

Improving Student Learning



Fall 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 fall 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

December 16, 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

FALL 2013
Student Learning Outcomes Assessment Participants

- **Jesse Boggs – Humanities**
- **Joe R Baca – STEM**
- **Henrietta Griego – Humanities**
- **Catherine J Stauber – STEM**
- **Lyndsey Padilla – Vocational (Santa Rosa)**
- **David Lueras – STEM (Santa Rosa)**
- **Germaine Sandoval – Vocational**
- **Robert Ortiz – Vocational**
- **Mary Helen Ortiz – Education**
- **Kevin Lyle Lucero – Humanities**
- **Chelsea Steinski – Humanities**
- **Joel Stone – STEM**
- **Shirley Marlow – Humanities**
- **Bruce McAllister – Humanities**
- **Vidal Martinez – Administration**
- **Maxine Hughes – Allied Health**
- **Jacqueline Romero-Arguello – Allied Health**
- **Shereen Lobdell – Humanities**
- **Leslie Jae Dennis – Humanities**
- **Eugene Sandoval – Vocational**
- **Robert L. Plagge – Vocational (Youth Build)**
- **Elizabeth Juarros – STEM**
- **Dawnette G Najar – Wellness Center**
- **Gary Martinez – Vocational**
- **Erin Lopez – Vocational**
- **Betsy Sanchez – STEM**
- **Anthony Baca – Vocational**
- **Nichole Collins – STEM**
- **Gilbert Martinez – Vocational**
- **Carolyn Chavez – Human Resource**
- **Lorraine Martinez – Title V**
- **Erin Gilland – Allied Health**
- **Harry Anderson – Business**
- **Conni Reichert – Allied Health**
- **Annette Painter – Humanities**
- **Albert Padilla – Vocational**
- **Kayleen R Encinias -- Administration**

Luna Community College: Improving Student Learning –Fall 2013 Report

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Department of Science, Technology, Engineering, and Math
Student Learning Outcomes Assessment
Biology 105: Biology for Non-Majors
Catherine J. Stauber, Adjunct Faculty

PURPOSE

The purpose of this report is to assess learning outcomes of students enrolled and participating in the Biology for Non-Science majors course. This assessment is based on student performance criteria established by NM HED science competencies for a General Education Core transfer course. (NM Common Course Number BIO 1114). The further goal of this assessment is to insure and improve student learning.

BACKGROUND

As described in the LCC 2012-2015 catalog: “This course is designed for the non-science major. The course is a survey of the fundamental concepts in biology with an emphasis on current issues and social implications such as environmental issues, ecology, heredity, etc. Cell and molecular biology as well as nutrition will also be covered. The lab will consist of hands-on experimentation over topics discussed in lecture.”

LEARNING OUTCOMES

NM Lab Science Student Competencies:

1. Students will describe the process of scientific inquiry: Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine or intuition; develop a value of science as a way to develop a reliable knowledge base about the world, and analyze the implication of conclusions to real life situations.
2. Students will solve problems scientifically: Be able to construct and test hypotheses using modern lab equipment (microscopes, scales, computer technology) and appropriate quantitative methods; Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).
3. **Students will communicate scientific information:** Communicate effectively about science (e.g. write lab reports in a standard format and explain basic scientific concepts, procedures, and results using written, oral, and graphic presentation techniques).
4. **Students will apply quantitative analysis to scientific problems:** Select and perform appropriate quantitative analyses of scientific observations; show familiarity with the metric system, use a calculator to perform appropriate mathematical operations, and present results in tables and graphs.
5. **Students will apply scientific thinking to real world problems:** Critically evaluate scientific reports or accounts presented in the popular media; understand the basic scientific facts related to important issues (e.g. global warming, stem cell research, cosmology), and ask informed questions about those issues.

COURSE SPECIFIC LEARNING OBJECTIVES:

Upon completion of Biology for Non-Science Majors students will

- 1) Demonstrate understanding of the nature of science and how science differs from other ways of observing and understanding the world (C1, C3, and C5).
- 2) Demonstrate understanding of the Scientific Method and how it promotes critical thinking in science (C1, C2, and C5).
- 3) Demonstrate knowledge of basic concepts and the language of Biology, C1 and C3).
- 4) Discuss how the basic principles of Biology apply to real-life situations using language understandable by their fellow students (C1, C3, and C5).
- 5) Demonstrate knowledge of the basic theories of Biology that pertain to living things, heredity, Earth systems, cell and molecular biology, nutrition, global warming, Genetically modified organisms, etc., (C1 and C2).
- 6) Develop the ability to work together in collaborative groups to perform lab experiments, gather and analyze data and reach conclusions (C2 and C5).
- 7) Use elementary mathematics to solve biological analyses data (C3 and C4).

ASSESSMENT METHODS

- 1) Completion of 5 examinations
- 2) Text chapter homework assignments
- 3) Oral presentation and written component including summary and research sources
- 4) Laboratory reports and analyses
- 5) Written analyses of current popular media reports regarding new scientific findings
- 6) Attendance, attitude, and class participation
- 7) Independent Biodiversity Field Project

SUMMARY OF RESULTS

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

	Excellent	Good	Average	Unsatisfact	Poor
Competency 1	3	9	4	0	2
Competency 2	1	6	6	3	2
Competency 3	1	2	11	2	2
Competency 4	1	3	6	6	2
Competency 5	2	9	3	2	2

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

	C1	C2	C3	C4	C5	Ave
Student 1	3	2	2	2	2	2.2
Student 2	4	4	3	2	4	3.4
Student 3	4	4	3	2	4	3.4
Student 4	5	4	5	4	5	4.6
Student 5	5	4	3	5	4	4.2
Student 6	1	1	1	1	1	1
Student 7	4	3	3	3	3	3.2
Student 8	4	3	3	4	4	3.6
Student 9	4	3	4	3	4	3.6
Student 10	4	3	3	3	4	3.4
Student 11	3	2	3	3	4	3
Student 12	4	4	3	3	4	3.6
Student 13	5	5	4	4	5	4.6
Student 14	4	4	3	3	4	3.6
Student 15	4	3	3	2	3	3
Student 16	1	1	1	1	1	1
Student 17	3	2	2	2	2	2.2
Student 18	W	W	W	W	W	W
Student 19	3	3	3	2	3	2.8

Total of 19 students registered for class and one Withdrawal (5%)

Grade:

- 3 A ==16%
- 7 B ==37%
- 4 C ==21%
- 2 D ==10.5
- 2 F ==10.5

SUMMARY CONCLUSIONS

Statistically, grades were dispersed in close to a normal bell curve with a 78% “successful” rating and a 95% retention rate for the class.

Main problems areas found:

- 1) Students did not possess basic math or verbal skills for quality lab or homework assignment completion or for comprehension of many biological concepts
- 2) A student laxity about attendance impacted comprehension and development of new skills
- 3) Despite reviews and study sessions students seemed to have difficulty building and developing concepts of the interconnectedness of the information they are studying.

IMPROVING STUDENT LEARNING OUTCOMES

- BIOLOGY 105 –Biology for Non-Science majors is delivered as a traditional lecture with class discussions, in class demonstrations, videos, films, and a weekly laboratory session for student hands-on participation in using concepts discussed in lecture. Homework assignments were used as a way to have students preview the material before class.

Possible modifications that may improve student learning:

- Require a daily summary of 2-3 most important points or concepts presented in the previous class.
- Develop an innovative way to enforce attendance requirements-students seem to tend to ignore these
- Improve laboratory facilities and equipment so that more interactive learning can be achieved
- Overall, the individual success of each student is based on their own commitment to their education—but it seems that there is a paucity of skills in today's students to know how to achieve this. (This lack of skills is reflected even in our National rating in the recent 2013 International testing.)

Summary Assessment Report
AH 113 E - Medical Terminology
 Prepared by S. Connie Beil, RN, MS, MSA, Adjunct Faculty

Purpose

The purpose of this report is to assess the effectiveness of student learning in on-line Medical Terminology courses. The focus of the report will be to review the outcomes of the assessments (weekly quizzes and the Final Examination) and assignments conducted during the delivery of the course and utilize this information to consider course modifications of the content, emphasis, assessment, and teaching methodology.

Background

Medical Terminology has been an integral part of the preparation for students seeking foundational knowledge in the Allied Health/Nursing Professions. Students considering opportunities as a medical office assistant, nursing assistant, dental assistant, Licensed Practical Nurse, and Registered Nursing programs have been completing Medical Terminology for the past 11 years at Luna Community College. This instructor is in the middle of the second year (third semester) of on-line teaching of Medical Terminology.

The on-line methodology is a relatively new opportunity and now includes local high school students during their regular school hours and the regular college students from northern New Mexico and the world. Several students who are in the US Uniformed Services of the United States have taken on-line Luna classes.

The Luna Community College Catalogue 2012 – 2015 describes AH113 Medical Terminology in the following manner:

Medical Terminology

This course offers a systematic study of medical terms for health professionals who need to acquire a medical vocabulary for their professional training. The student becomes proficient with prefixes, suffixes and key words that formulate medical terms and the pronunciation of medical terms. A basic review of the major anatomical systems is included and provides a major frame of reference for the terms studied.

The information learned follows a progression of review of the major anatomical systems while building on the four types of word parts used to create medical terms which are:

1. Word roots – which contains the basic meaning of the word
2. Combining forms – which is a word root with a combining vowel added at the end.
 For example: The combining form meaning stomach is gastro/o. This form is used when a suffix beginning with a consonant is added. When a combining form appears alone, it is shown with a back slash (/) between the word root and the combining vowel.
3. A Prefix – usually, but not always indicates location, time, number or status.
 A prefix always comes at the beginning of a word.

PRE	+	NAT	+	AL	=	PRENATAL
(before)		(birth)		(pertaining to)		(time and events before birth)

4. A Suffix - usually but not always, indicates the procedure, condition, disorder or disease. A suffix always comes at the end of the word. You will know a word part is a suffix when it is shown with a hyphen (-) preceding it. For example, the suffix –itis means inflammation.

TONSIL	+	ITIS	=	TONSILLITIS
(tonsil, tonsils)		(inflammation)		(inflammation of the tonsils)

Learning Outcomes

Upon successful completion of this course, the student should:

1. Identify and utilize word parts to systemically build up knowledge of medical language.
2. Learn the “sounds like” pronunciation system identify the guidelines of medical dictionary use.
3. Identify and utilize guidelines the plural forms of words.
4. Identify general medical terminology related to the structure of the human body.
5. Identify and define medical terms related to the major body systems:
 - a) Skeletal system
 - b) Muscular system
 - c) Cardiovascular system
 - d) Lymphatic and immune system
 - e) Respiratory system
 - f) Digestive system
 - g) Urinary system
 - h) Nervous system
 - i) Special senses
 - j) Integumentary system
 - k) Endocrine system
 - l) Reproductive

Assessment Methods

1. Twenty-five points are awarded for each class attended.
2. A 100 point, 100 question Assignment is completed each week. These assignments are open textbook.
3. A 100 point, 10 – 25 question Assessment/Quiz is also completed each week. These Assignments/Quizzes are also open book.
4. Two, 150 point written assignments pertaining to various aspects of Medical Terminology and Nursing are assigned.
5. One 300 point, 100 question Final is given during the last week of the semester. This exam is also open textbook.

All Assessment/Quiz questions are given in a pattern similar to state proficiency examinations. Course content is consistent with information required by the New Mexico State Board of Nursing to prepare students for satisfactory completion of the Licensed Practical Nurse and Registered Nurse State Board Examinations.

Rubric Rating

5 - Excellent	A
4 - Good	B
3 - Fair	C
2 - Poor	D
1 - Unsatisfactory	F

Student	comment	Learning Outcome #1	Learning Outcome #2	Learning Outcome #3	Learning Outcome #4	Learning Outcome #5	Average	Letter Grade
1.		5	5	5	5	5	5	A
2.		5	5	5	5	5	5	A
3.		1	1	1	1	1	1	F
4.		3	3	3	3	3	3	C
5.		5	5	5	5	5	5	A
6.		4	4	4	4	4	4	B
7.		4	4	4	4	4	4	B
8.		3	3	3	3	3	3	C
9.		1	1	1	1	1	1	F
10.		5	5	5	5	5	5	A
11.		4	4	4	4	4	4	B
12.		5	5	5	5	5	5	A
13.		3	3	3	3	3	3	C
14.		4	4	4	4	4	4	B
15.		3	3	3	3	3	3	B
16.		4	4	4	4	4	4	B
17.		3	3	3	3	3	3	C
18.		1	1	1	1	1	1	F
19.		5	5	5	5	5	5	A
20.		4	4	4	4	4	4	A
21.		5	5	5	5	5	5	A
22.	Withdrawn student is not listed							
Average Total		4 (3.6)	4 (3.6)	4 (3.6)	4 (3.6)	4 (3.6)	4 (3.6)	

Summary Conclusions

1. Medical Terminology is a required pre-requisite of the Nursing and Allied Health Programs. Students without strong academic preparation and computer skills were challenged by time management, study skills, and organization deficiencies.
2. Many students verbalized that they have family responsibilities, as well as working full time. This increases the challenge of focusing on their college courses thus making their academic progression more difficult. They admit that they like the flexibility of taking a class on line but did not realize the commitment necessary or the rigor of this subject.

3. There is a demonstrated lack of critical thinking skills and basic problem solving capability in many of the students. This is addressed in the class by problem solving exercises.
4. Students verbalize passion and determination for their career goals but appear, at times, to lack the organizational skills and daily preparation for class.
5. This instructor supports an open text book policy for all Assessments (Quizzes), Exams and assignments. The use of the open textbook and other resources, help the student achieve both better test scores and increase their understanding of research procedures.

Vocational Education Department
Summary Assessment Report
WELD 148: Ornamental Art Welding
 Prepared by Lyndsey Padilla

PURPOSE

The purpose of this report is to assess student learning in Ornamental Art Welding based on student performance throughout the semester. This report will focus on outcomes of assessments conducted during the delivery of the course. Furthermore, this report can be used to inform decisions on modifications to course content, emphasis, assessment and teaching methodologies.

BACKGROUND

This course includes a fun and creative way to learn the basics of welding that allows a student to make ornamental welded projects from start to finish. This course is the first of three levels. It invokes a variety of aspects and teaches responsibility of working through the entire project.

LEARNING OUTCOMES

Upon successful completion the student will be able to:

6. Form and shape scrolls
7. Understand layout methods and basic blue print reading
8. Manufacturing and use of jigs
9. Show ability to follow project specifications
10. The procedure for proper preparation for painting and hot/cold blueing of ornamental iron projects.

ASSESSMENT METHODS

- 8) Completion of 3 class projects
- 9) Performance during numerous class work sessions
- 10) Written Exams (pre and post)
- 11) Knowledge of terminology

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	2	1	0
Competency 2	6	4	3	0	1
Competency 3	5	4	3	1	1
Competency 4	5	3	4	1	1
Competency 5	4	7	2	1	0
Competency 6	5	3	4	0	2
Competency 7	4	4	3	2	1

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

	Mastered	Exceeded	Met	Somewhat Met	Did Not Meet
Student 1	4	3	2	0	0
Student 2	1	2	3	1	0
Student 3	3	4	1	0	0
Student 4	5	2	2	0	0
Student 5	4	1	0	0	0
Student 6	1	2	3	1	1
Student 7	5	2	1	1	0
Student 8	3	0	1	2	1
Student 9	3	3	1	0	1
Student 10	1	2	2	0	0
Student 11	2	2	2	0	1
Student 12	3	2	1	0	0

Student 13	2	0	1	0	2
Student 14	0	3	1	1	2

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 quizzes that test comprehension
- Require students to pass Ornamental Art Welding(148) with a 70% or better
- Require students to give demonstrations
- Require maximum attendance and participation as well as teamwork
- Incorporate an incentive into the program in which the students show their best work

In short, success weighs heavily on the commitment and attendance of the student. Equally important is the attitude they carry toward the subject and workload of the class. Students with strong commitments generally scored higher.

DEPARTMENT OF VOCATIONAL EDUCATION
AUTO154: Suspension Steering and Alignment
Fall Semester 2013
Paul Vance, Instructor

PURPOSE

The purpose of this report is to assess the execution of the training of the AUTO 154: Suspension, Steering, and Alignment course based on student accomplishments of the course competencies and the learning outcomes. The focus of the report is to show how the outcomes of assessments conducted during delivery of the course are and can be used to inform decisions on modifications to the course subject matter, emphasis, assessment, and teaching methods.

BACKGROUND AND COURSE DESCRIPTION

This course will provide a foundation to the automotive chassis system, including the fundamentals of the chassis system. The course includes theory, inspecting and diagnosing practices with an emphasis on safety, along with the repair procedures and specific equipment operation. Alignment procedures will also be covered. Co-requisite: **AUTO100**.

ASSESSMENT METHODS:

- Chapter tests
- Pre and Post Tests
- NATEF task sheets
- Instructor observations and evaluations
- Student hands on projects
- Midterm and Final exams

Student Learning Outcomes

Competencies

1. **Utilize Proper Safety Equipment And Procedures-** Student safety is a top priority. LCC has made every effort to comply with personal and environmental safety practices associated with clothing; eye protection; hand tools; power equipment; proper ventilation; and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations. Every automotive student is required to complete five shop safety tests before performing any work in the shops. These requirements insure that our students have been exposed to local, state, and federal safety and environmental regulations. This competency is introduced, utilized, emphasized and assessed comprehensively.
2. **Locate And Utilize Relevant Electronic Service Information-** The automobile industry no longer uses paper service manuals or other types of printed service information for diagnostic, repair, and service information. It is critical that our students are computer literate and are able to successfully navigate to appropriate service information for the task they need to perform. Our automotive shop is equipped with two computers for this purpose and two on board diagnostic interface scanners. Use Mitchell on Demand online to obtain appropriate service information. This competency is introduced, utilized, emphasized and assessed comprehensively.

3. **Describe Theory of Operation** - It is critical that our students are familiar with the operational characteristics of the automotive system, component, or assembly they are attempting to repair, adjust, or replace. Having access to electronic service information is required for access to this information, however; the student must be able to read and comprehend the information and utilize it to complete a proper service procedure. This competency is introduced, emphasized and assessed comprehensively.
4. **Demonstrate The Proper Use Of Service Tools And Equipment**–There are many specialized pieces of service equipment and special tools required to perform accurate diagnosis, repair, or service of many to the systems of today’s automobiles. The Automotive Department has over 1,000 of these specialized tools in its tool inventory. Our students are required to determine the tool(s) required for the service procedure they are performing, locate the tool and properly utilize the tool without damaging the tool or the vehicle. Demonstrate the ability to perform a complete alignment using the shops Hunter computerized alignment machine. This competency is emphasized, utilized and assessed.
5. **Perform Accurate Diagnosis** – Almost anyone can repair a problem once someone has accurately diagnosed it. Our students are taught the proper diagnostic strategies and routines required to accurately diagnose malfunctions in automotive systems. There is no easy way to become proficient with proper diagnostic procedures without a lot of practice. Our programs contain many hours of diagnostic practice on all areas of automotive repair. Demonstrate the ability to inspect and diagnose vehicle suspension, steering, and alignment issues. This competency is emphasized, utilized and assessed.
6. **Perform Repairs Properly** – Once an automotive malfunction has been diagnosed, it must be repaired. Our students are required to demonstrate proper repair procedures for most of our classes. There are hundreds of these tasks that each student must perform and be assessed on. Students are required to demonstrate the ability to repair damaged, worn, or malfunctioning components related to the steering, suspension, and alignment systems of a vehicle. This competency is emphasized, utilized and assessed.
7. **Verify Repairs** – Once a repair has been performed, our students are taught the proper ways to verify that the repair has actually solved the customer concern of a malfunction and the vehicle is operating properly. Many times a student will think they are done with a certain service procedure or repair, but have not verified that it is actually fixed. This verification process is taught and assessed in most of our classes. The repairs for suspension systems are verified by test driving the vehicle. This competency is emphasized, utilized and assessed.

SUMMARY OF RESULTS

	Competency 1	Competency 2	Competency 3	Competency 4	Competency 5	Competency 6	Competency 7
Student A	4	3	3	4	3	4	5
Student B	5	5	5	5	5	5	5
Student C	4	2	2	3	2	3	5
Student D	4	2	2	3	3	4	5
Student E	4	4	3	4	3	4	5
Student F	4	3	4	4	3	4	5
Student	4	3	4	4	3	4	5

G							
Student H	4	3	4	4	3	4	5

Competencies	Mastered (5)	Exceeded (4)	Met (3)	Somewhat Met (2)	Did not Meet (1)
1.Utilize Proper Safety Equipment & Procedures	1	7			
2. Locate & Utilize Relevant Electronic Service Info.	1	1	4	2	
3. Describe Theory of Operation	1	3	2	2	
4. Demonstrate Proper Use of Service Tools & Equipment	1	5	2		
5. Perform Accurate Diagnostics	1		6	1	
6. Perform Repairs Properly	1	6	1		
7.Verify Repairs	8				

RECOMMENDATIONS

Students need to be reminded that they must attend all classes and labs. Aside from what they learn in their textbooks and online, the lab part of the class re-emphasizes what they are learning and helps them to retain the theory that they learn in the textbook.

Students need to be reminded more often the importance of reviewing their textbook and preparing for class. Some students do quite well in lab but poorly on quizzes or exams, mainly because they learn the mechanics of what they need to do but not necessarily the theory or concepts that will be in the exams.

During lab, the structure, step-by-step instructions and references to the theory as outlined in the text and constant reminders of safety protocol, makes the labs very effective.

DEPARTMENT OF SCIENCE, MATH, & ENGINEERING TECHNOLOGY

**SUMMARY ASSESSMENT REPORT
MATH 116: INTERMEDIATE ALGEBRA - SECTION 01**

Prepared by Joe R. Baca – Adjunct Instructor

PURPOSE

The purpose of this report is to assess the effectiveness of the delivery of the Intermediate Algebra course 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 one of the two classes taught by the instructor during the Fall 2013 semester.

BACKGROUND

The Math 116: Intermediate Algebra class is a core requirement for all degrees at Luna Community College. As described in the LCC 2009-2012 Catalog:

Provides mathematical sound and comprehensive coverage of the basic computational skills involved in introductory algebra. Emphasis is placed on solving linear equations and inequalities, solving absolute value equations and inequalities, graphing simple functions, finding the slope and equation of a straight line, study of parallel and perpendicular lines, graphing linear inequalities in two variables. Also included is an extensive study of applied geometry as it relates to calculating perimeters, areas, surface areas and volumes.

The total number of students registered for the class was 8 with 1 student withdrawing and 5 students taking the final.

LEARNING OUTCOMES:

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

1. Utilize exponents and scientific notation.
2. Add, subtract, multiply and divide polynomials.
3. Factor and solve polynomials, including the quadratic equation.
4. Utilize and solve rational expressions and equations.
5. Utilize and interpret algebraic functions and inverse functions.
6. Utilize and solve radical expressions, functions, and equations.
7. Solve and graph quadratic equations and rational inequalities.

STATE OF NEW MEXICO CORE COMPETENCIES

1. Students will display, analyze, and interpret data.

Students will be able to:

- a. Discriminate among different types of data displays for the most effective presentation.
- b. Draw conclusions from the data presented.
- c. Analyze the implication of the conclusion to real life situations.

2. Students will demonstrate knowledge of problem-solving strategies.

Students will be able to:

- a. For a given problem, gather and organize relevant information.

- b. Choose an effective strategy to solve the problem
 c. Express and reflect on the reasonableness of the solution to the problem.

3. Students will construct valid mathematical explanations.

Students will be able to:

Use mathematics to model and explain real life problems.

4. Students will display an understanding of the development of mathematics.

Students should:

Recognize that math has evolved over centuries and that our current body of knowledge has been built upon contributions of many people and cultures over time.

5. Students will demonstrate an appreciation for the extent, application, and beauty of mathematics.

Students will be able to:

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

Assessment Methods

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

		points
• Homework assignments	(15%)	150
• My Math Lab assignments	(25%)	250
• 6 Chapter Tests (eliminate lowest)	(25%)	250
• Attendance	(10%)	100
• Final Exam	(25%)	<u>250</u>
total points		1000

Summary of Results

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

Student	C1	C2	C3	C4	C5	Average
A	Withdrew					
B	3	3	3	3	3	3
C	3	3	3	2	2	2.6
D	1	1	1	1	1	1
E	5	5	5	5	5	5
F	5	5	5	3	5	4.8
G	4	5	5	4	4	4.4
H	1	1	1	1	1	1
Class						
Average	3.14	3.29	3.29	2.29	3.0	3.002

Student	%A's	%B's	%C's	%Ds	%F's	%I/AU's	W%	Total	%Totals Successful
Total	1	0	2	0	4	0	1	8	43%

Percentage	13%	0%	25%	0%	50%	0%	13	101	
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Summary Conclusions:

The factors that appear to be most related to the student's performance are the student's self motivation to learn and their attendance. Students learning achievements were increased when students met with the instructor for discussion of their progress in class and their attendance.

Recommendations for Improvement

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

- The material & discussion (lecture notes) that is covered in class should be the student's responsibility by attending class (M-R) every week. Attendance is a must.
- Students should check with the ACE and ACCESS centers to find out schedules of times to meet with tutors on a regular bases.
- Increasing the amount of extra credit assignments and/or quizzes during the semester to help increase attendance.
- Provide progress reports to all students on the regular bases through out the semester. Students should know where they are with the progress reports.
- Discuss/suggest with other department instructors ideas that are working or not working in their classes.
- Increase the involvement among the instructor, department head, tutoring centers, athletic department and the registrar office when it comes to the progress (grade) of all students.

Department of SMET
Summary Assessment Report
Math 116: Intermediate Algebra
Prepared by David A. Lueras, Santa Rosa Campus

PURPOSE

The purpose of this report is to assess student learning in Intermediate Algebra 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 methodologies.

BACKGROUND

Provides mathematical sound and comprehensive coverage of the basic computational skills involved in introductory algebra. Emphasis will be placed on Factoring Polynomials, Rational expressions and Equations, Functions, Quadratic equations, Exponential and Logarithmic Functions, and Conic Sections. Every chapter will have its own homework's to follow up with the chapters. Also, an exam will be administered after each chapter.

LEARNING OUTCOMES

C1. Display, analyze, and interpret data.

1. Discriminate among different type of data displays for the most
2. Draw conclusions from the data presented.
3. Analyze the implication of the conclusion to real life situations

C2. Demonstrate knowledge of problem-solving strategies. The finding of limits.

1. For a given problem, gather and organize relevant information.
2. Choose an effective strategy to solve the problem.
3. Express and reflect on the reasonableness of the solution to the problem.

C3. Construct valid mathematical explanations.

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

C4. Students should: Recognize that math has evolved over centuries and that our current body of knowledge has been built upon contributions of many people an cultures over time.

C5. Demonstrate an appreciation for the extent, application and beauty of mathematics.

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

ASSESSMENT METHODS

- Completion of 5 Exams
- Quizzes
- Homework assignments

SUMMARY OF RESULTS

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

	C1	C2	C3	C4	C5	Average
Student 1	3	3	3	4	4	3.4
Student 2	5	5	4	4	4	4.4
Student 3	5	5	4	3	3	4
Student 4	3	3	3	3	3	3
Student 5	4	4	4	4	3	3.8
Student 6	5	5	4	4	4	4.4
Student 7	4	4	4	4	3	3.8
Student 8	3	3	4	4	4	3.6

SUMMARY CONCLUSIONS

- Each chapter builds on one another and those who understood the beginning chapters are the students who really succeeded in the learning outcomes.
- As you can see through the table students who built upon the last chapters would have a better understanding of the material and therefore earned higher level mastery scores for their competencies.
- Also, students who dedicated more time to their homework's and showed great attendance generally did better than those who did not.

Some students really showed a lot of improvements throughout the semester and greatly improved their overall mastery of algebra.

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:

- ITV was sometimes difficult to deal with and hard to see the board even at full zoom maybe there could be better management and scheduling. Sometimes the times were not set up correctly leaving both sides waiting for the other to dial in.
- Better proctors for test exams hard to watch students from over the ITV and don't think the proctor was watching them to their full potential.
- Require maximum attendance and participation.
- Again, I made sure student really showed their work as best they could and started making two tests and tried to space out the students but ITV still needs work to make sure they are doing the work themselves.

Department of Science, Technology, Engineering and Math (STEM)**Summary Assessment Report****GEOL 101/L: Survey of Earth Science**

Prepared by Joel B Stone, Adjunct Faculty

Purpose

The purpose of this report is to assess the effectiveness of the delivery of the Survey of Earth Science course based on student achievement of the course learning objectives. The focus of the report is to evaluate the outcomes of assessments 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

As stated in the Luna Community College 2012-2015 course catalog, this course is an introduction for the science and non-science major. The broad spectrum of modern Earth sciences includes: astronomy, meteorology, oceanography, and physical geology. Volcanoes, earthquakes, plate tectonics, glaciers, wind action, ground water, rivers, and landslides are some of the topics discussed. The laboratory provides hands-on examples that reinforce lecture topics.

Students will gain a broad understanding of the physical sciences as related to the study of the Earth. Students will be exposed to the scientific method and learn how geology developed historically. Students will learn that earth science relies on biology, chemistry, and physics.

Learning Outcomes

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

- C1. Articulate the development of geology as a modern science;
- C2. Demonstrate an understanding of Earth materials;
- C3. Demonstrate an understanding of processes that occur on the Earth’s surface and processes that occur beneath the surface;
- C4. Articulate how Earth processes benefit humanity through the use of natural resources; and
- C5. Describe the natural hazards that result from Earth processes.

Assessment Methods

The following were used as methods of student assessment:

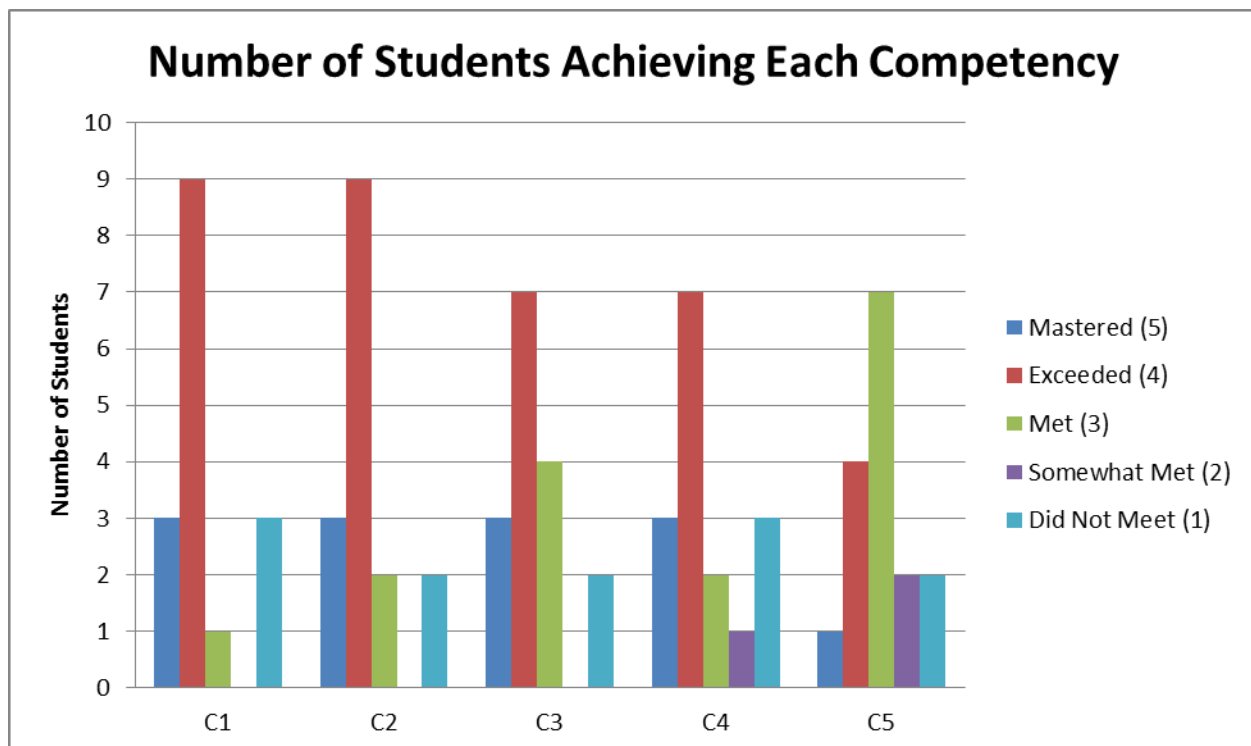
- Attitude, Attendance, & Participation;
- Exams, including a comprehensive final exam;
- Term paper;
- Homework and quizzes; and
- Laboratory assignments.

Summary of Results

Table 1: Displays the class outcomes for the stated learning outcomes or competencies. (Rubric Rating: 5=Mastered; 4=Exceeded; 3=Met; 2=Somewhat Met; 1=Did Not Meet.)

Student	C1	C2	C3	C4	C5	Average	Final Grade
1	4	4	4	4	3	3.8	B
2	4	4	4	4	3	3.8	B
3	4	3	4	4	4	3.8	B
4	4	4	4	4	3	3.8	B
5	1	1	1	1	1	1.0	F
6	4	4	4	4	3	3.8	B
7	1	4	3	1	3	2.4	C
8	3	4	3	2	3	3.0	C
9	4	3	3	3	2	3.0	C
10	4	4	4	4	4	4.0	B
11	4	4	4	4	3	3.8	B
12	5	5	5	5	5	5.0	A
13	4	4	3	3	2	3.2	C
14	5	5	5	5	4	4.8	A
15	4	5	5	4	4	4.4	A
16	1	1	1	1	1	1.0	F

Figure 1: Displays the number of students achieving each stated learning outcome or competency.



Conclusions and Recommendations

Students who were committed to the course and had higher attendance and participation rates tend to perform better in achieving learning outcomes. One possible recommendation to improve class attendance may be to give more pop quizzes during lecture and lab. Class participation may also be improved by incorporating more active-learning modules and discussion-based assignments into course lectures.

As indicated by the data presented, most students were successful in the achieving the stated competencies and either met, exceeded, or mastered the course content. It appears that the term paper assignment was useful in allowing the students the opportunity synthesize the information that they learned during the course of the semester, and to focus their efforts on a subject that particularly interested them. In future courses, it may be helpful to allow the students to give brief presentations on their term paper topics; thereby allowing them to further comprehend the information.

Department of Humanities
 Summary Assessment Report
 PE 135: Yoga
 Prepared by Henrietta M. Griego, Adjunct Faculty

PURPOSE

Yoga has been around for thousands of years. The world we live in has become increasingly stressful and yoga gives us a sense of peace and acceptance. Yoga has many health benefits and is a way of living. A healthy mind is a healthy body. Yoga makes us feel better and able to cope with the world around us.

BACKGROUND

As described in the 2012-2015 LCC Catalog: Yoga demystified for everyone interested in learning the basics of Hatha yoga, or “yoga for health”. Yoga renews and invigorates the body, stretching, and strengthening the muscles, joints and spine. Yoga is a physical and psychological discipline that brings balance to the mind, body, and spirit through breathing, postures and meditation. Basics emphasize safe physical execution, modifications, and movement with breath.

LEARNING OUTCOMES (Expected Competencies)

Upon successful completion, the student will:

1. Develop mind-body-breath connection and awareness
2. Increase joint stability
3. Increase strength
4. Increase flexibility
5. Increase posture
6. Increase balance
7. Cultivate relaxation

SUMMARY OF RESULTS

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

	Did Not Meet (0)	Met (1)
C1		2
C2		2
C3		2
C4		2
C5		2

C6		2
C7		2

NOTE:

The total number of students registered was 22. However, 19 students selected to audit this course. One student withdrew.

ASSESSMENT METHODS

- Evaluation is based on attendance and participation.
- The grade of S (satisfactory) or U (unsatisfactory) is given.
- Reduced modifications for student.
- Instructor looks at:
 - Increased flexibility (deeper bends, stretches)
 - Increased balance (not using aids to balance)
 - Increased strength (holding poses longer)
- Student self-reports of improvements in health.

RECOMMENDATIONS/IMPROVEMENTS

Students who had good attendance and participation, were able to master the competencies. Modifications are provided at the beginning of the semester. By the end of term, some students no longer need the modifications and are able to perform postures without modification. The desire to learn the yoga practice allowed students to be very successful in class because of their desire to be there and learn the yoga practice. Most of the students this semester audited the class because they enjoyed taking the course and have taken yoga for a grade in the past. Many students have expressed that they have gained so many benefits from taking this class, that they will always continue a yoga practice for life.

DEPARTMENT OF SCIENCE, MATH, & ENGINEERING TECHNOLOGY**SUMMARY ASSESSMENT REPORT
MATH 116: INTERMEDIATE ALGEBRA
Prepared by Betsy Sanchez – Math Instructor****PURPOSE**

The purpose of this report is to assess the effectiveness of the delivery of the Intermediate Algebra 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 Fall 2013 semester.

BACKGROUND

The Math 116: Intermediate Algebra class is a core requirement for all degrees at Luna Community College. As described in the LCC 2012-20015 Catalog:

Provides mathematical sound and comprehensive coverage of the basic computational skills involved in introductory algebra. Emphasis is placed on solving linear equations and inequalities, solving absolute value equations and inequalities, graphing simple functions, finding the slope and equation of a straight line, study of parallel and perpendicular lines, graphing linear inequalities in two variables. Also included is an extensive study of applied geometry as it relates to calculating perimeters, areas, surface areas and volumes.

The total number of students registered for the class was 25 with 1 student withdrawing and 23 students taking the final.

LEARNING OUTCOMES

The student learning outcomes for the course are as follows:

1. Utilize exponents and scientific notation.
2. Add, subtract, multiply and divide polynomials.
3. Factor and solve polynomials, including the quadratic equation.
4. Utilize and solve rational expressions and equations.
5. Utilize and interpret algebraic functions and inverse functions.
6. Utilize and solve radical expressions, functions, and equations.
7. Solve and graph quadratic equations and rational inequalities.

STATE OF NEW MEXICO CORE COMPETENCIES**1. Students will display, analyze, and interpret data.**

Students will be able to:

- a. Discriminate among different types of data displays for the most effective presentation.
- b. Draw conclusions from the data presented.
- c. Analyze the implication of the conclusion to real life situations.

2. Students will demonstrate knowledge of problem-solving strategies.

Students will be able to:

- a. For a given problem, gather and organize relevant information.
- b. Choose an effective strategy to solve the problem
- c. Express and reflect on the reasonableness of the solution to the problem.

3. Students will construct valid mathematical explanations.

Students will be able to:

Use mathematics to model and explain real life problems.

4. Students will display an understanding of the development of mathematics.

Students should:

Recognize that math has evolved over centuries and that our current body of knowledge has been built upon contributions of many people and cultures over time.

5. Students will demonstrate an appreciation for the extent, application, and beauty of mathematics.

Students will be able to:

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

ASSESSMENT METHODS

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

Homework/MyMathLab	30%
6 Chapter Tests	20%
Midterm & Final	40%
Attendance	10%

SUMMAR OF RESULTS

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

Student	C1	C2	C3	C4	C5	Average
1	w	w	w	w	w	
2	4	5	4	4	5	4.4
3	5	5	5	5	5	5
4	3	3	3	3	3	3
5	0	0	0	0	0	0
6	5	5	5	4	5	4.8
7	3	4	4	5	4	4
8	4	3	4	4	4	3.8
9	3	3	3	3	3	3
10	3	2	3	3	2	2.6
11	3	3	2	2	3	2.6
12	5	5	5	5	5	5
13	3	4	4	4	3	3.6
14	3	3	4	4	4	3.6

15	5	5	5	5	5	5
16	5	5	4	5	5	4.8
17	3	4	4	3	4	3.6
18	3	3	3	3	3	3
19	3	3	2	2	3	2.6
20	3	3	3	3	3	3
21	5	5	5	4	5	4.8
22	3	3	3	3	3	3
23	4	4	4	3	3	3.6
24	3	3	4	4	3	3.4

Student	%A's	%B's	%C's	%Ds	%F's	%I/AU's	W%	Total	%Totals Successful
Total	6	9	8	0	1	0	1	25	23
Percentage	24%	36%	32%		4%		4%		95%

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 or an SIL for assistance and asked questions in class for more direction.

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:

- The MyMathLab online technology to implement the Study Plan where the student will work on practice material before homework assignments in the MyMathLab.
- Modify the amount of homework given in the MyMathLab and textbook where the students will be able to use the resources provided from the online component.
- Students chosen randomly to peer teach a problem that was covered the session before. This increases student participation and preparation in class.
- Before beginning a new lesson begin class with homework help session to review the material from the day before.

Department of Education
ECME110T: Professionalism
Presented by: Mary Helen Ortiz, Adjunct Faculty

BACKGROUND:

This course provides a broad-based orientation to the field of early care and education. Early childhood history, philosophy, ethics and advocacy are introduced. Basic principles of early childhood systems are explored. Multiple perspectives on early care and education are introduced. Professional responsibilities such as cultural responsiveness and reflective practice are examined. NM Common Course Number: ECED2152.

LEARNING OUTCOMES

- Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussions with families, referring to appropriate professionals, and in cases of suspected abuse or neglect, reporting to designated authorities. B.4
- Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations. C11
- Use both self and collaborative evaluations as part of ongoing program evaluations. F.12
- Demonstrate ability to adhere to early childhood professional codes of ethical conduct and issue of confidentiality. G.1
- Demonstrate awareness of federal, state, and local regulations, and public policies regarding programs and services for children birth through eight years of age. G.2
- Demonstrate understanding of conditions of children, families, and professionals; the historical and current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession. G.3
- Demonstrate critical reflection of one's own professional and educational practices from community, state, national, and global perspectives. G.4
- Demonstrate understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice. G.5
- Demonstrate knowledge in technology resources to engage in ongoing professional development. G.7

ASSESSMENT MEASURES

- Textbook assignments journal entries,, group activities, observation, quizzes, mdc-term final
- Observation, quizzes, textbook assignments, ethical dilemma responses, chapter responses ,mid-term final
- Interviews, guest speakers, group activities.
- Textbook assignments, journal entries, respond to ethical dilemmas, observations, quizzes, group presentations, research, quizzes, mid-term and final
- Textbook assignments, guest speakers, quizzes, mid-term/ final Named initiatives since the inception of the No Child Left Behind Act. Since 2000.
- Research historical theory, textbook assignments, group activities, journal entries, quizzes, mid-terms, final.
- Read handouts on research, respond to questions, group activities, textbook assignments journal entries, quizzes, mid-term final

- Textbook assignments, journal entries, group activities, team collaboration, quizzes, mid-term chapter quiz, final
- Textbook assignments, key terms, group activities on computer, guest speaker, research, quizzes, mid-term final.

ASSESSMENT OUTCOMES

- Students scored on the average of about 82 %.
- Role playing students demonstrate communication skills in group activities.
- Students scored at about 68%.
- Students were able to name all six ethical standards at about 92 % accuracy.
- Applied standard in journal entries at 100 % .also in group and individual activities.
- Demonstrate knowledge thru checklist or essay type question naming, the initiatives,(federal, state and local mandates) at about 83% accuracy.
- Research theorists individually and as a group. At about 82%
- Written philosophy statement. 82% average.
- Research paper at about 95%

Recommendations for Improvement

Allow Students more responsible in turning in assignments on a timely basis.

Department of Humanities
Summary Assessment Report
Psyc 101- Introduction to Psychology
By: Adjunct Instructor- Kevin Lyle Lucero

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.

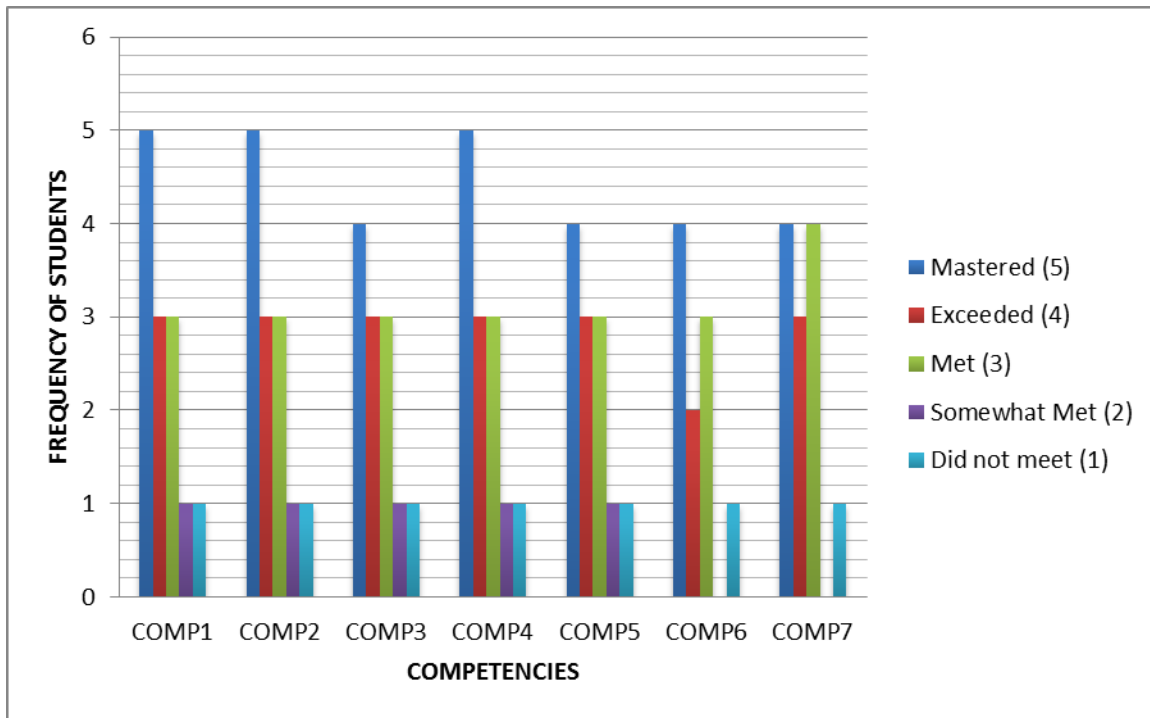
Learning Objectives: After completing the course student will be able to:

1. Define the science of Psychology, and be able to distinguish the various fields within Psychology.
2. Recognize the different theories of psychology and their relation with life development.
3. Evaluate the social influence on attitudes and behaviors as they are taught socially.
4. Be able to differentiate between the psychological disorders and their categories through the DSM-IV Manual.
5. Be able to identify stress, and the detrimental effects it has on overall health, as well as the appropriate coping mechanisms, and resources used to stabilize health.
6. Be able to recognize the theories of learning, and be able to distinguish between classical and operant conditioning.
7. Be able to compare the relationship between biology and behavior.

Assessment Methods and Tools:

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

Summary



Improvements:

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

Department of Humanities
 PSYC101 Introduction to Psychology
 Chelsea Stoinski – *Adjunct Instructor*

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.

Course Description:

This course includes the methods and principles of behavior. Topics include but are not limited to: human evolution and development, biopsychology, perception, learning, thinking, motivation, and social interaction.

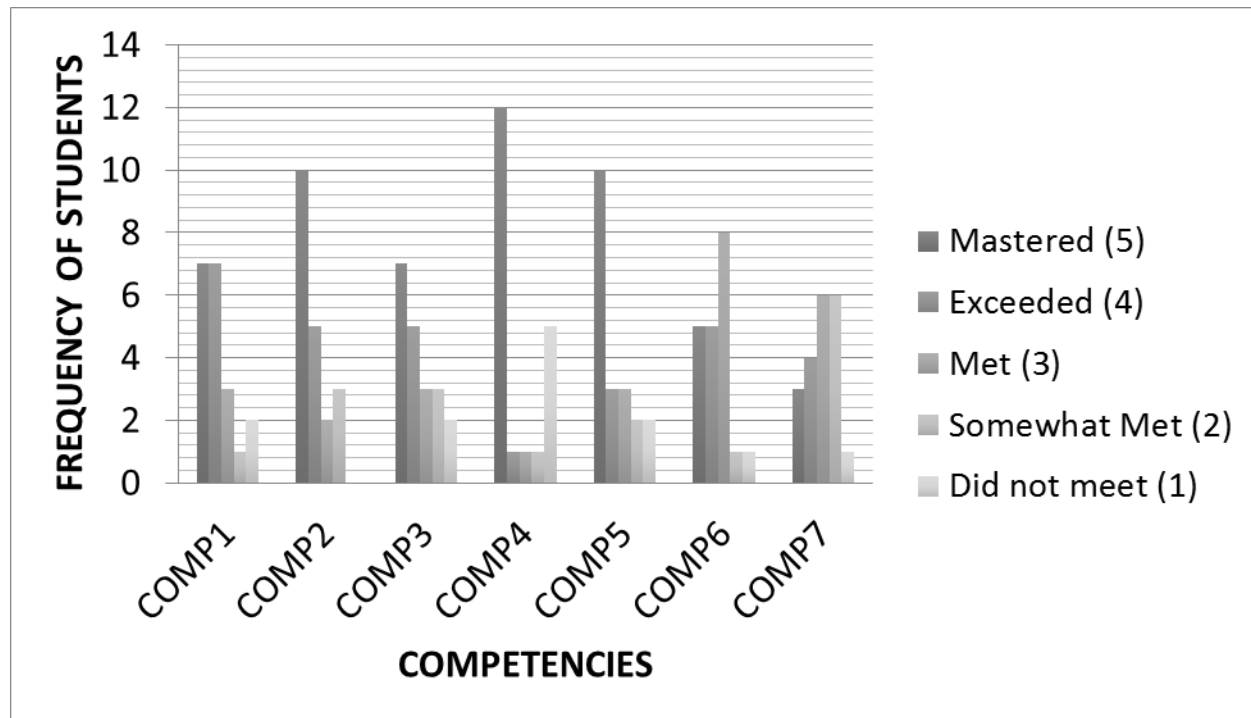
Learning Outcomes:

1. Define the science of Psychology and be able to distinguish the various fields and theories within psychology and their relation with life development.
2. Be able to compare the relationship between biology and behavior.
3. Recognize the different theories of psychology and their relation with life development.
4. Evaluate the social influence on attitudes and behaviors as they are taught socially
5. Be able to differentiate psychological disorders and their categories and be able to specify the proper therapeutic process(es) that are effective for maintaining mental health.
6. Understand the process of memory and the theories of learning.
7. Be able to identify motivation and its effect of emotional response to behavior.

Assessment Methods:

	<u>%</u>	<u>Points</u>
Attendance and Participation (30 classes)	20%	100 (3 pts. ea.)
Assignments/outlines	5%	20 (10 pts. ea.)
Weekly Quizzes (9 quizzes/20 points each)	35%	180 (20 pts. ea.)
Exams (4 total / 25 questions)	40%	200 (50 pts. ea.)
<i>Extra Credit –Term Paper or research</i>	<u>5%</u>	<u>20</u>
Total Grade:	100%	500

Summary:



Recommendations:

- Results: As the course of the semester continued, students' attendance began to decrease. Difficult concepts require more time spent on explaining.
- Strengths: Continued interest in a majority of the students (75%) continued to maintain interest and attendance. Students appeared interested and expressed interest in-class discussions and activities.
- Room for improvement: Pop quizzes; variable interval schedule of taking attendance (Increases the likelihood of attendance where students will not know when attendance will be taken.)
- Future modifications: Require term paper (rough draft and final) to assist students in building writing skills and coherently express knowledge of psychology topic of interest. This will allow for students to be taken through the writing process.

Department of Humanities
Summary Assessment Report
SPAN101: Beginning Spanish 1
Prepared by Annette Painter, Adjunct Instructor

PURPOSE:

This report will assess the effectiveness of the instructional strategies in Beginning Spanish 1. It will evaluate the class and determine how well students met the expected competencies. The objective of this assessment is to use data gathered to improve learning outcomes.

BACKGROUND:

The course is designed to include the essentials of first-year communicative function, grammar skills, and cultural overview of different Spanish speaking countries.

HUMANITIES COURSE- New Mexico Core Competencies:

Competency 1: Analyze and critically interpret significant primary texts and/or works of art. (Fine Arts, Literature, Music, Theatre, and Film)

Competency 2: Compare art forms, modes of thought and expression and processes across a range of historical periods and/or structures such as political, geographic, economic, social, cultural, religious, and intellectual.

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

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

LEARNING OBJECTIVES/OUTCOMES:

The students will:

- Have a better understanding of the grammar and usage of the Spanish Language.
- Increase their vocabulary and be able to use them in sentences.
- Better understand spoken and written Spanish.
- Increase their reading skills.
- Be able to express themselves better in writing.
- Appreciate Spanish Culture and Heritage.
- Use appropriate pronunciation, structure, and vocabulary to communicate orally with speakers of Spanish, answering questions or making simple descriptions.
- Read and understand authentic documents in Spanish for cultural information.

ASSESSMENT METHODS AND TOOLS:

- In-class assignments
- Group activities
- Quizzes
- Attendance
- Homework writing assignments
- Class participation/discussion
- Midterm Exam
- Final Exam

SUMMARY OF RESULTS:

The following are the results of students achievement based upon the learning objectives. Sixty-five percent (65%) of student's achievement was average to excellent, six percent (6%) showed a need for improvement, and twenty-nine percent 29% of students failed. The 29% failed rate was unusually high compared to other semesters. Out of five failed grades only one actually completed the course. The other four were no shows or rarely showed up to class. Early alerts were sent on at least two occasions.

RUBRIC RATING

5 – Excellent

4 – Good

3 – Average/Fair

2 – Unsatisfactory

1 – Poor

0 – Never Attended

IMPROVEMENTS:

- To have a balanced class of listening, writing, reading, and speaking.
- Encourage non-native speakers to form simple sentences and conversations to share with class.
- Encourage native speakers to speak more freely in Spanish without hesitating due to their native dialect.
- Incorporate Spanish music audio conversation into classroom for additional listening exercises.
- Assign simple writing assignment such as current events.

Department of Humanities
Fall SLOA Assessment Report
ENG098E: Essentials of College writing
Prepared by Jesse L. Boggs; Adjunct faculty

PURPOSE

The purpose of this report is to assess student learning in Eng098E based on student performance throughout the semester on three key competencies for Eng098E. The focus of the report is on how the outcomes of the assessments will foster continual progression in achieving higher student success rates.

Course DESCRIPTION

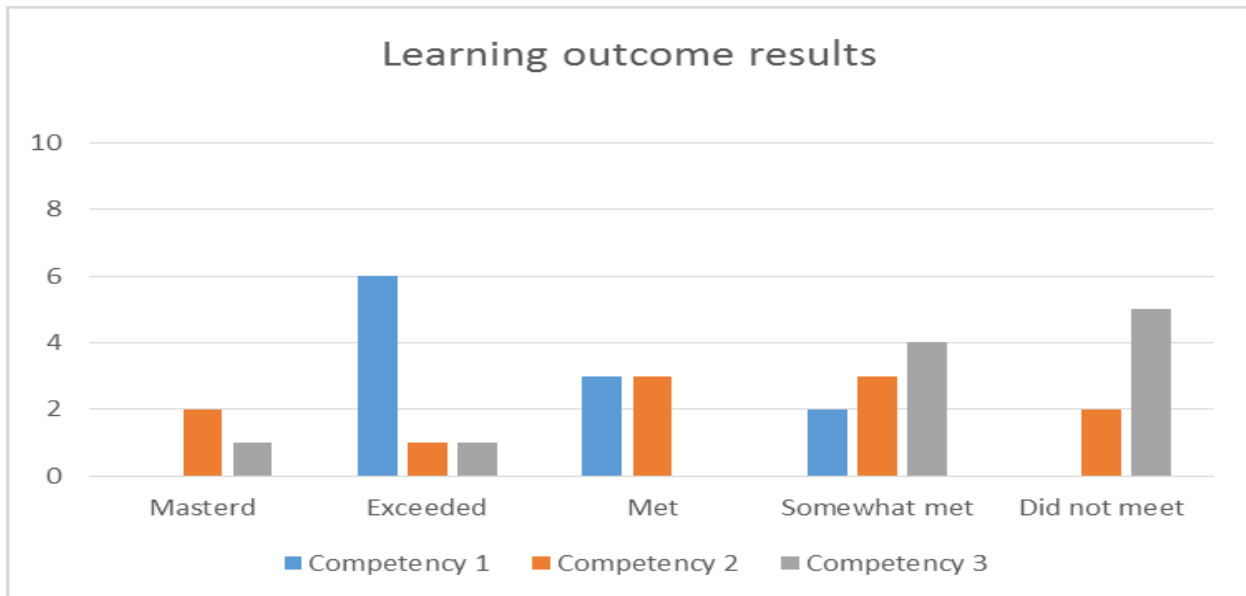
As described in the LCC Catalog: The essentials of college writing. The course is designed to improve reading comprehension and writing skills. Students will practice fluency and comprehension utilizing diverse texts and strategies such as reading, previewing, note-taking, summarizing, research skills 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 pass a committee-graded exit exam at the end of the course

LEARNING OUTCOMES

1. Use research from a variety of sources for assigned or self-selected projects utilizing printed text, artifacts, libraries, databases, internet, computer networks, and search engines.
2. Apply critical thinking skills in evaluating inferences, conclusions, and generalizations.
3. Plan and write informal outlines by taking notes and producing pre-written documents.
4. Demonstrate comprehension by identifying main purpose/idea; recognize/recall main ideas by selecting topic sentences identifying the thesis statements, selecting key words and phrases.
5. Analyze information identifying elements of fiction and non-fiction that support plot development, choice of words, and effectiveness of figurative language.
6. Demonstrate strategies of the reading process by expanding and refining vocabulary through reading, word study, content area study, debate and discussion.
7. Apply grammatical conventions by writing sentences that include independent and dependent clauses, transitions and conjunctions to connect ideas.
8. Communicate language conventions by utilizing colons, quotation marks, and correct spelling.
9. Demonstrate competence in the writing process by editing final product for grammar, language conventions and format.
10. Demonstrate the use of strategies in the writing process, utilizing persuasive writing, autobiographical writing, and essays that speculate on cause and effect.
11. Demonstrate proficiency in creation of narrative texts to engage the reader by establishing a context.
12. Demonstrate proficiency in variety of compositions utilizing multiple sources, primary sources.
13. Gather relevant information for research topic from a variety of print and electronic sources.

ASSESSMENT METHODS

1. Composition of five essays.
2. Completion of a mid-term and final exam
3. Class participation
4. Reading responses on select essays/articles/short stories
5. Class presentation of semester and learning outcomes.



SUMMARY OF RESULTS

As a first year professor of composition, I found the results of my class somewhat alarming. The class overall did not fare well in achieving a level of excellent or mastery. This seemed to be a result of several factors, but mainly from the result of not completing the required work. This seemed evident in the mindset of students not understanding the ramifications of coming to class and completing the daily assignments. Many students struggled to devote the time and effort to read the required articles and answer the reading response on that article. The class as a whole could not seem to complete the reading responses on time, making me consider broadening the due date of the reading responses. Changing the timeframe for turning in the reading response dramatically affected the amount of students who were turning in their reading responses on time. While the majority of the class did not pass Eng098E based on their lack of work, some were successful in Eng098E. The small percentage of students who passed Eng098E stated that they have achieved a better understanding of the general structure and format that would be required of them in future composition classes.

RECOMMENDATIONS

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

- Creating a classroom that is dominated by student questions and responses. As a first time Distance Learning instructor, I was lacking in the experience to quickly and fully engage my class with questions and various other means of leading the discussion. This lead to a classroom that was almost only the professor discussing for the entire hour. This approach will be modified to ensure that more students are being engaged and given the process to speak into the composition process.

- While the reading response were helpful to the students, they sometimes struggled to see a connection between a certain article and Eng098E. The students need to be presented with either a clearer framework that helps them to connect the various articles to the composition of essays in Eng098E. This will allow for the students to understand the need for the ability to pull from various sources and synthesize those sources together in a higher composition class.
- The online class presented unknown challenges to me, in particular the regular keeping of office hours and checking of emails. I would check my email inbox on a basis of once a week. This lead too many students feeling disconnected. By checking them on a more regular basis, I hope to reduce this issue.

Humanities Department, SLOA Report
Art 106: Introduction to Drawing
Prepared by: Shereen Lobdell, Adjunct Professor

Purpose

The purpose of this report is to assess student learning in the Introduction to Drawing course based on student performance throughout the semester. The focus of this report is on how the outcome of the assessments conducted during the delivery of the course are and can be used to inform decisions on modifications to course content, emphasis, assessment and teaching methodologies.

Background

This course introduces the basic skills and concepts of drawing as a form of representation. The problems of rendering a 3-D subject on a 2-D surface will be central to this course. Accuracy of observation and description will be stressed. Critiques will be used to analyze work and to assist students in correcting mistakes, with the goal of steady improvement and accumulation of skills.

Learning Outcomes

Upon successful completion the student will be able to:

- Accumulate technical finesse with a variety of dry drawing materials.
- Learn the elements of Line, Value, Space, Texture and Composition.
- Synchronize the hand and eye in order to develop drawing skills.
- Solve problems inherent to rendering three dimensional forms on a two dimensional surface.
- Utilize three-dimensional still-life as a means to explore depth and compositional balance.
- Gain an understanding of scale and proportion.

Assessment Methods:

- 1.) Completion of seven class projects
- 2.) Completion of homework assignments
- 3.) Participation during class: preparedness with materials and progress made on current project
- 4.) Improvement and effort
- 5.) Following instructions

Summary of Results

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

SLOA	Mastered	Exceeded	Met	Somewhat Met	Didn't Meet
Competency 1	4	5	3	4	0
Competency 2	5	3	8	0	0
Competency 3	4	3	5	4	0
Competency 4	11	3	2	0	0
Competency 5	14	2	0	0	0
Competency 6	14	2	0	0	0

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

Individual Student	Mastered	Exceeded	Met	Somewhat Met	Didn't Meet
Student 1	3	3	0	0	0
Student 2	0	0	2	4	0
Student 3	3	3	0	0	0
Student 4	0	0	2	3	1
Student 5	0	0	3	2	1
Student 6	0	0	3	3	0
Student 7	3	3	0	0	0
Student 8	0	2	3	1	0
Student 9	0	0	4	2	0
Student 10	0	0	0	0	0
Student 11	0	0	4	2	0
Student 12	2	2	2	0	0
Student 13	0	2	2	2	0
Student 14	0	0	4	2	0
Student 15	3	3	0	0	0
Student 16	0	0	4	2	0

Summary Conclusions

Students with the highest level of attendance and participation scored higher in terms of mastery for each competency, and students who dedicated more time to their projects generally did better than those who did not. Younger students, i.e. high school pupils, tended to have more difficulty in absorbing instruction and accumulating skills. Conversely, students with highly developed hand-to-eye coordination, i.e. student athletes, had an easier time absorbing instruction and accumulating skills. Some students were allowed to register for courses that required that they leave early from the drawing course by at least fifteen minutes. This led without exception to lower quality in their finished products. Additionally, poor coordination with the high school busses meant that the high school students were told for the final two weeks of class that they couldn't remain for the duration of the course. This dramatically affected their ability to perform to their potential on their final projects.

Examples of the Use of Assessment Data

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

Ask the registrar not to allow students to enroll in classes that overlap with the scheduled time allotment for the drawing course. This would also require cooperation from the High Schools, where most of the difficulties occurred.

Additional problems occurred with the high schools in relation to bus scheduling where the students were told during the final two weeks of classes that they couldn't remain for the duration of the course if they wanted to ride the bus back to their high school. One solution might be to schedule the drawing class earlier in the morning.

The instructor's solution to the above listed issues would be to insist on the first day of class that overlapping classes is unacceptable and that the students will need to modify their schedules to

accommodate the proper amount of class time for the drawing course (FYI the required course contact hours at LCC for Drawing 1 are already considerably less than they are in a four-year institution, where the class would meet for two hours and fifty minutes, twice a week, rather than one hour and forty minutes, twice a week. Therefore, reducing the number of contact hours would not be an appropriate solution).

Department of Vocational Education
FCMK 104: Planning, Layout & Design
Prepared by: Robert Ortiz, Adjunct Faculty

Course Description

In this course, student will define and apply elements of design, line, shape, mass, color, tone, texture, to a small project in accordance with design standards, design acceptance and practical applications. Safety in the use of tools is stressed

Program Objectives:

- Obj. 1: Demonstrate mastery in the use of hand tools.
- Obj. 2; Demonstrate safe use of hand and power tools.
- Obj. 3: Maintain a clean and orderly work station.
- Obj. 4: Identify the names of various types of equipment.
- Obj. 5: Construct a basic piece of furniture from beginning to end.

Course Learning Objectives:

Students will :

- 1. Use stationary power tools safely and correctly.
- 2. Plan, layout and design a small project.
- 3. Demonstrate proper use of measuring tools.
- 4. Demonstrate ability to assemble, sand, glue and clamp parts of a cabinet/furniture.
- 5. Recognize the common types of woods used to make cabinets.
- 6. Identify the various types of joints used in cabinetmaking

The students will:

- 1. Students are required to attend all class meetings 30 points.
- 2. Plan layout and design a small project 25 points.
- 3. Use stationary power tools safely, and correctly quiz 20 points.
- 4. Students are required to complete Mid-term 25 points.

Students are required to complete Final 50 points

- A. Demonstrate ability to assemble, sand glue and clamp parts of a cabinet/furniture.
- B. Recognize the common types of woods used to make cabinets.
- C. Identify the various types of joints used in cabinetmaking.

Methods of Measuring Outcomes The student will be evaluated through a variety of assignments such as, projects, exams, quizzes and observations.

Grading

- 1. Total points 150
- 2. Pre-test/ Post test

3. Attendance 30 points
4. Quiz 20 points
5. Sketch and layout plan 25 points
6. Mid-term Test 25 points
7. Final exam 50 points

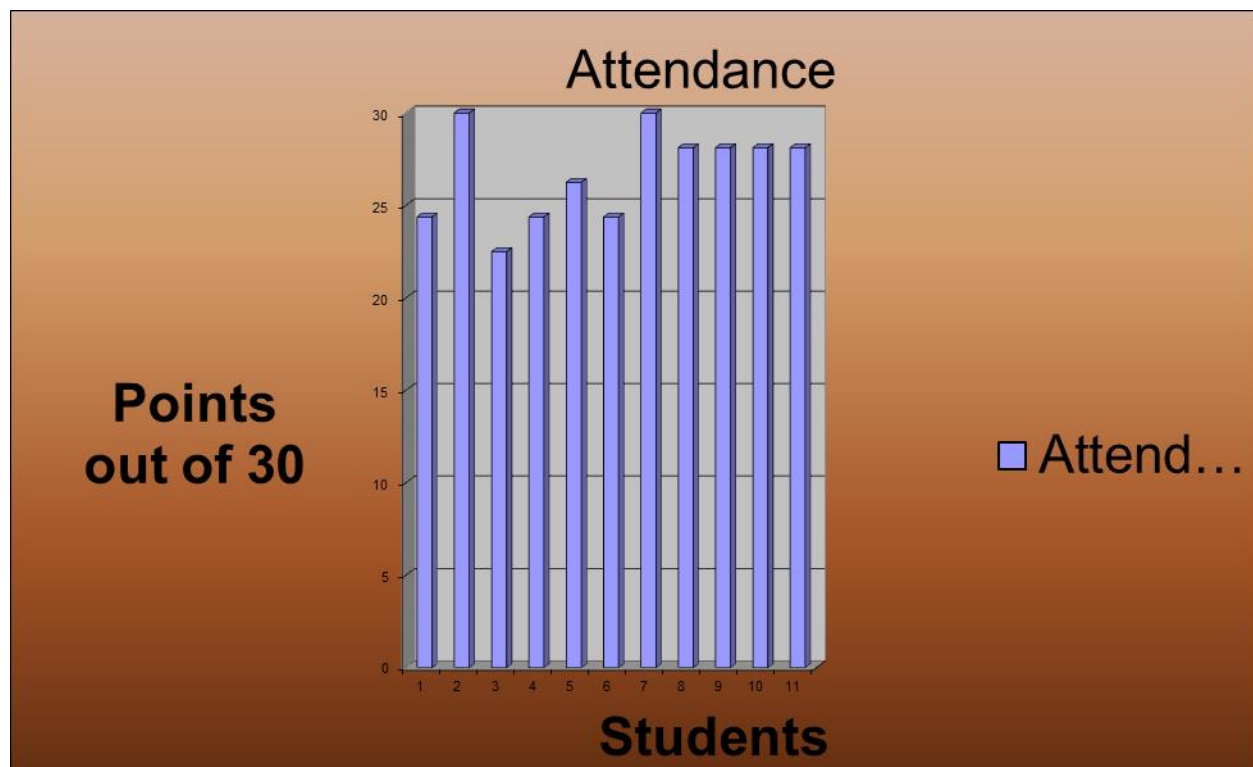
Syllabus and Course Content are subject to change.

Basis for Student Evaluation: Student competencies will be evaluated through a variety of assignments, such as projects, exams in--class participation. Grading standards will be in accordance to student Catalog 2013-2014

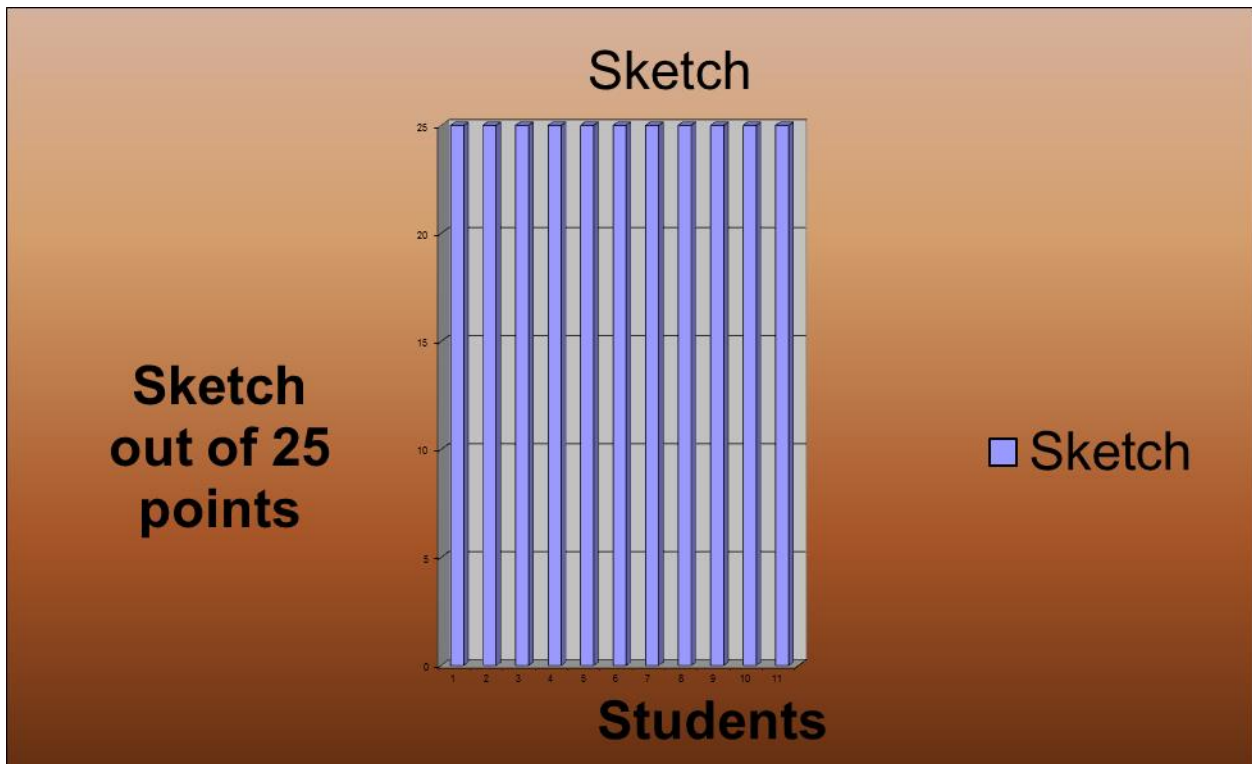
Attendance Policy:

Attendance is crucial to the development of the course's material and students are expected to attend each class session. It is the student's responsibility to sign the class attendance sheet to verify their attendance. It is the student's responsibility to obtain missed lecture notes, handouts, and announcements and assignments from classmates.

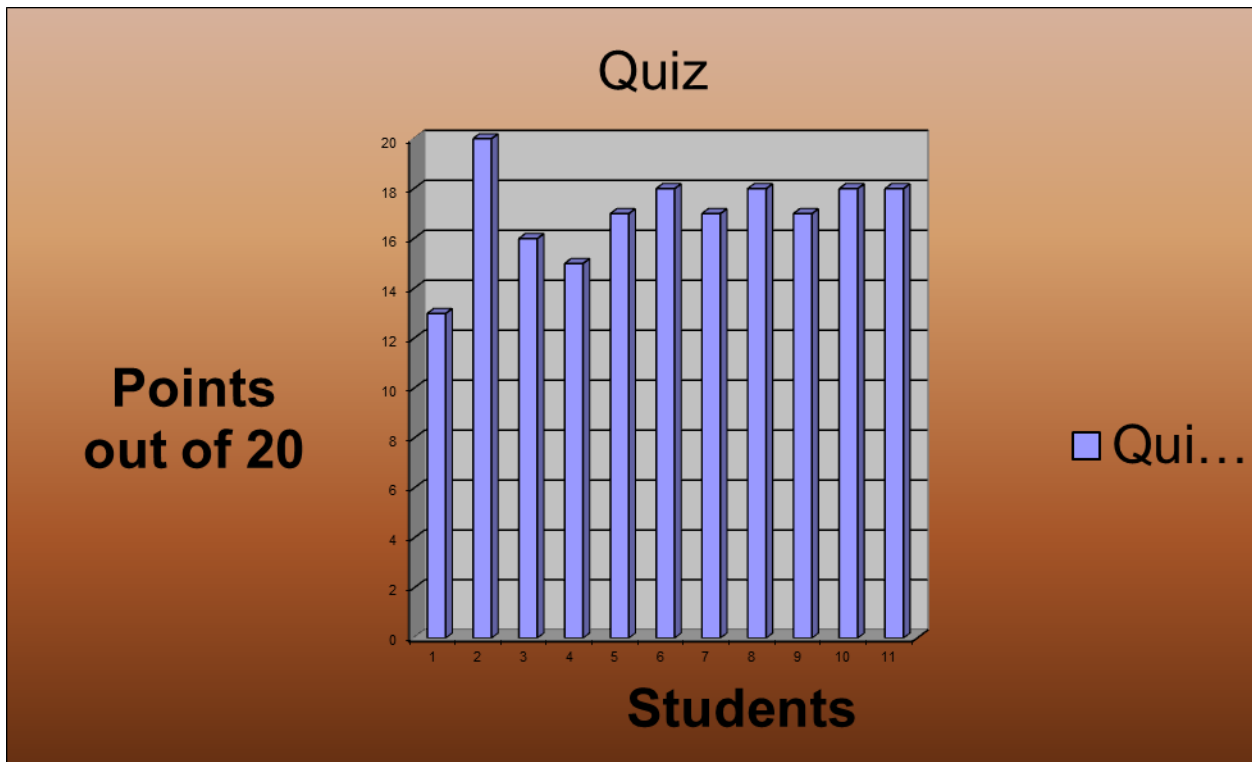
Outcome #1



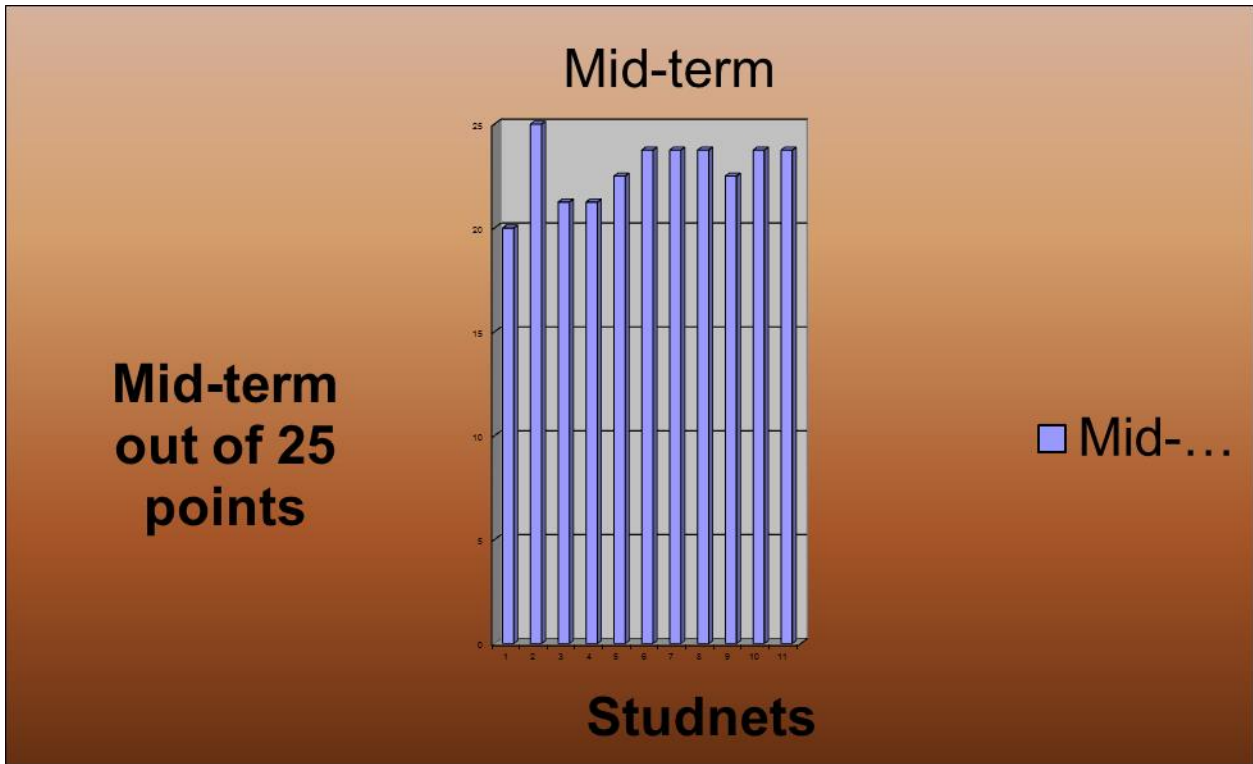
Outcome #2



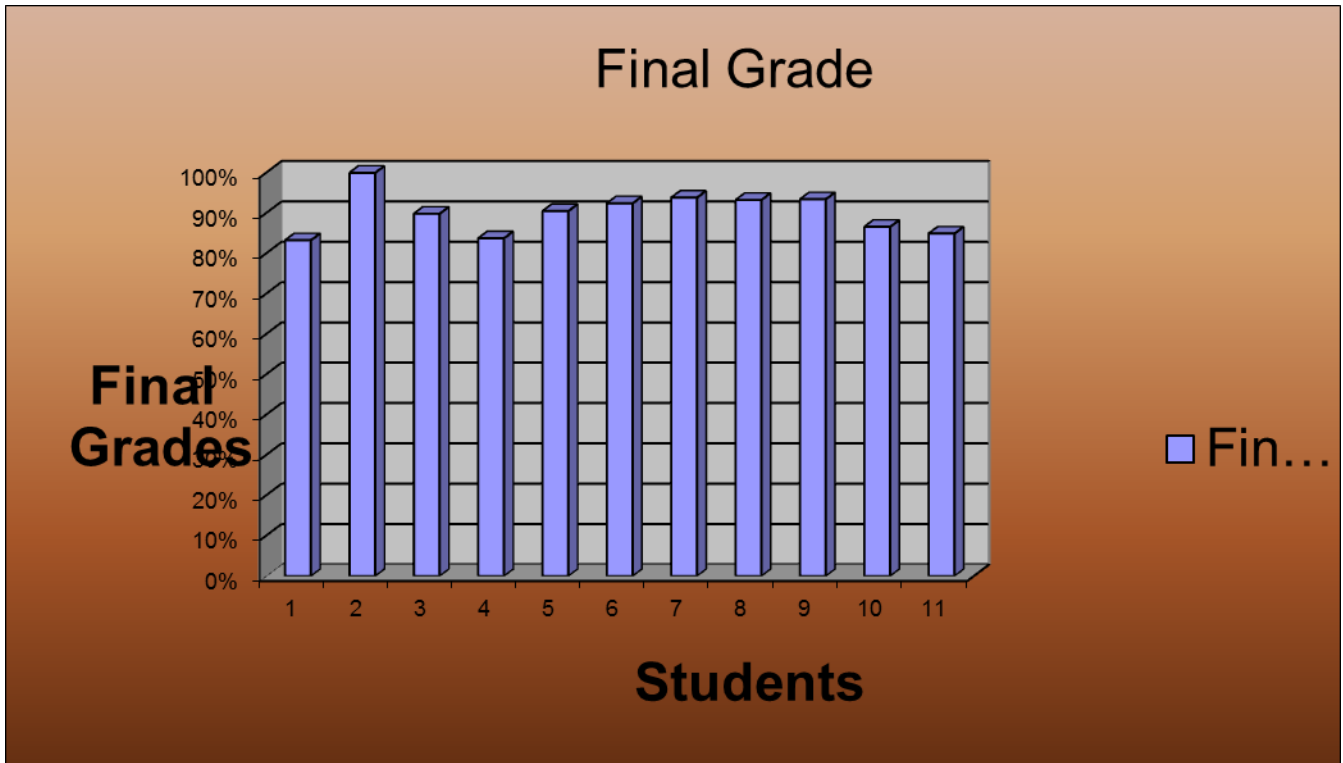
Outcome #3



Outcome #4



Outcome #5



DEPARTMENT OF VOCATIONAL EDUCATION
WLDG118-20 Welding Level I
Prepared by Art Arguello

PURPOSE

The purpose of this report is to assess student learning in WLDG118 Welding Level I based on student performance throughout the semester. The focus is on student learning outcomes to assist in the decision making process of course content, teaching methods, emphasis and other outcomes of the course.

COURSE DESCRIPTION

This course is the first level in the welding program. It is designed for the apprentice welder and teaches the basics in blueprinting, layout, and fabrication. Pipe fitting and proper joint design necessary for various welding processes will be covered.

BACKGROUND

This is a required course for a certificate in Welding Technology.

LEARNING OUTCOMES (OBJECTIVES)

Upon successful completion the student will be able to:

1. To become familiar with standard shop procedures and safety practices.
2. To become familiar with tools and equipment in use in the silk screening.
3. Explain the plasma arc cutting processes.
4. Identify plasma arc cutting equipment.
5. Prepare and set up plasma arc cutting equipment.
6. Use plasma arc cutting equipment to make various types of welds.
7. Identify and explain (SMAW) safety.
8. Explain welding electrical current.
9. Identify welding power supplies and their characteristics.
10. Explain how to set up a welding machine.
11. Identify factors that affect electrode selection.
12. Identify different types of filler materials.
13. Identify and select the proper electrode for a specified welding task.
14. Begin building a portfolio complete with blueprints, materials list, and pictures of completed projects.

ASSESSMENT METHODS:

- Safety Test
- Attendance
- Instructor observations and evaluations
- Student hands on projects
- Midterm and Final exams
- Participate in weekly welding activities
- Chapter Tests

SUMMARY OF RESULTS

Student	Pre-	Competency	Competency	Competency	Post-	Final
1	95	Excellent	Excellent	Excellent	95	98
2	90	Excellent	Excellent	Excellent	90	95
3	85	Good	Excellent	Good	85	88
4	90	Excellent	Excellent	Excellent	90	95
5	88	Good	Good	Good	85	90
6	85	Unsatisfactory	Unsatisfactory	Unsatisfactory	0	0

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 did better than those who did not. Hands-on learners retained concepts better if lessons were presented in a combined format of text, lecture, applied or demonstrate.

EXAMPLES OF THE USE OF ASSESSMENT DATA FOR COURSE DELIVERY IMPROVEMENTS

- Require quizzes that test comprehension of topics and techniques discussed.
- Designate lab time throughout the lesson so that students can have time to work and experiment/experience with programs and tools outside of class.
- Require maximum attendance and participation.
- Overall, the success heavily weighs on the commitment and behavior of the student as those who attended class less often and spent less time or messed “hands-on” opportunities generally scored lower overall

DEPARTMENT OF VOCATIONAL EDUCATION
SSD102-20 ART DESIGN
Prepared by Debra Arellano, Adjunct Instructor

PURPOSE

The purpose of this report is to assess student learning in SSD102 Art Design based on student performance throughout the semester. The focus of the report is on the various assessment methods used and their usefulness in determining any modifications to course content, assessments and teaching methodologies.

COURSE DESCRIPTION

Students learn fundamental design principles, fundamentals of typography, use of color and balance to produce and aesthetically pleasing and economical result. Students learn cut and paste techniques, and computer layout.

BACKGROUND

The Art Design course is a silk screening course that has been taught at Springer to high school students (junior and senior students) as well as community members. It is offered during the fall and summer semester.

LEARNING OUTCOMES (OBJECTIVES)

Upon successful completion the student will be able to:

1. To become familiar with standard shop procedures and safety practices.
2. To become familiar with tools and equipment in use in the silk screening.
3. Know how to use computers enough to create a design for personal projects. Three (3) projects must be completed during the term.
4. Will be able to display knowledge of the elements involved in a pleasing and reproductive design.
5. Will be able to demonstrate familiarity with various software programs available for design.

ASSESSMENT METHODS:

- Safety Test
- Attendance
- Instructor observations and evaluations
- Student hands on projects
- Midterm and Final exams

SUMMARY OF RESULTS

Student	Pre-	Competency	Competency	Competency	Post-	Final
1	88	Excellent	Excellent	Excellent	90	95
2	AUDIT					
3	90	Good	Excellent	Excellent	88	85
4	AUDIT					
5	AUDIT					
6	90	Average	Average	Average	90	98

SUMMARY CONCLUSIONS:

Students who showed up for class and participated in class projects were more likely to learn more and receive a good grade. Students who brought in their own ideas were more likely to complete their projects.

EXAMPLES OF THE USE OF ASSESSMENT DATA FOR COURSE DELIVERY IMPROVEMENTS

- Require quizzes that test comprehension of topics and techniques discussed.
- Require maximum attendance and participation.
- Overall, mastery of each competency is a combined relationship of attendance and how materials are presented or organized by the instructor.

**Department of Humanities
 Summary Assessment Report
 Spanish 101- Beginning Spanish I
 FALL 2013 SLOA Participant
 Prepared by Georgia Cruz**

PURPOSE:

This report will assess the effectiveness of the delivery of instructional strategies in Beginning Spanish I on student achievement. It will evaluate Spanish 101 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:

The course is designed to include the essentials of first-year communicative functions, grammar skills, and cultural overview of different Spanish speaking countries.

HUMANITIES COURSE - New Mexico Core Competencies:

C1. Analyze and critically interpret significant and primary texts and/or works of art. **C2.** Compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures.

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

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

LEARNING OBJECTIVES/OUTCOMES:

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

- Express themselves in a culturally appropriate manner for many purposes by speaking or writing in Spanish.
- Describe the relationship between language and culture.
- Articulate an understanding of other cultures, including such elements as their value systems, languages, traditions, and individual perspectives.
- Describe the use of Spanish for enjoyment, personal enrichment, and employability.
- Describe how language is used to reinforce and expand knowledge of other disciplines.

ASSESSMENT METHODS AND TOOLS:

- In-class assignments
- Group activities

- Quizzes
- Attendance
- Homework writing assignments
- Oral presentations
- Class participation/discussion
- Midterm exam
- Final exam

SUMMARY OF RESULTS:

Table 1 displays the results of student achievement based upon the learning objectives. Ninety-eight percent (98%) of student's achievement was average to excellent, while two percent (2%) of students failed or scored below average in the class. The class average of 3.25% illustrates the need for improvement.

STUDENT	C1	C2	C3	C4	AVERAGE	GRADE
1.	4	4	3	3	3.5	B
2.	3	3	3	3	3.0	B
3.	4	4	3	4	3.75	B
4.	4	3	4	4	3.75	B
5.	4	4	4	3	3.75	B
6.	1	1	1	1	1.0	F
7.	4	3	3	3	3.25	B
8.	4	4	4	4	4.0	A
TOTAL AVERAGE					3.25	

RUBRIC RATING:

5-EXCELLENT

4-GOOD

3-AVERAGE/FAIR

2-UNSATISFACTORY

1-POOR

0-NEVER ATTENDED

IMPROVEMENTS:

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

DEPARTMENT OF HUMANITIES

MUS108E: Music Appreciation

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

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

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

SUMMARY OF RESULTS

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

COMPETENCY RATING FORM - MUSIC APPRECIATION

STUDENT	C1	C2	C3	C4	Student Average
1	5	5	5	4	4.75
2	4	5	4	5	4.5
3	3	4	4	3	3.5
4	3	3	3	3	3
5	4	3	3	3	3.25
6	4	5	4	4	4.25
7	5	5	5	5	5
8	5	4	5	4	4.5
9	3	4	3	3	3.25
10	4	4	5	4	4.25
11	4	4	4	4	4
12	4	5	5	4	4.5
13	0	0	0	0	0
Class Average	3.7	3.9	3.8	3.5	

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	Vocabulary is used in a very meaningful way	Vocabulary is used in a mostly meaningful way	Vocabulary is used in a somewhat	Vocabulary is not used in a meaningful way

meaning			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.

Grading Rubric Multi-media Presentation

Music Appreciation - MUS 108E

Ms. Billie G. Mathews, Adjunct Faculty

To students:

This grading rubric is for your minute multi-media presentation regarding a topic or aspect of music appreciation as outlined in class reviews.

The objective of this project is to allow each student to research, design and present a multi-media music appreciation project in his or her area of music interest. The intent is that strict guidelines have not been set in order to allow for student creativity. A grade will be assigned which reflects the effort you put into this presentation.

1: PRESENTATION SKILLS

Speaking Skills: 5 4 3 2 1

Average Score: _____

2: MATERIALS

Powerpoint: 5 4 3 2 1

3: CONTENT

Evidence 5 4 3 2 1

of research

Relevance 5 4 3 2 1

to music appreciation

Indicates 5 4 3 2 1

application of knowledge obtained in class

Average Score: _____

TOTAL NUMBER OF STUDENTS REGISTERED IN CLASS = 12

SUMMARY GRADE CONCLUSION

GRADE EARNED		NUMBER	PERCENTAGE
A		6	50
B		3	25
C		2	17
D		0	0
F		1	8
		12	100

PERCENT PASSED WITH A "C" OR ABOVE 92

PERCENT PASSED WITH A "B" OR ABOVE 75

Music Appreciation (MUS 108E), Fall 2013 Semester is considered to be effective based on the ranking of student achievement of learning outcomes and final grade.

Overall, student were ranked as good to excellent in Competencies 1 through 4 with scores 3 through 5 with the exception of one student who never attended class. 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 Fall 2013 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. Improved professor contact with students will improve student attendance and participation eliminating attendance problems and failing grades. Course pacing based on students' access to acquiring text will ensure that the scope of content is complete.

Summary Assessment Report
FS 205: Firefighting Strategies and Tactics
Prepared by: Adam Martinez, Adjunct Instructor

PURPOSE:

The purpose of this report is to assess the effectiveness of the delivery of the Firefighting Strategies and Tactics course based on student achievement of the course learning outcomes. The focus of the report is on how the outcomes of the assessments conducted during the delivery of the course are and can be used to inform decisions on modifications to course content, emphasis, assessment, teaching methodologies, and most of all – improve student learning. The report and data used can be useful in improving course delivery.

BACKGROUND:

The Fire Science program at Luna Community College has recently gone with the FESHE curriculum to be an accredited Associates of Applied Science degree in Fire Science. As described in the LCC 2012-2015 Catalog:

This course provides the principles of fire ground control through utilization of personnel, equipment, and extinguishment agents. Topics include: fire behavior, pre-fire planning, building construction, size-up, fire ground communications, command, and ICS/NIMS. This course is aligned with Fire and Emergency Services Higher Education (FESHE) Curriculum.

The course assessed for this report was taught by an adjunct instructor for the semester of fall 2013. One student was a dual credit senior in high school and the other six students were regular college students majoring in Fire Science.

LEARNING OUTCOMES:

The student learning outcomes for the course are as follows:

1. Discuss fire behavior as it relates to strategies and tactics.
2. Explain the main components of pre-fire planning and identify steps needed for a pre-fire plan review.
3. Identify the basics of building construction and how they interrelate to pre-fire planning and strategy and tactics.
4. Describe the steps taken during size-up.
5. Examine the significance of fire ground communications.
6. Identify the roles of the National Incident Management System (NIMS) and Incident Management System (ICS) as it relates to strategy and tactics.
7. Demonstrate the various roles and responsibilities in ICS/NIMS.

ASSESSMENT METHODS:

The methods used to assess student progress towards achieving the learning outcomes included:

- 13 Quizzes
- 13 Discussion Questions
- Midterm and Final Exam
- 5 Written Assignments

SUMMARY OF RESULTS:

	Excellent	Good	Average	Poor	Failing
Competency 1	5	1			1
Competency 2	2	2	1	1	1
Competency 3	5	1			1
Competency 4	5	1	1		
Competency 5	2	1	3	1	
Competency 6	4	1	1	1	
Competency 7	6				1

As the table illustrates, the students were mostly ranked in the excellent or good categories which means that they were competent in completing the learning outcomes. The few that fell into the poor or failing category were mainly because of lack of effort or for missing the assignment. They all did well in each learning outcome when work was turned in.

SUMMARY:

All students showed competency when they took the time to do the work. It's often times hard to engage with the students because it is a distance learning program and takes some self-motivation on their part to be successful in these types of classes.

Firefighting has a lot of hands-on duties that are part of the job and although it takes critical thinking to complete these tasks, the students don't get the hands-on portion of the class. This can make it difficult to fully understand the theory of firefighting because they aren't seeing it in real life.

With the resources that are present for teaching an on-line firefighting class, I believe the students that stuck with the class and completed assignments throughout the semester showed increased knowledge and learning.

Ways to Improve Course Delivery Based Off Assessment Data

Some modifications that can be made in order to improve the class include:

- Engaging the students more and create active learning in the discussions.
- Use media more to give them a more realistic view of how some of these objectives are met in real-life incidents.

Department of Health Sciences
 Summary Assessment Report
 NRS099: Student Nurse Success
 Prepared by SFC David Muniz RN BSN, EMT-I

PURPOSE

The purpose of this report is to assess student learning in Student Nurse Success 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 methodologies.

BACKGROUND

The Student Nurse Success Course provides new nursing students with the tools necessary to be successful in the LCC Nursing Program and to ultimately prepare for the Licensed Practical Nurse (LPN) and Registered Nurse (RN) Board Examinations.

As described in the LCC Catalog: The focus of this class is to learn skills that will help the nursing student be successful throughout the nursing program. The course will cover self-assessment of learning, empowerment, motivation, critical thinking, time management, study techniques and test taking

LEARNING OUTCOMES

Upon successful completion the student will be able to:

1. Identify what kind of learner they are and strategies to enhance their learning
2. Assess time management abilities, identify goals, set priorities, get organized, develop self-discipline, achieve balance, delegate and overcome procrastination
3. Practice and apply specific study techniques
4. Identify components of a multiple choice question
5. Develop and practice a systematic process for answering all multiple choice questions
6. Participate in evaluation of test-taking and identify strategies for improvement
7. Identify resources available for success

ASSESSMENT METHODS

- 1) Completion of in class assignments
- 2) Performance during the other Nursing courses evaluations
- 3) Attendance and participation during class group discussions and assignments

SUMMARY OF RESULTS

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

	Mastered	Exceeded	Met	Somewhat Met	Did Not Meet
Competency 1	0	0	24	0	4
Competency 2	0	0	24	0	4
Competency 3	0	0	24	0	4

Competency 4	0	0	24	0	4
Competency 5	0	0	24	0	4
Competency 6	0	0	24	0	4
Competency 7	0	0	24	0	4

SUMMARY CONCLUSIONS

Students who demonstrated competency in the learning outcomes met the requirements for completion of the course. Students who were unsuccessful in the Nursing Program due to academic requirements did not meet the minimum requirements for course completion. Students who utilized the study and test taking strategies discussed in the course proved to be more successful than those who did not. On average the students who also utilized the time management strategies fared better.

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:

- The course should be scheduled as the last class of the week so that students can discuss with the instructor what concepts were unclear from the other nursing courses and would give the students the opportunity to hear a concept from a different point of view. This would especially be beneficial for dosage calculations where it seems the majority of the students were having difficulty.

- Overall, the success of the students is assessed by their performance in all the Nursing Courses. The course is a good tool for new nursing students especially those who are new to critical thinking and scenario based examinations. To help students succeed in the course the available online programs such as ATI and Kaplan should be used more especially the tutorials to help the students learn the test taking strategies earlier in the semester.

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Assessment Methods

1. Classroom Activities, Daily Participation, and Notebook (20%)
2. Quizzes (Pre-/Post Tests, Content/Vocabulary/Grammar) (30%)
3. Mid-Term Exam (20%)
4. Final Exam (30%)

Summary/Conclusions/Reflections

The students in the Spanish 101 course were well prepared, punctual, attended regularly and participated in class daily. The fluency level of the students in class varied from fluent to medium proficient. Students engaged in a variety of activities that focused on the objectives of the course. Oral reading, expository and informational writing, speaking, listening, note taking and role play were all components of the class activities. Although the students in the course performed well on most of the outcomes, their weakest performance was on learning outcomes 7 (unassisted oral speaking) and 8 (read and understand authentic documents). More guided practice with speaking and more opportunities to practice with pairs and as a group would benefit all the students by allowing them additional practice and feedback for their performance. Some authentic documents were provided to the students, however the variety and type of documents was not sufficient to allow them ample opportunity to engage the material. Instructor proposes to include more speaking opportunities and a broader variety of authentic documents, such as print media (magazines, newspapers, etc.) to allow students more opportunities to learn from them.