Improving Student Learning

Summer 2012 Report

Forward

In 2009, Luna Community College took a progressive approach to student learning with a reorganization of learning goals for all programs of study and implementation of an institutional assessment plan. In addition, LCC recognized a need for a standard syllabi with a focus on student learning outcomes and methods to measure those outcomes.

In the Spring of 2010, LCC identified a further commitment to assessment by requiring academic departments to be integrated into the assessment process; therefore, it was determined that all departments participate in semester assessment reporting. The department director along with the faculty conduct the process. The purpose is to provide a baseline for future improvements, not only for improving student learning but for program quality, curriculum improvements and instructional delivery.

This summer 2012 report on Improving Student Learning is a testimony to LCC's commitment to assessment.

Vidal Martinez, Ed.D.
Vice President for Instruction
Luna Community College

July 31, 2012

LCC's Principles of Assessment

- Primary goal of Assessment is to continuously improve student learning at Luna Community College.
- Assessment is an extension to the needs and attention of students at Luna Community College.
- Assessment is ongoing at Luna Community College.
- Assessment activities must be useful to the individuals that conduct them, to programs, and to Luna Community College.

LCC's Assessment Plan

All course offerings, including degree and certificate programs, at Luna Community College are required to follow the four step assessment process. They include:
- A list of expected learning outcomes
- Assessment tools that directly measure those learning outcomes
- The results of the data, and
- How the data will be used to improve student learning

Luna Community College: Improving Student Learning – Summer 2012 Report

Table of Contents

Chapter 1: Course Assessment Reports

Department of Science, Math, & Engineering Technology
Summary Assessment Report
MATH 130: Statistics

Prepared by Dan Gonzales, Adjunct Faculty

PURPOSE
The purpose of this report is to assess student learning in the Statistics course based on student performance throughout the summer semester. The focus of the report is on how the outcomes of the assessments conducted during the delivery of the course are and can be used to inform decisions on modifications to course content, emphasis, assessment and teaching methodologies.

BACKGROUND
The Statistics course was developed several years back for the Nursing Program. The course has grown to be accepted/transferred for math, education and business.

As described in the LCC 2009-2012 Catalog: This course is an introduction to descriptive and inferential statistics. Topics to be covered will include sampling procedures, experimental design, measures of center, variation, z-scores, the digression equation with linear correlation and basic probability. Prerequisite: MATH116 or equivalent COMPASS/ACT score. NM Common Course Number: MATH2113.

LEARNING OUTCOMES (Expected Competencies)
Upon successful completion the student will be able to:

1. Use descriptive statistics.
2. Apply basic probability distributions.
3. Use discrete probability distributions.
4. Use the various sampling methods.
5. Conduct one-sample and two sample tests of hypothesis.
6. Develop a regression line and determine the strength of a correlation.
7. Use statistical software (excel recommended)
8. Apply statistical analysis to decision-making

<div style="border:1px solid black">

Rubric Rating

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

</div>

SUMMARY OF RESULTS

The following table displays the class outcomes for the stated learning competencies.

STUDENT	C1	C2	C3	C4	C5	C6	C7	C8	AVE.
1	4	4	4	4	5	5	4	4	4.250
2	4	4	4	4	4	5	4	4	4.125
3	5	4	4	4	5	5	4	4	4.375
4	4	3	4	3	3	2	2	3	3.000
5	3	3	4	3	3	4	4	3	3.375
6	3	3	4	3	4	4	4	3	3.500
7	5	5	5	5	5	5	5	5	5.000
8	3	4	4	4	4	4	4	4	3.875
9	4	4	4	5	4	3	4	4	4.000
10	5	5	5	5	5	5	5	5	5.000
11	3	3	3	3	3	4	3	3	3.125
12	3	3	4	3	2	4	5	3	3.375
13	DROP	→	→	→	→	→	→	→	DROP
14	DROP	→	→	→	→	→	→	→	DROP

ASSESSMENT METHODS

1) Homework
2) Worksheets
3) Class Participation
4) Use of Graphing Calculator
5) Use of Computer
6) Tests

SUMMARY CONCULSIONS/REFLECTIONS

The class members were very open to assisting each other. The mastery of a competency reflects the cohesive attitude of the class members in assisting one another to achieve success in the course. Some students, initially, struggled with the use of excel in creating pie graphs, histograms and using formulas for calculations. The student's use of a graphing calculator by was challenging at the beginning for some students. The students did well keeping pace with a quick summer session.

INSTRUCTOR COURSE ENRICHMENTS/ENHANCEMENTS

- More use of excel.
- Question students more so as to gain feedback on understanding of concepts.

- Work with students so as to better understand the meaning and purpose of their calculations.

Department of Business and Professional Studies
Summary Assessment Report
CSA150: Online-Computer Fundamentals

Prepared by Brendaleigh Lobato, Adjunct Faculty

PURPOSE

The purpose of this report is to assess student learning in Introduction to CSA150 previously offered as CIS100- course based on student performance throughout the semester. The focus of the report is on how the outcomes of the assessments conducted during the delivery of the course are and can be used to inform decisions on modifications to course content, emphasis, assessment and teaching approaches.

BACKGROUND

This course provides an overview of computer hardware, software, and the Windows environment with an emphasis on current business office applications. The course will cover computer operating principles, file management, the internet, with an introduction to word processing, spreadsheets, database, and slide/electronic presentation programs. Current software such as Microsoft Word, Excel, Access and PowerPoint will be used. *NM Common Course Number: BCIS1113.*

COMPETENCIES: Upon successful completion of this course, with a minimum of 70%=C or better, the student should:

1. Describe the basic information technology terminology;
2. Identify and use hardware components of IT systems;
3. Describe and apply concepts of file management;
4. Describe the basic concepts of application and operating systems software;
5. Describe and use IT systems for communications (e.g. word processing, presentation software, email, etc.);
6. Describe the concepts of information management, databases, and database management systems;
7. Describe the social impact of information technology;
8. Describe international impact of IT issues;
9. Identify and explain important ethical, security, and privacy issues in information systems;
10. Create and use spreadsheets;
11. Create and use databases, and
12. Use Internet search engines for research

SUMMARY OF RESULTS

The following table displays the class outcomes for the stated learning competencies.

	Mastered	Exceeded	Met	Somewhat Met	Did Not Meet
Competency 1	5	8	5	2	1
Competency 2	5	8	5	1	2
Competency 3	5	8	5	2	1
Competency 4	8	5	5	2	1
Competency 5	5	8	5	2	1
Competency 6	8	5	5	2	1
Competency 7	5	8	5	1	2
Competency 8	8	5	5	2	1
Competency 9	8	5	5	1	2
Competency 10	5	8	5	1	2
Competency 11	8	5	5	2	1
Competency 12	8	5	5	2	1

SUMMARY CONCLUSIONS

Students that attend and participate master the competency. Students who spend extra time on their projects did better than those who did not. Overall, mastery of each competency is directly related to student attendance and commitment to CSA150: Online-Computer Fundamentals class.

EXAMPLES OF THE USE OF ASSESSMENT DATA FOR COURSE DELIVERY IMPROVEMENTS

The following describe the proposed changes to the course teachings based on the assessment:

- Instruct step by step on how to log into Windows, get on to the Internet, and log into Blackboard to upload all assignments.
- Instruct step by step on teaching the uploading and submitting the Integrated Project which incorporates all the applications taught.
- Pre and Post tests were administered to measure basic knowledge at start of semester.
- Students get on website- scsite.com/wd2010/learn and play reinforcement games to test their knowledge after each chapter. This consist of games:

Flashcards

Practice Test

Computer Genius

Wheel of Terms

Crossword Puzzle

- Section terminology was measured by giving students a terminology list of technology words and encouraging the use.
- Mid-term and final exams were also administered.

Department of Humanities
Summary Assessment Report
ENG121E: Introduction to Creative Writing/Fiction

Prepared by Sherry Goodyear; Full time faculty

PURPOSE

The purpose of this report is to assess student learning in Creative Writing based on student performance throughout the semester. The focus of the report is on how the outcomes of the assessments conducted during the delivery of the course are and can be used to inform decisions on modifications to course content, emphasis, assessment and teaching methodologies.

DESCRIPTION

As described in the LCC 2009-2012 Catalog: The Introduction to Creative Writing/Non Fiction course is a beginning course in writing fiction, emphasizing issues of craft, appropriate vocabulary, revision and the habit of reading as preparation for writing. Short story writing is emphasized.

LEARNING OUTCOMES
1. Earn a basic understanding of the elements of fiction i.e. plot, character development, setting/scene, dialogue, point of view, and grammatical concerns.
2. Have written two short works of fiction of his/her own.
3. Analyze and discuss outside readings as models of short fiction.
4. Practice writing examples of plot, character, setting, etc.

ASSESSMENT METHODS
1) Completion of two short works of fiction.
2) Completion of pre and post tests.
3) Completion of five/eight discussion topics evaluating popular/famous short stories/writings
4) Participation during live evaluations of student writings.
5) Presenting of a final power point presentation evaluating what was learned about Creative Writing over the course of the semester.

SUMMARY OF RESULTS

The following competencies are used for evaluation:

C1.Express a primary purpose in a compelling statement and order supporting points logically and convincingly.

C2.Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.

C3. Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.

<p align="center">Rubric Rating
E - 5 Excellent
G - 4 Good
FR - 3 Fair
U - 2 Unsatisfactory
P - 1 Poor</p>

The following table displays the learning outcomes per student for the stated competencies.

Student	C1	C2	C3	Average
A	4	5	5	4.7
B	1	1	5	2.3
C	3	3	5	3.6
D	3	4	5	4
E	5	4	5	4.7
F	5	4	5	4.7
G	4	4	4	4
H	4	5	5	4.7
TOTAL AVERAGE				4.08

PRE-TEST/POST TEST

	RUBRIC RATING	
	E – 5 Excellent G – 4 Good FR – 3 Fair U – 2 Unsatisfactory P – 1 Poor	
STUDENT	**PRE-TEST** **RUBRIC RATING**	**POST TEST**
A	<u>3</u>	<u>3</u>
B	<u>1</u>	<u>-</u>
C	<u>-</u>	<u>-</u>
D	<u>1</u>	<u>5</u>
E	<u>4</u>	<u>-</u>
F	<u>-</u>	<u>1</u>
G	<u>1</u>	<u>1</u>
H	<u>3</u>	<u>2</u>

SUMMARY CONCLUSIONS

Students with the highest level of attendance and participation, on average, scored higher in terms of mastery for each competency, although there were a couple of students with scheduling conflicts who listened to archives of classes and themselves did not attend live that frequently who did very well. Also, students who dedicated more time to their projects generally did better than those who did not (obviously). Overall, mastery of each competency is directly related to student attendance and love for creative writing in general. Students who came to class and devoted themselves to the creative writing lessons improved immensely. For many, this class was freeing because no longer did they have to follow the strict five point essay format drilled into them…they were allowed to write the stories dancing in their heads and be appreciated for them. The nice thing about Creative Writing is most students who take classes in this subject have an interest in it and, therefore, have a level of devotion not seen in classes that are required. For

those naturally creative folks, Creative Writing is a refreshing opportunity to create something enjoyable and get college credit for it.

EXAMPLES OF THE USE OF ASSESSMENT DATA FOR COURSE DELIVERY IMPROVEMENTS:

The following describes the proposed changes to the course teachings based on the assessment:

- Consider doing away with the pretest and posttest (or perhaps ask different questions) as how students do on them seems to have very little to do with how they perform on Creative Writing assignments in general. That, or maybe, instead of students being told it is a measuring tool I use to see what they know when they come in versus what they know when they leave, maybe I need to assign them the actual number of points they get as extra credit…perhaps that would be incentive to do better.

- Overall students were very successful in this class, and I attribute this to the idea that they wanted to be there. They enjoyed the set up of the class, the assignments, and the honest (sometimes brutally so, but always with respect ☺) critiques of their work which were meant to inspire them to go forth and improve their writing to the degree that someday it can and will be publishable. They also enjoyed reading strong examples of short stories and being given the opportunity to really analyze why an author would write a particular story the way he or she wrote it and think about how that pertains to their own styles of writing.

- While sometimes is seems we are begging student to care about their own educations, while I had one student withdraw and another one kind of disappear off the face of the earth, I never felt like I had to plead with the remaining batch of students to care. It may have something to do with the workshop nature of this course or the course itself…but the way this class was set up this semester overall seemed to work well. Perhaps I need to transfer some of what I did in this class over to other English classes.

Department of Humanities
Summary Assessment Report
HIST 161 - American History I

Prepared by Laura M. Gonzales, Adjunct Instructor

PURPOSE:

This report will assess the effectiveness of the delivery of instructional strategies in American History I on student achievement. It will evaluate American History 161 and determine how well students met expected competencies. The goal of this assessment is to improve student learning. I will use this data to improve the learning outcomes.

BACKGROUND:

The course is designed as a survey of the political, economic, constitutional, social and cultural development of the United States through the Civil War Period. This course constitutes an introduction to the history of the United States from its origins to the end of the Civil War Period. Over the course of each semester students explore the development of the nation while becoming acquainted with the study of history.

HUMANITIES COURSE - New Mexico Core Competencies:

C1. Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre and film).

C2. Compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious and intellectual).

C3. Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.

C4. Draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary modes of expression and contemporary thought.

LEARNING OBJECTIVES/OUTCOMES:

Upon completion of the course the student will be able to:

- Familiarize themselves with the history of the United States from exploration and conquest through its colonial origins and the establishment of the early republic.

- Gain a better understanding of the nation's founding documents and the historical context in which they were written.

- Consider their own unique histories and stimulate their interest in the subject.

- Gain a better perspective of the present by examining significant events in human history, with a focus on the complex and dynamic relationships and interactions among cultures.

ASSESSMENT METHODS AND TOOLS:

- In-class assignments
- Group activities
- Quizzes
- Attendance
- Homework writing assignments
- Oral presentations
- Class participation/discussion
- Midterm exam
- Final exam

SUMMARY OF RESULTS:

Table 1 displays the results of student achievement based upon the learning objectives. Eighty-eight percent (88%) of student's achievement was average to excellent, while eleven percent (11%) of students failed or scored below average in the class. The class average of 3.44% illustrates the need for improvement.

STUDENT	C1	C2	C2	C4	AVERAGE	GRADE
1.	3	3	4	4	3.50	B
2.	4	4	5	5	4.50	A
3.	4	4	3	3	3.50	B
4.	3	3	3	3	3.00	B
5.	5	3	5	4	4.25	A
6.	3	3	4	3	3.25	B
7.	1	1	1	2	1.25	D
8.	5	4	5	5	4.75	A
9.	3	3	3	4	3.25	B
10.	3	4	4	5	4.00	A
11.	1	1	1	2	1.25	D

12.	5	5	5	5	5.00	A
13.	3	3	3	3	3.00	B
14.	3	3	3	4	3.25	B
15.	3	3	4	3	3.25	B
16.	4	3	4	3	3.50	B
17.	3	3	3	3	3.00	B
18.	4	4	5	5	4.50	A
TOTAL AVERAGE					3.44	

RUBRIC RATING:
5-EXCELLENT
4-GOOD
3-AVERAGE/FAIR
2-UNSATISFACTORY
1-POOR
0-NEVER ATTENDED

IMPROVEMENTS:

- Include more hands-on activities with consideration to various learning styles
- Add more oral presentations to focus on history as a story
- Assign more research assignments so students can learn to utilize various resources
- Incorporate more primary and secondary sources into class lessons
- Add more discussion-based assignments during class lessons
- Use technology and media more as teaching tools

Department of Business
Summary Assessment Report
BUS105E: Introduction to Business

Prepared by Gary M. Thomas, Adjunct Faculty

PURPOSE

The purpose of this report is to assess student learning in Introduction to Business (Bus 105) course based on student performance throughout the semester. The focus of the report is on how the outcomes of the assessments conducted during the delivery of the course are and can be used to inform decisions on modifications to course content, emphasis, assessment and teaching methodologies.

BACKGROUND

This course is designed to give the student a well-rounded, comprehensive understanding of the structure of business, business activities, business opportunities and the overall nature of the business world. Also covered is an overview of the principles of marketing, the concepts of management, business ethics and the global context of business. All Business Program declared majors are required to take this course in their first semester. (LCC 2009-2012 Catalog)

LEARNING OUTCOMES

Upon successful completion of this course, the student should:
1. Examine what a business is and how various businesses compete in the global economy;
2. Investigate the various sizes and types of business, their ownership characteristics and how they are organized;
3. Describe the functions of management e.g., planning, organizing, leading and controlling;
4. Explain how businesses are affected by information technology and e-commerce;
5. Identify business stakeholders and what it means to be ethical and socially responsible;
6. Examine the purpose of human resources management e.g. how to take care of employees, the relevance of work force trends, and union relations;
7. Comprehend business terminology and use it appropriately in written and verbal communication;
8. Differentiate between businesses that produce goods and those that provide services and how both they create value;
9. Demonstrate knowledge of the art and science of marketing e.g. customers, product and pricing strategies, distribution strategies, and promotional strategies, and
10. Demonstrate knowledge of basic accounting concepts, financial management, banking, and securities and investment strategies.

ASSESSMENT METHODS

1. Quizzes, Chapter Tests, Midterm and Final Exam

2.Self-Assessment Part I & Part 11

3. Assignments-(e.g. Chapters 1-17, questions, cooperative learning exercises)

4. Written Report

5. Pre-Post Exam (Comprehensive)

6   Terminology

SUMMARY OF RESULTS
The following table displays the class outcomes for the stated learning competencies.

	Mastered	Exceeded	Met	Somewhat Met	Did Not Meet
Competency 1	4	0	2	0	4
Competency 2	5	0	0	1	4
Competency 3	5	0	0	2	3
Competency 4	6	0	0	1	3
Competency 5	6	0	0	1	3
Competency 6	6	0	0	1	3

The following table displays the learning outcomes per student for the stated competencies.

	Mastered	Exceeded	Met	Somewhat Met	Did Not Meet
Student 1	1	2	0	0	3
Student 2	6	0	0	0	0
Student 3	0	0	3	2	1
Student 4	6	0	0	0	0
Student 5	4	0	2	0	0
Student 6	0	0	2	1	3
Student 7	0	1	2	1	2
Student 8	0	0	0	0	6
Student 9	6	0	0	0	0
Student 10	6	0	0	0	0

SUMMARY CONCULSIONS
Students with the highest level of attendance and participation on average scored higher in terms of mastery for each competency. Also, students who dedicated more time to their homework *generally did better than those who did not. Overall, mastery of each competency is directly related to student attendance and commitment to the Introduction to Business class.*

EXAMPLES OF THE USE OF ASSESSMENT DATA FOR COURSE DELIVERY IMPROVEMENTS

Upon conferring admissions, students are required to assume obligations of performance and behavior that the College deems appropriate.

a. Students are required to spend an additional two to three (2-3) hours, outside of the classroom, for every credit hour studying and preparing for class to ensure that they master concepts presented.

b. Students are expected to ask questions, participate in class discussions, simulations and team projects, and be respectful of their fellow classmate's perspectives. Further, students are expected to complete assignments in a timely manner during each class period.

c. Students are required to take Pre and Posttests at the beginning and ending of the semester, chapter tests, the midterm, the final exam and Self-assessments. <u>Students must complete and turn in the written Semester Project</u>

d. Students are required to take all assessments, exams, tests and quizzes and complete all assignments as scheduled unless other arrangements have been made.

Department of Education
Summary Assessment Report
EDUC201: Child Growth, Development, and Learning

Prepared by Debbie Trujillo, Instructor

PURPOSE

The purpose of this report is to assess student learning in Child Growth, Development and Learning. Student learning is assessed throughout the course utilizing multiple measures. Results are utilized to inform decisions regarding modifications to course content, implementation, assessment and articulation to program outcomes.

BACKGROUND

Child Growth, Development and Learning is a requirement for the AA degree in Teacher Education and Early Childhood Multicultural Education as well as the Early Childhood Multicultural Certificate. The course is state articulated in the Early Childhood Multicultural Education Program and as such is transferable statewide to all other institutions of higher education offering the program. The course is offered every semester online or via traditional classroom method.

As described in the 2009 – 2012 Catalog: This basic course in the growth, development, and learning of young children, prenatal through age eight, provides students with the foundation for becoming competent early childhood professionals and knowledge of how young children grow, develop and learn. Major theories of child development are integrated with all aspects of development, including biological-physical, social, cultural, emotional, and language domains. The adult's role in supporting each child's growth, development and learning will be emphasized. NM Common Course Number: ECED1113.

LEARNING OUTCOMES

Upon successful completion the student will be able to:

Competency 1:   Summarize principles of growth and development
- Explain the principles of growth and development.
- Describe how development in one domain impacts development in other domains.
- Describe how specific factors may affect individuals in one or more developmental domains.
- Describe ways in which factors in the home and community impact student learning.

- Describe the lifelong impact of multiple influences and experiences on individual development and on society.

Competency 2: Describe the interaction between maturation and environmental factors that influence physical, social, emotional, cognitive, and cultural domains in the healthy development of each child. (I.B) (OBJ 3)

Competency 3: Explain the significance of individual differences in development and learning.

Competency 4: Give examples of how certain differences may be associated with developmental delays and / or specific disabilities. (I.C) (OBJ 5)

Competency 5: Give examples of the similarities between children who are developing typically and those with special needs. (I.D) (OBJ 2, 4, 5)

Competency 6: Design activities that facilitate development of the whole child in the following areas: physical/motor, social/emotional, language/cognitive and adaptive/living skills. (I.E) (OBJ 2, 3, 6)

ASSESSMENT METHOD
1. Pre/Posttest
2. Course assignments – 4 Units (16 chapters)

SUMMARY OF RESULTS
The following table represents class outcomes for the state learning competencies.

	Mastered	Exceeded	Met	Somewhat Met	Not Met
Competency 1	1	3	3	1	3
Competency 2	1	3	4	0	3
Competency 3	1	3	3	1	3
Competency 4	1	4	3	0	3
Competency 5	1	3	4	0	3
Competency 6	1	3	4	0	3

The following table depicts student competency performance.

	Mastered	Exceeded	Met	Somewhat Met	Did not meet
Student 1	0	0	0	0	6
Student 2	0	0	0	0	6
Student 3	0	0	0	0	6
Student 4	0	4	2	0	0
Student 5	0	3	3	0	0
Student 6	0	2	4	0	0

Student 7	0	4	2	0	0
Student 8	0	0	4	2	0
Student 9	0	0	6	0	0
Student 10	6	0	0	0	0
Student 11	0	6	0	0	0

Pre/Post

Student ID		LO 1	LO2	LO3	LO4	LO5	LO6	Total Score	Difference
Student 1	Pre	0	0	0	0	0	0	0	Withdraw
	post	W	W	W	W	W	W	W	
Student 2	Pre	0	0	0	0	0	0	0	Withdraw
	Post	W	W	W	W	W	W	W	
Student 3	Pre	0	0	0	0	0	0	0	Did not participate
	Post	0	0	0	0	0	0	0	
Student 4	Pre	3	3	2	3	2	2	15	+7
	Post	4	4	3	3	4	4	22	
Student 5	Pre	2	2	3	2	3	3	15	+5
	Post	4	3	3	3	4	4	20	
Student 6	Pre	3	3	3	3	3	4	19	+3
	Post	4	4	4	3	3	4	22	
Student 7	Pre	2	2	2	2	2	2	12	+10
	Post	3	4	3	4	4	4	22	
Student 8	Pre	0	0	1	2	1	2	6	+6
	Post	2	2	3	3	3	3	16	
Student 9	Pre	2	1	2	1	3	3	12	+6
	Post	3	3	3	3	3	3	18	
Student 10	Pre	3	4	3	3	3	4	20	+10
	Post	5	5	5	5	5	5	30	
Student 11	Pre	2	3	3	3	2	3	16	+8
	Post	4	4	4	4	4	4	24	

1- Not Met   2- Somewhat Met   3- Met   4- Exceed   5 Mastered

SUMMARY CONCLUSIONS

Students who logged in to class and asked questions in and out of class scored higher on competency assessments. Students who met, exceeded, and mastered course competencies clearly articulated understanding through their written responses. They referenced information covered in assigned readings when compared to their course counterparts who somewhat met or did not meet course competencies.

Student work was graded based on the Luna Community College standard for written work. Students who performed better demonstrated good written and verbal communication skills.

Examples of the use of assessment data for course delivery improvements

Based upon assessment data and course performance the following proposed changes are recommended.

- Consider format change for assessment from essay format to include matching, true/false, and or matching.
- Encourage/require students to utilize writing/tutoring lab
- Do not accept late work - (improved response to intervention)

Department of Humanities
Assessment Summary Report
SPCH 111/Public Speaking

Prepared by: Linda T. Tapia, Adjunct Faculty

PURPOSE

All careers and job requirements embrace the ability of individuals to express themselves with finesse, dignity, and composure. Much can be determined by a person's ability to speak in a professional manner; therefore, this course addresses the requirement of speaking before an audience. Speech 111 develops speaking skills for all students who are pursuing certification in all fields.   The objectives are achieved through student speeches/evaluations and teacher instruction, evaluations, and critiques.

BACKGROUND

As described in the LCC 2009-12 Catalog, Speech 111 explores the theory and practice of Public Speaking. Principles of rhetoric are studied, and their applications are explored in the analysis, preparation, and presentation of speeches.

COURSE LEARNING OUTCOMES

C1. Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view

C2. Express a primary purpose in a compelling statement and order supporting points logically and convincingly.

C3. Use effective rhetorical strategies to persuade, inform, and engage.

C4. Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.

C5. Integrate research correctly and ethically, using credible sources to support the primary purpose of a communication.

C6. Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.

ASSESSMENT METHODS

A. Deliver seven speeches

1. Introduction Speech
2. Dramatic Reading
3. Cartoon Analysis
4. Demonstration
5. Inform on an illness
6. Persuasive speech on a controversial topic
7. Power Point with an entertaining theme

B. Work in groups---evaluate each other

C. True/False quizzes

D. Highlight of chapters---Present orally

E. Speak in the classroom and lecture/auditorium

F. Midterm/final written exams

The following bar graph displays the competencies and how they were met by the Su 12 Students
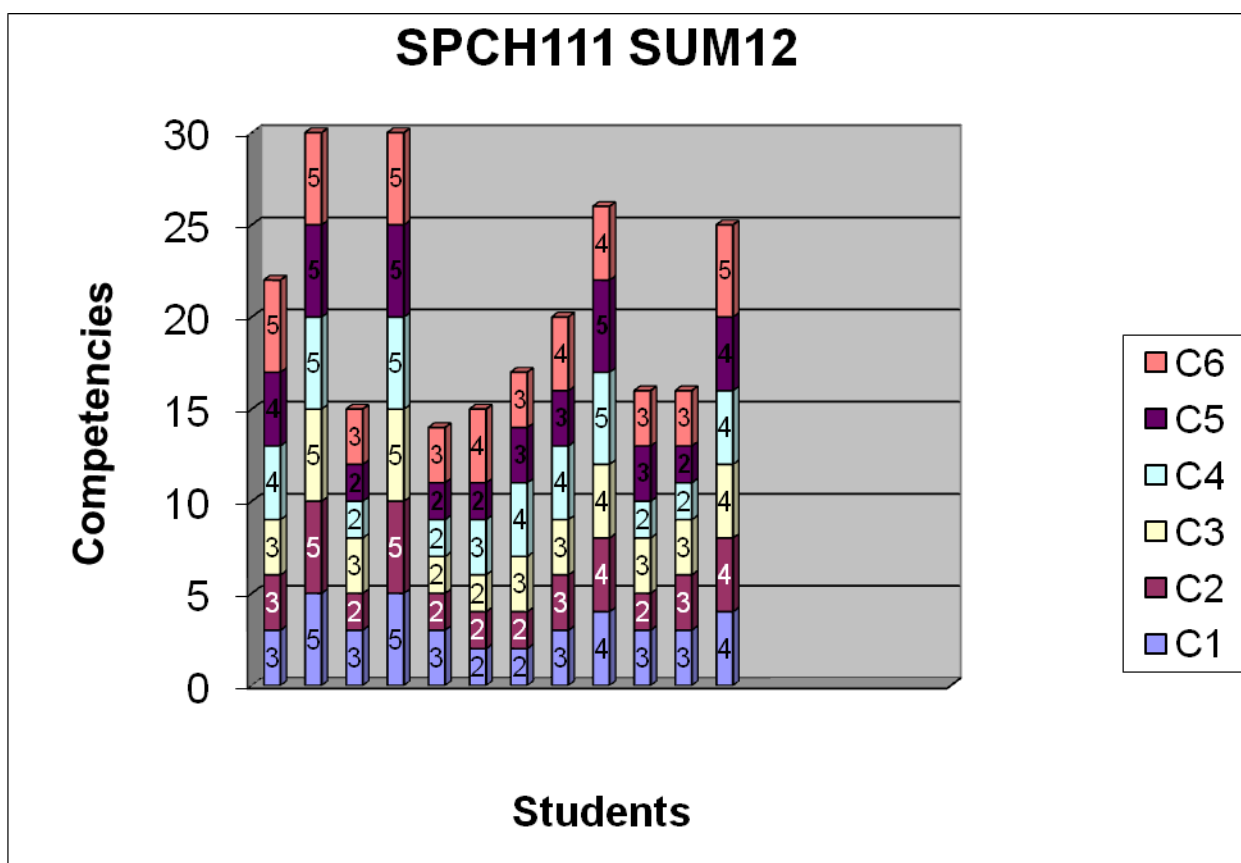
CONCLUSION

Students who had good attendance and good participation, of course, maintained excellent scores and mastered the competencies. Practice, dedication, and desire to excel were all factors that determined whether a student met the competencies and had good outcome. What did hinder the majority of the students were the personal issues in their lives.

Plans for course delivery improvements based on data

- **Develop a strict approach to late work**
- **Require maximum attendance and participation**

Department of Allied Health
Summary Assessment Report
CNA 100 Nursing Assistant Training

Prepared by: Lindy Lucero RN, Faculty

PURPOSE:
The purpose of this report is to assess the effectiveness of the delivery of the Nursing Assistant Training course based on student achievement of the course learning objectives. The focus of the report is to evaluate the outcomes of an assessment conducted during the delivery of the course and how it can be used to modify course content and improve student learning and/or teaching methodologies.

COURSE DESCRIPTION
"This course provides the basic knowledge and skills necessary by nursing assistants to deliver safe and effective care in an acute and long-term health care setting. The nursing assistant works under the direct supervision of a Licensed Practical Nurse or Registered Nurse within the guidelines set by the institution and New Mexico Department of Health and Human Services Department certification guidelines. Upon successful completion of this course, the student is eligible to take the New Mexico Nurse Aide Certification Examination."--LCC 2009-2012 Catalog

BACKGROUND:
Passing the Nursing Assistant Course and Nursing Assistant Certification exam is required for entrance into the Luna Community College Nursing Program.

LEARNING OBJECTIVES:
The learning objectives have been developed after a critical study of the course textbook, the *Mosby's Textbook for Nursing Assistants. (7th edition),* and sample nursing assistant certification exams. The lab skills are taken directly from the Prometric Nursing Assistant Certification Exam. The learning objectives for the course are listed here.

Upon completion of the course, the student will be able to:
1. Identify the needs of the clients and their families in order to create a safe and comfortable environment.
2. Demonstrate skills, which will enable the caregiver to meet the physical and hygienic needs of the client.
3. Effectively record and report client data in lab simulation and clinical setting.
4. Apply principles of body mechanics in performing nursing assistant skills in the lab and clinical settings.

5. Identify and practice effective communication techniques.
6. Identify the special needs of the elderly.
7. Recognize the changes that occur during the dying process and discuss care of the terminally ill client and the family.

ASSESSMENT METHODS:

Several assessment methods are used in this class.

- Multiple choice quizzes (4)
- Final exam (1)
- Satisfactory completion of all lab skills (21)

Multiple choice quizzes were based upon the lesson given the previous class. The four, 25 question exams are taken from the test bank constructed by the author of the textbook. Similarly, appropriate homework was assigned that correlates to each week's lesson. There is no time limitation for completing the quizzes.

The 100 question final exam was taken from the Mosby's Nursing Assistant textbook test bank in multiple choice format. There is no time limitation for completing the exam.

SUMMARY OF FORMATIVE DATA:

Learning Objective	Number of Questions	% Answered Correctly
Quiz # 1		
#1	13	78%
#2	12	89%
#3	1	100%

*Lowest quiz score was 64%; highest 100%.

Quiz # 2		
#1	6	76%
#2	1	64%
#4	5	42%
#6	13	86%

*Lowest quiz score was 48%; highest 100%

Quiz # 3		
#1	11	85%

#2	15	80%
#3	4	98%
#6	1	91%

*Lowest quiz score was 56%; highest 100%

Learning Objective	Number of Questions	% Answered Correctly
Quiz # 4		
#1	18	78%
#2	16	82%
#3	2	91%
#6	1	82%

*Lowest quiz score was 72%; highest 100%

Final Exam

Learning Objectives	Number of Questions	% Answered Correctly
#1	40	91 %
#2	86	78%
#3	27	93%
#4	2	95%
#6	15	89%

*Lowest exam score was 72%; highest 96%

*Learning Objective #7 is discussed in class and not evaluated.

*Learning Objectives #2, 3, 4, & 5 are addressed and evaluated in the lab setting, all students must perform skills and pass at 70% or higher to successfully complete theory and attend clinical. Student's lab skills are evaluated by instructor and class peers. Students who do not pass the lab skills are given the opportunity to perform skills until they are satisfactory and have achieved 70% score or higher.

Nursing Assistant Certification Exam

Student	Class Score	Certified Nursing Assistant Exam
		Pass Fail Not taken
#1	93%	not taken
#2	69%	(unable to take exam)
#3	92%	not taken (scheduled)
#4	83%	not taken
#5	91%	not taken (scheduled)
#6	93%	not taken (scheduled)
#7	83%	not taken

#8	81%	not taken
#9	76%	not taken
#10	91%	not taken
#11	91%	PASS

*Students have 12 months after successful completion of course to take certification exam.

HOW THE DATA IS USED TO IMPROVE STUDENT LEARNING:

The following describe the proposed modifications to the course delivery based on preliminary assessment:

* I will continue to use team-based activities in which students discuss and answer multiple choice questions, in groups of 5, based on information given in class. This is used to assess comprehension and critical thinking abilities.

* I will continue to clearly state standards and demonstrate skills that will enable the student to meet the physical and hygienic needs of the client.

* I will continue to give students several opportunities to demonstrate learned skills.

* I will continue to use peer evaluations for lab skills.

* I will continue to use one on one instruction and consultation with students who are performing poorly on quizzes but also incorporate individual goal setting in attempt to improve student's test scores.

Department of Allied Health
Summary Assessment Report
Bio 201 and Bio 201L Medical Microbiology

Prepared by: Roxane Despain, Adjunct Faculty

PURPOSE

The purpose of this report is to assess the effectiveness of the delivery of the Medical Microbiology course based on student achievement of the course learning objectives. The focus of the report is to evaluate the outcomes of an assessment conducted during the delivery of the course and how it can be used to modify course content and improve student learning and/or teaching methodologies.

COURSE DESCRIPTION

This course is designed to give the student a basic understanding of the microbial world and the role of microbes in human disease. Microbial identification, metabolism, and reproduction will be addressed. Diseases of the organ systems will be identified along with diagnosis and treatment of microbial infection.

BACKGROUND

Passing the Medical Microbiology course is required for completion of Luna Community College Nursing Program.

LEARNING OBJECTIVES

The learning objectives have been developed after a critical study of the course textbook, Microbiology, a Human Perspective (7th edition), Nester et. al. The labs procedures are taken directly from the accompanying lab manual. The learning objectives for the course are listed as follows:

Upon completion of the course, the student will be able to:
1. Discuss the role of microbes in normal human health.
2. Discuss the properties of the immune system and how it functions.
3. Identify the diagnosis and treatment of microbial infection.
4. Identify an unknown bacterial species by utilizing a variety of laboratory techniques.
5. Discuss how antibiotics and other antimicrobials exert their antimicrobial action.

ASSESSMENT METHODS

Several assessment methods are used in this class.
- Informal assessment, using classroom participation points, group discussion

- Multiple choice and short answer quizzes (4) and midterm (1)
- Identifying case studies a (4)
- Final (1)
- Satisfactory completion of all lab skills (12)

Multiple choice quizzes were based upon the lesson given the previous chapter. The four, 20 question quizzes are taken from the test bank provided by the textbook publisher's website. The short answer questions are either taken from the objective question given in the chapters or developed by the instructor from information gathered in the chapter. There is no time limitation for completing the quizzes. Homework assignments consisted of answering focus questions for the chapter and being able to label and explain important diagrams in the chapters.

The 100 question final exam was taken from the textbook publisher's website in multiple choice format. There is no time limit for completion of the exam.

SUMMARY OF FORMATIVE DATA

Learning objectives	Number of Questions	% Answered Correctly
Quiz # 1		
#1	9	85%
#4	6	70%
#5	5	68%
*Lowest quiz score was 50%; highest 95%		
Quiz # 2		
#1	8	87%
#2	7	76%
#5	5	54%
*Lowest quiz score was 65%; highest 100%		
Quiz # 3		
#1	5	95%
#2	7	86%
#3	4	75%
#5	4	89%
*Lowest quiz score was 75%; highest 100%		
Quiz # 4		
#1	3	95%
#2	4	92%
#3	5	78%
#5	8	92%
*Lowest quiz score was 70%; highest 95%		

Midterm

Learning Objectives	Number of Questions	% Answered Correctly
#1	23	89%
#2	12	91%
#4	5	75%
#5	10	80%

*Lowest exam score was 58%; highest 95%

Final

Learning Objectives	Number of Questions	% Answered Correctly
#1	20	92%
#2	15	89%
#3	45	72%
#4	10	80%
#5	10	85%

*Lowest exam score was 60%; highest 89%

How the Data is Used To Improve Student Learning.

The following describe the proposed modifications to the course delivery based on preliminary assessment:

- I will have more study groups in class for students to compare focus question answers and review among themselves.
- I will be more consistent with reviewing answers to homework objective/focus questions in class.
- I will have tests better aligned with learning objectives.
- I will connect new learning with previous learning by reviewing previous lesson before moving to the next section.
- I will continue to give students several opportunities to demonstrate learned skills.