

Improving Student Learning



Spring 2014 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. This spring 2014 report on Improving Student Learning is a testimony to LCC's commitment to assessment.

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

May 14, 2014

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

Spring 2014**Student Learning Outcomes Assessment Participants**

- **Brendaleigh Lobato – School of Business**
- **Joe R Baca – SMET**
- **Nichole Collins – SMET**
- **Monica Rosetti –STEM/ACE Lab**
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- **Deborah Smith – Nursing**
- **Gerald D Fresquez – Automotive**
- **Pete Campos – President**
- **Andrew J Duran – Fire Science**
- **Leslie Dennis – Humanities**
- **Gloria Pacheco – Dental**
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- **Rick Jaramillo – IT Services**
- **Joseph Montoya – Fire Science**
- **Jeanette Mercedes Nolan – Humanities**
- **Linda Tapia – Humanities**
- **Adrienne O’Brien – Trades**
- **Roberta Montano – Allied Health**
- **Dolores Gutierrez – School of Business**
- **Elaine Ortega – School of Business**
- **Sandra Coca – Education**
- **Shirley Marlow – Humanities**
- **Kayleen R Encinias -- Administration**

Luna Community College: Improving Student Learning –Spring 2014 Report
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DEPARTMENT OF SCIENCE, MATH, & ENGINEERING TECHNOLOGY**SUMMARY ASSESSMENT REPORT****STEM 117: Introduction to Engineering****Prepared by Betsy Sanchez – Pre-Engineering Advisor****PURPOSE**

The purpose of this report is to assess the effectiveness of the delivery of the Introduction to Engineering to both main campus students and high school dual credit students. 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 assist the instructor to make modifications to the teaching of the material and delivery method. The data collected is based on class taught by the instructor during the Spring 2014 semester.

BACKGROUND

The STEM 117: Introduction to Engineering class is a core requirement for all degrees at Luna Community College. As described in the LCC 2012-20015 Catalog:

This course introduces the engineering design process using a project-oriented, team-based approach. Students will employ engineering graphics and computational skills using computer applications such as AutoCAD and spreadsheets to solve engineering problems. Lab topics will include design and fabrication of scale models with specific projects addressing sound decision making, the ability to communicate effectively, defining and solving problems and functioning efficiently in a team environment.

The total number of students registered for the class was 12 with 1 student withdrawing and 12 students taking the final.

LEARNING OUTCOMES

The student learning outcomes for the course are as follows:

1. Demonstrate teamwork skills
2. Demonstrate a basic understanding of statics and dynamics in the engineering field
3. Fabricate scale models for testing purposes
4. Employ AutoCAD and spreadsheet applications to solve problems.

Pre-Engineering ABET Competencies:

1. An ability to apply knowledge of mathematics, science and other related disciplines (computer technology)
2. An ability to conduct experiments, as well as to analyze and interpret data
3. An ability to identify, formulate, and solve applied science problems
4. An ability to function on teams
5. An understanding of professional and ethical responsibility
6. An ability to communicate effectively
7. A recognition of the need for and an ability to engage in life-long learning
8. A knowledge of contemporary issues
9. An ability to use the techniques, skills, and modern applied science tools necessary for professional practice

ASSESSMENT METHODS

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

Homework 30%
 6 Projects 25%
 Final 35%
 Attendance 10%

SUMMARY RESULTS

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

Student	%A's	%B's	%C's	%Ds	%F's	%I/AU's	W%	Total	%Totals Successful
---------	------	------	------	-----	------	---------	----	-------	--------------------

C1	C2	C3	C4	AV G	Student ID#	ABE T1	ABE T2	ABE T3	ABE T4	ABE T5	ABE T6	ABE T7	ABE T8	ABE T9	AV G
4	4	3	3	3.5	A	4	3	3	2	4	4	4	5	4	3.7
4	5	3	4	4.0	B	5	3	3	4	4	4	4	5	4	4.0
4	3	3	4	3.5	C	4	3	3	4	4	4	4	5	4	3.9
4	3	3	4	3.5	D	5	3	3	5	4	4	4	5	4	4.1
5	5	3	5	4.5	E	5	3	3	5	4	4	4	5	4	4.1
4	4	3	4	3.8	F	5	3	3	5	4	4	4	5	4	4.1
4	4	3	4	3.8	G	5	3	3	5	4	4	4	5	4	4.1
4	4	5	5	4.3	H	5	3	3	5	4	4	4	5	4	4.1
4	4	3	4	3.8	I	4	3	3	4	4	4	4	5	4	3.9
4	4	4	4	4.0	J	4	3	3	4	4	4	4	5	4	3.9
3	3	3	4	3.3	K	4	3	3	3	4	4	4	5	4	3.8
4	4	5	5	4.3	L	4	3	3	5	4	4	4	5	4	4.0

Total	11	1	0	0	0	0	0	0	0	0	0	0	12
Percentage	92%	8%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%

Summary Conclusions: Fundamental Prerequisites for Effective Learning

The factors that appear to be most related to the student's performance are the student's self-motivation to learn. Students learning achievements were increased when students met with the instructor and participated in group work.

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:

- Use peer evaluations for each group project conducted in class.
- Increase/decrease the time for projects.
- Have a rubric for each project.

SCHOOL OF BUSINESS
Student Learning Outcomes Assessment
ACCT200E-02 – Accounting Principles I (DL)
Presented by Dolores Gutierrez

PURPOSE

Luna Community College is a progressive institute of higher learning and has implemented an assessment plan. Learning is documented and strategies for improvements are noted to make the school successful in its strife toward excellence.

In the spring of 2014, I was chosen to present the lessons learned for Accounting Principles I (DL). Much learning is taking place since it has only recently been offered as an online course in the recent semesters.

The results are for the second semester that it has been taught online and major improvements that have been made from the fall 2013. The learning will continue as new and better ways to enhance the presentation are discovered.

This spring 2014 report on Improving Student Learning is a testimony to LCC's commitment to assessment.

BACKGROUND

Course Description: CATALOG DESCRIPTION: ACCT200 Accounting Principles I 4; (4,0) This course introduces students to the complete accounting cycle and the various generally accepted accounting principles. It also introduces students to assets and liabilities, the use of special journals, accounting for merchandising, internal control, cash, inventories, plant assets, and interest computations. NM Common Course Number: ACCT2113.

LEARNING OUTCOMES FROM SYLLABUS

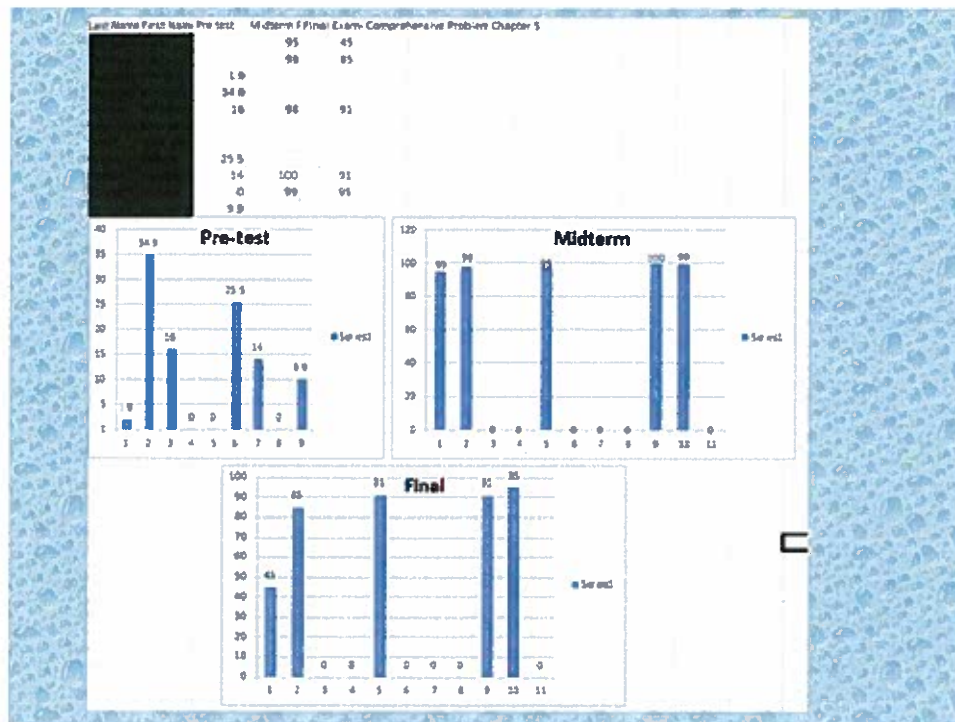
1. Demonstrate an understanding of accounting basics, including journalizing, posting, and preparing a trial balance.
2. Demonstrate the ability to make adjusting entries, prepare financial statements (may use an optional worksheet), prepare closing entries and prepare a post closing trial balance.
3. Describe accounting information systems and the use of special journals and subsidiary ledgers at a fairly broad level.
4. Explain, define and apply generally accepted accounting principles.
5. Demonstrate an understanding of the difference between cash and accrual basis accounting.
6. Demonstrate knowledge of the basics of internal controls
7. Demonstrate an understanding of the limitations of accounting.
8. Conduct a simple analysis of financial statements.
9. Demonstrate an understanding of inventory methodology
10. Demonstrate an understanding of operational assets and calculate depreciation.
11. Demonstrate an understanding of accrued liabilities and prepare entries to record these liabilities.
12. Demonstrate an understanding of equity ownership transactions.

LIST OF ASSESMENT METHODS

Methods of Measuring Learning Outcomes:

- Results of Assigned Student Work.
- Results of chapter quick quizzes.
- Have a basic understanding of all applications by completing a Midterm and Final Exam with at least a 70% (for midterm exam 5 students received 90% or better)
- Pre-post tests are used to assess that learning took place.
- Continuing exercise project and competency plans.

Summary of Results



RECOMMENDATIONS

- Retention for Accounting is best done the 1st week of class
- Call students by phone the first week to be sure they understand how to log in
- Make it very clear that students must read chapter, listen to lecture, and work every problem
- Communicate often to assure student is on task

CONCLUSION

It is evidence by the large amount of growth through the semester that students were successful. The growth potential is to have a higher retention rate and I will use the recommendations above to do so for future semesters.

Department of Vocational Education
Summary Assessment Report
CUL 230: Global Kitchen
 Prepared by Adrienne M. O'Brien, Lead Instructor for Culinary Arts

PURPOSE

The purpose of this report is to assess student learning in CUL 230-Global Kitchen in the Luna Community College Culinary Arts program based on student performance throughout the spring 2014 semester. The focus of this report is to identify how the outcomes of the assessments conducted during the delivery of the course can be used to inform decisions on modifications to course content, emphasis, assessment and teaching methodologies.

BACKGROUND

This intermediate course explores the world's great non-European cuisines. The focus is primarily on the regional foods of Mexico and China and introduces students to the foodways of East India, Thailand, Vietnam and Japan. Students will learn the products, tools, techniques, and aesthetics of each of these cuisines.

LEARNING OUTCOMES

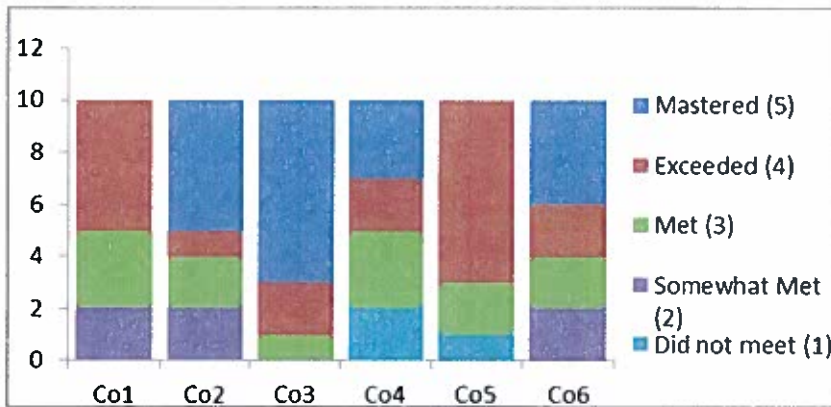
After successful completion of this course, students will be able to:

- Distinguish among well-known regional Mexican, Caribbean, and South American dishes and ingredients;
- Define cooking terms and techniques from the regions examined in this course;
- Identify and correctly use specialty kitchen tools;
- Distinguish the regional origin of well-known Chinese dishes and ingredients;
- Use correct technique to prepare a stir-fried dish; and
- Identify differing meal patterns from around the globe.

Assessment Methods- Learning outcomes will be measured through a combination of written tests and lab performance.

Summary of Results-

	Mastered (5)	Exceeded (4)	Met (3)	Somewhat Met (2)	Did not meet (1)
Co1	0	5	3	2	0
Co2	5	1	2	2	0
Co3	7	2	1	0	0
Co4	3	2	3	0	2
Co5	0	7	2	0	1
Co6	4	2	2	2	0



RECOMMENDATIONS

Upon reflection, the following describes successes and opportunities for improvement that might improve student learning.

Change competency one to focus on indigenous ingredients globally, especially grains that students will encounter regularly, rather than just South American and Mexican ingredients which often include obscure ingredients that students are unlikely to encounter again.

The success of competency three was achieved through depictions and use of specialty equipment in the lab. If we didn't have the equipment, students would be shown pictures of the equipment and asked to draw the equipment in their notebooks.

Competency four no longer accurately reflects the amount of time spent on regional Chinese cuisine. This course used to be called "Mexican and Asian Kitchen" and spent five weeks exploring the foods of China. With only two weeks of the course now spent on China, it is difficult for students to distinguish among its many regions. Perhaps it would be wiser to broaden the competency to include distinguishing among all the Asian countries explored in the course.

Attainment of competency five could be improved by showing a video of stir frying to reinforce steps of correct technique. This would be in addition the other methods used to teach stir-frying technique: having students read the recipe, write down the steps of stir-frying, watch the instructor demonstrate the technique in the lab and practice stir-frying once during lab hours.

Allied Health Department
Student Learning Outcome Assessment
NRSG 116: Common Health Problems Practicum
Prepared by Jacqueline Romero-Arguello RN, MSN

COURSE DESCRIPTION:

The focus of this practicum is the application of content from common health problems in nursing. The emphasis is on the utilization of scientific principles and nursing theory in providing care for clients with common health problems in a variety of clinical, community and home settings.

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

1. Utilize scientific principles and nursing theory to provide care for a variety of client populations with common health problems.
 - a. Demonstrate and promote caring behavior toward the client and members of the health team. Assist the client to achieve optimum comfort and functioning.
 - b. Assess the client's health status by performing a physical, cognitive, psychosocial and functional assessment and completing a patient assessment profile.
 - c. Perform nursing skills accurately and competently.
 - d. Provide a safe physical and psychosocial environment.
 - e. Utilize the nursing process to provide optimum care for client populations.
 - f. Utilize the nursing process to analyze and cluster data on a concept map and from this data develop a nursing care plan.

Critical Thinking/Decision Making

2. Utilize appropriate decision making skills to provide safe, effective nursing care to a variety of client populations with common health problems.
 - a. Distinguish normal from abnormal physical assessment findings.
 - b. Utilize assessment and reassessment data to plan nursing care.
 - c. Apply appropriate problem solving skills in assisting clients and families with common health problems.

Professional Behaviors

3. Demonstrate accountability and awareness of professional roles when providing nursing care for a variety of client populations with common health problems.
 - a. Use standards of nursing practice to perform nursing skills
 - b. Demonstrate proficiency in administration and accurate calculations of oral, IM, SC, ID and topical medications.

Cultural Competency

4. Provide care that is consistent with values, beliefs and cultural traditions when caring for a variety of diverse client populations with common health problems.
 - a. Identify components of cultural assessment
 - b. Use components in assessment of individual clients.

Communication

5. Utilize therapeutic and professional communication skills when caring for a variety of diverse client populations with common health problems.
 - a. Identify the characteristics of communication and categorize different communication styles appropriate for effective care of clients.
 - b. Utilize beginning therapeutic communication skills when interacting with clients and families.

Student: _____

Clinical Facility _____

Clinical Instructor _____

- 4 = Mastery- Student consistently functions with little or no guidance, except in highly complex situations.
 3 = Excellent Proficiency - Student generally functions satisfactorily with minimum guidance in the usual clinical situations.
 2 = Proficient- Student functions safely with moderate amount of guidance in the usual clinical situations
 1 = Needs Improvement - Student usually requires intense guidance for the performance of activities at a safe level.
 0 = Unsafe- Student is considered unsafe to practice without constant intense guidance.

DATES

<i>Thread I. Knowledge Base for Nursing Care</i>					
Course Outcome: Student will integrate principles from humanities, biological, psychological, pathophysiological, social sciences, and nursing theory to provide care for a variety of patient populations with common health problems.					
Student during the clinical experience will:					
1.	Perform health history on patient in a knowledgeable, systemic and accurate manner.				
2.	Perform physical assessment on a patient in a knowledgeable, systemic and accurate manner.				
3.	Use medical equipment properly and safely.				
4.	Utilize principles of medical and surgical asepsis.				
5.	Demonstrate knowledge of all five steps of the nursing process while providing nursing care.				
6.	Perform skills of medication preparation and administration safely- using the 7 rights and 3 checks.				
7.	Relate accurate rationales for nursing interventions				
8.	Perform nursing care in a safe environment				
9.	Utilize principles of teaching/ learning in the health education, health promotion of patients.				
10.	Adapt care of patient to meet growth and development needs.				
<i>Thread II. Critical Thinking/ Decision Making</i>					
Course Outcome: Student will utilize appropriate decision making skills to provide safe, effective nursing care to a variety of patient populations with common health problems.					
Student during the clinical experience will:					
1.	Choose nursing interventions based on holistic indicators that most benefit patient outcomes.				
2.	Demonstrate critical thinking in the provision of nursing care.				
3.	Individualize nursing care interventions.				
4.	Analyze legal and ethical issues r/t patients and families.				
5.	Manage clinical time effectively to complete responsibilities.				
6.	Seek supervision and guidance when carrying out nursing care.				
<i>Thread III. Professional Behaviors</i>					
Course Outcome: Student will demonstrate accountability and awareness of professional roles when providing nursing care to a variety of patient populations with common health problems					
Student during the clinical experience will:					
1.	Practice within the ethical, legal, and regulatory codes of nursing.				
2.	Display accountability for one's own actions and behaviors.				
3.	Maintain patient information as confidentiality according to HIPAA laws.				
4.	Use professional terminology and language.				
5.	Function in a self-directed manner.				
6.	Arrive to clinical site well prepared and appropriately dressed.				
7.	Demonstrate patient advocacy.				
8.	Complete written assignments on time.				
9.	Refrain from judgment regarding patient/ family choices.				

10. Accept constructive, professional criticism..									
11. Use leadership skills to establish and achieve management goals.									
<i>Thread IV.. Cultural Competency</i>									
Course Outcome: Student will provide care that is consistent with the values, beliefs, and cultural traditions when caring for diverse patient populations with common health problems.									
Student during the clinical experience will:									
1. Provide care with understanding and respect of the patient's cultural and ethnic diversity.									
2. Demonstrate awareness of one's own cultural values and attitudes.									
3. Perform cultural assessment of patients.									
<i>Thread V. Communication</i>									
Course Outcome: Student will utilize therapeutic and professional communication skills when caring for diverse patient populations with common health problems.									
Student during the clinical experience will:									
1. Demonstrate proficient ability to use therapeutic communication techniques with patients and families.									
2. Exchange information through the spoken and written word that is directed toward the promotion of positive patient outcomes.									
3. Utilize listening skills in interpersonal relationships.									
4. Introduce self and role to patients/ families.									
5. Recognize effective and ineffective communication patterns.									
6. Inform patient of all nursing care to be performed.									
7. Display empathy by verbally acknowledging patient's feelings.									
8. Recognize significance of nonverbal communication.									
9. Use non biased language in both written and verbal communication.									
10. Implement effective teaching with patients and families.									
11. Initiate, maintain, and terminate a professional relationship with patient and family effectively.									
12. Contribute to the reporting process during the clinical experience and when leaving clinical.									
13. Collaborate effectively with health care team members when implementing plan of care.									
14. Participate in the pre and post clinical conferences									
15. Document patient care as defined by agency policy.									
16. Demonstrate use of technology to document and retrieve data as required.									

Comments:

Clinical Instructor: _____

Evaluation Tool

4 = Mastery – Student consistently functions with little or no guidance, except in highly complex situations.

3 = Excellent Proficiency – Student generally functions satisfactorily with minimum guidance in the usual clinical situations.

2 = Proficient – Student functions safely with moderate amount of guidance in the usual clinical situations.

1 = Needs Improvement – Student usually requires intense guidance for the performance of activities at a safe level.

0 = Unsafe – Student is considered unsafe to practice without constant intense guidance.

Competencies

Student	Avg 1	Avg 2	Avg 3	Avg 4	Avg 5	Avg (1-5)	Class Grade
1	2.18	2.25	2.22	2.17	2.21	2.21	U
	Failed the didactic portion of the course; therefore, failed the clinical portion as both must be passed concurrently						
2	2.16	2.13	2.14	2.13	2.06	2.12	S
	Passed didactic and clinical portions of the course						
3	2.22	2.23	2.22	2.25	2.15	2.21	S
	Passed didactic and clinical portions of the course						
4	2.15	2.08	2.13	2.0	2.16	2.10	S
	Passed didactic and clinical portions of the course						
Average	2.18	2.17	2.18	2.14	2.15	2.16	

METHODS OF CLINICAL EVALUATION:

The students' 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 provided:

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 an S or a U. Incomplete or unsatisfactory assessments and/or concept maps will be given a U. Three U's is considered a clinical failure in both Nursing 115 and 116.

3. Community experiences require a written evaluation of the experience.
4. Observation experiences require a written narrative of the experience.

Evaluation Ratings will be:

- S Satisfactory: Performance which demonstrates safe nursing practice and consistent achievement of the clinical objectives.**
- U Unsatisfactory: Performance which fails to demonstrate safe nursing practice and /or inconsistent achievement of the clinical objectives.**
- NO No opportunity to evaluate: Use only at midterm**

Attainment of greater than three U ratings on patient assessment profiles and concept maps will result in an overall U for the final grade. Three clinical warnings during the PN year constitute a clinical failure. **Both Nursing 115 and Nursing 116 must be passed concurrently.**

Summary Conclusions:

- Better Organization: students follow chain of command to re-schedule missed clinicals
- Students better prepared and on time to clinicals
- Stricter adherence to policies by students and clinical instructors
- Ensure all clinical instructors are enforcing all clinical policies
- Evaluations are subjective
- Clinical sites differ in what students are allowed to do (Alta Vista vs RHS)

Student Learning Outcomes Assessment
FS 165 Fire Prevention
Andrew J. Duran, Adjunct Faculty

Purpose

The purpose of this report is to assess the learning outcomes of students enrolled and participating in the Fire Prevention course. The focus of this report is to evaluate the outcomes assessment conducted during the delivery of the course and how they can be used to modify course content and to improve student learning and/or teaching methodologies.

Background

This course provides fundamental knowledge relating to the field of fire prevention. Topics include: history and philosophy of fire prevention; organization and operation of a fire prevention bureau; use and application of codes and standards; plans review; fire inspections; fire and life safety education; and fire investigation. This course is aligned with Fire and Emergency Services Higher Education (FESHE) Curriculum.

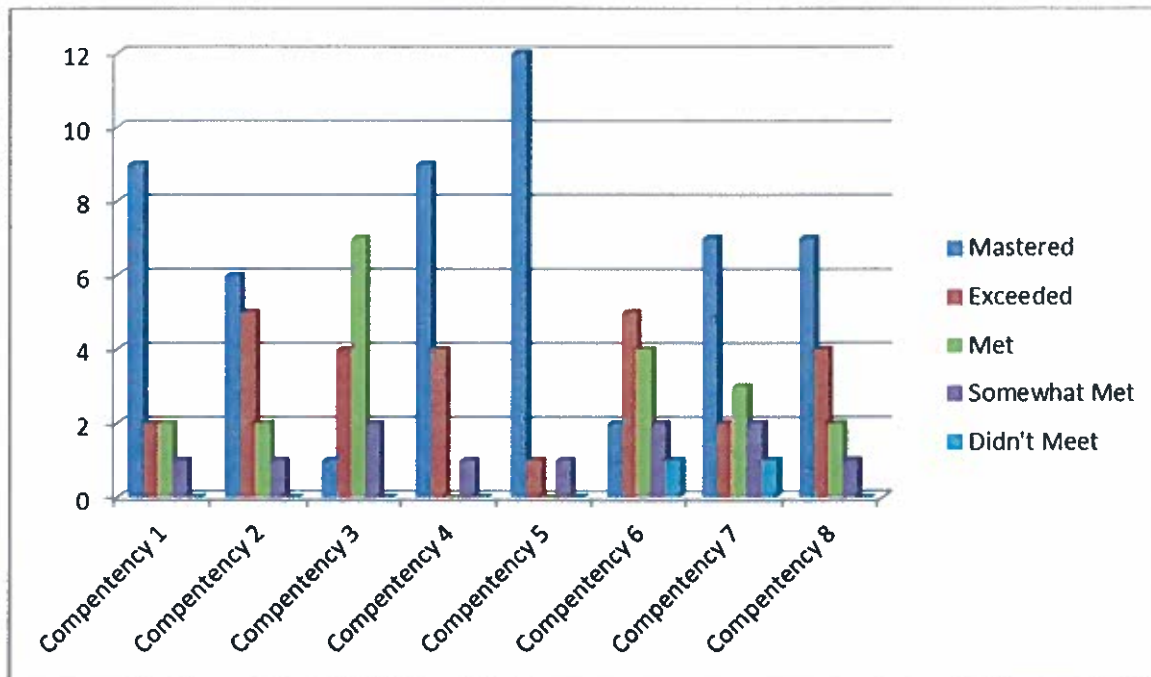
Learning Outcomes

- C1 – Define the national problem and role of fire prevention.
- C2 – Identify and describe fire prevention organizations and associations.
- C3 – Define laws, rules, regulations, and codes and identify those relevant to fire prevention of the authority having jurisdiction.
- C4 – Define the functions of a fire prevention bureau.
- C5 – Describe inspection practices and procedures.
- C6 – Identify and describe the standards for professional qualifications for Fire Marshal, Plans Examiner, Fire Inspector, Fire and Life Safety Educator, and Fire Investigator.
- C7 – List opportunities in professional development for fire prevention personnel.
- C8 – Describe the history and philosophy of fire prevention.

Assessment Methods

Class Assignments (practical experience)
Homework
Quizzes
Exam

The following chart displays the totaled class outcomes for the stated learning competencies.



The following table displays the overall outcomes per student from the previous chart.

Student	C1	C2	C3	C4	C5	C6	C7	C8	Average
A	5	5	3	5	5	3	5	5	4.5
B	2	2	3	2	2	1	1	2	1.8
C	5	5	5	5	5	4	5	5	4.8
D	4	4	3	4	4	3	4	4	3.7
E	5	4	4	5	5	5	5	5	4.7
F	5	5	4	5	5	4	5	5	4.7
G	5	5	3	5	5	4	5	5	4.6
H	5	5	4	5	5	4	5	5	4.7
I	5	4	3	5	5	5	5	5	4.6
J	3	3	2	5	5	2	3	3	3.2
K	5	5	4	5	5	4	4	4	4.5
L	3	3	2	4	5	2	3	3	3.1
M	5	4	3	4	5	3	4	4	4.0
N	4	4	3	4	5	3	3	4	3.7
O	W	W	W	W	W	W	W	W	W

Summary

Students who were committed to the course and had higher attendance rates performed better and had a successful understanding of the learning outcomes. Several students verbalized their passion for a career in the fire service, but at times appear to lack the full commitment necessary to fully understand all aspects covered by the learning outcomes.

During this course, I experimented with practical field experience for the class. We conducted site visits to collaborate what was being taught in the classroom with what they will face out in the field. It is my opinion that this contributed to successful learning by students.

Recommendation for Improvement

- Attendance is a must, increase chapter quizzes to help increase attendance.
- Develop practical assignments, in particular to address inspection practices and procedures, and in identifying the various components of a fire protection system.
- Discuss with other department instructors ideas that are working in their class for topics that are not the highlight of the course.

Department of Public Safety
Summary Assessment Report
FS-133: Building Construction for Fire Protection

Prepared by Joseph J. Montoya, Fire Science Instructor

Purpose

The purpose of this report is to assess the effectiveness of the delivery of instruction for Building Construction for Fire Protection (FS-133). Student learning is assessed throughout the course utilizing multiple measures. The goal of this assessment is to improve student learning. The focus of the report is on how the outcomes of the course competencies can be used to inform decisions on modifications to delivery of course content, emphasis, assessment and teaching methodologies.

Background

This course provides the components of building construction related to firefighter and life safety. The elements of construction and design of structures are shown to be key factors when inspecting buildings, preplanning fire operations, and operating at emergencies. This course is aligned with the Fire and Emergency Service Higher Education (FESHE) Curriculum.

The course is intended to furnish students with basic information about how buildings are designed and constructed. This knowledge will aid in decision making related to fire prevention and fire control. Whether these duties include studying and enforcing fire codes, inspecting buildings, developing pre-incident plans, fighting fires, directing fire ground operations, overseeing firefighter safety, or investigating fires, a thorough knowledge and understanding of building principles and practices as they relate to fire behavior and fire load will enable students to make better, safe, and more timely decisions to protect people and property from potential as well as actual fires.

Learning Outcomes

- Describe building construction as it relates to firefighter safety, building codes, fire prevention, code inspection, firefighting strategy, and tactics.
- Classify major types of building construction in accordance with a local/model building code.
- Analyze the hazards and tactical considerations associated with the various types of building construction.
- Explain the different loads and stresses that are placed on a building and their interrelationships.

- Identify the function of each principle structural component in typical building design.
- Differentiate between fire resistance, flame spread, and describe the testing procedures used to establish ratings for each.
- Classify occupancy designations of the building code.
- Identify the indicators of potential structural failure as they relate to firefighter safety.

Assessment Methods

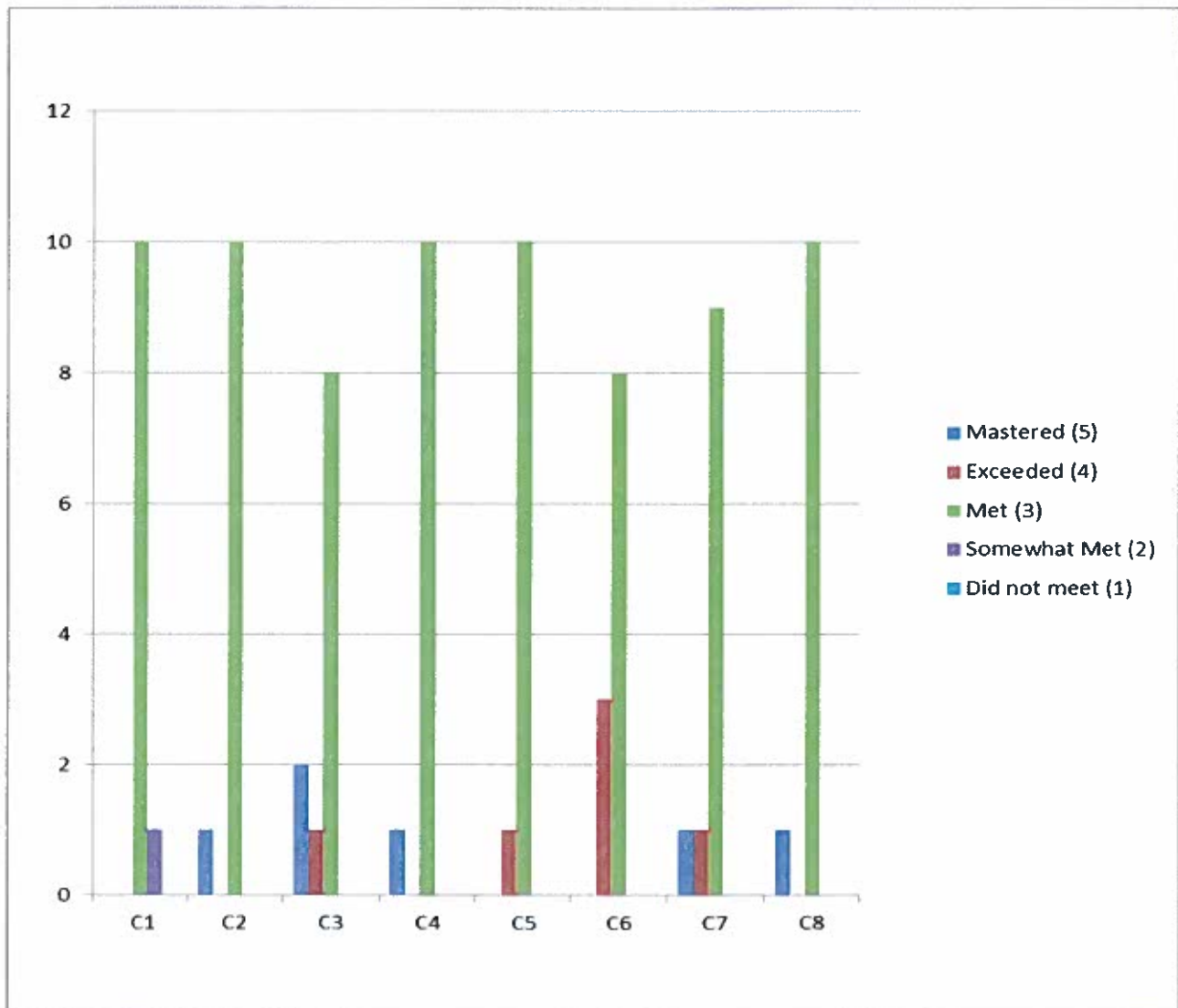
- End of Chapter Exams
- Course workbook sheets
- Classroom participation / discussion
- Mid-term exam
- Final exam

Summary of Results

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

	Mastered(5)	Exceeded(4)	Met (3)	Somewhat Met (2)	Did not meet (1)
C1	0	0	10	1	0
C2	1	0	10	0	0
C3	2	1	8	0	0
C4	1	0	10	0	0
C5	0	1	10	0	0
C6	0	3	8	0	0
C7	1	1	9	0	0
C8	1	0	10	0	0

The above numbers indicate how many students achieved this level of mastery



Summary Conclusions

The class did not fare very well in achieving a level of excellence or mastery. This seemed to be result of several factors but mainly from the results of not understanding the elements of building construction in order to understand the behavior of buildings under fire conditions. The class as a whole did not seem to complete or review their textbook reading assignments in order to gain the fundamental knowledge and understanding of buildings which is an essential component of the decision-making process in successful fireground operations.

Recommendations

- A prerequisite course in building construction technologies
- Emphasis placed on areas of weakness during lecture
- Better use of the Building Technologies teaching module
- Change class to a 4 credit hours, in order to increase contact hours to cover more subject matter

Department of Humanities
Student Learning Outcomes Assessment Report
ENG098 – Essentials of College Writing

Prepared by: Isabel Gallegos

PURPOSE OF THIS REPORT

This report will assess the effectiveness of the delivery of instructional strategies in Essentials of College Writing. ENG098 is a developmental course offering which has incorporated ENG095-Grammar Usage and Writing & READ095-Developmental Reading into one course.

COURSE DESCRIPTION

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, 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 submit a portfolio of their best work.

STUDENT LEARNING OUTCOMES

Students will:

- Demonstrate comprehension by identifying main purpose/idea; recognize/recall main ideas by selecting topic sentences identifying the thesis statements, selecting key words and phrases
- Use research from a variety of sources for assigned or self-selected projects utilizing printed text, artifacts, people libraries, databases, internet, computer networks, and search engines
- Analyze information identifying elements of fiction and non-fiction that support plot development, choice of words, and effectiveness of figurative language
- Demonstrate strategies of the reading process by expanding and refining vocabulary through reading, word study, content area study, debate and discussion
- Apply grammatical conventions by writing sentences that include independent and dependent clauses, transitions and conjunctions to connect ideas
- Demonstrate competence in the writing process by editing final product for grammar, language conventions, writing process, persuasive writing, essays and format

Student	C1	C2	C3	C4	C5	C6	Ave.	Grade
1.	3	3	3	4	4	5	3.6	S
2.	3	3	3	4	0	0	2.1	S
3.	3	3	3	3	3	2	2.8	S
4.	3	3	3	3	2	2	2.6	S
5.	3	3	3	3	3	3	3	S
6.	3	4	4	4	4	4	3.8	S
7.	3	4	4	4	4	4	1	U
8.	1	1	1	1	1	1	1	U
9.	2	2	3	3	4	4	2.0	U
10.	2	2	3	3	3	4	2.8	S

11.	3	3	3	4	4	4	3.5	S
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IMPROVEMENTS

More reading resources needed, availability for a computer lab for the preparation of typewritten papers and more collaboration between all English instructors.

Department of Humanities
Student Learning Outcomes Assessment Report
ENG111: Freshman Composition I

Prepared by: Dr. Dorothy Simpson

PURPOSE

This report will assess the effectiveness of the delivery of instructional strategies in Freshman Composition I on student achievement.

COURSE DESCRIPTION

Emphasis of this course is on the development of the multi-paragraph essay and includes practice in selection, organization, and development of topics. The course further provides the student opportunities to improve proficiency with sentence structure, diction, and mechanics. In addition, the student is exposed to research documentation techniques. Students will be required to write several essays demonstrating and understand of different writing situations and rhetorical modes of exposition.

BACKGROUND

This course is designed to provide: Proficiency in basic mechanics of writing; grammar, punctuation, spelling, word choice, organization, sentence structure, genre type, etc., ability to write short cohesive essays free of grammatical, mechanical, and punctuation errors with well-developed paragraphs and quality thesis support, a basic understanding of research techniques and writing the research paper with correct style.

STUDENT LEARNING OUTCOMES/OBJECTIVES

Students will:

- Identify and apply the steps involved in the writing process.
- Compose a strong thesis statement for various types of scenarios
- Organize an essay into a well written introduction, body and conclusion
- Identify and compose the following types of writing: exemplification, cause and effect, analysis, compare/contrast, descriptive, and summary
- Compose different types of sentence structures and paragraphs with correct spelling, punctuation and grammar

Student	C1	C2	C3	C4	C5	Grade
1.	4	4	4	4	4	B
2.	4	5	4	5	4	B
3.	1	1	1	1	1	F
4.	2	2	2	2	2	D
5.	3	4	3	3	2	C
6.	5	5	5	5	5	A
7.	1	1	1	1	1	F
8.	1	1	1	1	1	F
9.	4	4	4	4	4	B
10.	5	5	5	5	5	A

11.	3	4	2	3	3	C
12.	1	1	1	1	1	F
13.	1	1	1	1	1	F
14.	4	4	4	4	4	B
15.	4	5	4	5	4	B
16.	1	1	1	1	1	F
17.	2	2	2	2	2	D
18.	3	4	3	3	2	C
19.	5	5	5	5	5	A
20.	1	1	1	1	1	F
21.	1	1	1	1	1	F
22.	4	4	4	4	4	B

ASSESSMENT METHODS AND TOOLS

Six essays are required, which will include: short writing assignments, journal, and/or notebook, a portfolio of any two revised essays the student wrote for this class. One essay must be at least 500 words. The other must at least 800 words. The portfolio should be submitted with one page cover letter addressed to the Portfolio Committee. The content of the cover letter is a reflection on their learning to write academic papers, what obstacles they overcame, and where they are now. A one-hour, 300 word essay answering the semester prompt. The prompt will be announced a few weeks before the exam.

IMPROVEMENT

Instructor should change the writing topics from semester to semester, turn in work piece by piece: outline, rough draft, corrected rough draft and final, more time for reviewing the errors made to include class discussion, peer editing.

Department of Humanities
Student Learning Outcomes Assessment Report
SPAN102 – Beginning Spanish II
 Prepared by: Juan Ortega

PURPOSE

This report will assess the effectiveness of the delivery of instructional strategies in Beginning Spanish II.

COURSE DESCRIPTION LAYOUT

This course follows the scope and sequence continued approach to language and culture. Prerequisite: SPAN101 and NM Common Course Number: SPAN1123.

STUDENT LEARNING OUTCOMES

Students will:

- Demonstrate written and oral communication skills between students and the instructor that promote understanding and comprehension.
- Illustrate how the awareness, promotion, understanding and appreciation of the cultural and social dimensions have implications within local, state, regional, national and global communities.
- Use and comprehend Spanish spoken at a slower pace as well as most Spanish spoken at conversational speed.
- Facilitate oral and written ability to narrate events in the past and describe habits in the past.
- Read and comprehend basic Spanish texts on familiar topics such as clothing, shopping, food, leisure activities and household tasks.
- Develop additional geographic, historic, and cultural understanding of the Hispanic world.

Student	C1	C2	C3	C4	C5	C6	Ave.	Grade
1.	5	1	4	5	4	4	3..8	B
2.	4	4	4	4	4	4	4.0	B
3.	5	5	5	5	5	5	5.0	A
4.	5	4	4	4	4	4	4.2	B
5.	5	5	5	5	5	5	5.0	A
6.	5	2	3	5	4	3	3.6	B
7.	3	3	2	2	3	2	2.5	C
8.	4	4	4	4	4	4	4.0	B
9.	5	4	5	5	5	4	4.70	A
10.	4	5	5	5	5	5	4.8	A
11.	5	4	5	5	4	5	4.70	A
12.	3	3	3	2	2	2	2.50	C

13.	4	4	3	4	3	3	3.50	B
14.	5	4	5	3	4	4	4.20	B
15.	5	5	5	5	5	5	5.0	A
16.	4	4	4	5	4	4	4.22	A
17.	5	5	5	5	5	5	5.0	A

ASSESSMENT METHODS AND TOOLS

The students will be given a study sheet for each exercise and assignment that they are to do in their notebooks. The notebooks will be collected on Tuesdays and graded. Teacher-made quizzes will be administered at the end of each chapter. A mid-term and final test will also be given

GRADING STANDARD:

- Assignments – 25%
- Attendance – 25%
- Chapter Tests – 25%
- Final Exam – 25%

IMPROVEMENTS

Students need more opportunity to practice Conversational Spanish. Students need to hear the Spanish Language on a regular basis and utilize more technical resources, i.e. PowerPoint, video, and audio equipment.

SCHOOL OF BUSINESS
Summary Assessment Report
CSA150: Online-Computer Fundamentals
PREPARED BY BRENDALEIGH LOBATO, ADJUNCT FACULTY

PURPOSE

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

BACKGROUND

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

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

1. Describe the basic information technology terminology;
2. Identify and use hardware components of IT systems;
3. Describe and apply concepts of file management;
4. Describe the basic concepts of application and operating systems software;
5. Describe and use IT systems for communications (e.g. word processing, presentation software, email, etc.);
6. Describe the concepts of information management, databases, and database management systems;
7. Describe the social impact of information technology;
8. Describe international impact of IT issues;

9. Identify and explain important ethical, security, and privacy issues in information systems;
10. Create and use spreadsheets;
11. Create and use databases, and
12. Use Internet search engines for research

SUMMARY OF RESULTS

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

	<u>Mastered</u>	<u>Exceeded</u>	<u>Met</u>	<u>Somewhat Met</u>	<u>Did Not Meet</u>
Competency 1	9	0	1	1	0
Competency 2	7	1	1	2	0
Competency 3	3	5	1	1	1
Competency 4	9	1	0	1	0
Competency 5	9	1	1	0	0
Competency 6	8	1	1	1	0
Competency 7	8	0	1	1	1
Competency 8	3	3	2	2	1
Competency 9	3	5	0	1	2
Competency 10	1	8	0	0	2
Competency 11	7	2	0	0	2
Competency 12	9	0	0	0	2

SUMMARY CONCLUSIONS

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

EXAMPLES OF THE USE OF ASSESSMENT DATA FOR COURSE DELIVERY IMPROVEMENTS

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

Step-by-step instruction on how to log into your operating system, get on to the Internet, and log into Blackboard to upload all assignments.

Instruct step by step on teaching the uploading and submitting the Integrated Projects which incorporates all the applications taught.

Pre and Post tests were administered to measure basic knowledge at start/end of semester.

Students get on website- scsite.com/wd2010/learn and play reinforcement games to test their knowledge after each chapter. This consist of the following games:

- ❖ **Flashcards (This game helps with terminology & understanding of use)**
 - ❖ **Practice Test (this aids with assessment/challenges student)**
 - ❖ **Who wants to be a Computer Genius (this game inspires the student)**
 - ❖ **Wheel of Terms (memory game)**
 - ❖ **Crossword Puzzle (spelling & terminology; also encourages the use)**

Call or text students to ensure that the instructions are comprehensible.

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

DEPARTMENT OF HUMANITIES
MUS108E: Music Appreciation
SPRING 2014
Prepared by Billie G. Mathews, M.A.
Adjunct Faculty

PURPOSE

The purpose of this course is to present a general overview of the development of Western Art Music from its origins to the present, paying particular attention to important genres, forms, composers, performers and recent trends. The aim is to provide general historical and global music perspectives, while exploring the complexities of music, the context of the music makers, and cultural, historical and social elements.

BACKGROUND AND COURSE DESCRIPTION

Music Appreciation (Music 108E) is offered through Department of Humanities as a non-technical course designed to expand the student's ability to listen actively. Repertoire includes analysis of selected recordings of compositions from the Classical Period through Modern Music.

LEARNING OUTCOMES/COMPETENCIES

Students will:

- Identify masterpieces of classical music repertoire.
- Distinguish the essential compositional characteristics of the several stylistic periods in music/art history and representative composers from each period, which help place unfamiliar repertoire into familiar periods.
- Contrast/compare music of any type (i.e., classical, popular, ethnic, seasonal) for texture, form, melodic contour, harmonic orientation and time of composition.
- Compare/contrast the live performances seen during the semester.
- Define the elements that make up classical performance tradition and etiquette.

SUMMARY OF RESULTS

The following table demonstrates the results of student ratings of learning outcomes based on Learning outcomes 1, 2, 3, 4, 5.

**COMPETENCY RATING FORM - MUSIC APPRECIATION –
MUS 108E – SPRING 2014**

STUDENT	C1	C2	C3	C4	C5	Student Average
1	5	5	5	5	4	4.8
2	5	5	5	5	5	5
3	3	3	3	3	3	3
4	4	4	4	5	4	4.2
5	5	5	5	5	5	5
6	3	3	3	3	3	3
7	4	4	4	4	4	4
8	4	4	4	5	4	4.2
9	3	3	4	3	3	3.2
10	4	4	3	4	4	3.8
11	4	4	4	4	4	4
12	4	4	4	3	4	3.8
13	4	4	5	4	4	4.20
14	4	4	4	5	5	4.4
15	4	4	4	5	5	4.4

STATE COMPETENCIES

The student learning outcomes for this course are as follows:

1. Students will analyze and critically interpret and primary texts and/or works of art (this includes fine art, literature, music, theatre and film.)
2. Students will 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).
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.
4. Students will 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.

ASSESSMENT METHODS

Students will participate in class presentation and dialog to build connections between text, vocabulary and listening pieces. Students begin the course by completing a music appreciation autobiography which reflects the interest level and student experience with music and music appreciation. Students participate

in both formative and summative assessment throughout the semester. Exams are designed to provide summative evaluation of core elements demonstrated by the course text as well as formative evaluation directed by the direction of student learning. Summative evaluation includes structured exam questions guided by the test. Formative evaluation is directed by student background, interests, and learning.

Assessment pieces for this course reflecting summative and formative evaluation include the following:

- 20 points • Participation/Attendance
- 10 points • Exam I
- 15 points • Exam II
- 10 points • Exam III
- 15 points • Multi-media Music Appreciation Project
- 5 points • Concert Attendance I 250-word report
- 5 points • Concert Attendance II 250-word report
- 20 points • Exam IV – Final Exam

RUBRICS FOR ASSESSMENT

The following rubrics were utilized for formative assessment components of student learning:

Music Appreciation Rubric for Essay Writing

Points Earned	4	3	2	1
Vocabulary Words	Use 5 or more words from lessons/text	Use at least 4 words from lessons/text	Use 3 words from lessons/text	Use less than 3 words from lessons/text
Organization	Writing is well-organized and easy to understand	Writing is mostly organized and easy to understand	Writing is somewhat organized and not as easy to understand	Writing is not organized and difficult to understand
Connecting Vocabulary with Listening Piece meaning	Vocabulary is used in a very meaningful way	Vocabulary is used in a mostly meaningful way	Vocabulary is used in a somewhat meaningful way	Vocabulary is not used in a meaningful way
Proof of Understanding	Shows that student has made a connection with vocabulary and listening piece	Shows that student has made some connection with vocabulary and listening piece	Shows that student has made little connection with vocabulary and listening piece	Shows that student has made no connection with vocabulary and listening piece

Points will be converted to percentage grade: 16=100%, 15=94%, 14=88%, 13=81%, 12=75%, 11=69%, 10=63%, 9=56%, 8=50%, 7=44%, etc. The only way you can “earn” a “0” on any category is if you do not complete the assignment.

Music Appreciation (MUS 108E), Spring 2014 Semester is considered to be effective based on the ranking of student achievement of learning outcomes and final grade.

Overall, students were ranked as good to excellent in Learning outcomes 1-5 with scores 3 through 5. This demonstrates that students grasped cultural and historical aspects of content delivery.

Final grades for students reveal that students learned through text, online course content, and research of self-guided multi-media presentations. Students came to the class with a variety of music knowledge levels and proved to be successful in achieving music appreciation skills. The multi-media presentation projects proved to be the most successful aspects of the class for the Spring 2014 Semester.

ELEMENTS OF COURSE DELIVERY IMPROVEMENT

- Emphasis on class attendance and participation.
- Improved student knowledge of technology issues
- Improve student contact data base
- Course pacing.

Class attendance and participation is important to support the formative aspect of course assessment. This element builds on the various levels of music appreciation backgrounds. In addition, improvement in the student knowledge of technology issues will improve student participation and online attendance. Continued improved professor contact with students will help boost student attendance and participation. Course pacing based on students’ access to acquiring text will ensure that the scope of content is complete.

Department of Education
Summary of Student Learning Outcomes Assessment
EDUC214E: Introduction to Special Education
Prepared by: Debbie Trujillo

Purpose:

The purpose of this report is to assess the effectiveness of on-line instruction and student learning in Introduction to Special Education. This report will be a review of student learning outcomes and assessment utilized. Recommendations for consideration of course modification to content, emphasis, assessment, and teaching methodology will be discussed.

Background:

Introduction to Special Education is considered a foundational course for students considering teaching as a profession. The course is a requirement for the Associate of Arts in Teacher Education at Luna Community College and considered a prerequisite course for most 4-year institutions. This course provides historical progression of special education from its inception to its current language. Students are introduced to Individual Education Plans (IEPs), Individualized Family Service Plans (IFSPs), 504-plans, diagnostic processes, brief overview of different types of conditions that affect learning, inclusion, instructional strategies, and collaborative teaching.

Course Objectives:

1. Describe the historical development of special education and expected future trends
2. Identify state and federal laws and regulations, as well as significant litigation, which pertain to learners with exceptionalities
3. Articulate a personal philosophy of inclusive education and mainstreaming practices
4. Describe the steps in the IEP process, procedural safeguards and legal responsibilities of educators as they pertain to assessment, verification, placement and delivery of services
5. State the definition of each disability category covered by IDEA
6. Identify community resources available for special needs children and their families
7. Describe the needs of other "exceptional" children, such as gifted, at-risk and linguistically diverse learners who also need accommodations to fully benefit from the general classroom program

8.

Competency Rating:

	C1	C2	C3	C4	C5	C6	C7
Student 1	4	5	0	5	4	5	4
Student 2	Withdraw						
Student 3	Withdraw						
Student 4	5	5	5	5	4	5	4
Student 5	4	4	5	3	4	5	4
Student 6	4	4	5	4	4	5	3
Student 7	4	5	5	5	4	5	5
Student 8	2	3	5	3	3	5	3
Student 9	4	4	5	5	4	5	4
Average	3.29	4.29	4.29	4.26	4.42	5	3.86

Rating:

1 = Poor	59 - below
2 = Below average	60 - 69
3 = meets expectation	70 - 79
4 = exceeds expectation	80 - 89
5 = mastery	90 - 100

Methods of measuring student outcomes:

	Assignments - 30% Weekly DQ's	Quiz/Test - 5%	Group Presentation - 35%	Midterm - 15%	Final Exam - 15%
C1	Assignment 1 - 66.66% performed at 86% or better. 33.33% students did not submit assignment		100% of students achieved at 94% or better		Test Question - % of correct student responses: #1 77% #6 80% #7 85.7% #24 80% #25 75%
C2	Assignment 1 - 66.66% performed at 86% or better.		100% of students achieved at 94% or better	Test Question - % of correct student responses: #4 85.7% #7 85.7% #8 71.4% #9 100%	Test Question - % of correct student responses: #8 71% #9 85.7% #10 71% #11 57% #17 57% #28 100% #29 100%
C3	Assignment 1 - 66.66% of students worked on a personal philosophy of special education throughout the semester. 100% of students who participated formulated and refined a statement true to special education legislation, practice, and individual belief. Chapter 4 assignment: 100% of students performed at 70% or better		100% of students achieved at 94% or better		
C4	Chapter 2: 3 students achieved at 100%, 2 at 90%, 2 at 70%		100% of students achieved at 94% or better	Test Question - % of correct student responses: #2 50% #3 28.6% #5 100% #6 100%	Test question: #4 42.8% #16 71% #19 71% #23 85.7% #32 100% #34 100%
C5		Chapter 7 test	100% of students		Test question:

		question: #11 71% responded correctly	achieved at 94% or better		#5 100% #15 85.7%
C6	100% of students completed Community Resource Brochure at "C" or better		100% of students achieved at 94% or better		Test Question - % of correct student responses: #3 71% #26 85.7%
C7			100% of students achieved at 94% or better	Test Question - % of correct student responses: #1 57.1% #10 85.7% #11 71.4% #12 28.6% #13 85.7% #14 100% #15 86%	#13 57% #14 85.7%

Success and Retention

	A	B	C	D	F	W	Total Retention
	57.1%	28.5%	14.2%			2	77.7%
Total	4	2	1				

Summary:

Student's performance was at or above level on all learning objectives. Those students who performed consistently at midrange had higher incidence of absenteeism than those who consistently performed above level. Not indicated in this report is the effect of point deduction for late assignments.

Students were very active in weekly discussion questions and all students indicated enjoyment in participating in the online group project. The project covered all course objectives and methods of communication were left to the discretion of the groups. Both groups determined meeting times and location. 1 group met in the designated WIMBA room at the designated class time while group 2 met at various times in the designated WIMBA room including weekends.

In general all students did well, where discrepancy was very evident was in student's written and oral communication skills. While all students are held to the Luna Community College standard for written work (provided in their course syllabus) approximately 57% of students demonstrate difficulty writing at the college level.

Improving Student Learning Outcomes:

What worked:

1. Allocating more instructional time to IEPs, IFSPs, and the history of special education
2. Use of videos to support lecture and readings
3. Weekly discussion questions
4. Continue online group activities - 100% of students engage

Areas of Improvement:

1. Mandating use of the writing lab or ACCESS tutoring lab

2. Blackboard seemed to experience many more technical problems than in previous semesters - instructor and students experienced difficulty uploading assignments, getting kicked out of the WIMBA room, constant Java updates required

Department of Education
Summary of Student Learning Outcomes
ECME260: Family and Community Collaboration
Prepared by: Mary Helen Ortiz

Purpose:

The purpose of this report is to assess the effectiveness of instruction and student learning based on performance throughout the semester. This report will focus on student generated data, what worked well and recommendations for improvement. Throughout the course data is used to inform and guide instruction to ensure that students benefit from instruction.

Background:

ECME260 - Family and Community Collaboration is a state articulated course that is based on 12 competencies developed by the State of New Mexico Early Learning Taskforce. As described in the 2012 - 2015 Catalog: This course examines the involvement of families from diverse cultural and linguistic backgrounds in early childhood programs. Ways to establish collaborative relationships with parents and others involved with children in early childhood settings are discussed. Strategies for communicating with parents and guardians about their children and incorporating the families' goals and desires for their children into the early children program will be included. NM Common Course Number: ECED1133

Learning Outcomes:

1. Demonstrate knowledge and skill in building positive, reciprocal relationships with families. C.1
2. Articulate an understanding of a safe and welcoming environment for families and community members. C.2
3. Develop and maintain ongoing contact with families through a variety of communication strategies. C.3
4. Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices. C.4
5. Articulate understanding of the complexity and dynamics of family systems. C.5
6. Demonstrate understanding of the importance of families as the primary educator of their child. C.6
7. Involve families and community members in contributing to the learning environment. C.9
8. Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations. C.11
9. Apply knowledge of family theory and research to understand family and community characteristics including socioeconomic conditions; family structures, relationships, stressors, and supports (including the impact of having a child with diverse abilities); home language and ethnicity. C.12
10. Demonstrate knowledge of and skill to access community resources that assist families and contribute directly or indirectly to children's positive development such as mental health

services, health care, adult education, English language instruction, and economic assistance.

C.13

11. Demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals. E.14

12. Demonstrate commitment to leadership and advocacy for excellence in programs and services for young children and their families. G.6

Competency Outcomes by student:

	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12
A	5	5	5	4	5	5	4	4	4	5	5	4
B	5	5	5	4	5	5	4	5	4	4	3	4
C	5	5	5	4	5	5	4	5	4	5	5	4
D	5	5	5	3	4	5	4	4	3	3	4	3
E	5	5	5	4	5	5	4	4	3	5	5	4
F	5	5	5	4	4	5	4	4	4	4	5	4
G	5	5	5	4	5	5	5	5	4	5	4	4
H	5	5	5	4	4	5	4	5	4	3	5	3
I	5	4	5	4	5	5	4	4	4	4	5	4

INSTRUCTIONAL STRATEGY BY DOMAIN:

Outcome by Learning Objective:

	Assessment Measure(s)	Assessment Outcomes	Recommendations for Improvement
C.1	Chapter questions, key terms and focus questions Quiz # 1 Midterm item 9, Final test items. 1,3,5,6,7,	Based on various assessment methods used including assignments and test questions associated with this outcome 100% of students performed at @ 85% or better	Increase the number of case studies and possible research in analyzing demographics of families in our locale.

Learning Objective	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
1	X	X	X	X	X	X
2	X	X	X	X	X	X
3	X	X	X			X
4	X	X	X			X
5	X	X	X			X
6	X	X	X			X
7	X	X	X			X
8	X	X	X	X		X
9	X	X	X	X	X	X
10	X	X	X	X	X	X
11	X	X	X			X
12	X	X	X			X
C.2	End of chapter Focus questions, & Key terms unit tests questions, mid-term, final, group activity, case studies , observations, Guest speakers power point	Code of Ethics discussion & group activities, Power Point presentation , State & Federal Mandates reports (functions) Unit tests				Provide more opportunity for students to engage in observing environments in different settings; infant/toddler, pre-school, and primary grades.

		Midterm-Final & 88% of students performed at 70% or better	
C.3	Focus questions, key terms, group activities Quiz 1 and 2 questions , essay type questions Midterm questions and Final exam	Unit Test 2 Mid-term & Final 95% of students performed at 70% or better Presentations Parent/Teacher Conference role playing	Demonstrate a variety of communication techniques to convey information to parents demonstrating effective written/oral communication, skills
C.4	Focus questions, key terms Ch. 14 Quiz 1 & 2. Mid-term # 2, 4, 11, 13 Final #3,5,6 essay questions Guest speakers, observations.	Power Point, Case Studies, Presentations Unit Tests Mid-term & Final 90% of students performed at 80% or better	Involve diversity of students such as United World College
C.5	Chapter focus questions and Key terms Unit Test 1 Midterm quests # 8, 9 Final Exam # 5.	Power Point Focus questions, case studies, reading assignments video Unit tests Midterm and Final 92% of students performed at 90% or better	Involve more community service organizations such as; CYFD- Guest Speakers.
C.6	Group activity and presentations Focus questions Ch. 1 & 2 Unit test 2 Midterm Final all Final essay questions. & 5, 6.	Reading, focus questions oral presentations, and group activities. Unit tests, midterm & final 98% of students performed at 70% or better	Parent presentations
C.9	Chapter II focus questions, Key terms Midterm & Final # 1,24,	Guest Speakers, visits-interview community agencies personnel, reports presentations, Unit tests, mid-term & final 96% of students performed at 80% or better	Have student interview community service organizations personnel.
C.II	NAEYC Code of Ethics Chapter I questions & Voc. Mid term 14, 15, 17 Final 1,2,4, 5, 6, T/F quests essay 6, 1	Group activities power point, discussion Federal, State-NAEYC Code of Ethics chapter reading and focus questions Midterm and Final 94% of students performed at 70% or better	Guest Speaker School Administrator, Head start Director
C.12	Chapter 4 assignments, key terms and	Group Activities, Case	

	<p>focus questions group activities quiz 1 & 2</p> <p>Midterm & Final</p>	<p>Study Presentations, Power Point, Video, guest speakers, Unit Test 1, 2,</p> <p>Midterm & Final 86% of students performed at 75% or better</p>	
C.13	<p>Chapter (13) questions and vocabulary Guest speakers Student Interview community resources (5) design a Pamphlets and prepared list of resources and their function</p>	<p>Design pamphlets, and create a list of service agencies.</p> <p>Mid- term & final questions 100% of students succeeded at this objective at 80% or better</p>	
E.14	<p>Journal Entries, Case studies, Group activities</p> <p>Devise a Parent/Teacher conference report</p> <p>Unit Test 2 Chapters 8-10 1,2,3,4,5</p> <p>Final # essay 1,2, 7</p>	<p>Journal entries , guest speaker ½ page report, written case studies, oral-written presentations</p> <p>Final essay questions 80% of students performed at 80% or better</p>	<p>Role play phone calls, use of electronic mails, etc.</p>
G.6	<p>Focus questions Ch 9 Community Service Guest speakers, Child Find, Resource Community service agencies its functions</p> <p>Quiz 1 & 2</p> <p>Midterm and Final interviews, and of service agencies</p>	<p>Interviews, collection of resources</p> <p>Final test 92% of students performed at 80% or better.</p>	

Summary:

Overall students' performance on course objectives was good. As indicated in the table above the majority of students performed above average on all indicators. Recommendation to enhance learning is included in the aforementioned table. Primarily improvements include; increasing the number of community organizations that provide demonstrations to students and/or have students seek out these organizations and become more informed on their services so that they are able to convey information to classmates and parents in the future.

Recommendations for improvement:

As indicated in the summary the data suggests that the instructional methods utilized for this course matched the learning style of the students. Recommendations for improvement include reaching out and incorporating more community organizations. This course is laden with outside presenters however; increasing the number of presenters to support the information covered in the text will only benefit students

Tardiness seems to be an ongoing issue, and student interrupt presenters or miss out on field trips. Establishing a class rule that requires students to be seated by the time class starts will be implemented next semester. Disruptions not only affect the tardy student but those students who loose train of thought or focus because of the commotion.

Department of Humanities
Student Learning Outcomes Assessment Report
SPCH111-01 Public Speaking
 Prepared by: Linda Tapia

PURPOSE OF THIS REPORT

This report will present the delivery of methods and strategies used in SPCH111/Public Speaking. This course evaluation will show how the students met expected competencies. The assessment will strive to improve student learning, as well as the learning outcomes.

COURSE DESCRIPTION

SPCH111-Public Speaking is the study of the theory and practice of public discourse. Principles of rhetoric are studied, and their applications are explored in the analysis, preparation, and presentation of speeches. NM Common Course Number: COMM1113

STUDENT LEARNING OUTCOMES

Students will:

- Plan arrange, and distinguish speeches for different purposes, including speeches that entertain, inform, and persuade.
- Develop support, including researched authorities, for their speeches.
- Craft verbal and nonverbal messages to suit particular audiences and purposes.
- Deliver timed speeches before an audience and respond to audience questions.
- Evaluate their own and others' speaking, identifying aspects of audience preparation, arrangement, critical thinking, and delivery.
- Prepare and use visual aids.
- Be able to articulate the purpose and thesis of any oral presentation.

State Competencies

Area I: Communications, Critical thinking, English, Reading, Speech, & Theater

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

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

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

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

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

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

Student	C1	C2	C3	C4	C5	C6	Ave.	Grade
1.	4	4	4	4	4	4	4	A
2.	2	2	2	2	2	2	2	C
3.	4	4	4	4	4	4	4	A
4.	4	4	4	4	4	4	4	A
5.	2	2	2	2	2	2	2	C
6.	4	4	4	4	4	4	4	A
7.	4	4	4	4	4	4	4	A
8.	2	2	2	2	2	2	2	C
9.	2	2	2	2	2	2	2	C
10.	0	0	0	0	0	0	0	F
11.	3	3	3	3	3	3	3	B
12.	3	3	3	3	3	3	3	B

ASSESSMENT METHODS

A. Deliver nine speeches

- ✓ Introduction speech
- ✓ Dramatic reading (manuscript)
- ✓ Informative Process speech
- ✓ Informative Concept speech
- ✓ Persuasive speech on a topic of choice
- ✓ Present Monroe's Motivated Sequence with a commercial
- ✓ Impromptu speech on random topics
- ✓ Extemporaneous speech analyzing a cartoon
- ✓ Power-Point with an entertaining theme

B. Work in groups—evaluate each other

C. True/False quizzes

D. Highlight of chapters—present orally

E. Speak in the classroom and in the lecture hall

F. Midterm/Final written Exams

IMPROVEMENTS

Plans for course delivery improvement based on data: Attendance, participation, desire to excel, and open to improvement. Continue to develop a strict approach to late work, require maximum attendance and participation and require excellent writing skills.

SUMMARY OF LEARNING OUTCOMES REPORT
ECME257: ASSESSMENT OF CHILDREN AND EVALUATION OF PROGRAMS
Prepared by: Dr. Sandra Coca

CATALOG DESCRIPTION:

This basic course familiarizes students with a variety of culturally appropriate assessment methods and instruments, including systematic observation of typically and non-typically developing children. The course addresses the development and use of formative and summative assessment and evaluation instruments to ensure comprehensive quality of the total environment for children, families, and the community. Students will develop skills for evaluating the assessment process and involving other teachers, professionals, and families in the process. NM Common Course Number: ECED1143

COURSE LEARNING OBJECTIVES:

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

Course Objectives:

This course is part of the ARTICULATED Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core competencies for early childhood professionals. Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

- Demonstrate ability to **choose** valid tools that are developmentally, culturally, and linguistically appropriate; **use** the tools correctly; **make** appropriate referrals; and **interpret** assessment results, with the goal of obtaining valid, useful information to inform practice and decision making. F.1
- **Demonstrate knowledge** of maintaining appropriate records of children's development and behavior that safeguard confidentiality and privacy. F.2
- **Demonstrate knowledge** of the educator's role as a participating member of the assessment process as described and mandated by state and federal regulations for Individual family service plans (IFSP) and individual education plans (IEP). F.3
- **Demonstrate understanding** of the influences of environmental factors, cultural/linguistic differences, and diverse ways of learning on assessment outcomes. **Involve** the family and, as appropriate, other team members in assessing the child's development, strengths, and needs in order to set goals for the child. F.4
- **Involve** the family and, as appropriate, other team members in assessing the child's development, strengths, and needs in order to set goals for the child. F.5
- **Articulate an understanding** of the distinctions and definitions of assessment concepts (e.g, screening, diagnostic assessment, standardized testing, accountability assessment). F.6
- **Apply understanding** of assessment concepts toward selection of appropriate formal assessment measures, **critiquing** the limitations of inappropriate measures, and **discussing** assessment issues as part of interdisciplinary teams. F.7 **Articulate an understanding**, that responsible assessment is legally and ethically grounded and guided by sound professional standards. It is collaborative and open with the goal of supporting diverse children and families. F.8
- **Demonstrate knowledge** of assessment techniques, **interpretation** of assessment information in the **application** of this data to curriculum development and/or intervention planning. F.9

- Demonstrate knowledge of a variety of techniques and procedures to evaluate and modify program goals for young children and their families. F.10
- Demonstrate knowledge and use of program evaluation to ensure comprehensive quality of the total environment for children, families, and community. F.11
- Use both self and collaborative evaluation as part of ongoing program evaluations. F.12

ASSESSMENTS USED

- End of chapter questions
- Midterm test composed of true-false, multiple choice, question response and performance based items
- In-class projects
- Midterm and Final projects

An analysis of the course outcomes (verbs highlighted in green) demonstrates that the assessment of many of the outcomes had to be conducted at a higher level on Bloom's Taxonomy. Thus, many of the outcomes were assessed via projects that presented scenarios with necessary background information and data for interpretation and use in a number of different tasks. The notable exception is Outcome 5 which states that the student will "Involve" families. An observation would be the best method of assessing this outcome but there was no opportunity to formulate an authentic observation assessment to accurately assess this at the level at which it is stated. Thus, a lower level on Bloom's Taxonomy was utilized.

It should be noted that the results of the assessments were not only used to modify instruction but also to modify further assessments. It became apparent that students need additional help in reading for comprehension and being able to accurately cite information from material read. For this reason, use end of chapter questions discontinued and more in-class projects were utilized. Additionally, the only portion of the midterm test that most students mastered was the question response section relating to Outcome 4. The final assessment tasks were all performance based.

Course Learning Objectives	Assessment Measure(s)	Assessment Outcomes	Recommendations for Improvement
Demonstrate ability to choose valid tools that are developmentally, culturally, and linguistically appropriate; use the tools correctly; make appropriate referrals; and interpret assessment results, with the goal of obtaining valid, useful information to inform practice and decision making. F.1	Midterm Project Final Project #1	8 of 11 students did not master 2 of the 8 students did not master	Increased emphasis on remedial reading skills regarding comprehension and citing textual evidence as well as vocabulary expansion.
Demonstrate knowledge of maintaining appropriate records of children's development and behavior that safeguard confidentiality and privacy. F.2	Final Project #2	2 students didn't master	Increased attendance would help students gain useful information and projects presented in class.
Demonstrate knowledge of maintaining appropriate records of children's development and behavior that safeguard confidentiality and privacy. F.2	Final Project #2	1 student didn't master	Increased attendance would help students gain useful information and projects presented in class.
Demonstrate understanding of the influences of environmental factors, cultural/linguistic differences, and diverse ways of learning on assessment outcomes. F.4	Midterm exam question response Chapter # 5 questions	3 of 11 students did not master All students mastered	Increased emphasis on remedial reading skills regarding comprehension and citing textual evidence as well as vocabulary expansion.

Course Learning Objectives	Assessment Measure(s)	Assessment Outcomes	Recommendations for Improvement
Involve the family and, as appropriate, other team members in assessing the child's development, strengths, and needs in order to set goals for the child. F.5	Final Project #2	2 students didn't master	Increased attendance would help students gain useful information and projects presented in class.
Articulate an understanding of the distinctions and definitions of assessment concepts (e.g., screening, diagnostic assessment, standardized, testing, accountability assessment). F.6	Midterm Exam Final Project #1 figure	8 of 11 students did not master 2 of the 8 students did not master	Increased emphasis on remedial reading skills regarding comprehension and citing textual evidence as well as vocabulary expansion.
Apply understanding of assessment concepts toward selection of appropriate formal assessment measures, critiquing the limitations of inappropriate measures, and discussing assessment issues as part of interdisciplinary teams. F.7	Final Project #2	3 students didn't master	Increased emphasis on remedial reading skills regarding comprehension and citing textual evidence as well as vocabulary expansion.
Articulate an understanding that responsible assessment is legally and ethically grounded and guided by sound professional standards. It is collaborative and open with the goal of supporting diverse children and families. F.8	Final Project #2	1 student didn't master	

Course Learning Objectives	Assessment Measure(s)	Assessment Outcomes	Recommendations for Improvement
Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development and/or intervention planning. F.9	Midterm exam Final Project #1	5 of 11 students didn't master 1 student didn't master	Increased emphasis on remedial reading skills regarding comprehension and citing textual evidence as well as vocabulary expansion.
Demonstrate knowledge of a variety of techniques and procedures to evaluate and modify program goals for young children and their families. F10	Final Project #1	5 of 11 students didn't master	Increased emphasis on remedial reading skills regarding comprehension and citing textual evidence as well as vocabulary expansion.
Demonstrate knowledge and use of program evaluation to ensure comprehensive quality of the total environment for children, families, and the community. F.11	Final Project #1	5 of 11 students didn't master	Increased emphasis on remedial reading skills regarding comprehension and citing textual evidence as well as vocabulary expansion.
Use both self and collaborative evaluations as part of the ongoing program evaluations. F.12	Final Project #1	2 students didn't master	Increased attendance would help students gain useful information and projects presented in class.

RESPONSE TO INTERVENTION

There were issues that made extra instruction to cover areas of weakness difficult. The class was only 2 1/2 hrs. per week and attendance was an issue. For this reason, it was difficult to simply cover assessed areas of weakness in class. However if students did not score at mastery level on an outcome, there was a major attempt to reach every student with further explanation and it was assessed again on another assignment or test. The two students who did not attain mastery on a number of the items had numerous absences and did not complete one or more portions of the exams. One of them skipped the midterm exam and didn't complete 1/2 of one of the two final projects and the other failed to turn in either final project and only one-half of the midterm project.

RECOMMENDATIONS

I am basing my recommendations on steps that I would take to improve the class if I were to teach it again.

1. Since attendance was a problem, there needs to be a grade incentive to encourage students to attend class. I would probably increase the number of in-class assignments as well as giving a set number of points for being in class.
2. There needs to be explicit instruction on reading for meaning and citing text-based evidence. I would probably use short passages and teacher-created questions to begin and then progress to a chapter-based short project. The end-of-chapter questions often were not useful or were confusing.
3. I would create modules around the learning outcomes with an emphasis on hands-on projects that have a real-world basis. Vocabulary development that results in an improved professional dialogue is the goal.
4. Students need to become responsible for tracking their own progress and becoming responsible for their learning.

DEPARTMENT OF SCIENCE, TECHNOLOGY, ENGINEERING AND MATH
SUMMARY ASSESMENT REPORT
SMET105– Computer Use for Technology
Prepared by Nichole A. Collins, Instructor

Purpose

The purpose of this report is to assess student learning based on the established learning outcomes for the SMET105: Computer Use for Technology course based on student performance, achievement and success. The focus of this report is on how the results of the assessments that were conducted during the delivery of the course are, and can be, used to make informed decisions on modifications to course content, emphasis, assessment and teaching methodologies.

Background

The Computer Use for Technology course is program requirement for all Associate of Science, Associate of Applied Science degrees with in the STEM Department and Computer Application Certificate (CAS) Program here at Luna Community College (LCC). The SMET105 class is designed to provide the students with the fundamentals of technology that they will use while achieving their educational and career goals. As described in the LCC 2012-2015 Catalog:

This course is the study of the fundamentals of computer technology software used in engineering technology fields. Emphasis will be placed on technical and scientific computer applications. Topics to be covered will include an introduction to computer concepts, Windows, Microsoft Word, Excel, Access, and PowerPoint, and other specific software applications used to interface various engineering technologies fields.

During the Spring 2014 semester, twelve students registered, while only ten completed and seven ultimately passed the course with a C or better.

Throughout the course the students will be asked to keep up with contemporary issues in technology by completing In the News Journals on a weekly basis. Students will also work together through discussion, assignments and projects to better understand the different technologies covered in SMET 105.

Assessment Methods

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

- 10% Attitude, Attendance & Participation (AAP)
- 10% In The News Journals
- 20% Assignments
- 30% Projects
- 30% Midterm/Final

Learning Outcomes

Upon Completion of this course with a grade of a 'C' or better the student will be able to:
Demonstrate knowledge of the course content through quizzes, projects, and exams

- Apply the concepts learned in class to unit projects
- Demonstrate a working knowledge of both Microsoft and AutoCAD software
- Demonstrate a working knowledge of hardware and components

This course currently addressed the following ABET learning outcomes:

- (a) an ability to apply knowledge of mathematics, sciences, and other related disciplines (computer technology)
- (b) an ability to conduct experiments, as well as to analyze and interpret data
- (c) an ability to identify, formulate, and solve applied science problems
- (d) an ability to function on teams
- (e) an understanding of professional and ethical responsibility
- (f) an ability to communicate effectively
- (g) a recognition of the need for and an ability to engage in life-long learning
- (h) a knowledge of contemporary issues
- (i) an ability to use the techniques, skills, and modern applied science tools necessary for professional practice

Summary of Results

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

COMPETENCY RATING FORM (SMET105: Computer Use for Technology)

Each student's performance level for each Competency. The average for each student, as well as the class average, is shown.

C1. Knowledgeable in course content

C2. Applies Concepts

C3. Working Knowledge of software

C4. Working knowledge of hardware/components

	C1	C2	C3	C4	Average
Student A	4	4	2	3	3.25
Student B	4	3	3	2	3
Student C	4	4	4	4	4
Student D	3	3	2	2	2.5
Student E	4	4	4	4	4
Student F	2	2	2	3	2.25
Student G	3	2	2	3	2.5
Student H	1	1	1	3	1.5
Student I	2	1	3	3	2.25
Student J	2	2	2	2	2
Class Average	2.9	2.6	2.5	2.9	2.73

FINAL GRADE REPORT (SMET105: Computer Use for Technology)

	Final Exam	Final Grade	Letter Grade
Student A	89	91	A
Student B	86	87	B
Student C	94	93	A
Student D	86	72	C
Student E	96	94	A
Student F	0	67	D
Student G	75	80	C
Student H	0	37	F

Student I	83	75	C
Student J	0	68	D

Total twelve students registered for class

A's = 25%

B's = 8%

C's = 25%

D's = 17%

F's = 8%

W's = 17%

Percent Successful (Grade "C" or Higher) = 70%

Summary Conclusions

The most important aspect of SMET105: Computer Use for Technology is how technology is always changing and is used in all careers. As technology changes and we learn to adapt we also need to learn how to assess what are our technological needs within the career we choose. With this particular group of students, the predominately open discussions as well as hands-on format of the course was conducive to student learning, and gave the students the ability to work together freely as well as ask questions as needed.

There was a balanced method of lecture, in-class projects, class discussions and use of audio/video aids, the attitude of each student and the ability for the student to work independently as well as be able to share their ideas was key to their success in this course. There were many instances of peer instruction and peer motivation that drove the pace of the course. Projects that were not completed in class had to be completed as homework, so there was a tangible motivation for students to work quickly and efficiently while in class with assistance from the Instructor, as well as from their peers.

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:

- There should be more hands-on projects as well as more demonstrations.
- With the variety of student comprehensive levels and learning abilities, as the first option when a student is struggling with a concept I will have a student who has completed that particular concept assist the student who needs additional assistance in that area of study. Therefore not only providing assistance to the student in need but also reinforcing the concept for the peer mentor. If this assistance is not successful then I will step in and provide instruction.
- Students developed more opinions throughout the semester as well as began to discuss topics more in depth. This at times lead to debates on ethics, conspiracy theory as well as societal and

environmental impact. I think in the future I would like for them to form teams and prepare a presentation on what their thoughts are.

DEPARTMENT OF SCIENCE, TECHNOLOGY, ENGINEERING and MATH
SUMMARY ASSESMENT REPORT
STEM101: Introduction to Science, Technology, Engineering & Math
Prepared by Dr. Elizabeth Juarros, Instructor

Purpose

The purpose of this report is to assess the effectiveness of the delivery of the STEM101: Introduction to Science, Technology, Engineering and Math course based on student achievement of the learning outcomes of the course. The focus of this report is on how the outcomes of the assessments that were conducted during the delivery of the course are, and can be, used to inform decisions on modifications to course content, emphasis, assessment and teaching methodologies.

Background

The STEM 101 course is required for all programs in the STEM Department at Luna Community College (LCC). It is intended that the course is taken as soon as, or soon after, the student enrolls in the program. The course was originally designed in the Engineering Department at New Mexico State University (NMSU) and continues to hold to the NMSU design with slight modifications for LCC, including the addition of a "Professionals in STEM Lecture Series" and a section dedicated to understanding the scientific abstract.

As described in the LCC 2012-2015 Catalog:

This course is designed to develop a better understanding of the learning process within the domain of science, math and engineering technology. The course will use flexible learning strategies and creative problem solving techniques to include critical thinking skills. The ultimate goal of the course is to assist students in successfully meeting the demands of the technology field.

During the Spring 2014 semester, the course started with 15 registered students. Ultimately, no students withdrew from the course and all 15 students completed the final project. (This course contains no exams component, so the final oral presentation and completion of the comprehensive binder mark the final projects for the semester.)

Learning Outcomes

Upon successful completion (C or better) of STEM101: Introduction to Science, Technology, Engineering and Math, the student will be able to

1. select from a variety of critical thinking strategies and use them to effectively advance learning and select from a variety of problem solving strategies and use them to design potential problem solutions.
2. read and interpret scientific articles and deconstruct the scientific abstract.
3. apply collaborative learning and teamwork skills to class activities and team projects.
4. identify majors and career opportunities in STEM disciplines and be able to explain academic decisions.

5. identify and describe personal and professional strengths, abilities and goals and develop and initiate an individualized Academic Achievement Plan (AAP).
6. identify and effectively use LCC campus resources and services.

The course **Student Learning Outcomes** address the following **ABET Student Outcomes** for the A.S. Degree in Applied Science Programs:

- (d) an ability to function on teams
- (e) an understanding of professional and ethical responsibility
- (f) an ability to communicate effectively
- (g) a recognition of the need for and an ability to engage in life-long learning
- (h) a knowledge of contemporary issues

Assessment Methods

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

- Binder Completion and Review
- Team Research Project and Oral Presentation
- In-class Group Discussions/Projects & Homework assignments
- Attendance/Participation for Professionals in STEM Lecture Series

Please note that there is no exams component to this course.

Summary of Results

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

COMPETENCY RATING FORM 1

(STEM101: Introduction to Science, Technology, Engineering and Math)

The number of students performing at the various levels for each Learning Outcome point (or Competency).

	Excellent (5)	Good (4)	Average (3)	Poor (2)	Failing (1)
Competency 1 (C1)	3	4	5	1	2
Competency 2 (C2)	4	6	2	0	2
Competency 3 (C3)	12	3	0	0	0
Competency 4 (C4)	4	8	1	0	2
Competency 5 (C5)	4	8	1	0	2
Competency 6 (C6)	4	8	0	1	2

COMPETENCY RATING FORM 2

(STEM101: Introduction to Science, Technology, Engineering and Math)

Each student's performance level for each Competency. The average for each student, as well as the class average, is shown.

	C1	C2	C3	C4	C5	C6	Average
Student A	3	1	4	3	3	2	2.67
Student B	4	4	5	5	5	5	4.67
Student C	2	5	5	4	4	4	4.00
Student D	1	1	4	1	1	1	1.50
Student E	4	4	5	4	4	4	4.17
Student F	1	1	4	1	1	1	1.50
Student G	5	5	5	5	5	5	5.00
Student H	4	5	5	4	4	5	4.50
Student I	3	3	5	5	5	5	4.33
Student J	3	3	5	4	4	4	3.83
Student K	3	4	5	4	4	4	4.00
Student L	4	4	5	4	4	4	4.17
Student M	5	5	5	4	4	4	4.50
Student N	3	4	5	4	4	4	4.00
Student O	5	4	5	5	5	4	4.67
Class Average	3.27	3.53	4.80	4.07	4.07	3.73	

FINAL GRADE REPORT

(STEM101: Introduction to Science, Technology, Engineering and Math)

	Final Binder Review (%)	Letter Grade
Student A	71	C
Student B	91	A
Student C	81	B
Student D	27	F
Student E	87	A
Student F	28	F
Student G	99	A
Student H	91	A
Student I	87	A
Student J	81	B
Student K	82	B
Student L	87	A
Student M	96	A
Student N	84	B
Student O	91	A

Total 15 students registered for class

A's = 53.3%

B's = 26.7%

C's = 6.7%

D's = 0%

F's = 13.3%

W's = 0.0%

Percent Successful – Grade “C” or Higher = 86.7%

Summary Conclusions

The most important aspects of the delivery of STEM101: Introduction to Science, Technology, Engineering and Math Science are the emphasis on group discussion, oral and written methods of communication and development of team working skills. The student is required to show evidence of accountability for organizing their own work into a comprehensive portfolio that is submitted in the form of a binder at midterm and at the end of the course. This component that comprises accountability and time management has proven to be difficult for some students, yet is a crucial skill that needs to be developed for success in their future careers.

Furthermore, the student must manage to create a research presentation as a group, so team-working skills are essential in order for the student to be successful in this class. During past semesters, the team-working component proved to be difficult for the majority of the class. However, all of the students enrolled in the course this semester exhibited very strong team-working skills, as is evident on Competency Rating Forms 1 and 2.

By the assessment methods used in this course, the students are able to develop their writing skills as well as their oral communication skills. For many students, the group research project is the first oral presentation they have given. They generally find it very challenging, yet extremely rewarding to participate. The oral faculty interview is also a challenge (with rewards) for the student to overcome oral communication barriers. Some of the projects in the course include reading, discussing and writing about scientific research articles and specifically scientific abstracts. The students must learn how to decompose and generally understand such material, which many find difficult, yet interesting.

Feedback from the Final Reflective Paper that is a requirement for this course gives evidence that the students respond extremely well to the Professionals in STEM Lecture Series. Due to the variety of expert lectures, each student tends to respond especially well to one or several of the speakers. Moreover, all of the students are able to witness varied presentation styles and techniques, as well as to learn some specific and unique information pertaining to the STEM fields.

In summary, the assessment methods used in this course address the following **ABET Student Outcomes** for the A.S. Degree in Applied Science Programs in the following manner:

(d) an ability to function on teams

- Team group research project and 20 minute oral presentation, complete with development of powerpoint slides, annotated bibliography and handout for the audience
- Variety of in-class small group and entire class projects and discussion sessions

(e) an understanding of professional and ethical responsibility

- Specific assignment with homework and in-class group work, as well as a group discussion component, to research a specific organization’s **Code of Ethics** and consider how their code pertains to a student’s life and current situation

(f) an ability to communicate effectively

- Team group research project and oral presentation
- Variety of in-class small group and entire class projects and discussion sessions
- Comprehensive binder portfolio: all assignments throughout semester contain written component
- Attendance and Participation in “Professionals in STEM Lecture Series”

(g) a recognition of the need for and an ability to engage in life-long learning

- Each section of the course assignments contains a component in the form of a report, designed to encourage reflection of assignments completed, including “Assessment and Career Exploration”, “Researching the Profession” and “Final Reflective Essay”
- Career exploration assignment
- Individual development of an Academic Achievement Plan
- Attendance and Participation in “Professionals in STEM Lecture Series”

(h) a knowledge of contemporary issues

- Attendance and Participation in “Professionals in STEM Lecture Series”
- Analysis of and class discussions based on contemporary Scientific Research Articles and Scientific Abstracts

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:

- Considering the enormous success of and positive response to the Professionals in STEM Lecture series, further development of this series should be made to continue, develop and improve the series.
- Considering the enormous success of and positive response to the Faculty Interview assignment component of the course that addresses Learning Outcome Number 4, efforts should be made to continue and develop this component.
- The oral presentation component of the course gives the student a crucial early opportunity to discuss verbally complicated topics in the STEM disciplines and should be encouraged.
- Considering importance of written and oral communication in the course, there is an obvious need to institute higher standards for developmental reading and grammar and to encourage more varied opportunities for student discussion sessions during the classes. Since essentially every single project in the course requires some written component, the student must practice and develop their writing skills.

**Department of Allied Health
Summary Assessment Report
NURS116: Common Health Problems Practicum
Prepared by: Deborah Smith, Adjunct Instructor**

Purpose

The purpose of this report is to evaluate the effectiveness of the clinical experience and investigate how to improve student learning and experience.

NEEDS AND RESOURCES

Required Background

The clinical experience has been offered from the beginning of the nursing program. It allows for the students to take the knowledge they have learned in class and allowed them to use it in a clinical setting.

Course Description

This course is a hand on review of the material taught. This course emphasizes on material covered in the fundamentals of nursing and medical surgical one and two, therapeutic communication, pharmacology, and drug dosing.

Learning Objectives

Knowledge based for Nursing Caring

- *Utilized scientific principles and nursing theory to provide care for a variety of client population with common health problems.*
- Demonstrate and promote caring behavior toward the client and members of the health team. Assist the client to achieve optimum comfort and functioning.
- Assess the client's health status by performing a physical, cognitive, psychosocial and functional assessment and completing a patient assessment profile.
- Perform nursing skills accurately and competently
- Provide a safe physical and psychosocial environment
- Utilize the nursing process to provide optimum care for client populations.
- Utilize the nursing process to analyze and cluster data on a concept map and from this data develop a nursing care plan.

Learning Objectives Continue

Critical Thinking and Decision Making

- Utilize appropriate decision making skills to provide safe, effective nursing care to a variety of client populations with common health problems.
- Distinguish normal from abnormal physical assessment findings.
- Utilize assessment and reassessment data to plan nursing care.
- Apply appropriate problem solving skills in assisting clients and families with common health problems

Professional Behaviors

- Demonstrate accountability and awareness of professional roles when providing nursing care for a variety of client population with common health problems.
- Use standards of nursing practice to perform nursing skills
- Demonstrate proficiency in administration and accurate calculations of oral, intramuscular, subcutaneous, intradermal, and topical medication.

Cultural Competency

- Provide care that is consistent with values, beliefs, and cultural traditions when caring for a variety of diverse client populations with common health problems
- Identify components of cultural assessment
- Use components in assessment of individual clients.

Communication

- Utilize therapeutic and professional communication skills when caring for a variety of diverse client populations with common health problems
- Identify the characteristic of communication and categorize different communication styles appropriate for effective care of clients.
- Utilize beginning therapeutic communication skills when interacting with clients and families.

Evaluation Report

Name	Knowledge	Critical thinking	Decision making	Professionalism	Cultural competency	Communication	Met	Not met
1	s	s	s	s	s	u		not met
2	s	s	s	s	s	s	met	
3	s	s	s	s	s	s	met	
4	s	s	s	s	s	s	met	
5	s	s	s	s	s	s	met	
6	s	s	s	s	s	s	met	
7	s	s	s	s	s	s	met	
8	S	S	S	S	S	S	met	

Conclusion

This clinical experience would benefit greatly if the student nurses could document at Alta vista hospital. This experience could benefit from being able to allow the student nurses access to the labor and delivery area, operating room, and the emergency room starting in this clinical experience.

Principles of Management MGMT 207E
SUMMARY ASSESSMENT REPORT

Prepared by Elaine Ortega, School of Business Instructor

PURPOSE

The purpose of this report is to assess student learning based on the established learning outcomes for the MGMT 207E On-line Course: based on student performance, achievement and success. The focus of this report is on how the results of the assessments that were conducted during the delivery of the course are, and can be, used to make informed decisions on modifications to course content, emphasis, assessment and teaching methodologies.

BACKGROUND

This course is a required course for Business Administration (Associates of Applied Science Degree-AAS).

COURSE DESCRIPTION

This course is an introduction to management theory and practices with major emphasis on current management trends and issues. Topics of interest include international management, cultural diversity, information technology, ethics, and social responsibility. Throughout this course, students analyze real life case studies, conduct internet research, and develop reports to address diverse management issues.

LEARNING OUTCOMES – MGMT 207E Core Competencies

1. A list of expected learning outcomes

Students will: (Core Competencies)

- Explain the major functions of management including planning, organizing, communications, controlling, motivating, leading, and staffing.
- Explain major developments in the history of management thought.
- Identify an organization's stakeholders and the importance of social and ethical responsibility of managers.
- Explain strategies managers use changing conditions in internal, task, general, & global environment

Students Should:

- Identify managerial functions planning, organizing, communications, controlling, motivating, leading, & staffing.
- Knowledge of management thought.
- Knowledge of Information Technology and e-commerce

2. Assessment tools that directly measure those learning outcomes

Measured Competencies

- Chapter Exams (every two chapters)
- Assignments (essays, y tube, research, terminology, videos, etc.)
- Self-Assessment Part I
- Self-Assessment Part II
- Skill-Building Exercises
- Case Problems
- Project-Publicly Traded Company (mission-vision)
- On-Line Presentation- Power Point
- Financial Ratios-Graph (analyze company performance, & profitability)
- Explain what ratios measure in companies: Performance, Profitability, etc.

Self-Assessment Part I

Purpose: Given to students at the beginning of semester before starting course work. The purpose measures what students previously knows in regards to basic concepts about subject matter-(related to core competencies). Also, it serves as an indicator where instructor can recognize specific student's weak areas; where more emphasis is required. Student is rated according to rubrics 5-1 scale.

Self-Assessment Part II

Purpose: Given to students at the end of semester after course work is completed. It shows what students learned (core competencies) during semester.

NOTE: In comparison to both the Self-Assessment Part I and Part II—Notice the bar graphs shifts to the left (5-1) demonstrating higher learning outcome in Part II, if there is NO shift see indicator:

1. Student is Not Self-Motivated.
2. Instructor needs to place more emphasis in that subject matter.
3. Too much absenteeism (by student) took place during semester.
4. Student is Not Self Driven-On-Line Course
5. Student didn't comprehend concept presented (1) Lack of studying (2) Lack of Reading, (3) Lack of Assignment; etc.

RUBRIC RATING:

5-EXCELLENT

4-GOOD

3-FAIR

2-UNSATISFACTORY

1-POOR

Principles of Management
Spring Semester 2014-9th Edition
Student Learning Outcome Assessment
Self-Assessment Part I

See Criteria Ratings:

1. Knowledge of the Manager Job?

5—Excellent	4—Good	3—Fair	2 Unsatisfactory	1---Poor
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2. Knowledge of the Major Functions of management: planning, organizing, leading, controlling.

5—Excellent	4—Good	3—Fair	2 Unsatisfactory	1---Poor
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3. What is the Evolution of Management Thought?

5—Excellent	4—Good	3—Fair	2 Unsatisfactory	1---Poor
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4. Do you know the Ethics and Corporate Social Responsibility?

5—Excellent	4—Good	3—Fair	2 Unsatisfactory	1---Poor
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5. Knowledge of International Management and Cultural Diversity

5—Excellent	4—Good	3—Fair	2 Unsatisfactory	1---Poor
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6. Understand Problem Solving & Decision Making?

5—Excellent	4—Good	3—Fair	2 Unsatisfactory	1---Poor
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7. Knowledge of Quantitative Techniques for Planning and Decision Making?

5—Excellent	4—Good	3—Fair	2 Unsatisfactory	1---Poor
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8. What is Job Design and Work Schedules?

5—Excellent	4—Good	3—Fair	2 Unsatisfactory	1---Poor
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9. Knowledge of the Communication Process?

5—Excellent	4—Good	3—Fair	2 Unsatisfactory	1---Poor
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10. Knowledge of Information Technology and e-Commerce?

5—Excellent	4—Good	3—Fair	2 Unsatisfactory	1---Poor
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Note: Divide Total # of Ratings / Total # of Student = %

Principles of Management
Spring Semester 2014-9th Edition
Student Learning Outcome Assessment
Self-Assessment Part II

See Criteria Ratings:

1. Knowledge of the Manager Job?

5—Excellent	4—Good	3—Fair	2 Unsatisfactory	1---Poor
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2. Knowledge of the Major Functions of management: planning, organizing, leading, controlling.

5—Excellent	4—Good	3—Fair	2 Unsatisfactory	1---Poor
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3. What is the Evolution of Management Thought?

5—Excellent	4—Good	3—Fair	2 Unsatisfactory	1---Poor
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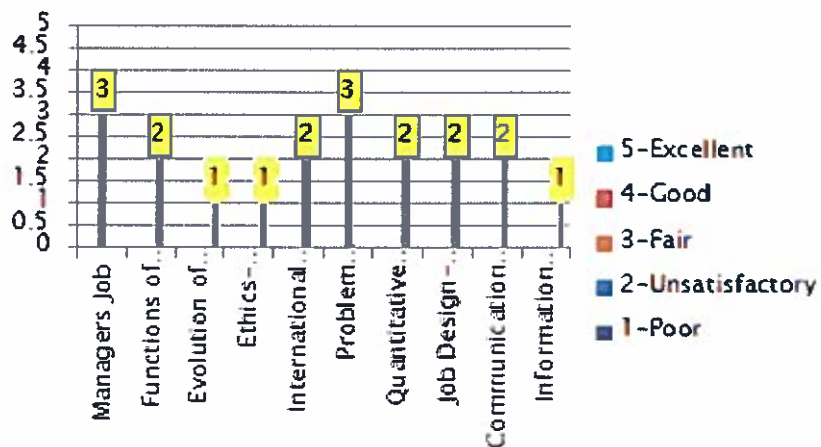
10. Knowledge of Information Technology and e-Commerce?

5—Excellent	4—Good	3—Fair	2 Unsatisfactory	1---Poor
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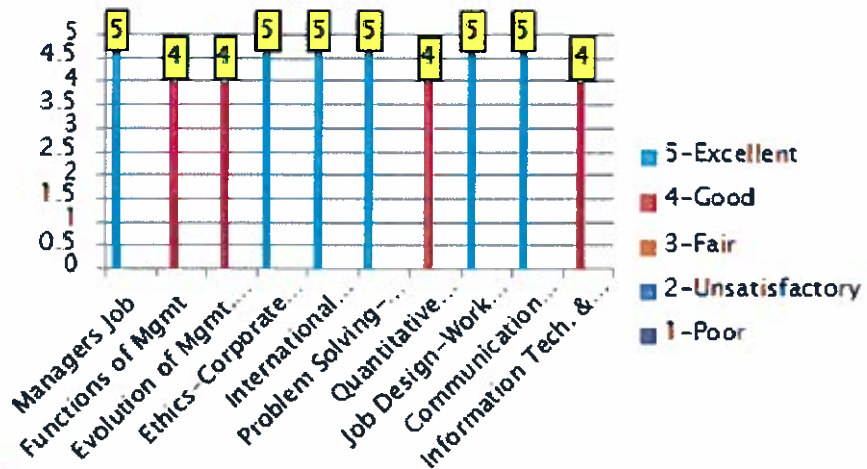
Note: Divide Total # of Ratings / Total # of Student = %

3. The results of the data,

Principles of Management
Self-Assessment Part I
Student I



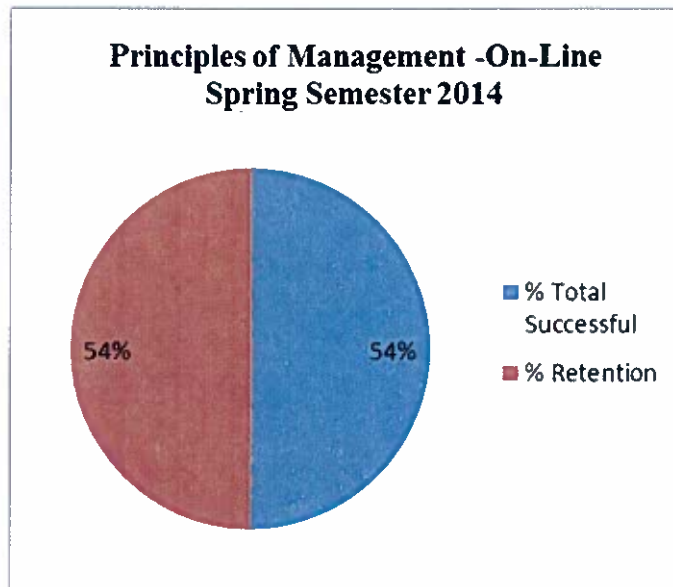
Principles of Management
Self-Assessment Part II
Student I



Student Outcome Assessment

Instructor: Elaine Ortega-Spring 2014

Beginning
Enrollment



NOTE: Recommendation: If Student registers for class:

- (1) Stops attending –Need to DROP
- (2) No Show!!!—Student Need to DROP
- (3) Three Students Withdraw At Beginning of Semester

Outcome Summary:

Data will be analyzed to either improve student performance, change curriculum if necessary, student learning, and outcome assessment. Self-Assessment Part I & II were used in each course this semester (Spring 2014) to highlight student's strengths and weaknesses and get feedback regarding Core Competencies. Also, I have identified the most important components students are expected to learn during the given semester. This is an excellent tool designed/used to identify Students Learning Outcome Assessment.