



Spring 2017

SLOA REPORT

ENG115

Freshman Comp II

# Student Learning Outcomes Assessment (SLOA)

## Course: Freshman Comp. II Semester: Spring 2017

[Humanities], Luna Community College



# In this report



- List of Learning Objectives
- Description of Assessment Tools
- Data/Results
- Analysis of Results
  - Areas of excellence, where students met learning objectives at high level
  - Best Practices (teaching practices which most contributed to success in this course)
  - Areas in need of improvement, where students did not meet or barely met objectives
  - Concrete, intended improvements (Changes you intend to make in your teaching practices to address deficiencies)

# Learning Objectives for this Course

- Create, plan, organize, research, cite, and revise an MLA style paper that is at least 1500 words in length with a minimum of five outside sources. This paper should show a clear understanding of the MLA style and what it requires. It should show the ability to incorporate outside sources ethically as well as show an understanding of audience, purpose, and situation. In addition, it should reflect a clear knowledge of the difference among fact, inference, and opinion. (MLA Research Paper)
- Create, plan, organize, research, cite, and revise an APA Argumentative Paper that is at least 2500 words in length with a minimum of ten sources. This paper should show a clear understanding of the APA style and what it requires. It should show the ability to incorporate outside sources ethically as well as show an understanding of audience, purpose, and situation. In addition, it should reflect a clear knowledge of the difference among fact, inference, and opinion. (APA Research Paper)
- Evaluate fellow student's rough drafts of both their MLA and APA papers in in-class critiques. (Discussion Critiques)
- Demonstrate basic knowledge of MLA and APA styles of documenting. (Quizzes and Research Papers)
- Evaluate what you have learned, what you still need to work, what you do well, etc. in a Final Power Point Presentation which will be presented to the class the last two weeks of school. (Final Power Point Presentation)
- Write a timed essay answering the prompt chosen. This essay will be based on an outside reading, and students will use said reading to help support the stand they take on the topic. This essay should reflect the ability to organize and write a solid paper with a clear thesis and supporting points. This essay will be graded by an instructor other than myself appointed by the English dept. (Timed Essay)



# Assessment Tools

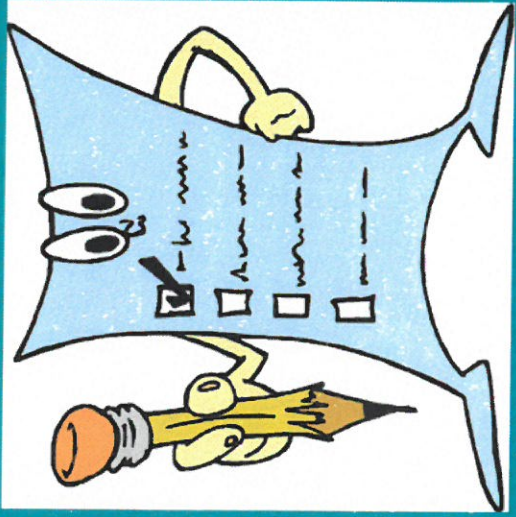
Explanation of tools (exams, tracking sheets, portfolios, projects, papers, etc.) used to assess student mastery of each Learning Objective

# Assessment Tools by Objective

- For objective 1: (MLA Research Paper)
  - (MLA 1500 word paper –either a literary analysis or an informative research paper)
- For objective 2: (APA Research Paper)
  - (APA 2500 word paper – either argumentative research or cause and effect argument)
- For objective 3: (Rough Draft Discussion Critiques)
  - (Rough drafts of both MLA and APA papers are posted for critiquing)

# Assessment Tools for each objective

- For objective 4: (Demonstrate knowledge of MLA and APA Styles)
  - (MLA and APA Quizzes)
- For objective 5: (Evaluate Progress in the class)
  - (Final Power Point Presentation)
- For objective 6: (Write a timed/in-class essay with outside support)
  - (Students are given three essays to read before the timed essay and allowed to take a stand on the one that is picked the day of the writing and support their essay with material from the essay they write about. Another instructor grades this assignment).



# Assessment Results

Presentation of Results for each Student on each Learning objective



# Student Information



- I started the semester with fifteen students and ended it with ten.
- What you see here are the results of the ten who stuck with the class to the very end.

# Assessment Results

Student #	objective 1	objective 2	objective 3	objective 4	objective 5	objective 6
1. 36766	3	4	2.5	2.5	5	3
2. 4684	4	5	5	5	5	2
3. 1508	1	3	5	2.5	5	2
4. 36683	-	-	-	-	-	-
5. 41369	5	5	5	5	5	5
6. 41129	5	5	5	4	5	3
7. 42378	3	-	2.5	-	-	1
8. 30483	5	3	5	3	4	4
9. 40379	5	4	5	2.5	5	5
10. 42753	5	5	5	5	5	5
Average	3.6	3.4	4	3.3	3.9	3



# Analysis

Comparison with other semesters  
Possible explanations for differences  
Significance for future teaching

# Analysis of objective 1: MLA Research Paper

- Average performance on objective 1 this semester: 3.6
- Average last semester: 3.2
- Possible explanation for differences: Very similar results
- Significance for future teaching: (I want more A's and B's, so I think more in-class work on shorter writing assignments incorporating the MLA Style).

# Analysis of objective 2: APA Research Paper

- Average performance on objective 2 this semester: 3.4
- Average last semester: 3.1
- Possible explanation for differences: Very similar results
- Significance for future teaching: (I want more A's and B's, so I think more in-class work on shorter writing assignments incorporating the APA Style).

# Analysis of objective 3: Rough Draft Discussion Critiques

- Average performance on objective 3 this semester: 4
- Average last semester: 3.9
- Possible explanation for differences: Very similar results
- Significance for future teaching: (This is a pretty easy assignment...submit a rough draft by a specific deadline to get a critique. It truly is on/off – they either turn it in by the specified deadline and get the allotted points or they don't. I like this assignment because it motivates them to get stuff turned in on time and to start writing long before the final draft is due).

# Analysis of objective 4: MLA and APA Quizzes

- Average performance on objective 4 this semester: 3.3
- Average last semester: New this semester
- Possible explanation for differences:
- Significance for future teaching: (I don't think this was a significant help in understanding the MLA and APA styles. I will mix it next semester and incorporate short practice papers for the styles instead).

## Analysis of objective 5: Evaluate Progress in the class-Final Power Point Presentation

- Average performance on objective 5 this semester: 3.9
- Average last semester: NA – New this semester
- Possible explanation for differences: NA
- Significance for future teaching: (This was great because students got to evaluate the class and themselves in a presentation format. I will keep this because students seemed to enjoy it and I got valuable feedback).

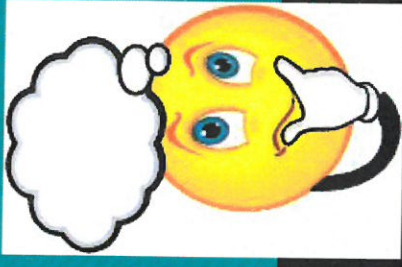


## Analysis of objective 6: Timed Essay



- Average performance on objective 6 this semester: 3
- Average last semester: 2.8
- Possible explanation for differences: Very similar
- Significance for future teaching: (We need to keep this, but I think more, shorter practice papers throughout the semester may prepare students for it better).

# My Final Thoughts...



- Freshman Comp. It has been the bane of many student's existence for a very long time.
- The English Dept. is planning to revamp the layout of the class so that it better teaches students what it is meant to teach them – that is, a good working knowledge of research paper writing in both the MLA and APA styles.
- Students struggle with the immense length of the current assignments. I think they need to walk before they run by learning how to incorporate styles correctly in shorter writings first.
- Only then should we expect them to tackle writing longer paper.



Questions?  
Comments?



Spring 2017  
SLOA REPORT  
MATH212  
Calculus I

## Calculus 2—SLOA Report—Spring, 2017

Dr. Rita Surdi

The Learning Outcomes tested in Calculus 2 are given as follows:

**Learning Outcomes:** Upon completion of the course with a “C” (70%) or better the student will be able to:

1. Demonstrate an ability to evaluate integrals using basic integration techniques, integration by parts, trigonometric integrals, trigonometric substitution, partial fractions and integration by tables.
2. Demonstrate an understanding of applications of the integration process.
3. Demonstrate an ability to calculate the area between two curves, volume of the surface of revolution using the disc method and shell method, surface area of a surface of revolution, arc length of a curve and work.
4. Demonstrate an understanding of infinite series.
5. Demonstrate the ability to find limits using L'Hopital's Rule, improper integrals and infinite sequences.
6. Determine the convergence or divergence of an infinite series using the integral test, direct comparison test, alternating series test, and ratio and root tests.
7. Demonstrate an understanding of functions as infinite power series using geometric series and Taylor and MacClaurin series.

During the course of the semester how well a student has mastered these competencies is measured by:

Homework—14%

Quizzes—14%

Three Chapter Exams—43%

Cumulative Final—29%

This semester 6 students were enrolled, 5 who are pursuing an Associates in Mathematics at LCC. Of these students, there were 3 A's, 2 B's and 1 C. So all of the students were successful in this course. Usually at this level of mathematics, students are very motivated, responsible and studious. One of the most important aspects in learning mathematics is keeping up with the homework, which they did. Since the class was small, they received a lot of individual attention and they also worked together which also was very helpful. There is a lot of material to cover in Calculus 2, but I was able to pace the material without rushing. The course could have been improved if I had had time to show some of the applications of Calculus 2 to physics.