

Improving Student Learning

Fall 2014 Report



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

FALL 2014
Student Learning Outcomes Assessment Participants
December 9, 2014
LRC – Lecture Hall
830am

- Sequoia Romero – STEM
- Donnie Atkins – Welding Technology
- Linda Tapia – Humanities
- Paul Espinoza – Vocational Education
- Gerald Dennis Fresquez – Vocational Education
- Kevin Lyle Lucero – Allied Health
- J.S. Griego – Humanities
- Adrienne O’Brien – Vocational Education
- Kenneth Bachicha – Media Arts
- Dawna Ortega-Gallegos – Dental
- Monica Rossetti—ACE/STEM
- Betsy Sanchez – STEM
- Nichole Collins – STEM
- Gloria Pacheco – Dental
- Andrellita Chavez – Allied Health
- Shirley Marlow – Humanities
- Mimi Overhulser – Humanities
- Jacqueline Romero-Arguello – Nursing
- Deborah Worthy – Nursing
- Conni Reichert – Nursing
- B. Ann Copper – Nursing
- Jeanette-Mercedes Nolan – Humanities
- Debbie Trujillo – Education
- Germaine Sandoval – Vocational Education
- Clarice Bonney – Vocational Education
- Geraldine Romero – School of Business
- Elaine Ortega – School of Business
- Erin Gilland – Allied Health
- Angie Manafy – STEM
- Eugene Sandoval – Vocational Education
- Sandra Crespín – Education
- Leslie Dennis – Humanities

- Cindy Armijo – Humanities
- Aylene Griego – STEM
- Ria Surdi – STEM
- Amanda Lucero – School of Business
- Amanda Tapia -- STEM

Luna Community College: Improving Student Learning –Fall 2014 Report

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DEPARTMENT OF SCIENCE, MATH and ENGINEERING TECHNOLOGY

Luna Community College SUMMARY ASSESMENT REPORT ELEC101 DC Electronics Prepared by Sequoia Romero

Purpose

The purpose of this report is to established and asses learning outcomes for the DC Electronics course based on student applied knowledge and confidence in subject. The aforementioned purpose is enhanced by definition of assessment as a useful tool as well is used to re evaluate the standards of the course to better serve the student and improve future outcomes.

Background

The DC Electronics course is a introductory course within Associate Degree and Certificate of electronics as well as an elective for engineering. This is an applied science course which gives the individual a highly refined scientific background as well as a good math foundation. Students finishing this course are able to work in technician troubleshooting fields in both industry and in research. The course empowers and individual to expand into other technical fields in science through a broad based skillet enhancement. As described in the LCC 20012-2015 Catalog:

The course brings the student into the world of science through interesting projects and solid theory. The introduction to soldering alone opens several doors into several industrial services and includes but not limited to technician businesses. The rigorous discipline of the class prepares individuals for higher echelon levels of scientific courses as well as concepts.

During the Fall 2014 semester, five students registered, while only two completed and Two ultimately passed the course with a C or better. Throughout the course the Students performed and observed various electronics experiments as well as fabricated technology including radios. We were also joined by the EWRG students from trades as the course coincided with several theory demonstrations. All students were drilled in soldering as well as troubleshooting and successfully repaired a broken vacuum cleaner. Testing and drills both written and laboratory were performed to monitor success and attainment. The course was moved to a later hour to help retention. Retention issues revolved around employment flexibility.

Assessment Methods

The methods used to assess student progress toward achievement of the learning outcomes included:

- 10% Attitude, Attendance & Participation (AAP)
- 25% Assignments
- 25% DRILLS
- 30% Midterm/Final Exam

Learning Outcomes

Upon Completion of this course with a grade of a 'C' or better the student will be able to:

1. Safely, professionally, responsibly and ethically operate in a laboratory environment in both individual as well as team settings using effective communications skills.
2. Ability to conduct experiments using Scientific Method, as well as interpret and analyze data in a laboratory and field environment.
3. Develop and fabricate technology using engineering method in both team and individual settings.
4. Understanding of the theory of flow and distribution of charge in basic and complex circuits.
5. Proficiently use electronics measurement and fabrication equipment including soldering irons breadboards, connectors, components, and hand tools.
6. Apply scientific method and mathematics to calculate value of designed circuits.
7. Design, draw and read and analyze circuit diagrams. Use of simulation and diagram software.
8. Build and troubleshoot circuits and conduct experiments to understand their functions.
9. Identify basic electronics components and how they work.
10. Thoroughly understand the series circuit and parallel circuit and combinations and how they differentiate.
11. Ability to demonstrate skill designing, building, and properly soldering a custom circuit for a demonstration or application.
12. Troubleshoots circuits supplied by the instructor which will have some programmed problem
13. Basic understanding of magnetism and interaction of electromagnetism in regards to matter.
14. Complete and pass a standardized test at coursework level.

Summary of Results

The following tables display the results of student achievement of the learning outcomes.

Expected Competencies:

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

- C1. Work safely and effectively in Lab environment.
- C2. Conduct experiments and analyze data.
- C3. Develop and fabricate technology using engineering method.
- C4. Understand the theory of charge flow.
- C5. Proficiently use lab equipment.
- C6. Apply Scientific Method and Math to experiments.
- C7. Draw and analyze circuit diagrams
- C8. build and troubleshoot circuits.
- C9. understand basic electronic components.
- C10. Understand differ series & parallel circuits.
- C11. Demonstrate skill in soldering fabrication.
- C12. Troubleshoot defective circuits.
- C13. Understanding of magnetism and electromagnetism.
- C14. Complete and pass a standardized Test.

Outcomes Assessment Measures: Written assignments, research papers, class participation/instructor's observations, pre/post test, presentation of case studies, problems, and/ or practical exercise that call for the student to apply knowledge. Required written and oral work to be evaluated according to college level writing criteria, as well as standards of the field being studied, presentation of case studies, problems and/ or practical exercises that call for the student to apply appropriate quantitative techniques for the level and type of material being covered presentation of case studies, problems, and/ or practical exercises that call for the student to critically evaluate current topics from the popular media. Exam questions should call upon higher-order thinking rather than rote knowledge.

Student ID#	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	AVERAGE
A	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
B	4	4	4	4	4	4	4	3	4	4	4	4	4	4	3.9285714286
C	4	2	2	1	2	2	2	2	2	3	3	2	2	1	2.1428571429
D	4	1	1	1	1	1	1	1	2	1	2	1	1	1	1.3571428571
															0

Average=2.86

	Mid Term	Final
Student A	100.00%	90.00%
Student B	100.00%	90.00%
Student C	W	W
Student D	W	W
Student E	W	W

Total 5 students registered for class

A's = 20%

B's = 20%

C's = 0%

D's = 0%

F's = 0%

W's = 60%

Percent Successful (Grade "C" or Higher) = 40%

Summary Conclusions

ELEC10 DC electronics is a defining moment in scientific understanding. Once and foremost an individual in this study will finally come to an understanding about the true usefulness of mathematics and how nature is directly tied to it. The experience is highlighted by the success each individual achieves in the lab by understanding first hand how electricity works and how to use it for every day useful applications and troubleshooting. The moment someone produces their own electricity and lights up a light with it encourages and demands the attention of even uncertain studies to a more direct desire of study.

The balance of success for the class and its individuals was supported by an equal hands on as well as theory and demonstration. The stress for complex thinking was all maintained by a "work hard and play hard" approach. Several of the students themselves have gained a thorough understanding of basic DC electronic theory as shown in test scores. All student accomplishments were published in our local campus news to highlight the program and student success as well as to document the growth of the program and projects herein.

Examples of the Use of Assessment Data for Course Delivery Improvement

The following points describe the proposed modifications to course delivery and student behavior patterns:

- Retention as well as recruitment are My primary focus. Retention is something I hope to improve by offering my course at a later hours as I feel even a disciplined individual may show signs of resistance for an early morning class. I plan to actively recruit by using and displaying class projects that show rigor as well as catchy function.
- Attendance and retention were issues for me and I believe it is due to a heavily unemployable town using the scarcity of jobs to scare students into rigid schedules that are not forgiving of school schedules that leave room for good rest and study time. I am attempting a shift in class schedule to asses retention. I also Plan to visit employers with technical needs to help locate flexible work hours.
- I believe the key to the success of this program with the issues of a shrinking student population and increasing tuition cost as a whole, is a high caliber approach to student driven projects which in turn are publicized to reach out to the masses looking for something bold. I plan to utilize and expand to SIL and work programs to help relieve pressure off of star students and offer opportunity to focus on study success.

SLOA Summary Assessment Report
 Fall 2014
 NRSG 219 Practicum
 Prepared by Ann Cooper RN

Course Description:

The Students will build on competencies acquired in their first level nursing program as well as knowledge acquired in basic nursing support courses. This course focuses on basic, skills and behaviors of client care with an awareness of cultural diversity within the community of Obstetrics. Labs and clinical will focus on practice/demonstration and performance of nursing skills and critical nursing behaviors for Obstetrics.

COURSE OBJECTIVES: Based upon reading and written assignments, classroom and/or clinical experiences, and/or student/faculty conferences, the student will be able to:

Knowledge Base for Nursing Care Level 1

Apply basic scientific principles and nursing theory to assist clients toward health promotion and illness prevention in meeting their basic health care needs.

1. Demonstrate and promote caring behavior toward the client and members of the health team.
2. Assist the client to achieve optimum comfort and functioning.
3. Assess the client's health status by completing a health history and performing a physical, cognitive, psychosocial and functional assessment.
4. Perform nursing skills accurately and competently.
5. Provide a safe physical and psychosocial environment.
6. Utilize the nursing process to analyze and cluster data on a concept map from this develop a care plan.

Critical Thinking/Decision Making Level 1

Apply critical thinking to deliver safe nursing care to clients toward health promotion and illness prevention in meeting their basic health care needs.

1. Distinguish normal from abnormal physical assessment findings.
2. Utilize assessment and reassessment data to plan nursing care.
3. Apply appropriate problem solving skills in assisting clients and families with common health needs.

Professional Behaviors Level 1

Demonstrates accountability including legal and ethical standards when providing nursing care for clients.

1. Use standards of nursing practice to perform nursing skills.
2. Interpret the various levels/roles of the professional nurse.

Cultural competency Level 1

Apply knowledge of values, beliefs and cultural traditions when providing nursing care for clients with basic health care problems.

1. Identify components of cultural assessment
2. Use components assessment of individual clients

Communication Level 1

Communicates appropriately utilizing basic communication techniques, when providing nursing care for clients toward health promotion and illness prevention.

1. Identifies the characteristics of communication and categorizes different communication styles appropriate for effective care of clients.
2. Utilizes beginning therapeutic communication skills when interacting with clients and families.

EXPECTATIONS FOR BEHAVIOR AT CLINICAL AND COMMUNITY OBSERVATION

EXPERIENCES: Each student will

- a. Uniforms will be worn when getting clinical assignments
- b. Arrive promptly to all clinical experiences-15 minutes before the shift starts
- c. Report absence or tardiness in a timely manner to instructor and facility
- d. Ask for assistance as soon as needed
- e. Meet all criteria for clinical preparation
- f. Complete assignments on time.
- g. Utilize feedback from instructors and other sources
- h. Exhibit personal appearance that reflects a professional
- i. Set goals and plans for improvement
- j. Will not perform any procedure without the clinical instructor's permission.
- k. ALL MEDICATION ADMINISTRATION PROCEDURES, AS WELL AS INVASIVE PROCEDURES MUST BE WITNESSED AND EVALUATED BY THE ASSIGNED CLINICAL INSTRUCTOR. STUDENTS MUST KNOW THE INDICATIONS, SIDE EFFECTS, NORMAL DOSE, PHARMOKINETICS AND NURSING IMPLICATIONS OF ALL MEDICATIONS THEY WILL BE ADMINISTERING.
- l. Will apply concepts of teaching-learning principles with assigned client/groups

METHODS OF EVALUATION\

CLINICAL:

The student's mastery of the clinical objectives is evaluated by the instructor through discussions with and observations of the student during the clinical experience, by review of written work and by demonstrated ability to submit all paperwork when required and in accordance with all guidelines and samples provided. Progress is documented at midterm and final points in the term.

1. All patient assessment profiles and concept maps must be handed in the Monday morning following the clinical experience (unless otherwise indicated by your clinical instructor)

2. Patient assessment profiles and concept maps will be graded with a S or a U. Incomplete or unsatisfactory assessments and concept maps will be given a U. Greater than three (3) U's is a clinical failure. This means that both Nursing 118 and 119 will be failed.
3. Community experiences require a written evaluation of the experience.
4. Observation experience requires a written narrative of the experience.
5. Evaluation ratings will be:
6. S Satisfactory: Performance which demonstrates safe nursing practice and consistent achievement of the clinical objectives.
7. U Unsatisfactory: Performance which fails to demonstrate safe nursing practice and /or inconsistent achievement of the clinical objectives.
8. NO No opportunity to evaluate: Use only at midterm
9. Attainment of greater than three (3) U rating on patient assessment profiles and concept maps will result in an overall U for the final grade. Three (3) clinical warnings during the PN year constitute a clinical failure. Both Nursing 118 and 119 must be passed concurrently.

The Clinical site was St. Vincent Hospital in the OB section of the hospital. The evaluation was done at the end of each clinical day as the students were only at the clinical site for 18 hours with one hour of post evaluation of the clinical day.

There were 23 second level nursing with 5 to 6 students in each clinical group. They were there for two days so the evaluation of each student was hard to do. Often these students worked with other nurses so their evaluations of the students were necessary. I was always available for any problems or concerns. The students were very good this year and no one was under a 2 on the clinical grading scale. I had 2 that excelled and noticed that those students were also LPN's and had repeated this year.

Competencies evaluated

0-unsafe 1NI 2Proficient 3 Excellent 4Mastery

1			21	2	
2			21	2	
3			21	2	
4			21	2	
5			21	2	
6			21	2	
7			21	2	
8			21	2	
9			21	2	
10			21	2	
11			21	2	
12			21	2	

Students have done very well this semester with their clinical OB practicum. Students at this level are not at the mastery level but a couple of students with LPN experience function over and beyond the typical student proficient level.

Ways to improve include: Making sure student has didactic instruction before attending OB clinicals. Finding ways for males to be more accepted in the labor and delivery areas.

BUSINESS AND PROFESSIONAL STUDIES
STUDENT LEARNING OUTCOME ASSESSMENT
CSA150 Computer Fundamentals
 Prepared by Anita Linson

Purpose

The purpose of this report is to assess student learning in Computer Fundamentals. This report will focus on outcomes of assessments conducted during the delivery of the course.

Competencies

1. Describe 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 the basic concepts of information management, databases, and database management systems.
6. Identify and explain important ethical, security, and privacy issues in information systems.
7. Create and use spreadsheets.
8. Use Internet search engines for research.

Assessment Method

- 1) Completion of all Lab Assignments/Projects with 20% accuracy
- 2) Completion of all individual/group projects with 20% accuracy
- 3) Completion of Mid Term Exam with at least 15% accuracy
- 4) Completion of Final Examination with 25% accuracy
- 5) Attendance in class 20% unless excused by front office

Summary of Results

Mastered 5
 Exceeded 4
 Met 3
 Somewhat Met. . . 2
 Did Not Meet. . . 1

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

	Mastered	Exceeded	Met	Somewhat Met	Did Not Meet
Competency 1	18	1	2	4	0

Competency 2	17	2	2	3	0
Competency 3	16	1	3	3	0
Competency 4	15	6	0	3	0
Competency 5	16	4	3	2	0
Competency 6	16	4	4	2	0
Competency 7	15	6	3	2	0
Competency 8	17	3	4	0	0

In table format, the following displays the student outcomes for the stated competencies:

Competencies	1	2	3	4	5	6	7	8
Student 1	5	5	5	5	5	5	5	5
Student 2	5	4	5	5	3	4	4	3
Student 3	5	5	4	4	4	3	5	5
Student 4	4	4	3	4	4	4	4	3
Student 5	3	3	3	4	4	4	4	4
Student 6	5	5	5	5	5	5	5	5
Student 7	2	1	2	2	3	3	3	1
Student 8	3	3	3	4	4	4	4	4
Student 9	5	5	5	5	5	5	5	5
Student 10	5	5	5	5	5	5	5	5
Student 11	2	2	1	1	1	2	2	4
Student 12	5	5	5	5	5	5	5	5
Student 13	5	5	5	5	5	5	5	5
Student 14	5	5	5	5	5	5	5	5
Student 15	5	5	5	5	5	5	5	5
Student 16	5	5	5	5	5	5	5	5
Student 17	5	5	4	4	5	5	4	5
Student 18	2	2	2	2	2	2	3	3
Student 19	5	5	5	5	5	5	5	5
Student 20	5	5	5	4	5	5	4	5
Student 21	5	5	5	5	5	5	5	5
Student 22	1	1	2	1	3	3	2	1
Student 23	5	5	5	5	5	5	5	5
Student 24	5	5	5	5	5	5	5	5
Student 25	2	2	1	2	2	3	3	3
Student 26	5	5	5	5	5	5	5	5
Student 27	4	4	3	3	4	4	4	4

SUMMARY CONCLUSIONS

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 projects generally did better than those who did not. Overall, mastery of each competency is directly related to student attendance and commitment to working, however the network in the lab was being worked on and

students experienced network problems. They had to complete work either at their home or high school library.

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:

1. Require more quizzes that test comprehension of course work
2. Require students to pass a keyboarding class with 60 gross words per minute
3. Require students to experiment with various software programs outside of class
4. Require teamwork with other students who need help
5. Overall, the success heavily weighs on the commitment and behavior of the student as those who attended class less often and spent less time on projects generally scored lower overall

Department of Humanities
 Summary Assessment Report
 ENG 78 Reading & Writing Strategies
 &
 ENG 98 Essentials of College Writing
Prepared by Ms. Jeanette-Mercedes Nolan, Professor (Full Time)

Purpose: To assess how effectively the strategies of instruction were measured for ENG 78 Reading & Writing Strategies and ENG 98 Essentials of College Writing, with the achievement of students participating in this class. It will evaluate an overview of Reading and Writing by measuring the expectations of the students. It is an attempt at more effectively helping students get an understanding of philosophical thinking.

Course Description:

ENG 78: Previously offered as two separate courses: **ENG075** and **READ075**. Now a combined course, this course will improve basic reading prerequisite skills. Students work on improving reading skills through reading practice and applying the reading process to a variety of reading tasks and texts. This course will also provide basic but intensive instruction in the improvement of writing skills. Emphasis is on the following: Practice; writing process; fluency demonstrated through developed writings; coherency demonstrated through correct grammar and punctuation usage.

ENG 98: Previously offered as two separate courses: **ENG095** and **READ095**. Now a combined course, this course is designed to improve reading comprehension and writing skills. Students will practice fluency and comprehension utilizing diverse texts and strategies such as reading, previewing, note-taking, and summarizing, research skills and distinguishing between fact and opinion. The course will improve writing skills, with the focus on fluency and practice. The writing process, prewriting, organizing, drafting, editing and revising is emphasized. Students will be required to write a number of essays and pass a committee-graded exit exam at the end of the course.

Prerequisites: **ENG075** and **READ075**, or **ENG078** or equivalent COMPASS/ACT scores.

LEARNING OUTCOMES / OBJECTIVES OF THE COURSE.

Students will:

- Student will be able to use all the steps of the writing process to write a five paragraph essay that includes organized, complex and grammatically correct sentences.
- Students will be able to analyze and interpret information and ideas from graphics such as maps, charts, graphs and tables in addition to continuous text.
- Students will be able to use the inter-related nature of reading and writing to strengthen both skills.
- Students will be able to apply evidence-based strategies to determine the meaning of new words and integrate them appropriately in their writing.
- Students will be able to select the appropriate reading strategy that best fits the reading purpose and type of text.
- Students will be able to draw conclusions and make inferences within a single text and between texts.

Competencies: New Mexico State Higher Education (NMHED)

Student(s) will:

- 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 from credible sources to support the primary purpose of communication.
- C6. Engage in reasoned civic discourse while recognizing the distinctions among opinion, fact and inference.

Methods of Measuring Learning for ENG78

1. **Summaries/Reaction Papers:** Each Student will be required to read and write 3 summaries/reaction papers on given topics in class. Evaluation will be based on:
 - 1) Main Idea- Topic sentence should state which point of view (pro or con) the article supports.
 - 2) Major supporting details. (Facts only)
 - 3) Personal stance on the presented topic. (Opinion)

Assigned Readings: Oral and/or silent readings will be assigned in class and/or for homework; which, will include either reaction/summary essay and/or assignments from within textbook.

Evaluation:

Each student will be graded on:

- | | |
|--|-----|
| 1. Student In-Class and home Assigned Writings | 30% |
| 2. Attendance | 30% |
| ❖ All students are required to read and review student written in-class assignments. Then, each student will give evaluation (pros and deltas) of each peer's presentation in class. | |
| 3. Midterm Exam | 20% |
| 4. Final Portfolio | 20% |

Methods of Measuring Learning for ENG98

Each student will be graded on:

***Note:** Some students will be taking English Composition I following this course and some will meet their requirements for their chosen profession.

Semester Results: ENG 78-01

	COMP #1	COMP #2	COMP #3	COMP #4	COMP #5	COMP #6	Student AVG
1	5	5	5	5	5	5	5
2	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1
4	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5
6	5	5	5	5	5	5	5
7	5	5	5	5	5	5	5
8	5	5	5	5	5	5	5
9	5	5	5	5	5	5	5
10	1	1	1	1	1	1	1
11	5	5	5	5	5	5	5
12	5	5	5	5	5	5	5
13	1	1	1	1	1	1	1
14	1	1	1	1	1	1	1
15	1	1	1	1	1	1	1
16	5	5	5	5	5	5	5
17	5	5	5	5	5	5	5
18	5	5	5	5	5	5	5
19	5	5	5	5	5	5	5
20	5	5	5	5	5	5	5
21							
22							
23							
24							
25							
Comp. AVG	3.8	3.8	3.8	3.8	3.8	3.8	

Semester Results: ENG 78-02

	COMP #1	COMP #2	COMP #3	COMP #4	COMP #5	COMP #6	Student AVG
1	5	5	5	5	5	5	5
2	5	5	5	5	5	5	5
3	5	5	5	5	5	5	5
4	0	0	0	0	0	0	0

5	5	5	5	5	5	5	5
6	0	0	0	0	0	0	0
7	5	5	5	5	5	5	5
8	5	5	5	5	5	5	5
9	1	1	1	1	1	1	1
10	0	0	0	0	0	0	0
11	5	5	5	5	5	5	5
12	5	5	5	5	5	5	5
13	0	0	0	0	0	0	0
14	5	5	5	5	5	5	5
15	5	5	5	5	5	5	5
16	1	1	1	1	1	1	1
Comp. AVG	3.5625	3.5625	3.5625	3.5625	3.5625	3.5625	

Semester Results: ENG 78-03/30

	COMP #1	COMP #2	COMP #3	COMP #4	COMP #5	COMP #6	Student AVG
1	5	5	5	5	5	5	5
2	5	5	5	5	5	5	5
3	5	5	5	5	5	5	5
4	5	5	5	5	5	5	5
5	1	1	1	1	1	1	1
6	5	5	5	5	5	5	5

7	5	5	5	5	5	5	5
8	1	1	1	1	1	1	1
9	5	5	5	5	5	5	5
10	5	5	5	5	5	5	5
11	5	5	5	5	5	5	5
12	5	5	5	5	5	5	5
13	5	5	5	5	5	5	5
14	1	1	1	1	1	1	1
15	1	1	1	1	1	1	1
16	1	1	1	1	1	1	1
17	1	1	1	1	1	1	1
18	5	5	5	5	5	5	5
19	5	5	5	5	5	5	5
20	5	5	5	5	5	5	5
21	5	5	5	5	5	5	5
Comp. AVG	3.8571	3.8571	3.8571	3.8571	3.8571	3.8571	

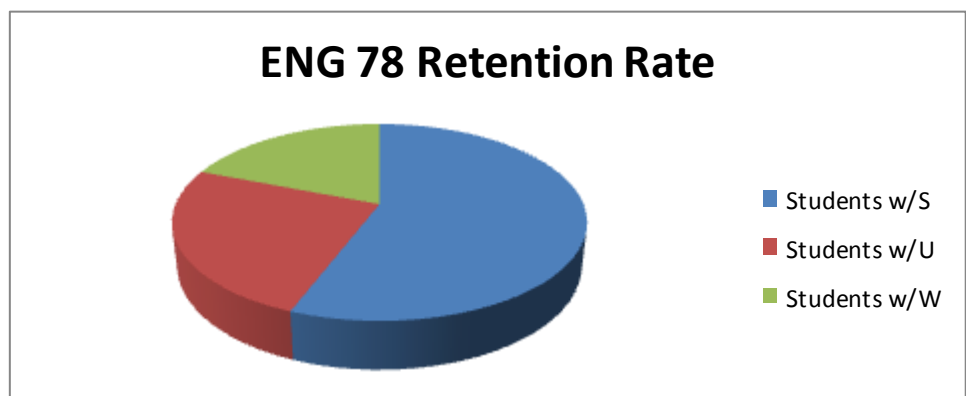
Semester Total(s): ENG 78-01/02/03/30

<i>Letter Grade</i>									
A	B	C	D	F	I	AU	S	U	W
							38	17	13

<i>Percentage</i>						
<i>Rate of Success</i>						
%	%	%	%	%	%	%
A	B	C	I	S	U	Total
				55	25	80

***Attendance Rate/Retention Rate:**

55 (students remained at the end of the fall 2014 semester) ÷ 69 (Beginning Enrollment) = 80% (Retention %)



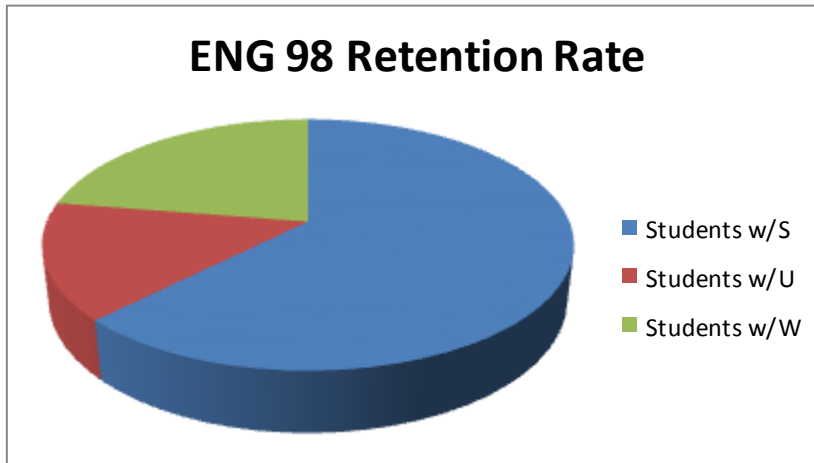
ENG98-01/05

<i>Letter Grade</i>									
A	B	C	D	F	I	AU	S	U	W
							25	6	9

<i>Percentage</i>						
<i>Rate of Success</i>						
%	%	%	%	%	%	%
A	B	C	I	S	U	Total
				63	15	78

***Attendance Rate/Retention Rate:**

31 (students remained at the end of the fall 2014 semester) ÷ 40 (Beginning Enrollment) = 78% (Retention %)



Projected Improvements

- **New standardized assessment(s) are in discussion and being created/compiled. (COMPASS Exam: to be used as part of exiting exam for ENG78, and a measuring tool for ENG 98 (ENG111 combo class) recommendations.**
- **New text book(s) are in the process of updating to match New Mexico State Competencies and the new student learning outcomes.**
- **The use of “an in house” Writing Lab has been built in GS Building , housing five computers, for all ENG78 & ENG98 courses.**
- **Modification of Course Outline on ENG 78 & ENG 98 Syllabus to reflect student group, individual and reinforcement assignments.**

**Department of Allied Health
Summary Assessment Report
Psych 242- Developmental Lifespan
Fall 2014-SLOA
By: Adjunct Instructor- Kevin Lyle Lucero**

Goals: The SLOA report will evaluate the efficacy of the various instructional approaches utilized throughout the course of Developmental Lifespan, and its effect on overall student's success. The purpose of this assessment is to enhance student learning by improving instruction methods. This data will be used to improve learning outcomes for students, and modify teaching strategies to better support student achievement.

Overview: This course includes the methods and principles of growth and development throughout the entire life span. Developmental topics introduced include but are not limited to: physical, psychological, emotional, cognitive, social, spiritual characteristics of an individual, issues of gender, culture, religion, environment, and ethnicity.

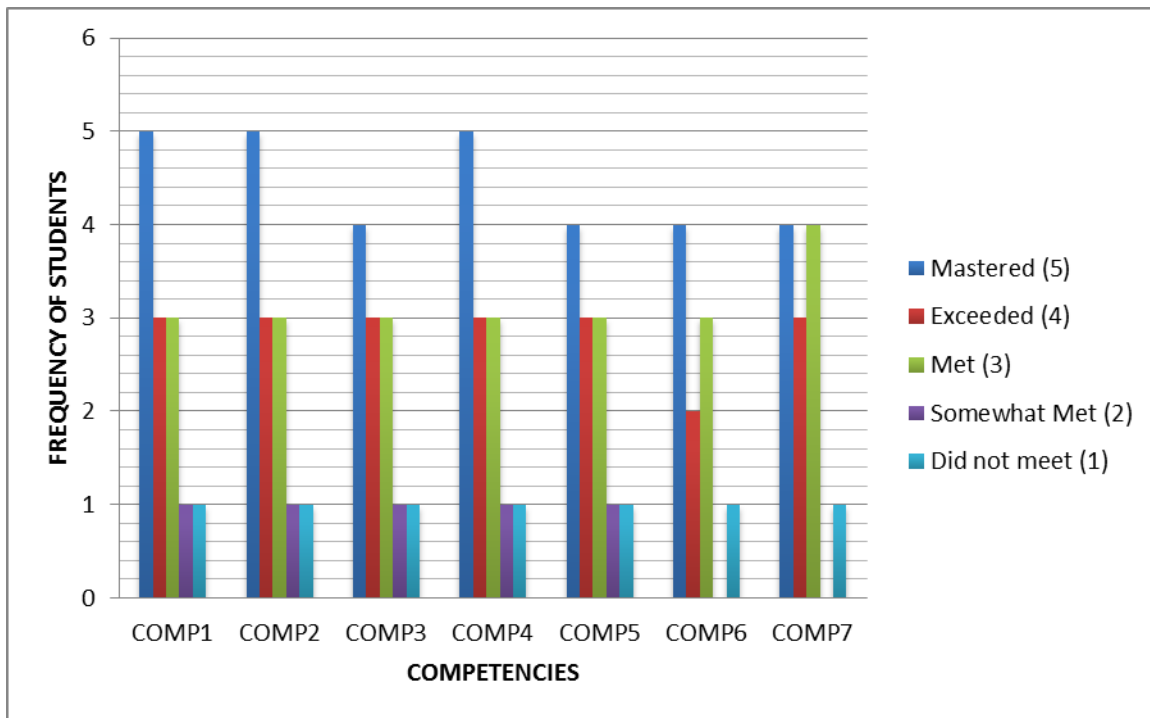
Learning Objectives: After completing the course student will be able to:

1. Define the science of Psychology, and be able to distinguish the various fields within Psychology.
2. Evaluate the social influence on attitudes and behaviors as they are taught socially.
3. Be able to identify stress, and the detrimental effects it has on overall health, as well as the appropriate coping mechanisms, and resources used to stabilize health.
4. Be able to recognize the theories of learning, and be able to distinguish between classical and operant conditioning.
5. Identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities
6. Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.
7. Describe ongoing reciprocal interactions among self, society, and the environment.
8. Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.

Assessment Methods and Tools:

- 1.) Discussion Questions following each chapter, in-class activities, oral presentations- 10%
- 2.) Bi-weekly quizzes on chapters presented, and readings assigned- 30% of grade
- 3.) 4 Examinations; including mid-term and final- 40% of grade
- 4.) Attendance- 10% of grade
- 5.) Participation- 10% of grade

Summary



Improvements:

1. Include more hands-on/in-class activities with consideration to various learning styles
2. Add various homework assignments to enhance learning outcomes
3. Assign more in class quizzes
4. Incorporate more - primary and secondary sources into class lessons

Department of Education
Student Learning Assessment Outcome
(SLOA) Report
Adjunct: Sandra Crespín
 Curriculum and Implementation I-130E
 Fall 2014

- I. Purpose:** This report will assess the effectiveness of the delivery of instructional strategies in Curriculum and Implementation on student achievement. It will evaluate students' outcomes 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.
- II. Background:** This course provides opportunities for students to apply knowledge gained from Curriculum Development and Implementation I and develop skills in planning developmentally appropriate learning experiences for young children from birth through age eight, including young children with special needs. Learning experiences will cover all content areas including literacy, math, science, social studies, health/wellness, the arts, and adaptive skills for children, birth through age eight.
- III. Course Description:** State articulated equivalent: Curriculum Development through Play Birth through Age 4 (Pre-K) This beginning curriculum course places play at the center of curriculum in developmentally appropriate early childhood programs. It addresses content that is relevant for children birth through age four in developmentally and culturally sensitive ways of integrating content into teaching and learning experiences. Information on adapting content areas to meet the needs of children with special needs and the development of IFSP's is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age four, is emphasized.
- IV. Learning Objective & Outcomes:**
- a. Student(s) will provide a variety of activities that facilitate development of the whole child in the following areas: Physical/motor, social/emotional, language/cognitive and adaptive/living skills. A.5
 - b. Develop, implement and evaluate an integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values. D.5
 - c. Provides and uses anti-bias materials and literature, and experiences in all content areas of the curriculum. D.7
 - d. Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences. E.4 Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. E.5
 - i. Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and out-doors. E.6

- ii. Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning. E.7
- iii. Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions. E.8

V. Assessment Methods & Tools:

- a. Pre/ Post Test
- b. Assignments
- c. Projects
- d. Exams/ Quizzes
- e. Discussion Questions
- f. Journal Articles
- g. Classroom Observations
- h. Video Response

VI. State Competencies:

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10	11	12	T
1.	4	4	4	3	4	4	4	5	4	4	4	4	48
2.	4	5	5	4	4	4	5	5	4	5	4	4	53
3.	3	3	3	3	4	4	4	3	4	4	3	2	40
4.	3	4	4	3	4	4	4	4	3	4	3	4	44
5.	4	5	5	4	5	4	4	5	4	5	4	4	53
6.	4	4	4	3	4	3	4	4	4	4	4	4	46
7.	4	5	5	4	5	4	5	5	4	5	4	5	55

VII. Enhancements & Conclusions:

- a. Include differentiated instruction to meet the needs of all students.
- b. Work with computer technician to set up group activities on blackboard.
- c. Continue to provide more background in the area of assessment and emergent literacy.
- d. Develop more group projects.

