

# **Luna Community College**

## **Improving Student Learning**

### **Summer 2010 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 standardized 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 directors and faculty to be integrated into the assessment process; therefore, it was determined that all departments participate in semester assessment reports, documenting a process of improving student learning.

It is the intent of this report to assist LCC with information that will improve student learning and demonstrate our commitment to LCC's principles of assessment. The principles direct LCC's assessment philosophy of student learning. The principles are:

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

This report on Improving Student Learning is a testimony to LCC's commitment to the four principles.

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

September 13, 2010

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**MATH180 College Algebra**  
**Pilot Standardized Final Exam -- SUMMER 2010**  
**Department of Science, Math, & Engineering Technology**  
Prepared by: Dr. Andrew Feldman - Academic Director

**PURPOSE:**

The Department of Science, Math, and Engineering Technology is taking a proactive stance on assessment and student learning outcomes for the purpose of improving curriculum and student learning. This is the second semester that the MATH180 standardized final exam has been used to determine if MATH180-College Algebra taught at LCC is in fact meeting state competencies as delineated by the New Mexico Higher Education Department (HED).

A critical question arises when considering the college math requirements and state competencies; are we teaching students to be mathematically competent? (Boyles and Barnett, 2007). MATH180-College Algebra is a transfer course in the general education core, statewide articulation agreement; 18 programs at LCC require College Algebra in order to complete the degree program. This course has a standard curriculum and transfers to any university in the state and nationwide. College Algebra is important in the general education core curriculum as it provides breadth of knowledge and fosters rational and logical thinking.

**BACKGROUND:**

The Department of Science, Math, & Engineering Technology initiated a standardized final exam for MATH180 – College Algebra during the Spring 2010 semester to assess student learning with an end goal to improve curriculum and student learning outcomes.

The department has collected outcomes assessment instruments for several years and summarizes the data in an effort to improve instruction. Assessment data that is on file indicates that there are inconsistencies between instructor's assessment of student learning outcomes, course material covered, and academic rigor of different courses/instructors and the final exams. As such, it is difficult to compare one course to another and also difficult to gauge student learning outcomes.

Initially, the proposed pilot exam to measure learning outcomes was an "add-on" assessment; however since there was no incentive for students to take this add-on seriously and perform well the exam was changed to a standardized final exam and administered across all sections of College Algebra. The two versions of the standardized final exam were developed with math faculty input and administered during the spring 2010 semester.

## **LEARNING OUTCOMES:**

The requirement for College Algebra in the General Education core is based on the notion that algebra teaches logical and rational thinking. As set by state standards, College Algebra covers graphing, solving various types of equations, function notation and operations on functions, and exponential and logarithmic equations that model real-world problems that are applicable to everyday life and particularly science and engineering. If a student can master these topical areas they are prepared to continue their education and understand that math is the language of science and technology – drivers of modern society.

The textbook used by all sections of the course is Algebra and Trigonometry: 5<sup>th</sup> Edition: Larson, Hostetler, & Edwards, Houghton Mifflin, 2008, covering chapters P & 1-4 which address the state competencies.

### **State of New Mexico College Algebra Competencies:**

#### **1. Students will graph functions**

Students should:

- a. Sketch the graphs of linear, higher-order polynomial, rational, absolute value, exponential, logarithmic, and radical functions.
- b. Sketch a graph using point plotting and analysis techniques, including basic transformations of functions such as horizontal and vertical shifts, reflections, stretches, and compressions.
- c. Determine the vertex, axis of symmetry, maximum or minimum, and intercepts of a quadratic equation.

#### **2. Students will solve various kinds of equations.**

Students should:

- a. Solve quadratic equations using factoring, completing the squares, the square root method, and quadratic formula.
- b. Solve exponential and logarithmic equations.
- c. Solve systems of two or three linear equations.

#### **3. Students will demonstrate the use of function notation and perform operations on functions.**

Students should:

- a. Find the value of a function for a given domain value
- b. Add, subtract, multiply, divide and compose functions.

- c. Determine the inverse of a function.
- d. Compute the difference quotient for a function.
- e. Correctly use function notation and vocabulary related to functions, i.e. domain, range, independent variable, of, even symmetry, etc.

**4. Students will model/solve real-world problems.**

Students should:

- a. Use and understand slope as a rate of change.
- b. Use equations and systems of equations to solve application problems.
- c. Apply knowledge of functions to solve specific application problems.
- d. Solve compound interest problems.
- e. Solve application problems involving maximization or minimization of a quadratic function.
- f. Solve exponential growth and decay problems.

**ASSESSMENT METHODS:**

For the Summer 2010 semester a test generator was used to develop two versions of the standardized MATH180 final exam. Both versions of the exam cover about the same number of questions per state competency. The department director conferred with both math instructors to verify the content of the exam, its level of difficulty, and to create an answer key that outlined what work was required. The instructors agreed to assign 3 points per question for showing all work and arriving at the correct answer. If the work was incomplete or in error or the answer was incorrect, the question was awarded 1.5 points. If the question was not attempted the student received zero points for the question. Both versions of the exam had 30 questions at 3 points each for a total of 90 points. There were two sections of college algebra taught during the summer semester with a total of 40 students in two sections. Both instructors administered the final exam on their scheduled final exam day.

**SUMMARY OF RESULTS:**

Compiled data from the MATH180 exam are presented in the tables on page 109 including statistical data on the final exam grade distribution.

**SUMMARY OF DATA:**

***General Conclusions***

- The exam questions were a better representation of state competencies than the Spring 2010 versions.
- The questions were about equal per state competency.

- We will continue to use the test generator to develop the standardized final exams.
- Overall performance dropped slightly from the spring 2010 semester (average 70.8%) to 66.2% for the summer session courses.
- Questions 6 and 14 covering competency 4 or 2 (versions A & B, respectively) were missed by most students.
- Class average scores on the exams vary significantly between the two sections -- Section 1 AVG = 82.7% and Section 2 AVG = 48%. This is likely due to instructor variances in leniency when grading. The exams will be scored by an unbiased grader in the future.
- An 8-week course during the summer is not comparable to the 16-week courses in the fall and spring semesters; students are expected to learn the same material at a much faster pace.
- Based on Exam averages (n = 40): Mean 66.2%; Standard Deviation about the Mean 23.8%; Median Score 68.05%; MAX 100%,; MIN 8.3%.

***General Conclusions – The Curriculum and Instructors:***

- Both instructors covered the required material for the course.
- Equal emphasis was placed on all chapters of the book required for the course; an improvement over the spring 2010 semester where less emphasis was placed on chapter 4 (exponents and logarithms).
- Each instructor spent equal and additional time with tutoring students.
- Students often need remediation at the beginning of the course (covered in Chapter “P”)
- The curriculum is adequate and meets state HED competencies; however the students are not always prepared to take a comprehensive final.

**Use of Data for Curriculum Improvement:**

- Continued from spring 2010 -- Instructors in MATH116 – Intermediate Algebra will have to ensure students are prepared to move on the MATH180 through curriculum alignment, grading and outcomes assessment.
- MATH180 instructors performed better in covering the entire required curriculum to meet state competencies – curriculum will be aligned among math instructors and all chapters will be covered.
- The decline in average scores from the spring 2010 semester indicates that a condensed summer course at a faster pace may be detrimental to students. Consideration may be given to not offering MATH180 in an 8-week session.
- An unbiased, 3<sup>rd</sup> party will grade exams to minimize instructor discretion in grading. Equal emphasis on each competency should be addressed by the instructors.

- MATH180 continues to need supplementary curriculum such as PLATO (computerized, self-paced learning tool) for mastery of course content.
- Lesson delivery and timing needs coordination among the various instructors and sections of MATH180.
- Instructors should require that students use the math tutoring center (Academic Center for Excellence) and use instructor's office hours.

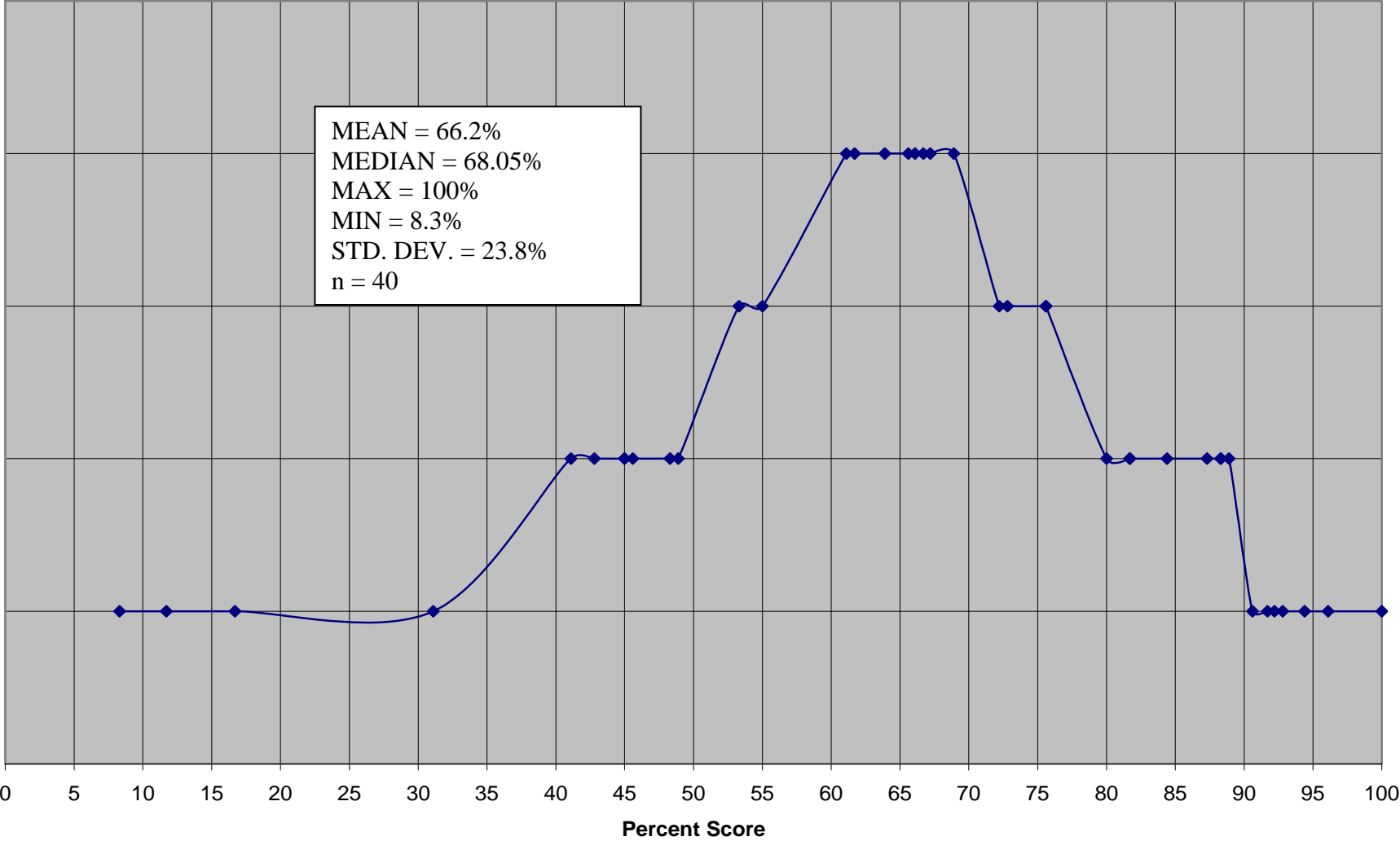
Based on the above conclusions from the collected data, mean scores need improvement to at least 80%. This can be accomplished if above points are implemented. The target date for implementation is immediately during the fall 2010 semester. Results from the MATH180 sections offered during the fall 2010 semester will be reported at the end of the term.

***References:***

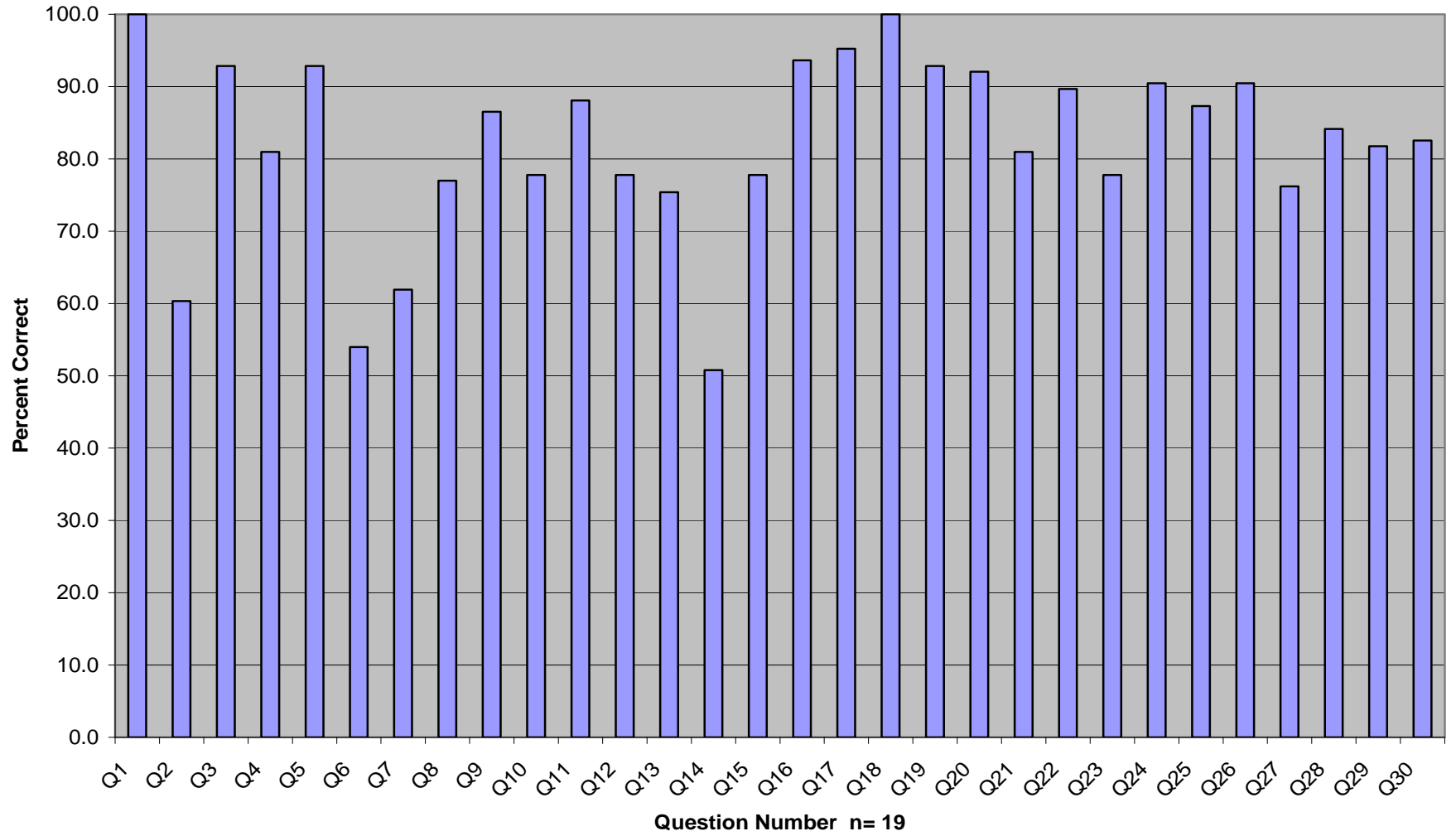
Boyles, David C., and Barbara Barnet, 2007. Basic Skills Assessment: A Locally Developed Strategy for Assessing Math Skills. 3.110, Vol. 3, Ch. 2 – A Collection of Papers on Self-Study and Institutional Improvement, 2007



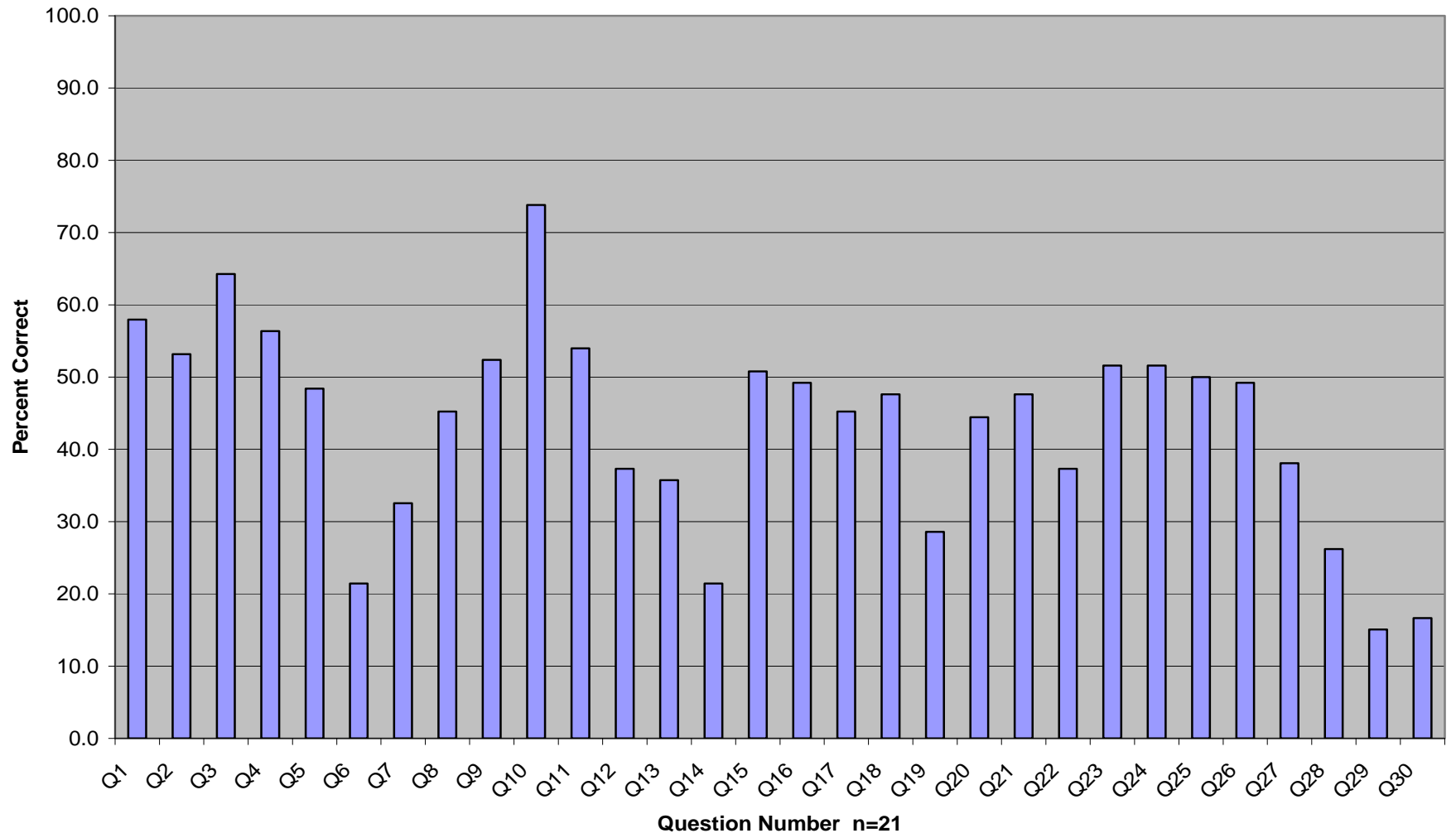
**Grade Distribution MATH180 SU 10**



MATH180-01 SU10



### MATH180-02 SU10



**Assessment of ENG111 Freshman Composition I and  
HIST101 – Western Civilization I - SUMMER 2010  
DEPARTMENT OF HUMANITIES  
Prepared by Mr. Eloy Garcia, Academic Director**

**Purpose**

The Department of Humanities has historically collected assessment data on all courses. As LCC works toward improving student learning the department decided to specifically investigate ENG111 to determine if students were meeting state competencies for Freshman English. In addition the department targeted HIST101- Western Civilization I for evaluation to determine if online courses are comparable to onsite courses.

Emphasizing core abilities provides a consistent educational focus that encourages students to develop knowledge, habits and skills for life-long learning. Students experience many opportunities across the curriculum to develop and apply college-wide abilities in preparation for their roles in an increasingly diverse, technologically complex, information-driven society.

Students were administered the Writing Essay Test (e-Write) in the 2010 spring and summer semester. The test consists of one writing prompt that defined an issue or problem and described two points of view on that issue. The students were asked to respond to a question about his/her position on the issue described in the prompt. In addition to a holistic score, e-Write provided sub scores in the areas of: focus, content, organization, style, and conventions.

During the summer 2010 semester twenty-five students were enrolled in Western Civilization I (core class) – onsite and online. The student learning tool assessment determined whether the post secondary state-wide core competencies were met.

**Background: Student Achievement in the General Education Core**

**ENG 111 Freshman English I -- e-Write Standard Writing Proficiency Exam**

Compass e-Write assessments are standardized performance assessments that were developed based on a national student sample using a standardized delivery system, standardized training, and a standardized scoring model. E-Write provides measures to differentiate performance for placement decisions. The e-Write prompt format is comparable to writing formats found in virtually all secondary and postsecondary direct writing assessment programs.

Originally, the standard writing proficiency exam, e-Write, was to be implemented in Freshman Composition II. Because of the English composition II requirements, which include: (1) A short literary analysis as initial exposure to research methods, as well as, research papers – paper 1; argumentative research MLA documentation and paper 2; argumentative research APA

documentation, it was decided by the English faculty that Freshman Composition I was the better choice. Therefore, e-Write is now required of all students enrolled in Freshman Composition I. E-Write is administered on the 13<sup>th</sup> or 15<sup>th</sup> week. (fall, spring) During the summer session, the E-write is administered on the 5<sup>th</sup> week. Consequently, e-Write must be used as a basis of evaluation in the course syllabus. In addition to a holistic score, e-Write provides sub scores on focus, content, organization, style, and conventions.

As indicated in the Department of Humanities student learning outcome assessment, three sections of Freshman Composition I (summer session 2010) utilized the e-Write exam. On the other hand, Freshman Composition II uses a rubric rating assessment tool as well as a success and retention assessment tool. Our distance learning Freshman Composition I did not participate in e-Write. As indicated by Luna Community College ACCESS department personnel, the ACCESS department did not have the capability to administer the exam via distance learning. Students, who are now enrolled in Freshman Composition I (online), will be required to take the e-Write exam at the main campus or off-site campuses.

### **HIST101- Western Civilization I:**

The Department of Humanities regularly collects outcomes assessment information on all courses. Western Civilization 1 is included in this report as the department attempted to compare online and onsite versions of the course for the purpose of improving student learning. Students are rated on a pretest and post-test, overall student competencies, and analysis of final grade distribution.

Twenty-five students were enrolled in Western Civilization I – **online and onsite**. The student learning outcome tool determined the success and retention percentage for the 2010 summer session (see attached form under assessment results).

### **LEARNING OUTCOMES:**

#### **ENG111- Freshman English I -- Expected Competencies**

**Competency One** - *Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and divers points of view.*

**Competency Two** - *Express a primary purpose in a compelling statement and order supporting points logically and convincingly.*

**Competency Three** – *Use effective rhetorical strategies to persuade, inform, and engage.*

**Competency Four** – *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.*

**Competency Five** - Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.

ENG111 – Freshman Composition 1 Students should:

**Outcome 1** - Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.

**Outcome 2** - Organize their thinking to express their viewpoints clearly, concisely, and effectively.

**Outcome 3** - Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPoint, electronic writing), and graphics (charts, diagrams, formats).

**Outcome 4** - Use standard processes for generating documents or oral presentations independently and in groups.

**Outcome 5** - Negotiate civilly with others to accomplish goals and to function as responsible citizens.

### **HIST101- Western Civilization I -- Expected Competencies**

**Competency 1** – Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music theatre, and film).

**Competency 2** – 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).

**Competency 3** – Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.

**Competency 4** – Draw on historical and/or cultural perspectives to evaluate an or all of the following: contemporary problems/issues, contemporary modes of expressions, contemporary thought.

### **Learning Outcomes**

For all Humanities and Fine Arts competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures.

### **ASSESSMENT METHODS:**

During the summer 2010 three sections of Freshman Composition I students were administered the e-Writes COMPASS exam during the 5<sup>th</sup> week of classes.

The HIST101 – Western Civilization course was assessed based on a rubric rating of student competencies and final grade results to show competencies, course success and retention.

**ASSESSMENT RESULTS:**

**SECTION 1 -- ENG111 – Freshman Composition I**

Compass e-Write (2-12) Test IDs -, 6927105, 6927194, 6927131, 6927099, 6927143, 6927097, 6927119, and 6927117– Site ID12648.

(Section 01)

Domain – Holistic – Score 11, Test Time: 00:22:00

Score 5, Test Time: 00:11:00

Score 9, Test Time: 00:54:00

Score 8, Test Time: 00:33:00

Score 8, Test Time: 00:25:00

Score 8, Test Time: 00:36:00

Score 9, Test Time: 00:36:00

Score 8, Test Time: 00:22:00

Analytical Sub Scores – Focus, Content, Organization, Style, and Conventions student scores appear on e-Write essay test.

General Recommendations: 12 is a perfect score. Student whose scores were 9, 10, and 11 met the majority of the communication competencies and are ready for Freshman Composition II. Student whose scores were 5 and 8 did not meet the majority of communication competencies.

**e-Writes COMPASS Test Scores**

SECTION 1 -- Freshman Composition I

Total Number of Students in English 111: 11

Total Number of Students Who Took the Test: 8

(The two students that did not take the e-Write test did not take the e-Write test on the scheduled date.)

RESULTS

Holistic Scores	No. of Students
12 (perfect score)	0
11	1
10	0
9	2
8	4
7	0

6	0
5	1

Analytical Sub Scores	Average Student Score
Focus	4
Content	4.12
Organization	3.87
Style	3.87
Conventions	4.12

**SECTION 2/4 – Freshman Composition 1**

Compass e-Write (2-12) Test IDs - 6915371, 6915484, 6915331, 6915346, 6915560, 6915555, 6915496, 6915430, 6915879, 6915534, 6915349, 6915360, 6915339, 6915673, 6921433, 6916577, 6916584, 6916662, 6916588, 6916621, 6916589, 6916762, 69116378, 6916397, 6964569, 6925294, 6988914, and 6915894 – Site ID12648.

(Section 02)	(Section 04)
<u>Domain – Holistic</u> – Score 10, Test Time: 00:57:00	Score 5, Test Time: 00:28:00
Score 8, Test Time: 00:55:00	Score 7, Test Time: 00:49:00
Score 9, Test Time: 00:46:00	Score 8, Test Time: 00:43:00
Score 9, Test Time: 04:58:00	Score 8, Test Time: 00:32:00
Score 10, Test Time: 00:39:00	Score 7, Test Time: 00:57:00
Score 10, Test Time: 00:37:00	Score 8, Test Time: 00:46:00
Score 9, Test Time: 00:57:00	Score 9, Test Time: 00:40:00
Score 9, Test Time: 01:00:00	Score 10, Test Time: 00:46:00
Score 7, Test Time: 00:49:00	Score 10, Test Time: 00:57:00
Score 8, Test Time: 00:49:00	Score 8, Test Time: 00:48:00
Score 8, Test Time: 00:53:00	Score 8, Test Time: 00:34:00
Score 10, Test Time: 00:32:00	Score 7, Test Time: 00:32:00
Score 8, Test Time: 01:01:00	Score 5, Test Time: 00:28:00
Score 11, Test Time: 01:00:00	Score 8, Test Time: 00:32:00
	Score 8, Test Time: 00:46:00

Analytical Sub Scores – Focus, Content, Organization, Style, and Conventions student scores appear on e-Write essay test.



General Recommendations: 12 is a perfect score. Student whose scores were 9, 10, and 11 met the majority of the communication competencies and are ready for Freshman Composition II. Student whose scores were 5, 7, and 8 did not meet the majority of communication competencies. See instructor observations, comparisons, and suggestions.

### **e-Writes COMPASS Test Scores**

Instructor: Freshman Composition I

Total Number of Students in the Two Classes      33    (Sect 02 = 18; Sect 04 = 15)

Total Number of Students that Took the Test      25

(The eight students that did not take the e-Write test, one withdrew and seven did not take the e-Write test on the scheduled date.)

#### **Breakdown of the Result**

Score	No. of Students
12	- (Perfect Score)
11	1
10	6
9	6
8	8
7	3
6	-
5	1

#### **General Recommendations**

12 is a perfect score. Student whose scores were 9, 10, and 11 met the majority of the communication competencies and are ready for Freshman Composition II. Student whose scores were 5, 7, and 8 did not meet the majority of communication competencies. \*\*See instructor observations, comparisons, and suggestions.

#### **OBSERVATIONS**

<u>Type</u>	<u>Percentage</u>
Errors in Punctuation =	60%
Sentential Error =	10%
Dangling modifier =	8%
Wrong Use of Tenses =	12%
Weak Expression =	10%

### COMPARING SOME TEST SCORES

Student	Focus	Content	Organization	Style	Conventions	Score
1	5	5	5	5	4	10
2	5	5	4	4	4	10
3	5	4	4	5	5	9
4	5	5	5	5	5	11
5	5	5	5	5	5	10
6	5	5	5	5	5	10
7	5	5	4	4	5	9
8	5	4	3	5	5	10
9	5	5	4	4	5	10
10	4	4	4	4	4	9
11	4	4	4	4	4	8
12	4	4	4	4	4	9

**SAMPLES of COMPASS e-WRITES DATA for ENG111 – Freshman Composition I**

**First Language:** NOT LISTED      **Ever Studied English:** Yes  
**Have High School Degree:** Yes      **English At Home:** Yes  
**Years of English:** More than 4 years      **Where High School Degree:** IN  
**Where Diploma:** New Mexico State University  
  
**English First Lang:** Yes      **Type of HS certificate:** High school diploma  
**High School Grad Year:** 2008      **High School GPA:** B to A- (3.0 - 3.4)  
**Quarter Credits Earned:** 4      **Semester Credits Earned:** 28  
**Highest Degree Earned:** Some credits/courses      **Enrollment Term Plan:** Summer I  
**Enroll Year:** 2010      **Enrollment Time Plan:** Day  
**Enrollment Credits Plan:** 3      **Grade Expected First Term:** A- to A (3.5 - 4.0)  
**Major:** Not Listed      **Major Certainty:** Very Sure  
**Reason Attending:** Transfer to four year college      **Certificate Plan:** None  
**Veteran Status:** No, I have never served in the military      **Employment Hours Plan:** 1-10 hours  
**Amount of Education Plan:** Four year degree      **Transfer Plan:** 4 year college  
**Career Goal:** Musician/Singer      **Career Goal Certainty:** Very Sure  
**Transfer Plan:** New Mexico State University

Subjects	High School		After High School	
	Years Studied	Last Grade Received	Years Studied	Last Grade Received
English:	4	B	0	
Business Math:	1	B	0	
Algebra:	2	D	0	
Calculus:	0		0	
Science:	4	D	1	A
Foreign Language:	4	A	0	
Computer Skills:	1	A	0	
Vocational Skills:	0		2	A

**Message for Not Listed Majors:**  
Major not listed message

**COMPASS e-Write (2-12)**

<https://compass.act.org/eCompass/output/ReportServlet?regid=6960978>

7/7/2010

COMPASS e-Write (2-12) ID: 6927105, Site ID: 12648

<u>Domain</u>	<u>Score</u>	<u>Test Time</u>
Holistic	11	00:22:00
<u>Analytical Sub Scores</u>		
Focus	5	
Content	5	
Organization	5	
Style	5	
Conventions	5	

**General Recommendations:**

Student satisfies requirements for ENG111 (Freshman Comp I). Recommendation is that student enrolls in ENG115 (Freshman Comp II)

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End of Report

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Prompt:COMPASS 110

Dear City Council,

I'm writing concerning the two proposals on how to spend the money, and I would like to offer my opinion and the opinion of many people I've spoken with about the matter. Both proposals are excellent and would benefit the teenagers in our community greatly, but I believe that the proposal to expand the town's library is the better of the two, and here I will explain why.

Sports facilities are obviously important. They encourage physical, and by extension, mental, fitness. They also provide centers for community events, which is also important to the social dynamic of a small town. However, sports facilities are mainly for exercise, and it's easy enough to get exercise in other ways. The schools in this town have gyms, and although an athletic club would be nice, it's not really necessary when students have the option of going to their schools for exercise. Also, it's possible to get exercise from just walking more often, or running, or hiking, all of which are free and don't require fancy facilities. I see why the athletic club is a good idea and why it would be nice to have one, but I believe an expansion of the town library is much more important.

Libraries aren't just about books; they're about information in all forms of media. If a library doesn't have enough information, it isn't possible to attain the desired information unless one goes to another library or goes through inter-library loan, which could potentially be inconvenient if one is pressed for time. However, without an athletics facility, it is still possible to exercise. Libraries also encourage growth and fitness of the mind which, unlike growth and fitness of the body, is much harder to do on one's own. Expanding the young adult literature section would be a wonderful use for this money because young adults are the ones who are the most mentally and emotionally ready to be changed by new information. Books have certainly changed my life, and every new book bought for the library is an opportunity for a student to read something potentially life-changing. A computer center would also be very important for students, especially if they need information which is inaccessible in other ways, or if they're simply having a computer problem and need to use another one. Computer centers and libraries also provide excellent workspaces and serve as havens for people who would otherwise be reading or doing homework in noisy or disruptive environments.

After reading this letter, I hope you can see why the use of this money towards the library and a new computer center is the better choice. As I say, the athletic club would be a great use, and if you decide to use the money on that, I will understand. However, if the focus is the welfare of this town's students, the library is the best decision because there's nothing so important to students as learning new things. This is the time in their lives when they are most influenced by things they've read, and I think this town should take an active part in ensuring that what students are reading and experiencing is as high-quality as it can be.

[https://compass.act.org/eCompass/output/report\\_ewrite\\_response.jsp](https://compass.act.org/eCompass/output/report_ewrite_response.jsp)

7/20/2010

## Student Background and Educational Plans

(Time: 00:00:09)

Ever Studied English:	Yes	Have High School Degree:	No
English At Home:	Yes	Years of English:	2-3 years
Where studied English:	Robertson High School		
English First Lang:	Yes	Type of HS certificate:	Still in high school
High School Grad Year:	2011	High School:	West Las Vegas HS
High School GPA:	B to A- (3.0 - 3.4)	Quarter Credits Earned:	0
Semester Credits Earned:	0	Highest Degree Earned:	Have not attended school beyond High School
Enrollment Term Plan:	Spring	Enroll Year:	2010
Enrollment Time Plan:	Evening	Enrollment Credits Plan:	2
Grade Expected First Term:	B to A- (3.0 - 3.4)	Major:	Automotive Technology-Certificate
Major Certainty:	Fairly Sure	Reason Attending:	Personal Interest
Certificate Plan:	Undecided	Veteran Status:	No, I have never served in the military
Employment Hours Plan:	None	Amount of Education Plan:	Classes only
Transfer Plan:	Undecided	Career Goal:	Mechanic
Career Goal Certainty:	Fairly Sure	Transfer Plan:	Unknown

Subjects	High School		After High School	
	Years Studied	Last Grade Received	Years Studied	Last Grade Received
English:	3	A	0	
Business Math:	0		0	
Algebra:	1	C	0	
Calculus:	0		0	
Science:	3	B	0	
Foreign Language:	2	B	0	
Computer Skills:	1	A	0	
Vocational Skills:	0		0	

### Help Requested

Financial Aid:	Call 454-2534 or visit Financial Asst. Office- Adm. Bld
Finding Work:	Call 454-2546 or visit ACCESS Center -SS Bldg
Math Skills:	Call 454-2554 or visit Developmental Studies-GS Bldg
Choosing Major:	Call 454-2553 or visit ACCESS Center-SS Bldg
Personal Concerns:	Call 454-5303 or visit ACCESS Center -SS Bldg
Tutoring Services	Call 454-5347 or visit ACCESS Center-SS Bldg Room 111

<https://compass.act.org/eCompass/output/ReportServlet?regid=6949729>

7/14/2010

**Message for Automotive Technology-Certificate Majors:**

Minimum of 40 Credit Hours: (Refer to LCC Catalog page 121) Dept. Director-Daniel Romero, 454-2522. Advisor-Wayne Cordova, RM. Auto, 454-2590. In addition to the courses listed in the program of study students must also meet LCC institutional proficiency requirements outlined on page 65 of LCC Catalog.

**COMPASS e-Write (2-12)**

COMPASS e-Write (2-12) ID : 6915894 , Site ID: 12648

Domain

Holistic

<u>Score</u>	<u>Test Time</u>
8	00:46:00

Analytical Sub Scores

Focus

4

Content

4

Organization

4

Style

4

Conventions

4

**General Recommendations:**

Recommendation is that student enrolls in ENG111 (Freshman Comp I).

End of Report

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Prompt:COMPASS 110

Dear City Council,

With the gift money received there is a big debate on whether to build an athletic club or expand the town's library. With this money I believe that an athletic club should be built. Reasons why the club should be built is because of the many youth, it creates more opportunity for exercise, it also creates jobs and the club will give youth something to do other than get in trouble or make bad choices.

There is youth in every town, many of which do not have the privilege of going to an athletic club. By bringing an athletic club to our town you give our youth the opportunity to play many different sports in one general area. This is a good thing for teenagers who may not have jobs and is good for any youth who does not have school in the summer.

There has been an increase in lack of exercise among the youth throughout our nation. There are many reasons for the lack of exercise but by bring an athletic club to town you give our youth more opportunity to exercise. With the many sports an athletic club has to offer, the youth will always be able to exercise. Exercise helps keep youth healthy and with more exercise the more healthier you become.

An athletic club also needs people to manage and maintain it's conditions. Because of this there are jobs that are created. There is also jobs that can be created for the youth such as planning an event and managing the event. Adults are also given the opportunity for a job such as maintenance of the club. With the building of an athletic club many jobs become available for almost anyone who wants a job.

When it is summer and there is no school many youth have nothing to do. This can lead to bad decisions made by the youth. However, by bringing an athletic club many youth will not make bad choices and instead can play sports with their friends at the club. This can prevent bad choices by youth such as the execution of criminal acts, joining gangs and can prevent the use of drugs or alcohol. This will make adults (parents) more comfortable about leaving their youth alone while they go to work.

There are many good things about libraries but I strongly believe that an athletic club is far more productive for the youth of our town. The athletic club offers exercise, jobs and it keeps the youth from doing bad things. These reasons also bring more comfort to the parents who have to work. Both the expansion of the library and the building of an athletic club are good but many people including me, will agree that building an athletic club is better.

[https://compass.act.org/eCompass/output/report\\_ewrite\\_response.jsp](https://compass.act.org/eCompass/output/report_ewrite_response.jsp)

7/14/2010



## **HIST101 – WESTERN CIVILIZATION 1**

### **ASSESSMENT RESULTS -- RUBRIC RATING (WESTERN CIVILIZATION I – ONSITE AND ONLINE)**

#### **Rubric Rating:**

E – 5 Excellent

G – 4 Good

FR – 3 Fair

U – 2 Unsatisfactory

P – 1 Poor

#### **Number of Students Assessed – 25**

#### **Findings:**

Average Total for Western Civilization I (onsite instruction) – 3.94

Average Total for Western Civilization I (online instruction) – 3.11

Online students averaged at a range of 2.50 lowest to 4.00 highest

Onsite students averaged at a range of 2.00 lowest to 5.00 highest

Online students met each competency in the FAIR RATING

Onsite students met each competency in the GOOD RATING

Online students – Competency 1 – 56% Fair; 11% Unsatisfactory; 33% Good

Competency 2 – 45% Fair; 33% Unsatisfactory; 22% Good

Competency 3 – 56% Fair, 22% Unsatisfactory; 22% Good

Competency 4 – 67% Fair; 33% Good

Onsite students – Competency 1 – 56% Good; 6% Fair, 13% Unsatisfactory; 25% Excellent

Competency 2 – 56% Good; 6% Fair; 13% Unsatisfactory; 25% Excellent

Competency 3 – 56% Good; 6% Fair; 13% Unsatisfactory; 25% Excellent

Competency 4 – 56% Good; 6% Fair; 13% Unsatisfactory; 25% Excellent

## STUDENT COMPETENCY REPORTING ONSITE COURSE

**INSTRUCTOR:**\_(ONSITE)\_ **COURSE:**\_HIST101 **SECTION:**\_01\_ **SEMESTER:**\_Summer 2010

**Expected Competencies:**

Humanities and Fine Arts

**RUBRIC RATING**

- E - 5 Excellent
- G - 4 Good
- FR - 3 Fair
- U - 2 Unsatisfactory
- P - 1 Poor

**N – 0 Never Attended**

**\* DO NOT LIST STUDENTS  
THAT WITHDRAW OR  
AUDIT COURSE**

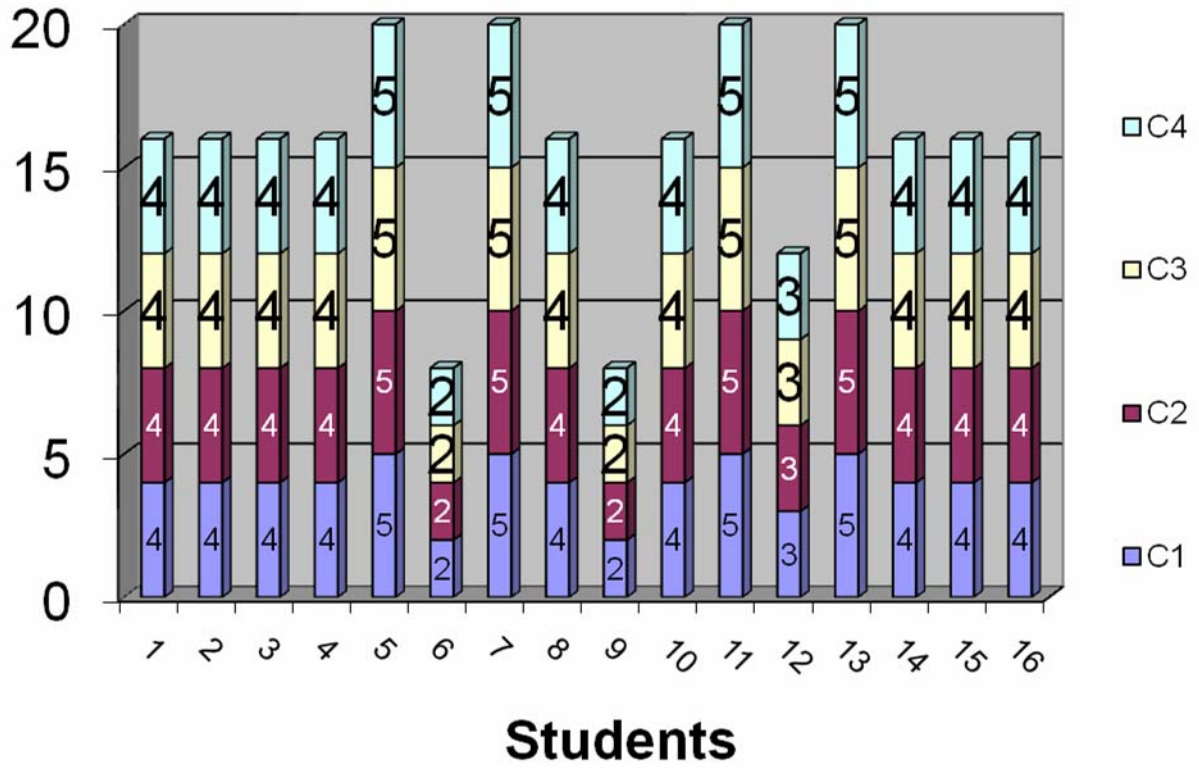
- C1.** Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, & film).
- C2.** Compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, 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 problems/issues, contemporary modes of expression, and contemporary thought.

Student	C1	C2	C3	C4	Average
1	4	4	4	4	4.00
2	4	4	4	4	4.00
3	4	4	4	4	4.00
4	4	4	4	4	4.00
5	5	5	5	5	5.00
6	2	2	2	2	2.00
7	5	5	5	5	5.00
8	4	4	4	4	4.00
9	2	2	2	2	2.00
10	4	4	4	4	4.00
11	5	5	5	5	5.00
12	3	3	3	3	3.00
13	5	5	5	5	5.00
14	4	4	4	4	4.00
15	4	4	4	4	4.00
16	4	4	4	4	4.00

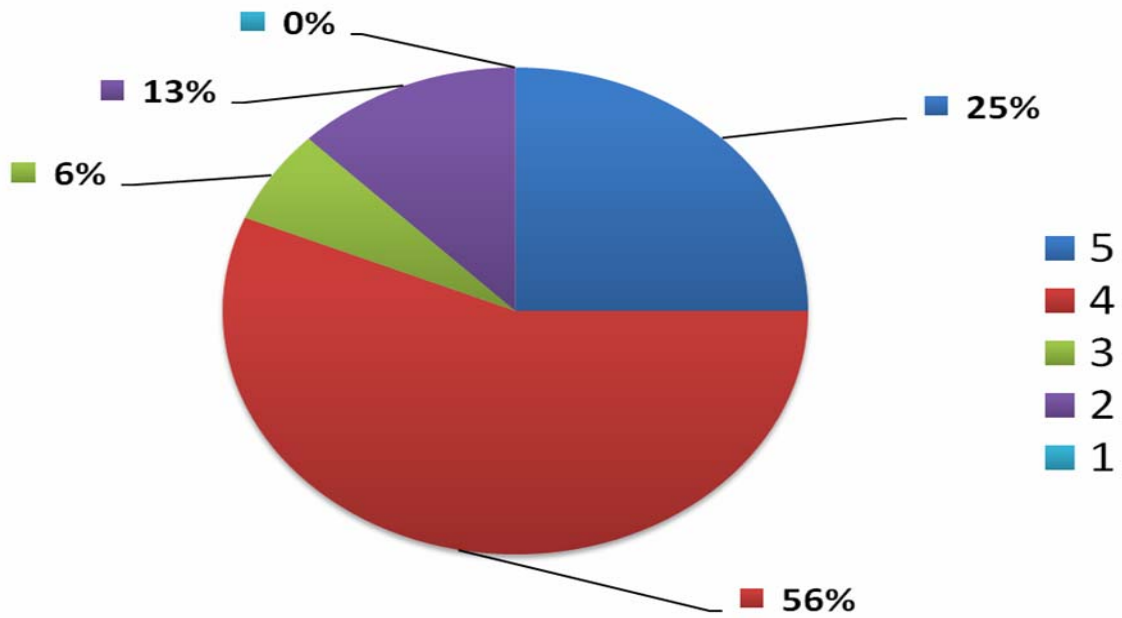
**TOTAL AVERAGE**

**3.94**

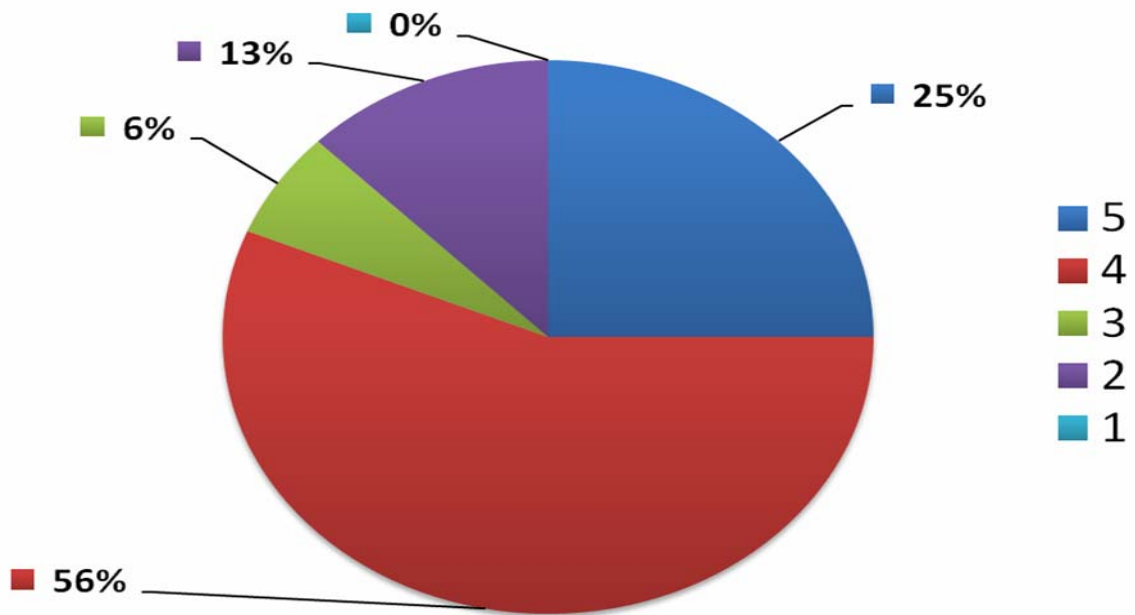
### HIST101-01 SU10



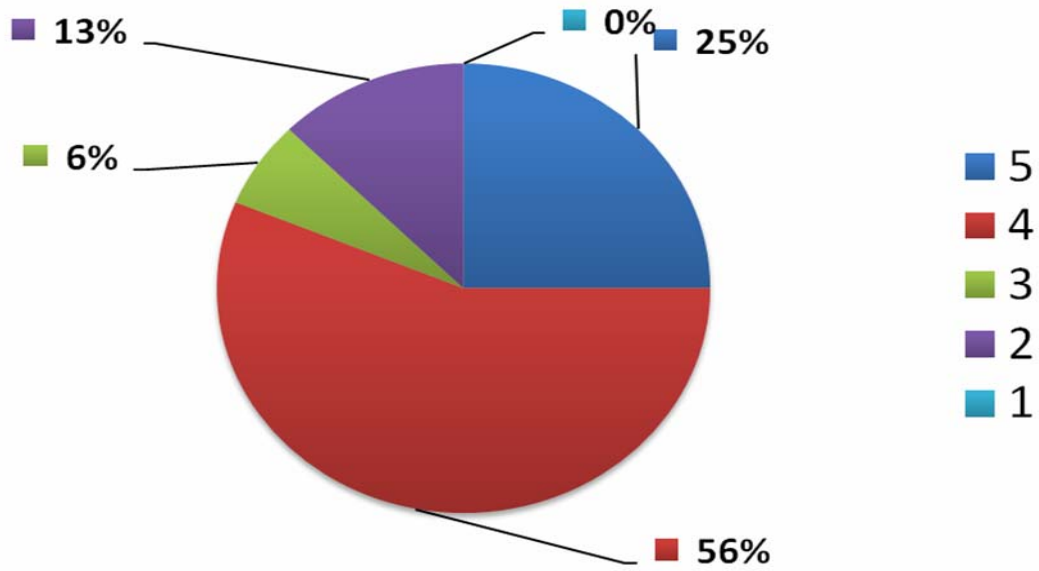
C1-Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, & film).



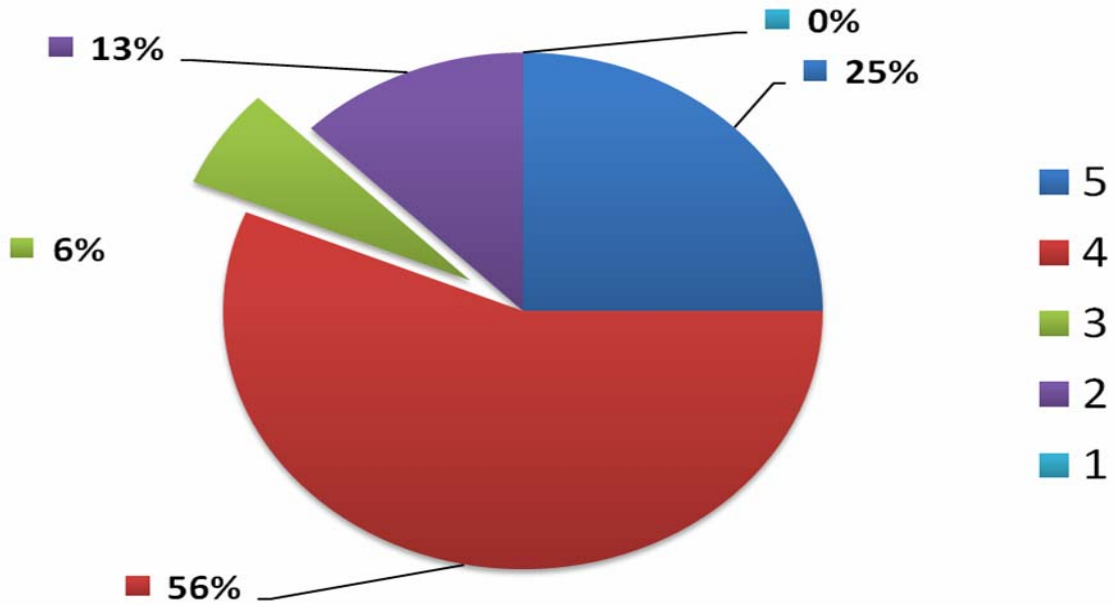
C2-Compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).



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 problems/issues, contemporary modes of expression, and contemporary thought.



# STUDENT COMPETENCY REPORTING ONLINE COURSE

**INSTRUCTOR:**\_(ONLINE)\_ **COURSE:**\_History 101E **SECTION:**\_01\_ **SEMESTER:**\_Summer 2010

**Expected Competencies:**  
Humanities and Fine Arts

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

**RUBRIC RATING**

**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).

E - 5 Excellent  
G - 4 Good  
FR - 3 Fair  
U - 2 Unsatisfactory  
P - 1 Poor

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

**N – 0 Never Attended**

**\* DO NOT LIST STUDENTS  
THAT WITHDRAW OR  
AUDIT COURSE**

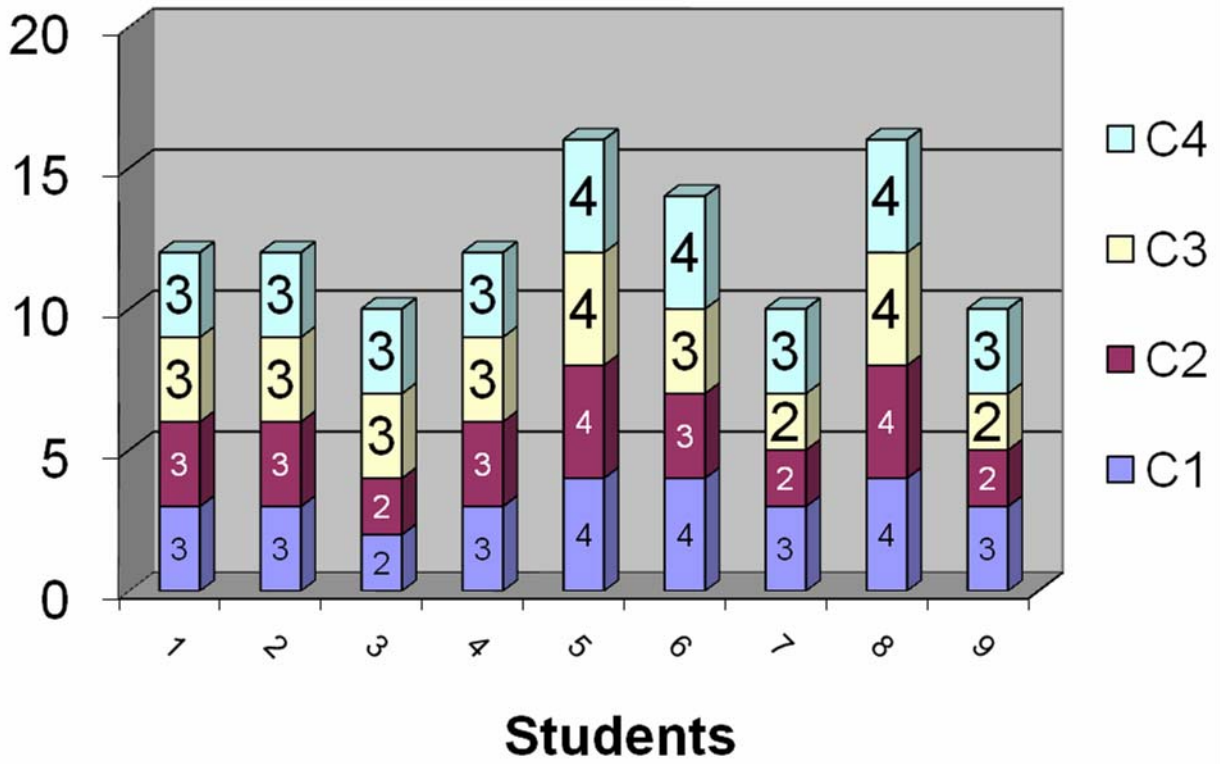
**C4.** Draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.

Student ID #	C1	C2	C3	C4	Average
1	3	3	3	3	3.00
2	3	3	3	3	3.00
3	2	2	3	3	2.50
4	3	3	3	3	3.00
5	4	4	4	4	4.00
6	4	3	3	4	3.50
7	3	2	2	3	2.50
8	4	4	4	4	4.00
9	3	2	2	3	2.50

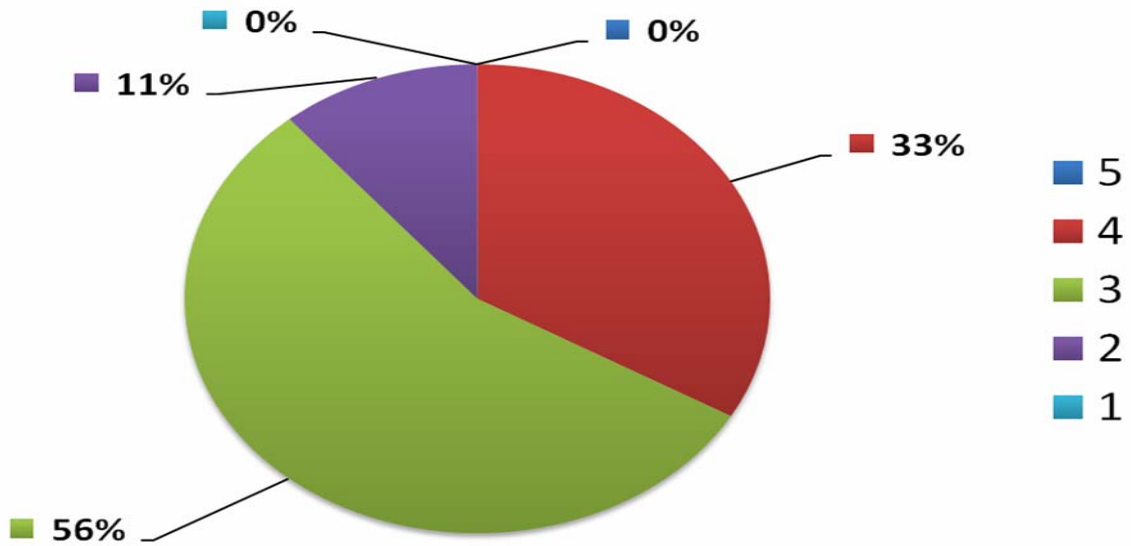
**TOTAL AVERAGE**

**3.11**

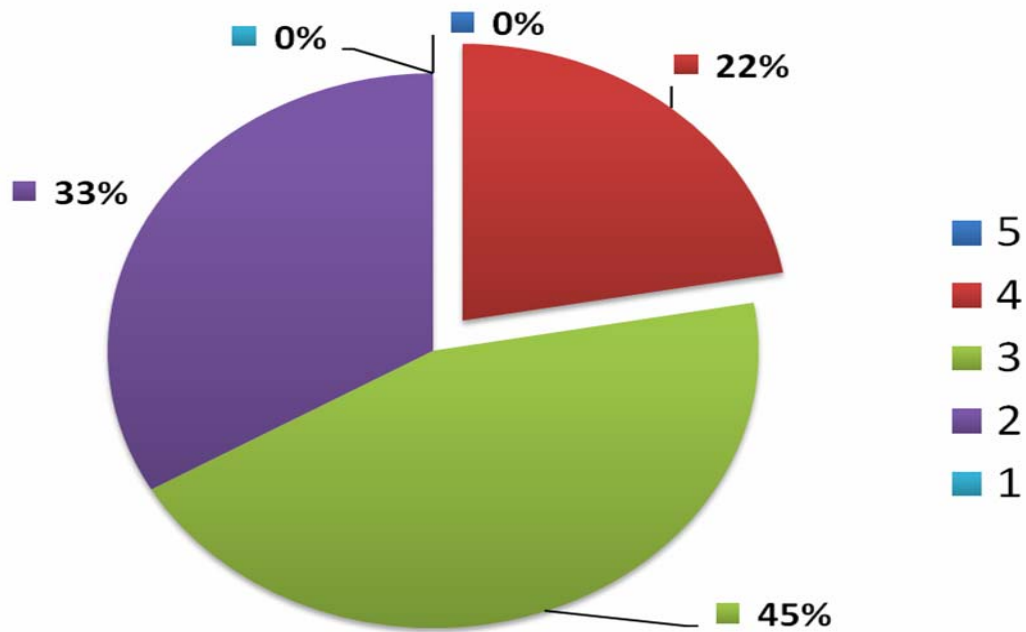
# HIST101E-01 SU10



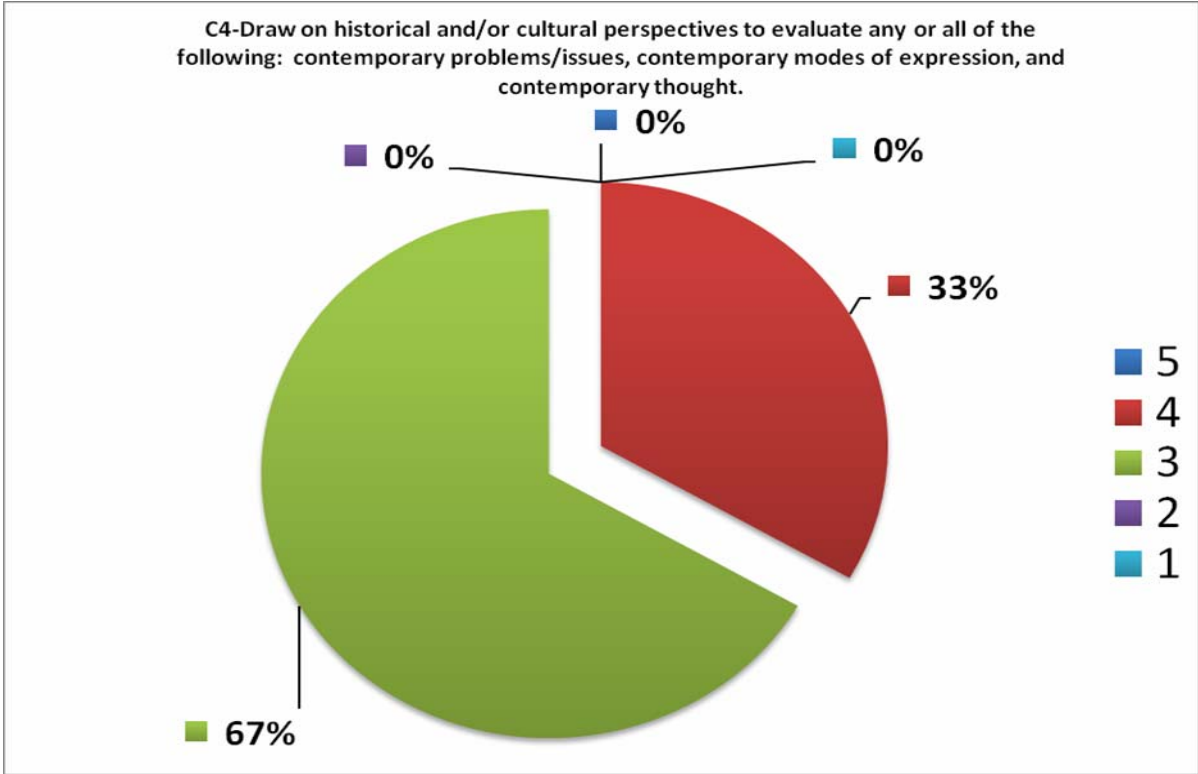
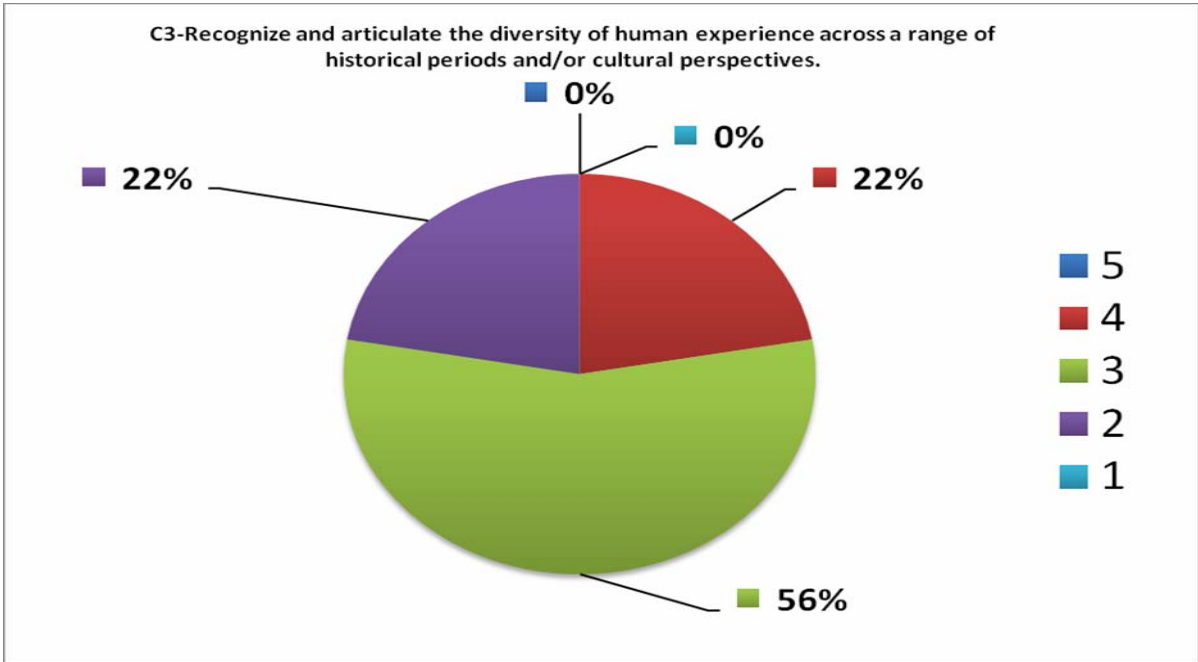
C1-Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, & film).



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).







# Outcome Assessments - Western Civilization I

## Success and Retention Analysis

### SUMMER 2010

<b>Beginning Enrollment:</b>		<b>19</b>										
Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention	
HIST101.01 (ONSITE)	12	2	1	1	0	16	75.00%	12.50%	6.25%	93.75%	84.21%	

### SUMMER 2010

<b>Beginning Enrollment:</b>		<b>12</b>										
Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention	
HIST101E.01 (ONLINE)	2	2	4	1	0	9	22.22%	22.22%	44.44%	88.89%	75.00%	

## **SUMMARY OF DATA AND GENERAL CONCLUSIONS**

ENG111 – Freshman Composition I

The department will continue to utilize the e-Write essay test as a basis of evaluation. (A comparison of final grades and the holistic scores should determine the success rate of each student). Punctuation must be heavily emphasized in the delivery of the subject matter along with the use of tenses, sentential errors, weak expressions, and dangling modifiers. Suggestions for improving the Compass Test Scores will also be taken into consideration.

### **INSTRUCTOR'S RECOMMENDATIONS/COMMENTS**

- Computer graded essays not optimal. Essay grading is subjective; computers can be used for assessing knowledge of facts and their accuracy.
- A student received scores of five (5) in the sub-scores, but did not receive a 12, top score (anomalous scoring); the computerized grading system appears flawed
- No model essay and specific instructions are provided within the e-Writes exam; providing additional information covering; focus, content, organization, style and conventions should help to solve this problem

### **HOW RESULTS WILL BE USED TO MAKE IMPROVMENTS – ENG111**

Continue to utilize the e-Write essay test as a basis of evaluation. (A comparison of final grades and the holistic scores should determine the success rate of each student). Punctuation must be heavily emphasized in the delivery of the subject matter along with the use of tenses, sentential errors, weak expressions, and dangling modifiers.

Particular attention should be paid to the punctuation skills of students in English 102 and 104. Passage punctuation should be part of their major evaluation. This will impact on their lack of attention to punctuation-details (a habit that came with them from high school), and serves as an entry behavior in their understanding and application of these skills in English 111 and English 115 respectively.

Compass should provide to the Department their own version of a model essay. Telling instructors to emphasize the following: focus, content, organization, style and conventions may not be enough. The provision of a model essay will certainly fill this gap for improvement since they have programmed their computers to recognize a perfect essay in a certain way. This will bring clearly defined direction to the teaching of essay writing, and by extension, help in instruction and guidance.

Students' evaluation should target the improvement of their punctuation skills, among other skills. Three major evaluations per semester on passage punctuation are adequate for improvement in this aspect of their learning behavior.

## HIST101 – Western Civilization 1

Online students did not have excellent ratings. Consequently, the percentages in the onsite class are misleading because of the consistency of good, fair, unsatisfactory, and excellent ratings. The course/content delivery has to be examined on the onsite class. Yet, overall, the students' performance was fair. A comparison of grades to competencies and outcomes has to be examined. Rigor was definitely a strong point in the online class.

The onsite course surpassed the online course both in retention and success. Retention: 9.21 percentage points. Successful: 4.86 percentage points. Overall, students succeeded and met course objectives. Two students received a letter grade of D.

### **HOW RESULTS WILL BE USED TO MAKE IMPROVEMENTS – HIST101**

The department will work with faculty delivering all sections of HIST101- Western Civilization 1 to ensure that the curriculum and assessment of student learning outcomes are aligned. A continuous evaluation of retention and success is performed for areas in communication, social and behavioral science, and humanities and fine art courses. An analysis of the courses and a report will be prepared by the department director and submitted to the VP of instruction for every semester; the information will also be shared with the department faculty. Communicating and utilizing this information will help with the success and retention rates of students enrolled in the department's core courses.

**DEPARTMENT OF MASS MEDIA COMMUNICATIONS**  
**SUMMARY ASSESSMENT REPORT**  
**MMC110: PUBLIC RELATIONS IN MASS MEDIA**  
**Prepared by Rand Kennedy, Academic Director**

**PURPOSE:**

The purpose of this report is to assess the effectiveness of the delivery of the Public Relations in Mass Media course based on student achievement of the course competencies and learning outcomes. 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. Because the student sample size is relatively small (6 students), overgeneralization of the results should be avoided. The report should be considered preliminary pending the collection of future and further data. However, even limited data can be useful to improving course delivery.

**BACKGROUND:**

The Mass Media Communications Associate of Arts Degree Program is new at Luna Community College (LCC), beginning in September 2009, and this is the first semester that the Public Relations in Mass Media Communications course has been taught. As described in the LCC 2009-20012 Catalog:

This course will cover the basic concepts, practices, and theories of public relations in mass media. The emphasis will be the connection between theory of public relations and practical approaches.

The course assessed for this report was taught by temporary adjunct faculty during the Summer 2010 semester. Two students were dual credit high school seniors, three students were freshman, and one student was a sophomore.

**LEARNING OUTCOMES:**

The student learning outcomes for the course are as follows:

1. Describe the public relations and corporate communications functions employed in both business and non-profit organizations including problem analysis, strategic planning, message development and tactical solutions.

2. Describe the primary and secondary research methods used in public relations, including planning PR campaigns.
3. Demonstrate knowledge of the communications strategic planning processes including stakeholder analysis and message development.
4. Describe various tactics and processes employed in corporate communications including media relations, publications, community relations, consumer relations, employee communications and online Internet communications media.
5. Describe methods used to evaluate and measure the effectiveness of corporation communications functions and programming.
6. Demonstrate the ability to find facts from a variety of sources by using the Internet, books, periodicals and interviews, and using the information in a variety of written formats such as campaign proposals, and in classroom discussions of case studies.
7. Describe various ethical and legal issues involved in the practice of public relations.
8. Demonstrate proficiency in the public relations style of writing and in working cooperatively with mass media.
9. Demonstrate knowledge of internal and external publics.
10. Demonstrate knowledge of targeting a specific message to a general or specific audience by using clear, concise language in enrichment assignments such as press releases.
11. Demonstrate knowledge of the specific needs of various media.
12. List various career opportunities within the public relations field.

### **ASSESSMENT METHODS:**

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

- Quizzes (3), Pop-Quizzes (1),
- Midterm, and Final Exam
- Research and Oral Reporting Assignments (3)
- Written Essay Assignments (4)
- Final Class Project
- Student Self Evaluation

**SUMMARY OF RESULTS:**

The following tables display the results of student achievement of the learning outcomes. The results are shown for each section.

	excellent	good	average	poor	failing
Competency 1	5	1			
Competency 2	1	5			
Competency 3	5	1			
Competency 4	6				
Competency 5	4	1	1		
Competency 6	6				
Competency 7	5	1			
Competency 8		2	3	1	
Competency 9	6				
Competency 10	1	5			
Competency 11	4	2			
Competency 12	6				

As the tables illustrates, the students were generally ranked as either excellent or good in achieving the course competencies.

**SUMMARY CONCLUSIONS: ACTIVE LEARNING**

Classroom observations indicate that the instructor was able to engage students in active learning which may be the key factor in the overall achievement of learning outcomes for the course. On a daily basis, students were engaged in individual and class projects that required integrating concepts and theory with their assignments. For example, the class project entailed the students forming a mock public relations firm with a sample client. The “firm” developed a public relations campaign for the client with each student responsible for a component of the campaign. Several times students were observed to be continuing classroom discussion after class had ended. Students appeared to be actively (and often passionately) engaged in the learning processes.

While overall the achievement of learning outcomes was rated good to excellent, students were not as proficient in technical public relations style of writing. In addition, sufficient opportunities to demonstrate the ability to work cooperatively with mass media were not provided, and therefore it was difficult if not impossible to assess competency in this area.

The achievement level and number of learning outcomes, such as to demonstrating “proficiency” in technical public relations style of writing, seem excessive and inappropriate for an introductory level course.

### **Examples of the Use of Assessment Data for Course Delivery Improvement**

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

- Provide in service training to all program instructors regarding techniques to encourage active learning.
- Revise learning outcomes to align with introductory courses offered at four year colleges and universities in New Mexico.
- Provide real or mock media interactions as a component of the course content.



**DEPARTMENT OF EDUCATION AND PUBLIC SAFETY**  
**Summer 2010 Program Evaluation Report**  
**Prepared by: Debbie Trujillo, Director of Education and Public Safety**  
**MS130E-01 INTRODUCTION TO MILITARY LITERATURE**  
**MS230E-01 MILITARY INSTRUCTIONAL METHODS**

**PURPOSE**

The purpose of this assessment for Military Studies is to improve instruction and learning by ensuring course and program learning outcomes are being achieved. Through this process of collection of evidence relative to quality, shared reflection regarding the program's current status and future direction, and constructive feedback through peer review the program will achieve the outcomes intended. As a new program, regular review of course and program alignment is critical to ensure students achieve the desired program outcomes.

This assessment is based on two courses, MS130E-01 Introduction to Military Literature and MS230E-01 Military Instructional Methods. These courses have not been offered before therefore the data generated will serve as baseline information for the program.

**BACKGROUND**

At the request of the New Mexico National Guard for an Associate of Applied Science degree to serve a population of New Mexico National Guard personnel who did not have access to local (statewide) to a program of study that addressed the interest of their student population. After much dialogue and planning the Associate of Applied Science degree was developed.

The program is comprised of seven program required courses and nine hours of elective courses. These courses address the eight program objectives. Two courses were reviewed for the purpose of this assessment is MS130E-01 Introduction to Military Leadership is an introductory survey course of military fiction. The course provides an overview of the literary content and social values found in selected works of military literature. MS230E-01 Military Instructional Methods focuses on the principles of instructional methods for the military. Topics include curriculum development, lesson plans, methods of instruction, learning styles, assessments, evaluations, safety and legal issues of teaching. Summer 2010 was the first time these courses have been offered. As the program progresses teaching and learning outcomes will continue to be monitored closely to optimize learning and ensure course and program objectives are being met.

**PROCEDURE**

The procedures implemented to assess effectiveness of instruction and to ensure that student learning met program objectives are as follows.

The initial assessment of these courses included review of the course syllabus. As the institution moves through program and curriculum alignment the opportunity to continue to shape the program in its infancy is critical to its continued success.

### **MS130E-01 INTRODUCTION TO MILITARY LITERATURE**

The final assessment for this course was two-fold. The assignment included two research projects in which students were held to the written work standard outlined in the course syllabus.

**Program Objectives** for this course are as follows:

Obj 1: Demonstrate the mastery of the program course competencies

Obj 2: Communicate knowledge using writing and speaking as a tool. Make clear, logical arguments and summarize important points.

Obj 3: Apply skills of research to demonstrate knowledge of the structure and doctrines of the armed forces.

Obj 4: Describe the moral and ethical concerns raised through the study of the relationship of the military to society and technology.

Obj 5: Discuss and apply the various methodologies and approaches to the study of history, political science, and international relations in a military context.

Course learning outcomes: Upon successful completion of MS130 students will:

1. Describe through written responses, the historical development, current trends, and enduring characteristic of military literature.
2. Describe how changes in the use of communication technologies have affected morale, cohesion and well being among soldiers, units, families and the larger society.
3. Predict how technological changes and changing relations among soldiers, units, families and the larger society are likely to alter military organizations and missions in the near future.
4. Describe and synthesize sociological concepts, principles, and theories used in the study of the military.
5. Analyze and discuss contemporary military issues, situations, and problems using a sociological perspective.
6. Demonstrate the ability to communicate all of the above effectively, both orally and in writing.

**Assessment Measures Utilized:**

1. class discussion questions
2. Rubric for literature review and written work

3. Final Examination: Research paper evaluated based on institutional standard for written work

**SUMMARY OF RESULTS:**

Below are the course completion rates for students. This outcome is a culmination of all course activity. Of the 8 students registered for the course 1 student failed to meet the requirements for successful course completion.

Students registered 8  
 Students withdrew 0  
 Students successfully complete 7

A	B	C	D	F	Incomplete	Drop/Withdraw/Audit
1	5	1		1	0	0

**SUMMARY OF CONCLUSIONS:**

This course has not been offered previously and is not scheduled to be offered until Spring or Summer of 2011. After review of course activities and the requirements of the final examination this course as instructed met the overall course and program objectives.

An early alert at mid-term indicating excessive absences and academic performance below average was provided to the one student who received a failing grade. The instructor had no recorded grades for this student and the student failed to drop or withdraw from the course. The continued use of Early Alerts is imperative to minimizing the number of students who fail.

**MS230E-01 MILITARY INSTRUCTIONAL METHODS**

**PROGRAM OUTCOMES:**

- Obj 1: Demonstrate the mastery of the program course competencies
- Obj 2: Communicate knowledge using writing and speaking as a tool. Make clear, logical arguments and summarize important points.
- Obj 4: Describe the moral and ethical concerns raised through the study of the relationship of the military to society and technology.
- Obj 5: Discuss and apply the various methodologies and approaches to the study of history, political science, and international relations in a military context.

***New Master Course Syllabus* - COURSE LEARNING OUTCOMES: Upon successful completion of this course, with a minimum of 70%=C or better, the student will:**

1. Prepare a instructional unit on military leadership for students with a focus on history, political science, or international relations
2. Implement instructional unit on military leadership for students in history, political science, or international relations
3. Manage the performance of students within the learning environment.
4. Describe the role of teachers as decision-maker and facilitator of learning.
5. Prepare effective written instruction/communication.
6. Deliver effective oral instruction/communication.
7. Conduct effective assessment based on the instructional unit designed and implemented by the student.

***Assessment measures utilized:***

The course learning outcomes utilized by the instructor read as follows: Upon completion of this course student will be able to:

1. Prepare a military course
2. Conduct a military course
3. Manage the performance of students
4. Conduct an after action review
5. Final Examination

As is evidenced in the two written learning outcomes the course did in fact align with the new master syllabus student learning outcomes that are aligned to the Program Learning Objectives.

The culminating activity for this course required students to plan, design, and implement an instructional unit to classmates. Through student engagement in this activity students were able to practice the instructional methodologies, strategies, and delivery techniques covered in the course.

**SUMMARY OF RESULTS:**

The course objectives were met through student engagement in course assignments. Students were required to plan, design, and deliver an instructional unit to classmates. These culminating activities enabled the instructor to evaluate student achievement in student learning outcomes. On the course completion form required by instructors at the conclusion of their course indicated a need for mentoring of new instructors and assistance in course design and implementation. This instructor indicated he felt the class was very successful for an initial course but that there is always room for improvement.

A	B	C	D	F	Incomplete	Drop/Withdraw/ Audit
4	3	0	0	2	0	0
44.4%	33.3%			22.2%		

**RECOMMENDATIONS:**

Although this is a new program an adjustment to the assessment process is needed. A portfolio evaluation in this course would be of great benefit to students and instructor. The portfolio would allow for students to present their culminating activities that support the student learning outcomes with the instructional units being the culminating end product.

Continued training and mentorship for new instructors for online and live courses is needed and will be implemented in the Fall semester.

**DEPARTMENT OF BUSINESS AND PROFESSIONAL STUDIES**  
**BUS105: Introduction to Business**  
**Prepared by Ms. Renée Garcia, Director**

**PURPOSE**

The purpose of this assessment report is to compare the learning outcomes for both the on-line and live classroom course for **BUS105: Introduction to Business** for the summer 2010 semester. Are these outcomes measurable and do they follow the format of the state competencies? The format of each syllabus will be reviewed for discrepancies in the format. This will include evaluation of competences, curriculum and assessments.

**BACKGROUND**

Introduction to Business is an introductory course required for all business degree program students. It 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.

This course is scheduled fall/spring/summer semesters. Preferentially, students are advised to take this course in the first semester/year of their program declaration in business studies.

This course is offered both online and in the classroom.

**LEARNING OUTCOMES**

The Business and Professional Studies Department is reviewing course syllabi for all courses as determined by the selection of the assessment report per semester. This process allows for the thorough and comprehensive evaluation of how syllabi are written and the content of curriculum being taught in a selected course per semester.

The instructors for the BUS105: Introduction to Business course are using identical syllabi. However, although the information is collectively comprehensive, the learning objectives need to be re-written so that they identify the projected competencies for the students in this course and are written in the same format as the statewide competencies for this course.

The competencies for BUS105 should include and be written as the following statewide articulated competencies:

Students will be able to:

1. Explain how business affects the quality of life and the world around us;
2. Explain the characteristics of the different business ownership forms (corporation, partnership, etc.);
3. Perform basic stakeholder analysis concerning accountability, ethics and social responsibility of business;
4. Demonstrate knowledge of the various dimensions of the business environment including political and legal, socio-cultural, environment issues, diversity, financial and economic, and use of common business terminology;
5. Describe the purpose and content of the business plan including fundamentals of the financial plan, the operations plan, the marketing plan and the management plan, including the impact of technology;
6. Demonstrate basic skills such as information search skills, presentation and writing skills and team skills.

### **ASSESSMENT/EVALUATION METHODS**

The basis for student assessment and evaluation in this course is outlined accordingly:

- 15% is applied towards skill building/Internet/Cases
- 30% Written Report (to include research on a selected company, and using terminology learned throughout the semester)
- 5% Other class activities discussed in class
- 15% Quizzes following every two chapters
- 15% Midterm Report Proposal
- 15% Final Exam
- 5% Attendance

### **SUMMARY OF RESULTS**

Overall, the format of the Master Syllabus used is fulfilling the requirement for listing necessary information. The Course outline comprehensively lists the sequence of information to be covered per date/chapter. Quizzes, Mid-term, and Final Exam dates are posted accordingly. The “Purpose or Objectives of the Course” is listed more as intent of what will be covered, rather than what the student competency will be. Therefore, this section of the syllabus will be revised to outline measurable outcomes for this course.

## **SUMMARY CONCLUSIONS**

The “PURPOSE OR OBJECTIVES OF THE COURSE” need to be perused and re-written as student competencies and construed as the outcomes expected from the completion of BUS105. Also, the Catalog Description does not match the description written in the catalog. This will also need to be revised.

## **USE OF ASSESSMENT DATA FOR IMPROVEMENTS**

The online instructor provided information that showed a direct relationship between chapter assignments and chapter quizzes. It was noted that students who submitted regular homework assignments showed a higher rate on their quizzes.

Conversely, students who were behind on homework assignments showed lower quiz rates. The midterm exam set a guideline for review and preparation of the final exam. The final project brought all the information, research, and homework assignments together in which the students related to “the real world”.

Conclusively, the chapter homework assignments directly impacted the success of each assessment. Of a total of (8) students in the online course, (7) students received a letter grade of “A”, and (1) student received a letter grade of “F”. The student receiving the latter grade didn’t turn in any homework assignments and performed poorly on assessments, and had a low attendance rate.

The instructor of the live classroom had a total of 13 students registered. Of those (9) received “A’s”, (3) received “B’s”, and one student received an “F”.

It was reported that the student’s receiving the A and B letter grades attended class regularly, turned in assignments regularly, and did well on their assessments. The student receiving the “F” grade rarely attended class and did not turn in assignments.

The correlation between regular attendance and submitting assignments contributes to better assessments for both the online and live classroom.