<b>Budget approval required? (describe):</b>	Yes Cost estimate depending on procurement procedure and cost query.
<b>Budget request amount:</b>	\$20,000.00
<b>Priority:</b>	High

**Action:** Dedicated Laboratory that meets OSHA Standards

**This Action is associated with the following Findings**

Findings for Assessment Results for BI 225 (Lab Practices & Blooms Taxonomy) (Means of Assessment & Criteria for Success and Summary of Data Collected AND Use of Results; 2019-2020 Assessment Cycle)

Summary of Findings:

There were ten questions in the laboratory practical test that relate to SLO #3. Six of these questions were answered correctly by 70% of students who took it. There were 35 questions from the final exam that relate to SLO #10. Twenty three of these questions were answered correctly by 70% of the students. Evidence provided are 1. summary of the student's answers and test result extracted and organized from Moodle online exam 2. copy of the final exam and practical test

<b>Action details:</b>	pre-set kit offered by eScience learning. It would be great if we could order twice the inventory we might need, so that labs could still be used in Spring semester, even if we are in person.  <a href="https://esciencelabs.com/productdisplay/microbiology-2nd-edition">https://esciencelabs.com/productdisplay/microbiology-2nd-edition</a>  for 52 lab kits, it prices out to ~\$15,000
<b>Implementation Plan (timeline):</b>	Fall 2020
<b>Key/Responsible Personnel:</b>	Dr. Laura Taylor (faculty) Velma C. Deleon Guerrero (Department Chair) Simon Necesito (Administrative Assistant)
<b>Measures:</b>	Meet OSHA guidelines to meet safety guidelines for the lab and COVID19 guidelines.
<b>Budget approval required? (describe):</b>	Yes
<b>Budget request amount:</b>	\$15,000.00

Priority: High

## STATUS REPORT (THIS SIMPLY STATES THE STATUS OF YOUR OPERATIONAL PLAN.)

### Action Statuses

#### LA Outcome Set 3 (PLO 7)

##### Outcome

##### Outcome: LA PLO 7

Integrate ethical standards and principles in making decisions affecting human behaviors and the environment

**Action:** Dedicated Laboratory that meets OSHA Standards

##### Action details:

I would like to strongly appeal for in-person lab classes and virtual lectures. I am able to stagger labs so that no more than 12 students per section would be in the lab. To be able to accomplish this, I ask that we could order 14 face shields. Students will be responsible for sanitizing their own face shields upon entry and departure. Students will also be required to wear gloves for the full duration of the class. I would also like to purchase 3 large spray bottles so that we can spray alcohol solution to clean down desks.

Regarding technology needs, should we have access to our offices during Fall semester, I don't foresee any urgent technology needs. However, if we have limited office access, I would like to request assistance purchasing office furniture so that I can more effectively work from home. A simple chair (with back support) and a small desk would work fine. I will continue looking into software programs that could be useful for classes.

Another purchase idea, it would be great if our bathrooms, office spaces, and classrooms could have automatic hand sanitizer dispensers stationed outside so that people sanitize their hands before touching any surfaces.

The course will also need to the following lab kits to adjust to learning needs of the student post COVID19:

Carolina Biology Lab kits. <https://www.carolinadistancelearning.com/biology-results-3755K-4469L5.html?>

##### Implementation Plan (timeline):

Fall 2020

##### Key/Responsible Personnel:

Dr. Laura Taylor (Faculty) Velma C. Deleon Guerrero (Department Chair) Simon Necesito (Administrative Assistant)

##### Measures:

Meet OSHA guidelines to meet safety guidelines for the lab and COVID19 guidelines.

##### Budget approval required? (describe):

Yes  
Cost estimate depending on procurement procedure and cost query.

**Budget request amount:** \$20,000.00  
**Priority:** High

Status for Dedicated Laboratory that meets OSHA Standards

*No Status Added*

**Action:** Dedicated Laboratory that meets OSHA Standards

**Action details:** pre-set kit offered by eScience learning.  
It would be great if we could order twice the inventory we might need, so that labs could still be used in Spring semester, even if we are in person.  
  
<https://esciencelabs.com/productdisplay/microbiology-2nd-edition>  
  
for 52 lab kits, it prices out to ~\$15,000

**Implementation Plan (timeline):** Fall 2020

**Key/Responsible Personnel:** Dr. Laura Taylor (faculty) Velma C. Deleon Guerrero (Department Chair) Simon Necesito (Administrative Assistant)

**Measures:** Meet OSHA guidelines to meet safety guidelines for the lab and COVID19 guidelines.

**Budget approval required? (describe):** Yes

**Budget request amount:** \$15,000.00  
**Priority:** High

Status for Dedicated Laboratory that meets OSHA Standards

*No Status Added*

### Status Summary

No text specified

### Summary of Next Steps

No text specified

# Appendix

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- A. **GELO 1 & 7, Liberal Arts PLO Set AY 2020-21** (Curriculum Map)
  - B. **GELO 2 and Liberal Arts PLO Set AY 2024-25** (Curriculum Map)
  - C. **GELO 3 and Liberal Arts PLO Set AY 2025-26** (Curriculum Map)
  - D. **GELO 4 and Liberal Arts PLO Set AY 2021-22** (Curriculum Map)
  - E. **GELO 5 and Liberal Arts PLO Set AY 2023-24** (Curriculum Map)
  - F. **GELO 6 and Liberal Arts PLO Set AY 2022-23** (Curriculum Map)
  - G. **CAF\_EN202A\_V.Murphy\_May 2021.pdf** (Adobe Acrobat Document)
  - H. **T. Sharts Data Sheet for SO 101 Fall 2020.xlsx** (Excel Workbook (Open XML))
  - I. **CAF Spring 2021\_HE 150 (L.Lunde).pdf** (Adobe Acrobat Document)
  - J. **CAF\_EN202A\_V.Murphy\_May 2021.pdf** (Adobe Acrobat Document)
  - K. **BE 111 AMS CAF 6.3.2020.pdf** (Adobe Acrobat Document)
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