

Improving Student Learning



Spring 2013 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 2013 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 24, 2013

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 2013
Student Learning Outcomes Assessment Participants

- Amy Barreras – Humanities
- Justine Crespín – Humanities
- Debbie Trujillo – Education
- Gloria Pacheco – Dental
- Renee Garcia – Business and Professional Studies
- Jeanette Mercedes Nolan – Humanities
- Leslie Jae Dennis – Humanities
- Molly Boyle – Humanities
- Cynthia Riley – Humanities
- Shirley Marlow – Humanities
- Elissa Flores – SMET
- Andrew Feldman – SMET
- Bruce McAllister – SMET
- Adrienne O’Brien – Trades
- Nichole Collins – SMET
- Vidal Martinez -- Administration

Luna Community College: Improving Student Learning –Spring 2013 Report

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**DEPARTMENT of SCIENCE, MATH, and ENGINEERING
TECHNOLOGY**

SUMMARY ASSESSMENT REPORT

MATH 055 - Basic Mathematics

Prepared by Bruce McAllister, Adjunct Instructor

PURPOSE

The purpose of this report is to evaluate the effectiveness of Math 055 developmental math class and investigate methods to improve student learning.

BACKGROUND

The Math 055 or Math 101 course has been offered since the early 1990's. It is the first of three developmental mathematics courses offered.

COURSE DESCRIPTION

The course is a review of basic mathematical principals including whole numbers, addition, subtraction, multiplication, division, fractions and decimals. The course emphasizes problem solving and word problems.

STUDENT LEARNING OUTCOMES

Student Learning Outcomes and Competency assessed with traditional competency assessment tools including attendance, quizzes, homework, class participation, exams and attitude.

LEARNING OUTCOMES – Math 055

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

1. Perform addition, subtraction, division and multiplication on whole numbers, decimals, mixed numbers, fractions, improper fractions both individually and in application problems.
2. Factor numbers and find prime factorization, determine Least Common Multiple (LCM) and Greatest Common Factor (GCF).
3. Determine reasonableness of answer.
4. Write rates and unit rates.
5. Solve proportions and tell if they are true or not. Simplify expressions and exponents.
6. Write numbers and decimals in expanded and standard form and round them to a given place value.

STATE COMPETENCIES

- C1. Display, analyze, and interpret data.
Discriminate among different types of data displays for the most effective presentations.
Draw conclusions from the data presented.
Analyze the implication of the conclusion to real life situations.
- C2. Demonstrate knowledge of problem-solving strategies.
For a given problem, gather and organize relevant information.

Choose an effective strategy to solve the problem.

Express and reflect on the reasonableness of the solution to the problem.

C3. Construct valid mathematical explanations.

Students should: Use mathematics to model and explain real-life problems.

C4. Demonstrate an appreciation for the extent, application and beauty of mathematics

C5. Students should: Recognize the inherent value of mathematical concepts, their connection to structures in nature, and their implications for everyday life.

This report covers one section of Math 055 that was delivered in the SP 2013 to thirteen (13) students.

COMPETENCY RATING FORM – Math 055 SP 2013

Student ID	C1	C2	C3	C4	C5	Average
A	3.1	3.2	3.5	3	3	3.2
B	4.2	4.3	4.1	4.2	4.3	4.3
C	1	1	1	1	1	1
D	1	1	1	1	1	1
E	1	1	1	1	1	1
F	1	1	1	1	1	1
G	4.5	4.6	4.9	5	5	4.8
H	1	1	1	1	1	1
I	4.1	3.9	4.4	4.7	4.3	4.3
J	3.1	2.8	3.5	2.9	3	3.1
K	5	5	5	5	5	5
Average	2.6	2.6	2.7	2.6	2.5	2.8

Pre Test Post Test Comparison

Student I.D.	Pre-Test	Final Exam
A	17%	92%
B	17%	76%
C	22%	W
D	28%	—
E	100%	—
F	11%	W
G	11%	89%
H	17%	—
I	17%	94%
J	22%	74%
K	95%	96%

Total of thirteen (13) students registered for Math 055 class.

A's = 18%

B's = 9%

C's = 27%

D's = 0%

F's = 27%

W's = 18%

Percent Successful with a grade of C or better was 54%.

Summary conclusions: Fundamental Prerequisites for effective Learning.

Students have demonstrated the following areas of weakness that directly contribute to their poor performance in Math 055 Basics Mathematics.

1. Attend class.
2. Ability to read and understand questions.
3. Do homework.
4. Ask questions concerning material they do not understand.

5. Ability to estimate the answers. Does it make sense, is it reasonable?

Proposed changes to delivery of course material to address issues discovered for Math 055.

1. Increase attendance to 15% of class grade. Increase homework to provide more cycles of learning.
2. All students will write problems on the board and be walked through the process of solution, by the class. Everyone works at the board.
3. Is the answer to the question, reasonable? Why or why not?
4. Break the class into groups that reflect their level of understanding. Work within each group to bring them to a common understanding.
5. “Lead the students through the process of understanding”. Step by step of each portion of the process, that leads to the understanding of the mathematical principals involved.

Rev. k

DEPARTMENT of SCIENCE, MATH, and ENGINEERING TECHNOLOGY SUMMARY ASSESSMENT REPORT

Math 180 – College Algebra

Prepared by Elissa Flores – Dual-Credit/Adjunct Instructor

PURPOSE

The purpose of this report is to evaluate the effectiveness of the Math 180 college algebra math class and investigate methods to improve student learning.

COURSE DESCRIPTION

This course is the study of exponentials, evaluating/simplifying radical expressions, simplifying/factoring polynomial expressions, evaluating/simplifying functions, graphing functions, finding and graphing inverse functions, properties of linear and polynomial functions, graphing rational functions, evaluating and graphing exponential and logarithmic functions. Additionally, this course serves as a preparatory course for trigonometry or calculus.

Learning Outcomes – Math 180

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

1. Sketch the graphs of linear, higher-order polynomial, rational, absolute value, exponential, logarithmic, and radical functions.
2. Sketch a graph using point plotting and analysis techniques, including basic transformations of functions such as horizontal and vertical shifts, reflections, stretches, and compressions.
3. Determine the vertex, axis of symmetry, maximum or minimum, and intercepts of a quadratic equation.
4. Solve quadratic equations using factoring, completing the squares, the square root method, and quadratic formula.
5. Solve exponential and logarithmic equations.
6. Solve systems of two or three linear equations.
7. Find the value of a function for a given domain value.
8. Add, subtract, multiply, divide and compose functions.
9. Determine the inverse of a function.
10. Compute the difference quotient for a function.
11. Correctly use function notation and vocabulary related to functions, i.e. domain, range, independent variable, of, even symmetry, etc.
12. Use and understand slope as a rate of change.
13. Use equations and systems of equations to solve application problems.
14. Apply knowledge of functions to solve specific application problems.
15. Solve compound interest problems.
16. Solve application problems involving maximization or minimization of a quadratic function.
17. Solve exponential growth and decay problems.

State Competencies

- C1. Display, analyze, and interpret data.
Discriminate among different types of data displays for the most effective presentations.
Draw conclusions from the data presented.
Analyze the implication of the conclusion to real life situations.
- C2. Demonstrate knowledge of problem-solving strategies.

For a given problem, gather and organize relevant information.

Choose an effective strategy to solve the problem.

Express and reflect on the reasonableness of the solution to the problem.

C3. Construct valid mathematical explanations.

Students should: Use mathematics to model and explain real-life problems.

C4. Demonstrate an appreciation for the extent, application and beauty of mathematics

C5. Students should: Recognize the inherent value of mathematical concepts, their connection to structures in nature, and their implications for everyday life.

This report covers one section of MATH 180 that was delivered in the Spring of 2013 to 14 students.

COMPETENCY RATING FORM—MATH 180 SP 2013

Student ID #		C1	C2	C3	C4	C5	Average
1.	A	3	2	2	3	3	2.6
2.	B	3	3	3	4	4	3.4
3.	C	3	3	3	3	3	3
4.	D	4	3	3	3	3	3.2
5.	E	4	4	3	3	3	3.4
6.	F	4	3	4	3	3	3.4
7.	G	5	4	4	4	5	4.4
8	H	3	3	3	3	2	2.8
9.	I	3	3	3	3	3	3
10.	J	2	3	3	3	3	2.8
11.	K	2	3	2	3	2	2.4
12.	L	5	4	4	4	5	4.4
13.	M	2	3	3	3	3	2.8

14.	N	4	4	4	4	4	4
	Class Average	3.4	3.2	3.1	3.3	3.3	

Pre Test Post Test Comparison

Student ID#	Pre-Test	Final Exam
A	0	66
B	20	79
C	5	84
D	15	74
E	0	86
F	10	48
G	25	79
H	0	82
I	35	82
J	40	44
K	10	74
L	10	90

M	15	71
N	45	84

Final Grade Report

Student ID #	Final Exam	Grade	Final Grade
A	66	70.0	C
B	79	86	B
C	84	85	B
D	74	84	B
E	86	82	B
F	48	71	C
G	79	91	A
H	82	87	B
I	82	86	B
J	44	72	C
K	74	73	C
L	90	91	A
M	71	80	B
N	84	90	A

✘ **Total 14 students registered.**

A's = 21%

B's = 50%

C's = 29%

D's = 0%

F's = 0%

W's = 0%

✘ **Percent successful – Grade “C” or higher: 100%**

Summary Conclusions

- ✘ Students generally have a hard time comprehending and solving application problems.
- ✘ Students need to learn to take notes and use them to study and complete homework.
- ✘ Students have a hard time completing work on time or completing it at all.
- ✘ Students have a difficult time communicating mathematically, verbally and in writing.

Improving SLO's

- ✘ Continue to have students work cooperatively in small groups or with a partner and more often to help with comprehension for difficult objectives.
- ✘ Use warm up problems in the first 5-10 minutes of class as a review at the beginning of each class period.
- ✘ Include more problems and activities within class the incorporate the use of written and verbal communication of mathematics. (short presentations and/or discussions).
- ✘ Integrate instruction with tips on how to take notes and organize them into a notebook.

DEPARTMENT OF SCIENCE, MATH and ENGINEERING TECHNOLOGY SUMMARY ASSESMENT REPORT

CS 261– Network Concepts I

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 CS261: Network Concepts I 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 Network Concepts I course is an elective for both the Associate of Applied Science Degree in Computer Science (CS) and Computer Application Certificate (CAS) Program here at Luna Community College (LCC). The CS degree is designed in a manner that will allow students to enter the workforce or continue on to a Bachelor's degree program. A student who majors in CAS may use it to enter in the CS program or obtain computer skills that are needed in today's workforce. As described in the LCC 20012-2015 Catalog:

This course is a continuation to CS130 Introduction to Networking and will prepare students for the Cisco Certified Network Associate (CCNA) certification exam 640-802. The topics covered are implementation, management, protection, and troubleshooting small to medium size enterprise branch networks. Other topics covered in-depth will be subnetting, VLANs, data encapsulation, Ethernet architecture, WAN, Frame Relay, and advanced TCP/IP configuration. *Prerequisite: CS130.*

During the Spring 2013 semester, eight students registered, while only six completed and five ultimately passed the course with a C or better. Throughout the course the students were presented theory and concepts of working with CISCO routers. Students were required to purchase a simulator which is hosted online and can be accessed from any computer with an internet connection. Through this simulator the student was able to practice the concepts and skills required to implement and maintain a network using CISCO routers as well as reexamine material by watching instructional videos and review notes. This course is part I in a two part course curriculum.

ASSESSMENT METHODS

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

- 10% Attitude, Attendance & Participation (AAP)
- 15% Quizzes

- 15% Assignments
- 30% Lab Simulator
 - Videos
 - Instructional
 - Demonstration
 - Fact Sheets
 - Simulations
 - Sections tests
 - Customs made exams
- 30% Midterm/Final Exam

LEARNING OUTCOMES

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

- Apply network terminology
- Define network architecture ,
- Apply router security with the use of passwords and banners
- Configure and maintain routers
- Demonstrate sub-netting
- Implement and troubleshoot Wide Area Networks and Wireless networks
- Illustrate network security, protocols and infrastructure

SUMMARY OF RESULTS

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

COMPETENCY RATING FORM (CS261: Network Concepts I)

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	Average
Student A	4	4	4	4	4
Student B	3	2	2	2	2.25
Student C	4	3	3	3	3.25
Student D	3	4	3	3	3.25
Student E	4	4	5	5	4.5
Student F	5	3	3	3	3.5
Class Average	3.83	3.33	3.33	3.33	3.45

FINAL GRADE REPORT (CS261: Network Concepts I)

	Final Exam	Final Grade	Letter Grade
Student A	92	93	A
Student B	85	67.5	D
Student C	91	76	C
Student D	97	88	B
Student E	91	95	A
Student F	88	72	C

Total 8 students registered for class

A's = 25%

B's = 12.5%

C's = 25%

D's = 12.5%

F's = 0%

W's = 25%

Percent Successful (Grade "C" or Higher) = 83%

SUMMARY CONCLUSIONS

The most important aspect of CS 261: Network Concepts I is the Lab Simulator software. Along with the assigned Lab Simulator, homework assignments, quizzes and exams were given based on the material covered in the text used for this course, which gave the student the theory and concepts that they then used to practice and gain hands-on knowledge in LabSim. With this particular group of students, the predominately hands-on format of the course was conducive to student learning. Homework assignments were geared toward helping the student develop confidence in their idea and practice of the skills needed in implementing and maintaining a CISCO network.

Since there was a balanced method of lecture, in-class projects and class discussions, 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:

- Due to the lack of ability to set deadlines within the LabSim software. I will create more LabSim custom exams that will help establish a deadline and keep students on track with in the simulator and less need to spend hours catching up.
- Attendance was an issue this semester and I believe it was because students knew that there was a virtual instructor included in the LabSim. The virtual instructor is to be used as a reinforcement tool therefore I am going to plan on giving a one question quiz at the beginning of each course over something covered or mentioned in the previous course session.
- With the variety of student comprehensive levels and learning abilities, as first choice 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.

Since this is the first time this course has been offered there may be more improvements needed in the future.

BUSINESS AND PROFESSIONAL STUDIES
STUDENT LEARNING OUTCOME ASSESSMENT
CSA242 --Web Design
 Prepared by Anita Linson

PURPOSE

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

LEARNING OUTCOMES (COMPETENCIES)

Upon successful completion the student will be able to:

1. Identify the elements of HTML
2. Identify common Web page formats and functions-HTML
3. Define the HTML, CSS, languages and create Web pages suitable for course work, professional purposes and personal use-Adobe Dreamweaver CS4Apply the design, develop, test, implement, update, and evaluate web solutions-Adobe Dreamweaver CS4

ASSESSMENT METHOD

Chapter Exams

Self-Assessment Part One & Part Two

Assignments-Concepts review, Independence Challenges, In-the-Lab,

Class Presentation-Project-Create Website

Pre-Post Exam

Terminology

Final Exam

SUMMARY OF RESULTS

Mastered 5

Exceeded 4

Met 3

Somewhat Met . . 2

Did Not Meet. . . . 1

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

	Mastered	Exceeded	Met	Somewhat Met	Did Not Meet
Competency 1	8	3	3	1	0
Competency 2	8	3	3	0	1
Competency 3	8	3	2	1	1
Competency 4	8	1	3	3	0

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

	Competencies	1	2	3	4
Student 1		4	4	4	3
Student 2		5	5	4	5
Student 3		2	1	1	2
Student 4		5	4	5	5
Student 5		4	3	3	3
Student 6		4	5	5	4
Student 7		3	3	2	2
Student 8		5	5	5	5
Student 9		5	5	5	5
Student 10		3	4	4	3
Student 11		5	5	5	5
Student 12		5	5	5	5
Student 13		3	3	3	2
Student 14		5	5	5	5
Student 15		5	5	5	5

SUMMARY CONCLUSIONS

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

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:

- Require more quizzes that test comprehension of course work
- Require students to pass Computer Fundamentals (CSA150) with a 70%
- Require students to experiment with Web Design outside of class

- Require teamwork with other students who need help

Overall, the success heavily weighs on the commitment and behavior of the student as those who attended class less often and spent less time on projects generally scored lower overall

DEPARTMENT OF HUMANITIES
Student Learning Outcomes Assessment Report
PSYC 101 – Introduction to Psychology
Prepared by Andrew Garcia, Adjunct Instructor

PURPOSE

The following will assess the effectiveness of the instructional strategies in Introduction to Psychology regarding student achievement. This analysis will evaluate Psychology 101 students' outcomes in terms of the state competencies. Furthermore this report will illustrate various improvements to the instruction of the psychology, thereby improving opportunities for student learning.

BACKGROUND

The intention of this course is to provide a general overview of the field and subfields within psychology, as well as numerous conceptual and theoretical psychological constructs. This introduction to psychology emphasizes numerous topics: Human evolution and development, biopsychology, sensation & perception, learning, cognition, and social theory (etc.). The students who complete this course should, at the very least, have a basic understanding of why humans do what they do (i.e., multifactor influence from environments and genes), the diagnostic process (i.e., the tools and general procedure involved), and how the various subfields operate (e.g., clinical and experimental).

HUMANITIES COURSE - New Mexico Core Competencies:

- C1.** Identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the context of complex and diverse communities.
- C2.** Articulate how beliefs, assumptions and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.
- C3.** Describe ongoing reciprocal interactions among self, society, and the environment.
- C4.** Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.

LEARNING OBJECTIVES/OUTCOMES

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

- 1. Define the science of psychology and distinguish the various subfields.
- 2. Recognize the different theories of psychology as they relate to life and human development.
- 3. Compare the relationship between physiology and behavior.

4. Recognize the theories of learning, differentiating between classical and operant conditioning.
5. Illustrate the process of memory, encoding, storing, and retrieval of memory.
6. Recognize motivation, and its effect on emotional response and behavior.
7. Identify stress and its damaging effects and the resources for coping and health.
8. Distinguish the psychological disorders and categorization represented by the *Diagnostic and Statistical Manual of Mental Disorders 4th Edition Text Revision* (i.e., DSM-IV-TR).
9. Indicate the proper therapeutic process effective for upholding mental health
10. Appraise the social influence on attitude and behavior as values taught socially.

ASSESSMENT METHODS AND TOOLS

- In-class assignments
- Educational documentaries
- Quizzes (take-home) 25%
- Attendance/class participation/discussion 5%
- Scientific/term paper 30%
- Four Exams 40%

SUMMARY OF RESULTS

Table 1 & 2 display the results of student achievement based upon the student learning outcomes: 50% of section one's and 61.5% of section five's achievement was average to excellent. However, 50% and 38.5%, respectively, of students failed or scored below average in the class. The class averages of 2.375% and 2.87% (respectively) illustrate the need for improvement.

Table 1 – Section 01

STUDENT	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	AVERAGE	GRADE
1.	1	1	1	1	1	1	1	1	1	1	1	F
2.	1	1	1	1	1	1	1	1	1	1	1	F
3.	5	5	5	5	5	5	5	5	5	5	5	A
4.	1	1	1	1	1	1	1	1	1	1	1	F
5.	3	3	3	3	3	3	3	3	3	3	3	C
6.	4	4	4	4	4	4	4	4	4	4	4	B
7.	1	1	1	1	1	1	1	1	1	1	1	F
8.	4	3	3	3	3	3	3	3	3	3	3.25	C
9.	1	1	1	1	1	1	1	1	1	1	1	F
10.	3	3	3	3	3	3	3	3	3	3	3	C
11.	4	3	4	3	4	3	4	3	4	3	3.5	C
12.	1	1	1	1	1	1	1	1	1	1	1	F
13.	4	5	5	5	5	5	5	5	5	5	4.75	A

14.	1	1	2	1	1	1	1	1	1	1	2	1.20	D
15.	1	1	1	1	1	1	1	1	1	1	1	1	F
16.	4	4	4	3	3	3	3	3	3	3	3	3.75	B
17.	4	3	3	3	3	3	3	3	3	3	3	3.25	C
18.	1	1	1	1	1	1	1	1	1	1	1	1	F
TOTAL AVERAGE												2.37	

Table 2 – Section 05

STUDENT	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	AVERAGE	GRADE
1.	4	4	3	3	3	3	3	3	3	3	3.5	C
2.	5	5	5	5	5	5	5	5	5	5	5	A
3.	4	4	4	4	4	4	4	4	4	4	4	B
4.	4	3	5	5	5	5	5	5	5	5	4.25	A
5.	1	1	1	1	1	1	1	1	1	1	1	F
6.	1	1	1	1	1	1	1	1	1	1	1	F
7.	3	3	4	3	3	3	3	3	3	3	3.5	C
8.	1	1	1	1	1	1	1	1	1	1	1	F
9.	4	4	4	4	4	4	4	4	4	4	4	B
10.	3	3	4	3	3	3	3	3	3	3	3.25	C
11.	3	3	4	4	3	3	3	3	3	3	3.5	C
12.	1	1	2	1	1	1	1	1	1	1	1.25	F
13.	2	2	2	2	2	2	2	2	2	2	2	D
TOTAL AVERAGE											2.87	

RUBRIC RATING:

5-EXCELLENT

4-GOOD

3-AVERAGE/FAIR

2-UNSATISFACTORY

1-POOR

0-NEVER ATTENDED

SUMMARY CONCLUSION - SECTION 01			SUMMARY CONCLUSION - SECTION 05		
A: 2	B: 2	C:5	A: 2	B: 2	C: 4
D: 1	F:8		D: 1	F: 4	
Successful:50%			Successful: 61.5%		
Retention: 94.7%			Retention: 68.4%		

IMPROVEMENTS

- **In-class writing and editing:** starting the writing process at the beginning of the course in-class. In addition, assigning annotated bibliographies and a rough draft due at midterm.

- **New grading standards:** making attendance worth 20% of overall grade, making quizzes in-class and conducting in-class grading to provide more exposure to corrected information.
- **Reaching out to student needs:** the Department of Humanities plans to open a Writing Center in the Fall. Utilizing the center will be suggested to students and extra credit will be awarded (receipts and documentation of what was worked on should be provided).
- **Student opportunities to take responsibility for their learning:** more time will be set aside for feedback concerning individual grades as the semester progresses (i.e., review of current grade at least 4 times throughout the semester).

Department of Humanities
Student Learning Assessment Outcome
SPCH111 -- Public Speaking
Prepared by Justine Crespín

PURPOSE

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

BACKGROUND

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

COURSE DESCRIPTION

This course is the study of the theory and practice of public speaking. Principles of rhetoric are studied, and their applications are explored in the analysis, preparation and presentation of speeches. All careers and job requirements embrace the ability of individuals to express themselves with finesse, dignity, and composure.

LEARNING OBJECTIVES & OUTCOMES

Student(s) will:

1. plan, arrange, and distinguish speeches for different purposes, including speeches that entertain, inform and persuade
2. develop support, including researched authorities, for their speeches
3. craft verbal and nonverbal messages to suit particular audiences and purposes
4. deliver timed speeches before audiences and respond to audience questions
5. evaluate their own and others' speaking, identifying aspects of audience preparation, arrangement, critical thinking, and delivery
6. prepare and use visual aids
7. be able to articulate the purpose and thesis of any oral presentation

STATE COMPETENCIES

Student(s) will:

1. Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.
2. Express a primary purpose in a compelling statement and order supporting points logically and convincingly.
3. Use effective rhetorical strategies to persuade, inform and engage.

4. Employ writing and/ or speaking process such as planning, collaborating, organizing, composing, revising and editing to create presentations using correct diction, syntax, grammar and mechanics
5. Integrate research correctly and ethically from credible sources to support the primary purpose of communication.
6. Engage in reasoned civic discourse while recognizing the distinction among, fact and inference.

ASSESSMENT METHODS & TOOLS

1. Personal Narrative.....5%
2. Informative Speech..... 15%
3. Persuasive Speech.....20%
4. Speech of Actuation.....10%
5. Toast.....5%
6. Attendance Class Participation.....15%
Discussions,
In-class assignments,
Group activities
7. Midterm exam.....15%
8. Final exam.....15%

STATE COMPETENCIES

Student	C1	C2	C3	C4	C5	C6	Average	Grade
1.	3	4	3	4	3	3	3.3	B
2.	3	4	3	4	3	3	3.3	B
3.	4	4	3	4	4	4	3.8	A
4.	0	0	0	0	0	0	0.0	F
5.	3	2	3	4	3	3	3.0	B
6.	2	3	3	2	1	1	2.0	C
7.	4	3	4	4	4	3	3.7	B
8.	4	4	4	4	4	3	3.8	A
9.	1	1	1	1	1	1	1.0	F
10.	5	5	5	5	4	3	3.8	A
11.	3	4	2	1	2	3	2.5	C
12.	0	0	0	0	0	0	0.0	F
13.	2	1	1	1	1	1	1.7	F

Student	C1	C2	C3	C4	C5	C6	Average	Grade
14.	3	4	3	3	2	2	2.8	B
15.	4	3	3	4	3	3	3.3	B
16.	4	4	3	3	4	5	3.8	A
TOTAL							2.6	

ENHANCEMENTS & CONCLUSIONS

1. Include more hands-on activities with consideration to various learning styles.
2. Assign more research assignments so students can learn to utilize various resources and enhance ethical research skills.
3. Incorporate more primary and secondary sources into class lessons.
4. Add more discussion-based assignments during class lessons
5. Use technology and media more as teaching tools

DEPARTMENT OF HUMANITIES
Summary Assessment Report
FRESHMAN COMPOSITION II

Prepared by Molly Boyle, Adjunct Instructor

PURPOSE

This report will assess the effectiveness of my instructional strategies in Freshman Composition II by looking at student achievement. It will evaluate Freshman Composition II and determine how well students met expected competencies. The goal of this assessment is to improve student learning. I will use this data to improve the learning outcomes.

BACKGROUND

Skills mastered in ENG111 are reviewed. Work in various problems of intermediate exposition. Attention is given to library research, in-text documentation, research writing, and analysis and evaluation of written materials. Emphasis is on grammatical principles, sentence structure, paragraph types, theme form, and rhetorical modes of expression. The essentials of correctness and effectiveness in writing are stressed.

HUMANITIES COURSE - New Mexico Core Competencies:

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

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

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

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

C5. Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.

LEARNING OBJECTIVES/OUTCOMES:

Upon completion of the course the student will be able:

- To create well-reasoned ideas written in an organized, clear, and direct style
- To analyze, interpret, respond to, and integrate the main ideas of other writers
- To adopt the practice of using a critical approach to all ideas
- To research and utilize the ideas of credible perspectives on a topic
- To understand and apply the theories of argument to create original perspectives on a topic
- To master the scholarly formats of MLA and APA

RUBRIC RATING:

5-EXCELLENT

4-GOOD

3-AVERAGE/FAIR

2-UNSATISFACTORY

1-POOR

0-NEVER ATTENDED

IMPROVEMENTS:

- Include activities specifically geared to different learning styles and ESL students
- Add an oral presentation to practice rhetorical and argumentative skills
- Create more piecemeal research lesson plans and practice on MLA and APA styles
- Assign APA paper at very end of the semester, only assign 3 essays
- Incorporate more editing assignments and emphasize workshop skills
- Use technology and media more as teaching tools

Department of Humanities
Student Learning Outcomes Assessment Report
ENG 111: Comp. 1 / 098 Essentials of College Writing

Prepared by: Cynthia Riley

PREFACE

This course, Comp.1 with 098 Essentials of College Writing, is a pilot course that will show that we can reorganize our developmental program to be more effective. In 2011 an in house study showed that students who were attending our developmental sequence before Comp. 1 did worse in Comp.1 than the students who hadn't taken developmental. Spring of 2013 we offered our pilot course. We obtained the model for this course from Jamey Gallagher who presented at the Complete College America conference offered by HED in the Fall of 2012. The results of our course are consistent with Gallagher's results.

PURPOSE

The primary purpose of Comp. 1 is to lay foundational learning about writing academic essays. Students develop further writing skills such as using punctuation properly, creating a thesis statement, using grammar properly, writing with sentence variety and paragraphing through practice and revision. An emphasis is put on integrating ideas from other sources which teaches methods of analysis and establishes critical thinking skills. Rhetorical modes are used as organizational tools for supporting a thesis.

098 Essentials of College Writing:

This course exists in order to move students more quickly and more successfully through the core composition courses. The 098 Essentials of College Writing course is required by the students placed in Comp1 who have not completed the developmental cycle. This course parallels the Comp. 1 course and does not have additional assignments. In this class, students receive additional assistance with revision, self-editing, reading, draft writing, and grammar correction. A student who fails Comp.1 may still pass this class.

BACKGROUND

There is an emphasis on students' ability to write clearly, coherently, and fluently. These are expressed through proper grammar use, organizational skills via rhetorical modes, and coherency by means of well placed and fully developed and fluent paragraphs. Prerequisites include ACT score, HS performance, ENG 075-095. NM Common Course Number: ENGL1113.

LEARNING OUTCOMES:**Comp. 1**

NM HED Competencies	LCC Objective / Goal
I. Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.	Organize an essay into a well written introduction, body, and conclusion
II. Express a primary purpose in a compelling statement and order supporting points logically and convincingly. Organize their thinking to express their viewpoints clearly, concisely, and effectively	Compose a strong thesis statement for various types of scenarios.
III. Use effective rhetorical strategies to persuade, inform, and engage.	Identify and compose the following types of writing: exemplification, cause and effect, analysis, compare/contrast, descriptive, and summary.
IV. 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	Identify and apply the steps involved in the writing process.
V. Integrate research correctly and ethically from credible sources to support the primary purpose of a communication.	Not a Comp I goal
VI. Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.	Compose different types of sentence structures and paragraphs with correct spelling, punctuation, and grammar

ASSESSMENT METHODS:**Comp. 1****Drafts:** 10%**In-class papers:** 20%**Five Revised Papers:** 50%**Complete Portfolio:** 10%**Portfolio Grade:** 10%**Essentials of College Writing**

- 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
- Apply critical thinking skills in evaluating inferences, conclusions, and generalizations
- 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
- Communicate language conventions by utilizing colons, quotation marks, and correct spelling.
- Demonstrate competence in the writing process by editing final product for grammar, language conventions and format
- Demonstrate the use of strategies in the writing process, utilizing persuasive writing, autobiographical writing, and essays that speculate on cause and effect.
- Demonstrate proficiency in creation of narrative texts to engage the reader by establishing a context.
- Demonstrate proficiency in variety of compositions utilizing multiple sources, primary sources
- Plan and write informal outlines by taking notes and producing pre-written documents.
- Gather relevant information for research topic from a variety of print and electronic sources.

This is a pass/ fail course

Class participation: 50%

Completion of essays: 50%

SUMMARY OF RESULTS: please bear in mind that the statistics skew the reality. I will provide the numbers then explain the real results. The happy news is that both the statistics and my clarification point to a successful pilot course.

Comp. 1

Student	C1	C2	C3	C4	C5	C6	Average	Grade
1	5	4	4	5	4	4	4.4	B
2	4	4	5	5	4	4	4.4	B
3	4	4	3	1	4	0	4.0	F

3	5	5	5	5	0	1	1	1	1	1	5	5	3.4	U
4	4	5	5	3	5	3	3	3	3	3	3	3	4.4	S
5	5	5	5	4	5	4	4	4	4	4	4	4	4.8	S
6	1	3	3	2	2	3	3	3	3	3	3	3	3.8	S

Pass: 4

Fail: 2

Retention: 100%

Success: 67%

Please Note that the two students who failed did so because they disappeared after mid-term Exams. They both were performing at a passing level. They didn't return to class, but never withdrew from school. If those two had withdrawn, the stats would look like this. And I feel this is more accurate.

Retention: 67%

Success: 100%

Please Note: The following statistics are for just 098 students in Comp. 1 based on those who completed.

Successful: 75%

Passed with an A: 50%

% of all Comp.1 students who passed with an A: 20%

Improvements:

Keep students from disappearing. Or drop students who have disappeared.

Continue 098 Essentials of College Writing classes

DEPARTMENT OF HUMANITIES
Student Learning Outcomes Assessment Report
ENG115: Composition II
 Prepared by Leslie Jae Dennis

PURPOSE

The primary purpose of Composition II is to add knowledge of research methods and logical argument techniques to the foundation of writing academic works. Students learn and practice extensively the documentation formats of MLA and APA. A strong focus is placed upon avoiding plagiarism in student work. Further study of source interaction and integration with outside authors is highlighted. Critical thinking skills are brought to their height in the study of logic, reasoning, and rhetorical theories. Analysis is practiced in literature to build a more solid foundation in understanding what is being said, what is inferred, and what is assumed.

BACKGROUND

Skills mastered in ENG111 are reviewed. Work in various problems of intermediate exposition. Attention is given to library research, in-text documentation, research writing, and analysis and evaluation of written materials. Emphasis is on grammatical principles, sentence structure, paragraph types, theme form, and rhetorical modes of expression. The essentials of correctness and effectiveness in writing are stressed.

LEARNING OUTCOMES:

NM HED Competencies	LCC Objective / Goal	Measurement
I. Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.	To analyze, interpret, respond to, and integrate the main ideas of other writers.	Assessed by both oral class discussions and rubric graded measurements. Student writing projects, including essays and in-class writing prompts. In addition, students will show an understanding of several methods for integration and response to outside authors.
II. Express a primary purpose in a compelling statement and order supporting points logically and convincingly. Organize their thinking to express their viewpoints clearly, concisely, and	To create well-reasoned ideas written in an organized, clear, and direct style.	Assessed by both oral class discussions and rubric graded measurements. Through essays and in-class writing prompts, students are required to submit each step of the writing process, which will show extensive work on each step. This

effectively		process will show their understanding and ability to meet this competency and outcome.
III. Use effective rhetorical strategies to persuade, inform, and engage.	To understand and apply the theories of argument to create original perspectives on a topic	Assessed by both oral class discussions and rubric graded measurements. Graded measurement: 1. Quiz on the rhetoric and study of logical argument patterns 2. Student writing projects, including essays and in-class writing prompts that inform and argue.
IV. 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	To research and utilize the ideas of credible perspectives on a topic	Assessed by both oral class discussions and rubric graded measurements. Student writing projects, including essays and in-class writing prompts Through essays and in-class writing prompts, students are required to submit their revision and editing. This process will show their understanding and ability to meet this competency and outcome.
V. Integrate research correctly and ethically from credible sources to support the primary purpose of a communication.	To master the scholarly formats of MLA and APA	Assessed by both oral class discussions and rubric graded measurements. Graded measurement includes 1. Exam on evaluating source material 2. Exam on MLA and APA 3. Student writing projects, including essays and in-class writing prompts
VI. Engage in reasoned civic	To adopt the practice of	Assessed by oral class discussions

discourse while recognizing the distinctions among opinions, facts, and inferences.	using a critical approach to all ideas	and graded measurement of essays and in-class writing prompts. Students will explain the main ideas of their sources and its distinctions.
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ASSESSMENT METHODS:

Essays 55%

Essay Packets and Reviews 15%

Other Homework / In-class writing /Participation 10%

Exams and Quizzes 10%

Final Assessment 10%

SUMMARY OF RESULTS:

Student	C1	C2	C3	C4	C5	C6	Average	Grade
1	5	4	5	4	4	5	4.5	B
2	5	5	5	4	5	5	4.83	A
3	4	4	4	4	4	4	4.0	B
4	5	5	5	5	5	5	5.0	A
5	5	5	5	5	4	5	4.83	A

6	2	1	2	2	1	2	1.67	F
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SUMMARY CONCLUSIONS:

A: 3

B: 2

C: 0

D: 0

F: 1

Successful: 83%

Retention: 85%

IMPROVEMENTS:

- **New Outcomes:** Recent rewording of the outcomes to specifically reflect where we want Comp II students to be upon completion shows clarified goals and raised standards.
- **Fall Portfolios created Spring Comp II students:** Five of six students passed the course. Each of the five participated in the Final Assessment Portfolio at the end of Comp I. The one student who did not pass was a NMHU student who was not part of our portfolio assessment system.
- **Reaching out to student needs:** Department of Humanities will open a small Writing Center in the Fall, but we need more support from Administration to make it a useful and efficient operation.
- **Student opportunities to take responsibility for their learning:** Students need consequences and opportunities for success. The Final Assessment Portfolio has been initiated for this purpose.

DEPARTMENT OF HUMANITIES
Student Learning Outcomes Assessment Report
ENG111: Composition I
 Prepared by Leslie Jae Dennis

PURPOSE

The primary purpose of Composition I is to lay foundational learning about writing academic essays. Students are afforded further practice of writing skills such as punctuation, mechanics, grammar, sentencing, and paragraphing. A focus is placed on analysis and response to the opinions of outside authors concerning contemporary social issues. Students study templates and methodologies of source integration and interaction, which establishes more concrete critical thinking skills. In addition, students practice various writing styles to be able to tailor the design of their essays according to the best rhetorical mode for the occasion.

BACKGROUND:

Emphasis is on grammatical principles, sentence structure, paragraph types, theme form, and rhetorical modes of expression. The essentials of correctness and effectiveness in writing are stressed. In addition, the student is exposed to research documentation techniques. Prerequisites: ENG104 and READ105 or equivalent COMPASS/ACT scores. NM Common Course Number: ENGL1113

LEARNING OUTCOMES:

NM HED Competencies	LCC Objective / Goal
I. Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.	Organize an essay into a well written introduction, body, and conclusion
II. Express a primary purpose in a compelling statement and order supporting points logically and convincingly. Organize their thinking to express their viewpoints clearly, concisely, and effectively	Compose a strong thesis statement for various types of scenarios.
III. Use effective rhetorical strategies to persuade, inform, and engage.	Identify and compose the following types of writing: exemplification, cause and effect, analysis, compare/contrast, descriptive, and summary.
IV. Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create	Identify and apply the steps involved in the writing process.

presentations using correct diction, syntax, grammar, and mechanics	
V. Integrate research correctly and ethically from credible sources to support the primary purpose of a communication.	Not a Comp I goal
VI. Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.	Compose different types of sentence structures and paragraphs with correct spelling, punctuation, and grammar

ASSESSMENT METHODS:

Essays 55%

Essay Packets and Reviews 15%

Other Homework / In-class writing /Participation 10%

Exams and Quizzes 10%

Final Assessment 10%

SUMMARY OF RESULTS:

Student	C1	C2	C3	C4	C5	Average	Grade
1	5	4	4	3	4	4.0	B
2	3	3	3	4	4	3.4	C
3	3	3	3	3	3	3.0	C
4	5	4	4	4	4	4.2	B
5	1	1	1	1	1	1.0	F
6	3	2	3	1	1	2.0	F
7	3	4	4	3	3	3.4	C
8	3	3	3	3	3	3.0	C
9	4	3	3	3	3	3.2	C
10	4	5	5	4	4	4.4	B
11	4	4	4	4	4	4.0	B
12	2	1	3	1	1	1.6	F
13	3	3	3	3	3	3.0	C

SUMMARY CONCLUSIONS:

A: 0

B: 4

C: 6

D: 0

F: 3

Successful: 90%

Retention: 81%

IMPROVEMENTS:

- **New Outcomes:** Recent rewording of the outcomes to specifically reflect where we want Comp I students to be upon completion shows clarified goals and raised standards.
- **In-class writing and editing:** Weaknesses in basic writing skills upon arrival in Comp I can be remedied by more in-class writing prompts and editing exercises. Work on developmental class curriculum will help this too.
- **Reaching out to student needs:** Department of Humanities will open a small Writing Center in the Fall, but we need more support from Administration to make it a useful and efficient operation.
- **Student opportunities to take responsibility for their learning:** Students need consequences and opportunities for success. The Final Assessment Portfolio has been initiated for this purpose.

Department of Humanities
Summary Assessment Report
Psych 101- Introduction to Psychology
 By: Adjunct Instructor-Amy Barreras

Goals

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

Overview

Introduction to Psychology is designed to provide a universal overview of psychology. This course sets a foundation for the comprehension of the origins of psychology and its significance throughout the United States and the world. This course builds on itself from beginning to end. As students discover the significance of the development throughout the lifespan to learning, memory and intelligence- to name a few- and how they all link to one another on a psychological level. Throughout each semester, the students are able to become familiar with prominent figures in psychology and their achievements in the field. They are able to appreciate how their work has helped the advancement of knowledge in the relevant field and apply their theories in daily life.

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

11. Define the science of psychology and distinguish the various subfields.
12. Recognize the different theories of psychology as they relate to life and human development.
13. Compare the relationship between physiology and behavior.
14. Recognize the theories of learning, differentiating between classical and operant conditioning.
15. Illustrate the process of memory, encoding, storing, and retrieval of memory.
16. Recognize motivation, and its effect on emotional response and behavior.
17. Identify stress and its damaging effects and the resources for coping and health.
18. Distinguish the psychological disorders and categorization represented by the *Diagnostic and Statistical Manual of Mental Disorders 4th Edition Text Revision* (i.e., DSM-IV-TR).
19. Indicate the proper therapeutic process effective for upholding mental health
20. Appraise the social influence on attitude and behavior as values taught socially.

Assessment Methods and Tools:

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

Humanities Course- New Mexico State Core Competencies:

C1- Identify, describe and explain human behaviors and how they are influenced by social structures, institutions and processes within the contexts of complex and diverse communities

C2- Articulate how beliefs, assumptions and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.

C3- Describe ongoing reciprocal interactions among self, society, and the environment.

C4- Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.

Rubric Rating:

E=Excellent	5
G= Good	4
FR=Fair	3
U=Unsatisfactory	2
P=Poor	1
N=Never Attended	0

Results:

Displayed below in Table 1

Results Summary:

The results in Table 1 display the student learning achievement average based upon the educational goals set by the New Mexico State competency standards and student learning outcomes.

Ninety five percent (95%) of student's achievement was average to excellent, while five percent (5%) of students failed or scored below average in the class. The class average of 3.5%, shows the need for improvement.

Student	1	2	3	4	5	6	7	8	9	10	AVG.	Grade
1	3	3	3	3	3	3	3	3	3	4	3.25	C
2	3	3	3	3	3	3	3	3	3	3	3.0	C
3	3	3	3	3	3	3	3	3	3	4	3.25	C
4	5	4	4	4	4	4	4	4	4	4	4.25	A
5	5	4	4	4	4	4	4	4	4	4	5.0	A

6	4	4	4	4	4	4	4	4	4	4	4.0	A
7	4	3	4	4	4	4	4	4	4	4	3.75	B
8	3	3	4	4	4	4	4	4	4	4	3.5	B
9	5	5	5	5	5	5	5	5	5	5	5.0	A
10	3	3	3	3	3	3	3	3	3	4	3.25	B
11	5	5	5	5	5	5	5	5	5	5	5.0	A
12	3	2	3	3	3	3	3	3	3	3	2.75	C
13	4	4	4	4	4	4	4	4	4	4	4.0	A
14	3	3	3	3	3	3	3	3	3	3	3.0	B
15	3	3	3	3	3	3	3	3	3	3	3.0	B
16	3	3	3	3	3	3	3	3	3	3	3.0	B
17	3	3	3	3	3	3	3	3	3	3	3.0	B
18	1	1	1	1	1	1	1	1	1	1	1.0	F
19	3	3	2	3	3	3	3	3	3	3	2.75	C
20	4	4	4	4	4	4	4	4	4	4	4.0	A

Improvements:

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