Luna Community College

Spring 2017

SLOA REPORT

CS130

Introduction

To Networking

CS 130
INTRODUCTION TO NETWORKING

SPRING 2017 SLOA
PRESENTATION

NICHOLE COLLINS

STEM DEPARTMENT FACULTY

LUNA COMMUNITY COLLEGE

CS INSTRUCTOR/ADVISOR

PURPOSE

The purpose of this report is to assess student learning based on the established Program Learning Outcomes for the CS130 Introduction to Networking course. The focus of this report is to document the methods and results of the assessments that were used throughout the course. The results will then be used to make informed decisions on modifications to course content, emphasis teaching methodologies, and improvements in student learning.

COURSE DESCRIPTION

This course introduces the student to local- and wide-area networks, OSI 7 layer model switches routers, and TCP/IP. Topics covered may lead a student to pass the Network+ test. Topics include: network protocols, connections and topologies. Network security will be addressed as part of the curriculum.

COURSE
OUTCOMES

Graduates of the Associates of Applied Science degree in Computer Science program will be able to demonstrate the following abilities:

1. Define and summarize the purpose and history of networks

2. Identify network hardware, standards, topologies, technologies and protocols

3. Analyze network reference models

4. Identify and solve network problems

5. Define network security and its importance

6. Design, maintain and support small business networks

ASSESSMENT METHODS

- 10% Attitude, Attendance & Participation (AAP)
- 10% Assignments
- 10% Chapter Quizzes (text book)
- 20% Exams (3) (text book)
- 30% Lab Simulator
  - 10% Section Quizzes
  - 10% Labs
  - 10% Exams (4)
- 20% Final

Beginning Enrollment:	15																*Percent
Course	A's	B's	C's	D's	F's	I	AU	S	U	W	I	Total %A's	%B's	%C's	%I's %S's	%U's	Retention
CS130	4	1	2	1	3	1				3	15	27%	7%	13% 7%			47%

* Students earning A,B or C, S grades

COURSE COMPETENCY RUBRIC

Students are assessed throughout the CS130 Introduction to Networking Course. During the Spring 2017 semester **fifteen** students registered for the CS130 course **five** ultimately withdrew.

Rubric Rating
5 = Excellent
4 = Good
3 = Average
2 = Unsatisfactory
1 = Poor

Student	C1	C2	C3	C4	Average
A	i	i	i	i	INCOMPLETE
B	2	2	2	2	2
C	4	5	5	5	4.75
D	5	5	5	5	5
E	0	0	0	0	0
F	4	5	5	5	4.75
G	3	3	3	3	3
H	3	3	3	3	3
I	0	0	0	0	0
J	4	5	5	5	4.75
K	0	0	0	0	0
L	4	5	4	4	4.25

Class Average = 2.86

C1: Knowledgeable in course content
C2: Applies concepts
C3: Working knowledge of software
C4: Working knowledge of hardware/components

CERTIFICATION
RESULTS

STUDENT NAME

Student
Name

100% PERFORMANCE-BASED

By passing your TestOut Network Pro Certification exam,
you have demonstrated your skills in essential elements
of the network computing environment.

- Cables and Connectors
- Wired Networking
- Wireless Networking
- Network Connection Configuration
- Network Services
- Network Security
- Network Troubleshooting

8   Took exam
1   Did not certify

7 !CERTIFIED!

CONCLUSION

With the information gathered the I have concluded that CS130 Introduction to Networking is successful. I think the current competency form we use is generic and will need to be modified to fit each individual CS course. As for the material covered in the course I may in the future reduce the amount of text book material that students have to submit, and work with out IT department to possibly come up with ways students can shadow or help in a project. I will also emphasis more that deadlines must be met.

I know that the Computer Science program has and will continue to maintain the rigor needed to produce well educated and prepared individuals. These individuals will be able to enter the workforce and/or continue their education further at a four year institution.

There are always going to be modifications to curriculum needed as technology and individual student learning needs are always changing. By continuing to maintain the program and gather information improvements will be made as needed and required.
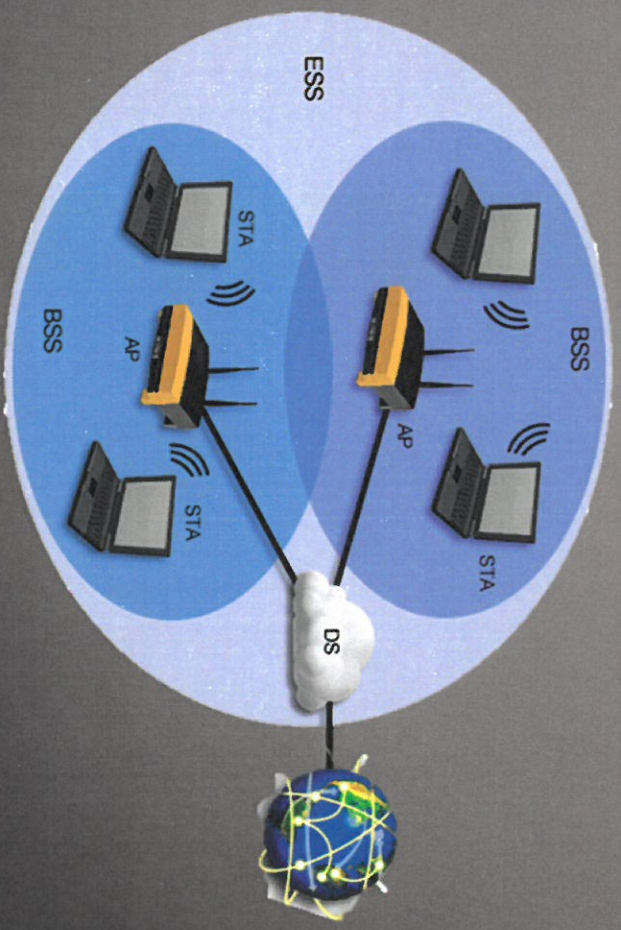
Spring 2017

SLOA REPORT

CS107

Topics in Food Safety

Luna Community College

Student Learning Outcomes Assessment Presentation

CUL 107/01-Topics in Food Safety

Jessica E McGee/Spring 2017

Background

This beginning course assists the new culinary arts student in gaining a fundamental understanding of conventional and organic agriculture and how choices in selecting food products affect the economy, public health, and the environment.

This is the second time I've taught this class.

Learning Outcomes

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

1. Demonstrate familiarity with current food safety controversies;

2. Evaluate the risks and benefits of conventional vs. organic agriculture;

3. Create a menu that demonstrates the principles of sustainability using local food sources; and

4. Examine an interest of choice regarding agriculture, food safety or food technology and create a short presentation.

Assessment Methods

Learning outcomes were measured through participation in class discussion, very short written assignments, written tests, menu creation, and final presentations.

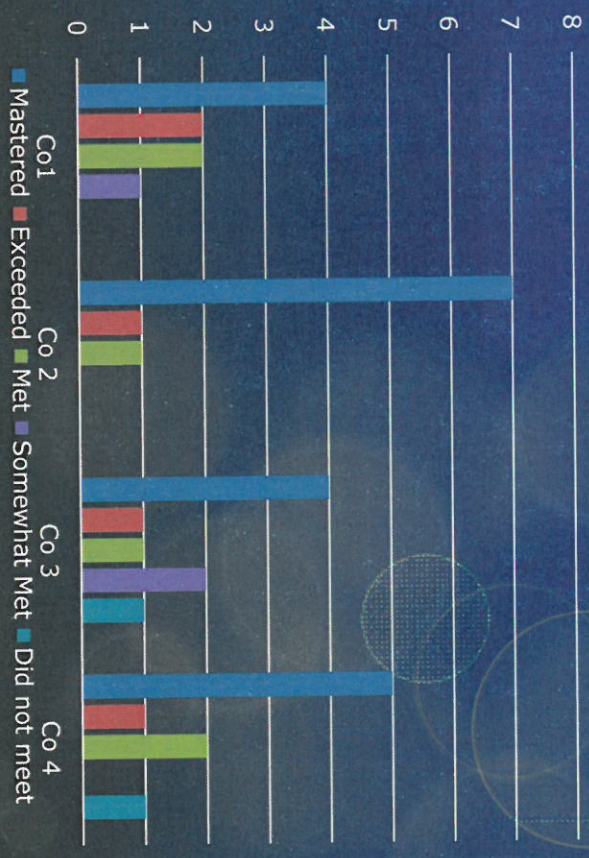Midterm and final presentation scores comparing last year(SP 2016) and this year(SP 2017).

Assessments
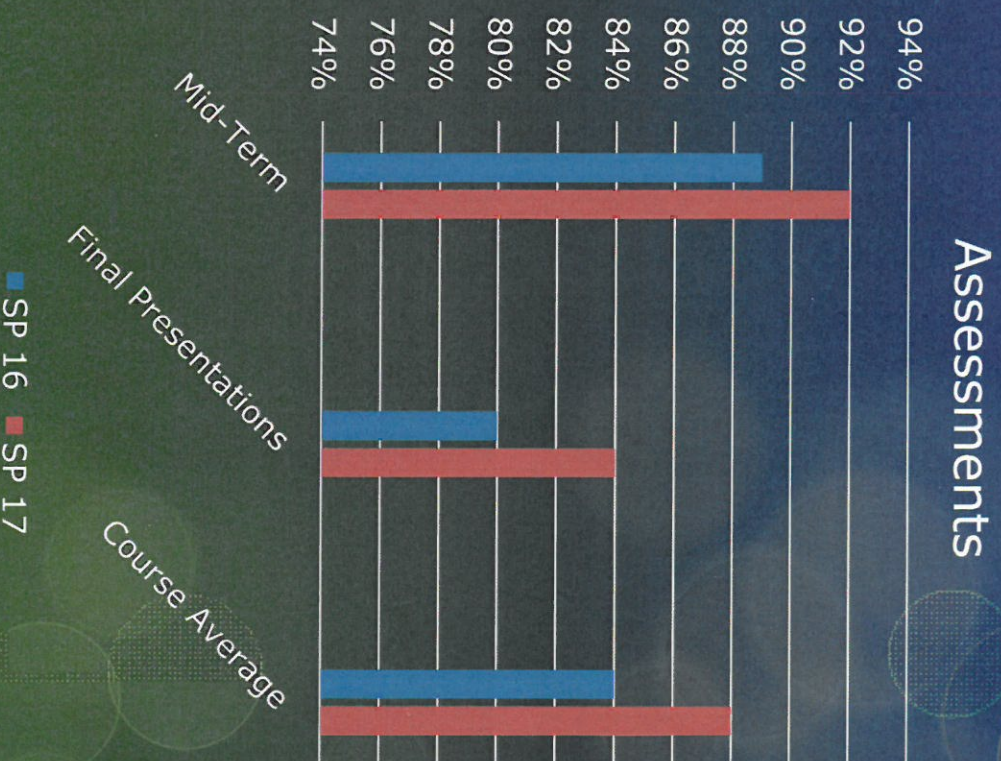
Summary of Results for SP 16 & SP 17

Spring 2016

	Master ed (5)	Excee ded (4)	Met (3)	Somew hat Met (2)	Did not meet (1)
Co1	3	2	0	0	1
Co2	4	1	1	0	0
Co3	3	2	0	0	1
Co4	3	2	0	0	1

Spring 2017

	Master ed (5)	Excee ded (4)	Met (3)	Somew hat Met (2)	Did not meet (1)
Co1	4	2	2	1	0
Co2	7	1	1	0	0
Co3	4	1	1	2	1
Co4	5	1	2	0	1

Recommendations for Spring 2018

○ Competency 1 and 2- **Successful** due to the multiple ways that the information was presented(through documentary screenings, guided research, discussion, and short writing assignments). This year I included 1-2minute writing assignments as a form of evaluating student understanding. This allowed me to notice early on if a student was not grasping a concept. I would continue this practice.

○ Competency 3-This was something the students seemed to struggle with a bit more this year. Next year I think it would be beneficial to focus specific guided research into sustainability, and local sustainable food sources, checking understanding through a mini-writing assignment.

○ Competency 4- All students met, exceeded, and mastered this competency except one student who stopped attending mid-semester. More guidance was given in the presentation creation process this year(topic choice deadline, instructor approval of topic, grading rubric, presentation format guidelines and scheduled presentations) which lead to higher quality work.

Questions?

Spring 2017

SLOA REPORT

DENT103

Dental Materials

SLOA (Student Learning Outcomes Assessment)
Course-Level Reports and Presentations
DENT 103 Dental Materials
Spring 2017

What needs to be in Reports/Presentations?

1. **Course-level learning objectives**

   The student will be able to:
   1. Use dental materials appropriately and be able to perform Advanced Chairside Functions.
   2. Utilizes appropriate decision-making skills and collaboration with others to deliver accuracy and competency in skill and knowledge when practicing chairside and laboratory dental materials.
   3. Demonstrates accountability and practice of professional roles when providing dental care for clients.
   4. Communicates appropriately, utilizing basic communication techniques, when providing dental care for clients toward health promotion and illness prevention.

2. **Assessment Tools**

   Students' attainment of course objectives is measured using:
   - Competencies (Practical demonstrations of learned skills)
   - Final Exam

3. **Data/Results**

Student #	Competency Average (Objective 1&3)	Final Exam Percentage (Objective 2&4)
1	99%	83%
2	99%	90.50%
3	85%	75.50%
4	88%	86.50%
5	96%	63.50%
6	98%	53.50%
7	98%	62.50%
8	97%	62.50%
9	98%	41.50%
10	94%	59%
11	98%	84%
12	96%	87.50%

4. **Analysis**
   a. What does data tell you about?
      i. Areas of excellence
         1. Students appear to do very well on competencies (hands on)
      ii. Your Best Practices
         1. Students read over competency as a group
         2. Instructor preforms competency with students watching as a group.
         3. Students are allowed 2 practice attempts
         4. Competency is assessed.
      iii. Areas in need of improvement
         1. Study skills as well as test taking skills
      iv. Concrete, intended improvements
         1. Suggest Study groups, Focusing more on study skills as a group, Quiet environment
         2. Align assessment tools more closely with each individual course objective.

Spring 2017

SLOA REPORT

ENG111

Freshman Comp I

Student Learning Outcomes Assessment: Spring 2017

Courses Covered: Freshman Composition 111-01, 111-02, and 111-03

Larry Fields

01:   Course-Level Learning Objectives:

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

02:   Assessment Tools:

- Pass/Fail open-notes (student-created notes) Quizzes (short answer)
- Final Examination (written – short answer and matching)
- Essays
- Final Portfolio

03:   Data/Results:

- Please refer to the attached copies of the Freshman Composition 111 Learning Outcomes Rating Rubrics

04:   Analysis:

A: Areas of Excellence:

For the sake of this report, I am interpreting a "high level" of student performance as those who earned a rating of four or five on the Rating Rubric. Students performed the highest at composing strong thesis statements, followed closely by their performance in identifying and applying the steps of the writing process. Students were a bit weaker in effective use of structure and organization.

B: Best Practices:

Taking the time to consult individually with students early in the writing process provided me ample opportunity to assist them during the pre-writing stages, especially with generating ideas for topics and with outlining their plans for the essays.

Showing students the step-by-step process for maximizing the options provided by the grammar/spelling checker helped them to recognize more of the obvious mistakes that they had overlooked.

Using guided peer review workshops enabled students to share their writing and "test" their ideas on a real audience.

C: Areas in Need of Improvement:

Numerically, based on the Rating Rubric and the results/scores on the timed essay portion of the final portfolios, students struggled the most with Style concerns, including sentence structure, grammar, punctuation, and spelling. The second "weak" area, according to the Rating Rubric, was their ability to

compose essays using a wide variety of rhetorical modes. This data, in my opinion, is not accurate because I was forced to include a good amount of zeroes for those students who did not complete all of the writing assignments in the course, and/or failed to withdraw from the class. Discounting those students' numbers raises the overall scores greatly and is a much more accurate reflection of student achievement.

D: Concrete, Intended Improvements:

I plan to help students do a better job of "connecting" individual writing projects to their college learning experience by including an explanation (on every set of assignment directions) of how the goals and objectives for that particular writing project will help them to fulfill the learning objectives for the course.

To reinforce both the importance and practicality of the pre-writing stages of the writing process, I am considering making the outline portion of each writing assignment part of the grade for each essay.

To assist students with Style concerns, I have been conducting workshops on the following areas: Sentence Variety, Sentence Fragments, Run-On Sentences, and Comma Usage. These reviews include a lecture and explanation followed by application in the form of exercises, which students do in-class individually and independently before we "share" our answers. I would like to supplement these workshops by compiling a list of digital resources, including online dictionaries, thesauri, and spelling/grammar checking programs and applications. I believe that modern students are more likely to engage in and utilize electronic versions of these tools. Additionally, I will offer extra credit to those students who offer new contributions to this list.