

LUNA COMMUNITY COLLEGE

IMPROVING STUDENT LEARNING

FALL 2010 REPORT



Luna
Community
College

Forward

In 2009, Luna Community College took a progressive approach to student learning with a reorganization of learning goals for all programs of study and implementation of an institutional assessment plan. In addition, LCC recognized a need for standardized syllabi with a focus on Student Learning Outcomes (SLOs) and methods to measure those outcomes.

In the Spring of 2010, LCC identified a further commitment to assessment by requiring academic departments to be integrated into the assessment process; therefore, it was determined that all departments participate in semester assessment reporting. The department director along with the faculty conduct the process. This initiative is relatively new in which the academic departments focus on specific learning outcomes with a targeted student population. The purpose is to provide a baseline for future improvements, not only for improving student learning but for program quality, curriculum improvements and instructional delivery.

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

Principles of Assessment

- Assessment must 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.

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

This fall 2010 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 17, 2010

On December 13th and 14th 2010, LCC faculty participated in SLOA presentations. The presentations demonstrated course level assessment. The following examples are selected samples from all seven academic departments at Luna Community College.

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SUMMARY ASSESMENT REPORT
CS105: Introduction to Computer Science – Fall 2010 – SMET Department

Prepared by Dr. Elizabeth Juarros, Instructor
December 13, 2010

Purpose

The purpose of this report is to assess the effectiveness of the delivery of the CS105: Introduction to Computer Science course based on student achievement of the learning outcomes of the course. The focus of this report is on how the outcomes of the assessments that were conducted during the delivery of the course are, and can be, used to inform decisions on modifications to course content, emphasis, assessment and teaching methodologies.

Background

The Introduction to Computer Science course is the first program requirement for the Computer Science, Associate of Applied Science Degree at Luna Community College (LCC). The Computer Science degree is designed for students who wish to enter the field of computer information. As described in the LCC 2009-2012 Catalog:

Introduction to Computers with Enterprise Linux. Application for Business, Science and Government including: Setup/Administration, Office Suite, Database with MySQL, Servers with Apache, Programming with HTML and PHP. Students will build their own web sites and WordPress Blogs.

During the fall 2010 semester, the course started with 17 registered students. Ultimately, 4 students withdrew from the course and only 11 students took the final exam.

Learning Outcomes

Upon successful completion of CS105: Introduction to Computer Science, the student will:

1. Demonstrate knowledge of the key elements of computer hardware, input/output devices, types of memory and storage, and file structure.
2. Describe the fundamentals and evolution of operating systems (mainly Windows and Linux), as well as understand how to install and uninstall various types of software applications.
3. Understand the basic structure of the Linux operating system and be familiar with Web browsing and other editing programs for Linux. Also, the student will be capable of using the "terminal" application to apply various basic Linux commands.
4. Apply basic Web site design and use HTML code to create, organize, edit, analyze and manage Web sites. Also, the student will be competent with using Cascading Style Sheets (CSS) to alter the style of their Web pages.
5. Demonstrate knowledge of the basics of programming languages and databases operating with PHP-MySQL. Furthermore, the student will use WordPress to blog.
6. Understand networking fundamentals and be confident with Client/Server concepts, Internet and World Wide Web security, as well as server communication and FTP.

Assessment Methods

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

- In-class Projects & Binder Review
- Midterm & Final Exam
- Homework Assignments
- Attitude, Attendance & Participation

Summary of Results

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

COMPETENCY RATING FORM 1 (CS105: Introduction to Computer Science)

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

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

COMPETENCY RATING FORM 2 (CS105: Introduction to Computer Science)

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

	C1	C2	C3	C4	C5	C6	Average
Student A	1	1	1	1	1	1	1
Student B	5	4	4	5	5	5	4.7
Student C	3	3	4	5	4	4	3.8
Student D	5	5	4	3	2	3	3.7
Student E	5	5	3	5	5	5	4.7
Student F	3	3	3	3	3	2	2.8
Student G	5	4	2	4	5	5	4.2
Student H	4	4	4	4	4	2	3.7
Student I	3	3	2	1	1	1	1.8
Student J	4	3	2	2	3	2	2.7
Student K	4	3	3	4	4	4	3.7
Student L	3	3	3	4	4	2	3.2
Student M	4	4	4	3	3	2	3.3

Class Average	3.77	3.46	3.00	3.38	3.38	2.92	

FINAL GRADE REPORT (CS105: Introduction to Computer Science)

	Final Exam	Final Grade	Letter Grade
Student A	0	0	F
Student B	92	90	A
Student C	71	88	B
Student D	70	88	B
Student E	95	94	A
Student F	67	77	B
Student G	92	92	A
Student H	85	88	B
Student I	0	8	F
Student J	68	68	D
Student K	83	91	A
Student L	85	87	B
Student M	76	84	B

Total 17 students registered for class

A's = 23.5%

B's = 29.4%

C's = 5.9%

D's = 5.9%

F's = 11.8%

W's = 23.5%

Percent Successful – Grade "C" or Higher = 59%

Summary Conclusions

The most important aspect of the delivery of CS105: Introduction to Computer Science is the Projects/Binder Completion component of the course. Along with multimedia lectures, homework assignments and exams, Binder Completion gives the student the chance to delve into each topic of the course with practice and hands-on knowledge of the material. With this particular group of students, the predominately hands-on format of the course was conducive to student learning. For certain topics though, there was a gap between the student's performance on the projects and their performance on the exams. Homework assignments geared toward helping the student study from the work done on their projects could bridge this gap.

Since the focus of many of the classes was on in-class projects and class discussions, the attitude of each student and the ability for the student to work independently was key to their success in this course. There were many instances of peer instruction and peer motivation that drove the pace of the course. Projects that were not completed in class had to be completed as homework, so there was a tangible motivation for students to work quickly and efficiently while in class with assistance from the Instructor, as well as from their peers.



Examples of the Use of Assessment Data for Course Delivery Improvement

The following points describe the proposed modifications to course delivery and student behavior patterns:

- Considering the enormous success of particular projects, further development should be made to provide hands-on projects for each of the other aspects of the course.
- More homework assignments should be made that focus on reinforcing the understanding of each project and bridging the gap between the underlying concepts and skills gained by each project and exam-type questions.
- Revise the Linux projects to better encompass the basic concepts with clearer objectives laid out to guide student learning.
- Modify the overall semester schedule of topics so as not to rush the last material.
- Considering the Web development aspect of the course, where writing is essential, there is an obvious need to institute higher standards for developmental reading and grammar.
- Considering the basic programming aspect of the course, there is an obvious need to institute higher standards for developmental mathematics.

ASSESSMENT REPORT
DEPARTMENT OF BUSINESS AND PROFESSIONAL STUDIES
Introduction to Business (BUS105)
Prepared by Meta Levister, Adjunct Instructor
December 13, 2010

Purpose

The purpose of this report is to assess the effectiveness of the delivery of the Introduction to Business course based on student achievement of the course competencies and learning outcomes. The focus of the report is on how the outcomes of the assessments conducted during the delivery of the course are and can be used to monitor instruction and modify course content, emphasis, assessment and teaching methodologies. The student sample is small (10 students out of 15 due to attrition). The report can serve as a baseline for future and further data, information and insight.

Background

Students wishing to graduate with an A.A.S. in either Business Accounting or in Business Administration or with an A.A. in General Business are required to take this course.

The course is described in the LCC 2009-2012 Catalog on page 168 as follows:

This course is designed to give the student a well-rounded, comprehensive understanding of the structure of business, business activities, business opportunities and the overall nature of the business world. Also covered is an overview of the principles of marketing, the concepts of management, business ethics and the global context of business. All Business Program declared majors are required to take this course in their first semester. NM Common Course Number: BUSA1113.

The course assessed for this report was taught by the same instructor during the fall 2010 semester.

Core Competencies:

1. Explain how business affects the quality of life and the world around us
2. Explain the characteristics of the different business ownership forms (corporation, partnership, etc.)
3. Perform basic stakeholder analysis concerning accountability, ethics and social responsibility of business
4. Demonstrate knowledge of the various dimensions of the business environment including political and legal, socio-cultural, environmental issues, diversity, financial and economic, and use of common business terminology, financial and economic, and use of common business terminology;

5. Describe the purpose and content of the business plan including fundamentals of the financial plan, the operations plan, the marketing plan and the management plan, including the impact of technology,
6. Demonstrate basic skills such as information search skills, presentation and writing skills and team skills.

Learning Objectives

1. Describe what a business is and how various businesses compete in the global economy;
2. Explain the various sizes and types of business, their ownership characteristics and how they are organized;
3. Describe the functions of management e.g., planning, organizing, leading and controlling;
4. Explain how businesses are affected by information technology and e-commerce;
5. Identify business stakeholders and what it means to be ethical and socially responsible;
6. Examine the purpose of human resources management e.g. how to take care of employees, the relevance of work force trends, and union relations;
7. Comprehend business terminology and use it appropriately in written and verbal communication;
8. Differentiate between businesses that produce goods and those that provide services and how both they create value;
9. Demonstrate knowledge of the art and science of marketing e.g. customers, product and pricing strategies, distribution strategies, and promotional strategies, and
10. Demonstrate knowledge of basic accounting concepts, financial management, banking, and securities and investment strategies.

Assessment Methods

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

- Quizzes, Tests, Midterm and Final Exam
- Research and Oral Reporting Assignment (1 each)
- Classroom discussions
- Student Self Evaluation

Learning Outcomes:

The results are summarized in the following tables showing student-learning outcomes taken together for the competencies and by individual students for each competency.

Total Students Registered	As	Bs	Cs	Ds	Fs	Ws	Ss	Us
15 original, 10 remained	1	2	6	1		5		
Percentage								
	10%	20%	60%	10%				

Outcomes Aggregated by All Students Who Completed this Course

n=10

excellent good average poor failing

<u>Competency 1</u>	<u>1</u>	<u>3</u>	<u>6</u>		-
<u>Competency 2</u>	<u>1</u>	<u>2</u>	<u>6</u>	<u>1</u>	-
<u>Competency 3</u>	<u>1</u>	<u>2</u>	<u>6</u>	<u>1</u>	-
<u>Competency 4</u>	<u>1</u>	<u>2</u>	<u>6</u>	<u>1</u>	-
<u>Competency 5</u>	<u>1</u>	<u>2</u>	<u>6</u>	<u>1</u>	-
<u>Competency 6</u>	<u>1</u>	<u>6</u>	<u>2</u>	<u>1</u>	-

Individual Student Outcomes for Each Competency

Outcome for Competency 1

<u>n=10</u>	<u>excellent</u>	<u>good</u>	<u>average</u>	<u>poor</u>	<u>failing</u>
Student A			X		
Student B	X				
Student C			X		
Student D		X			
Student E		X			
Student F			X		
Student G			X		
Student H		X			
Student I			X		
Student J			X		

Outcome for Competency 2

<u>n=10</u>	<u>excellent</u>	<u>good</u>	<u>average</u>	<u>poor</u>	<u>failing</u>
Student A			X		
Student B	X				
Student C			X		
Student D			X		
Student E		X			
Student F			X		
Student G			X		
Student H		X			
Student I			X		
Student J				X	

Outcome for Competency 3

<u>n=10</u>	<u>excellent</u>	<u>good</u>	<u>average</u>	<u>poor</u>	<u>failing</u>
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Student A			X		
Student B	X				
Student C			X		
Student D			X		
Student E		X			
Student F			X		
Student G			X		
Student H		X			
Student I			X		
Student J				X	

Outcome for Competency 4

<u>n=10</u>	excellent	good	average	poor	failing
Student A			X		
Student B	X				
Student C			X		
Student D			X		
Student E		X			
Student F			X		
Student G			X		
Student H		X			
Student I			X		
Student J				X	

Outcome for Competency 5

<u>n=10</u>	excellent	good	average	poor	failing
Student A			X		
Student B	X				
Student C			X		
Student D			X		
Student E		X			
Student F			X		
Student G			X		
Student H		X			
Student I			X		
Student J				X	

Outcome for Competency 6

n=10	excellent	good	average	poor	failing
Student A				X	
Student B	X	X			
Student C		X			
Student D		X			
Student E		X			
Student F		X			
Student G			X		
Student H		X			
Student I					
Student J			X		

Summary Conclusions:

Effective Learning

The factors that appear to be most related to the differences in student performance are attendance, completion of written assignments, reading the materials assigned and reviewing notes before announced tests or quizzes. I agree that these student behaviors are fundamental to the learning process and preparing oneself to be successful for this course and the course work that follows from this introductory course. Simply showing up for class is not enough.


The learning achievements of student E indicate that high school students (in a dual-credit program) can take a college level course and compete with college age students and do well or better. Unfortunately, the other dual-credit Students A, G, J and I were not as successful as Student E. Student I has good study habits (attendance, attention, and making an effort to complete assignments) and came very close to achieving at the "good" level. However, as a non-native speaker, from time to time the meaning of some of the non-terminology words in questions hampered this student's ability to choose the correct answers Student J had a high rate of absenteeism due to a chronic health issue and a part time job all of which I believe hindered his attending class more regularly. The student received Early Alert Notices but decided to continue rather than withdraw from class.

Using Assessment Data for Course Delivery Improvement

Writing skills are important in this course. Poor writing skills limit the responses of some students on essay questions. Essay questions are often a better determinant of comprehension than objective tests. If a student can explain it clearly, they understand it.

- I will assign essay assignments so I can gather writing samples the first week of school. I will use the samples to see who needs to be on an "early warning" list of students who need "tutoring" assistance.

In addition to leading class discussions to determine comprehension and critical thinking skills, I will more frequently have students take more responsibility for their learning.

- 
- I will group students in learning clusters to become experts in specific subject matter. They in turn will report/teach the concepts to the remainder of the class. Students pay better attention to peers and tend to remember the material for longer periods.

Almost 80 % of us are visual learners. Many students do not read the text. Students would better understand the context and various business operations environments if they could witness or experience them. The authors and publishers of the text we use provide excellent internet videos that supplement the chapters and can fill this void. It is difficult to have a classroom discussion because so many students cannot download the videos at home.

- Course needs to be held in classrooms outfitted with at least an instructor's station equipped with internet access and large viewing screen.

**DEPARTMENT OF VOCATIONAL EDUCATION
SUMMARY ASSESSMENT REPORT
COLLISION REPAIR DEPARTMENT
FALL 2010**

CRT-115 METALWORKING

Prepared by Anthony Baca, Collision Repair Instructor

Course Description: CRT-115 MELTALWORKING, this course is a 3 credit hour course, with a theory/lab ratio of [2,4].

Catalog Description: this course will cover the metalworking in the collision repair field, Metal types, various metal working techniques will be covered, practical hands –on applications

Learning Outcomes: the student learning outcome for the course are as follows:

1. Competency 1- Identify metal types and their characteristics
2. Competency 2- Identify and safely use metalworking tools and equipment
3. Competency 3- Demonstrate the ability to shape, stretch ,shrink and bend metal

Assessment Methods: the methods used to assess student progress toward and achievement of the learning outcome includes:

- Chapter Tests
- NATEF task sheets
- Instructor Observations and Evaluations
- Student Hands On Projects
- Student Portfolios
- Midterm and Final Exams

Summary of Results: the following tables display the results of student achievement of the learning outcomes.

Course enrollment- 8 students, and 1 audit student

	excellent	good	average	poor	failing
Competency 1	2	2	1	2	1
Competency 2	1	2	3	1	1
Competency 3	3	3		1	1

	excellent	good	average	poor	failing
Student A				2	1

Student B			1	2	
Student C	3				
Student D	2	1			
Student E			3		
Student F		1	2		
Student G			2	1	
Student H			2	1	

Grades	Midterm	Final
Student A	B	F
Student B	C	D
Student C	A	A
Student D	A	A
Student E	A	B
Student F	A	B
Student G	B	C
Student H	B	C

Summary of student outcomes:

- Student attendance overall was average in the first 8 weeks.
- Student attendance effected the completion of their competencies.
- 3 student absences increased in last 8 weeks of the semester.
- 1 student failed due to absences.

How Data will be used to improve course:

- Student attendance policy needs to be implemented.
- Learning environment was not suitable for tools and equipment used in teaching this course.
- Student per equipment space is limited.
- Additional instructional supplies are needed.

**DEPARTMENT OF PUBLIC SAFETY
SUMMARY ASSESMENT REPORT
FS115: INTRODUCTION TO FIREFIGHTING**
Prepared by Lorenzo Montoya, Jr., Fire Science Instructor

Purpose

The purpose of this report is to assess the effectiveness of the delivery of the Introduction to Firefighting course to students. It will be determined based on the students' performance of the course competencies and learning outcomes, the outcomes of the assessments conducted during the delivery of the course content, emphasis, and teaching methodologies. The sample size is relatively small (14 students), so overgeneralization should be avoided. The report should be considered preliminary pending the collection of future and further data.

Background

The Fire Science Program was implemented in the spring 2009 and the Introduction to Firefighting course has been taught twice. The LCC 2009-2012 Catalog describes this class as the following:

This course is an introduction to firefighting skills. Topics include: safety, personal protective equipment, fundamentals of fire extinguishment, equipment operations/ maintenance and other related fire fighter topics. This course addresses key components of NFPA 1001, Standard for Fire Fighter Professional Qualifications.

The section of the course assessed for this report was instructed by Lorenzo Montoya.

Learning Outcomes

1. Identify and recognize key components of the fire tetrahedron.
2. Identify and define the main functions within the NIMS and how they interrelate during an incident.
3. Explain the importance of standard operating procedures.
4. Demonstrate knowledge of fire behavior and the chemistry of fire.
5. Evaluate conditions leading to an offensive or defensive operation.
6. Discuss and give an example of an imminent life-threatening situation.
7. Explain the relationship between life safety and extinguishment.
8. Identify, classify, and describe different types of fires.
9. Compare an offensive fire attack to a defensive fire attack.
10. Describe how collapse zones are determined.
11. List the three tactical priorities, in priority order, and explain how property conservation can be accomplished simultaneously.
12. Accurately identify tools used in the fire service.
13. Define Personal Protective Equipment (PPE).
14. List all PPE used in the fire service.
15. Demonstrate the conduction a risk vs. benefit analysis.

Assessment Methods

The methods used to assess the students progress toward and achievement of the curriculum included:

- Multiple Choice Quizzes (20), Trivia Quizzes, Mid-Term and Final Exam
- Written Essay Assignments
- Classroom Discussion
- Outside/Practical Evolutions

Summary of Results

The following tables display the results of student achievement of the learning outcomes, as related to a pre- and post-test for the course. The pre- and post-test includes all areas of the competencies that should be learned throughout the course of the class.

Pre-Course

<u>Student</u>	<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Poor</u>	<u>Failing</u>
Student A					X
Student B				X	
Student C				X	
Student D					X
Student E					X
Student F				X	
Student G					X
Student H					X
Student I					X
Student J					X
Student K					X
Student L					X
Student M					X
Student N					X
TOTALS	0	0	0	3	11

Post Course

<u>Student</u>	<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Poor</u>	<u>Failing</u>
Student A	X				
Student B	X				
Student C	X				
Student D		X			
Student E		X			
Student F	X				
Student G	X				
Student H		X			
Student I	X				
Student J		X			
Student K		X			
Student L			X		
Student M	X				
Student N		X			
TOTALS	7	6	1	0	0

Summary Conclusions

The Pre-Test table clearly shows that 79% of the class failed the pre-test and the remaining 11% were placed in the poor category. This is expected because the students that were in the class had either very little, or no experience in the fire service. Over the sixteen weeks of instruction, the students showed through the post test that they learned the objectives of the class. The post-test indicates that 50% of the students were able to be placed in the “excellent” category, 43% were placed in the “Good” category, and the one student remained in the “Poor” category.

Students proved capable of performing well in real-life scenarios and training evolutions, and attendance, class participation and the completion of assignments were a key factor in their performance within the class, and as a result, this greatly affected their knowledge of the course objectives.

Factors that contributed towards the success rate of the students may be attributed to the location of the class, attendance rates, methods of instruction, live training evolutions, and days at the fire station.

The class, which was located to the west of the campus, proved to be conducive to the students learning because there were little to no class disruptions. The area around the building, where the class was held, also offered real life examples of what was being covered in class which assisted in students being able to easily relate both textbook and real life scenarios, situations, and concepts.

Methods of instruction vary each class session. Methods that were used were lectures, class discussions, PowerPoint® lessons, the reviewing of Fire Related Training Videos, and hands-on instruction.

The days that students were instructed at the fire station gave opportunities for students to apply the knowledge that was obtained in-class, and display that knowledge by hands-on work in the field. This small portion was especially important because this opportunity prompted students to ask more questions and learn more about what they were studying, which helped them become more proficient in that particular area.

Examples of the Use of Assessment Data for Course Delivery Improvement

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

- Classroom discussions were used to assess comprehension and critical thinking abilities and such assessments were rather informal and the proper assessments of each individual student proved to be difficult. A rubric will be developed and consistently applied to indicate students’ performance during these classroom discussions.
- Students were given written assignments that were difficult to grade because the current rubric that was used did not adequately contain areas that were related to the desired outcome of the written assignment.
- Upon analysis and student input, it has been determined that test questions indicate that students did in fact consistently provided the incorrect answer for a few questions on the exam. Further review showed that these specific questions were either poorly written, contained discrepancies, difficult to interpret, or were not the fully correct answer. These questions will be re-written and corrected for greater clarity and less confusion.

**DEPARTMENT OF DENTAL ASSISTING
SUMMARY ASSESSMENT REPORT
DENT 119 DENTAL TERMINOLOGIES**

**Prepared by Dawna Ortega
December 8, 2010**

Purpose

The purpose of this report is to assess the effectiveness of the delivery of the Dental Terminology course to Dental Assisting students based on student achievement of the course competencies and learning outcomes. The focus of the report is on how the outcomes of the assessments conducted during the delivery of the course are and can be used to inform decisions on modifications to course content, emphasis, assessment and teaching methodologies.

Background

The Dental Assisting Program has been continuous at Luna Community College (LCC), for the past 8 years under the instruction of Gloria Pacheco and myself for the past 2 ½ years. Gloria Pacheco instructed this course in Fall 2009 and Dawna Ortega in Fall 2010.

This introductory course will help students understand Dental terms as they are used specifically to the science of Dentistry. The method of presentation employs a “sounds like” pronunciation system and gives the definition that is more informative and used in relation to similar dental terms. Topics include Intro to Dental Terminology, Anatomy and Oral Structures, Tooth Origin and Formation, Practice and Facility setups, Infection Control, Emergency Care, Examination and Prevention, Pain Management and Pharmacology, Radiography, Tooth Restorations, Cosmetic Dentistry, Prosthodontics, Endodontic, Oral and Maxillofacial Surgery, Orthodontics, Periodontics, Pediatric Dentistry, Dental Laboratory Materials, Dental Laboratory Procedures and Business Procedures.

The 16 week course assessed for this report was taught by Dawna Ortega during the Fall 2010 semester, in the Dental Assisting classroom DO-2 (Allied Health Building).

Learning Outcomes

The student learning outcomes for the course are as follows:

- Locate the Dental Word
- Pronounce the Dental Word.
- Analyze the Structure of the Dental Word
- Define the Meaning of the Dental Word
- Pluralize the Dental Word
- Use the Dental Word.

Assessment Methods

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

- Midterm, and Final Exams
- Dental Terminology Handouts (20)
- Dental Terminology Book Review Exercises (20)
- Classroom discussions

Summary of Results

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

Book Review Assignments for 11 students

	excellent	good	average	poor	failing
Chapter 1	10	1			
Chapter 2	4	6	1		
Chapter 3	5	5	1		
Chapter 4	5	3	2		1
Chapter 5	5	5	1		
Chapter 6	11				
Chapter 7	8		1		2
Chapter 8	7	4			
Chapter 9	10	1			
Chapter 10	6	5			
Chapter 11	6	4		1	
Chapter 12	5	5			1
Chapter 13	8	2	1		
Chapter 14	11				
Chapter 15	9	2			
Chapter 16	8	2			1
Chapter 17	10	1			
Chapter 18	10		1		
Chapter 19	4	6	1		
Chapter 20	5	4	1		1

Chapter Handouts for 11 students

	excellent	good	average	poor	failing
Chapter 1	8	1	1		1
Chapter 2	8	2		1	
Chapter 3	5	5			1
Chapter 4	3	5	2	1	
Chapter 5	6	5			
Chapter 6	6	4			1
Chapter 7	10	1			
Chapter 8	2	3	4	1	1
Chapter 9	2	3	4	1	1
Chapter 10	2	3	4	1	1
Chapter 11	4	4	2		1
Chapter 12	8	2	1		
Chapter 13	7	3	1		
Chapter 14	11				
Chapter 15	10		1		
Chapter 16	6	3		2	
Chapter 17	9		1		1
Chapter 18	2	7	1		1
Chapter 19	8	2			1
Chapter 20	10				1

Overall Semester Grade for 11 Students

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

As the tables illustrate, The first table lists all Book Review Assignments and number of grades for those assignments, Table Two lists all Chapter Handouts and number of grades for those assignments, Table Three lists all students in the class with their final grade for the class.

Summary Conclusions: Fundamental Prerequisites for Effective Learning

The two factors that appear to be most related to the differences in student performance between the two sections are attendance and completion of written assignments, student behaviors that are fundamental to the learning process. In the fall 2010 Dental Terminology Course, the overall attendance rate was 85% whereas 15% of non attendance was excused with Dr. Excuses, as required and stated in 2010-2011 Dental Assisting Program Student Policy Handbook.

Similarly, all students completed nearly all written assignments. Five students failed to complete all written assignments; six students completed all written assignments.


This class was held in the Dental Assisting Classroom DO-2 which is located in the Allied Health Building, in an environment that familiar to students. There were no instances of class disruption with students being called out of class or excused from class for a variety of school related activities.

The students' learning achievements indicate that the course can be effectively taught Dental Assisting students as they will use the Dental Terms in their future careers as Dental Assistants. Results also indicate that fundamental student learning behaviors (attendance, attention, and making an effort to complete assignments) are a necessary for achieving the course learning outcomes.

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:

- Dental Courses are conducive to effective learning, and future Dental Courses should be taught in Dental Assisting Classroom as all Dental related material are accessible to students.
- A pre and post test will be assigned during the first and last week of class in order to evaluate the student's knowledge gained. The assignments will be assessed according to the standard LCC rubric for written work, and students will be advised of courses required before entry to the Dental Assisting Program.
- A detailed analysis of test questions indicated that nearly all students consistently provided incorrect responses to several questions. Further explanation and Terminology Interpretation showed a better understanding, therefore providing greater clarity.
- Overall, students did meet expectations for the learning outcomes related to Dental Terminology In addition to dedicating additional class time to these subject areas, teaching methods will be expanded to include experiential exercises and assignments. For example, rather than lecture and assign readings regarding Dental Terminology, more interpretation and group sessions to incorporate critical thinking and problem solving with team effort.
- Test questions correlate with the learning outcomes, the correlation is readily identified; making assessments of the tests and quizzes applicable.

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- To meet standards, the course and program are still in their Accreditation phase, an analysis of assessments will be conducted on a continuing basis in order to make mid-course modifications as needed.
 - Points off for late homework.

**DEPARTMENT OF HUMANITIES
SUMMARY ASSESSMENT REPORT
ENG115: FRESHMAN COMPOSITION II**

**Prepared by Eloy Garcia, Department Director
December 13, 2010**

Purpose

The purpose of this report is to assess the effectiveness of the delivery of the Freshman Composition II course to our department students based on student achievement of the course competencies and learning outcomes being measured.

Background

Freshman Composition II – Skills mastered in Freshman Composition I are reviewed. Attention is given to library research, in-text documentations, research writing, and analysis and evaluation of written materials.

Several sections of the course were taught; however, one instructor's course was selected for this report.

Assessment Methods

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

- *Rubrics – Communication/English
- *Success and Retention Assessment
- *Textual Readings/Analysis, Mini research paper
- *Two Argumentative Research Papers

Summary of Results

The following rubrics and success and retention display the results of student achievement of the competencies and learning outcomes. The results are as follows:

- Average total for Freshman Composition II – 3.18
- Students averaged at a range of 2.00 lowest to 5.00 highest
- Four students met each competency in the Fair Rating
- Eight students met each competency in the Unsatisfactory Rating
- Four students met each competency in the Fair Rating
- One Student met each competency in the Poor Rating

Competency 1 – 12% Excellent; 12% Good; 47% Fair; 29% Unsatisfactory
Competency 2 – 12% Excellent; 18% Good; 29% Fair; 41% Unsatisfactory
Competency 3 – 12% Excellent; 13% Good; 50% Fair; 25% Unsatisfactory
Competency 4 – 18% Excellent; 23% Good; 18% Fair; 35% Unsatisfactory; 6% Poor
Competency 5 – 18% Excellent; 23% Good; 18% Fair; 35% Unsatisfactory; 6% Poor
Competency 6 – 24% Excellent; 29% Good; 35% Fair; 12% Unsatisfactory

On the other hand, the success and retention outcome assessment for Freshman Composition II indicates a successful rating of 94.12% and a 77.27% retention rating. The average letter grade was a C.

***HOW RESULTS WILL BE USED TO MAKE IMPROVEMENTS:**

The primary purpose of this course was for the student to master research techniques and research writing; however, as scored in competencies 4 and 5 the students did not do as well as anticipated. In fact, thirty-five percent scored fair and six percent scored poor. Students who do not read are at a great disadvantage when it comes to methodology and sentence building. In addition to practice skills, students will be given more reading and editing evaluations, thus, providing both visual knowledge and the many possibilities for creating solid, clear research papers. An analysis of assessments will be conducted on a continuing basis in order to make modifications as needed.

State Competencies Communications (ENG115)

(Learning Outcomes Being Measured)

1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.

Students should:

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

2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly.

Students should:

Organize their thinking to express their viewpoints clearly, concisely, and effectively.

3. Students will use effective rhetorical strategies to persuade, inform, and engage.

Students should:

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

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

Students should:

Use standard processes for generating documents or oral presentations independently and in groups.

5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.

Students should:

Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.

6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.

Students should:

Negotiate civilly with others to accomplish goals and to function as responsible citizens.

Expected Competencies:

Communication/English

Freshman Composition II
Public Speaking
Humanities Portfolio II

RUBRIC RATING

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

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

- C1.** Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.
- C2.** Express a primary purpose in a compelling statement and order supporting points logically and convincingly.
- C3.** Use effective rhetorical strategies to persuade, inform, and engage.
- C4.** Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.
- C5.** Integrate research correctly and ethically and credible sources to support the primary purpose of a communication.
- C6.** Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.

	C1	C2	C3	C4	C5	C6	Average
1	3	3	3	4	4	5	3.67
2	5	5	5	5	5	5	5.00
3	3	2	3	2	2	3	2.50
4	5	5	5	5	5	5	5.00
5	3	2	2	2	2	3	2.33
6	2	2	2	3	2	4	2.50
7	2	2	3	4	3	3	2.83
8	3	3	3	4	3	4	3.33
9	4	4	4	5	5	4	4.33
10	3	2	3	2	3	3	2.67
11	3	3	3	2	2	3	2.67
12	4	4	4	4	4	5	4.17
13	2	2	2	2	2	2	2.00
14	2	3	3	2	2	3	2.50
15	3	4	3	3	4	4	3.50
16	3	3	3	3	4	4	3.33
17	2	2	2	1	1	2	1.67
TOTAL AVERAGE							3.18

**SPORTS PERFORMANCE PROGRAM
SUMMARY ASSESSMENT REPORT
HPS150: FUNDAMENTALS OF COACHING
FALL SEMESTER, 2010**

**Prepared by Rand Kennedy, Academic Director
December 13, 2010**

Purpose

The purpose of this report is to assess the effectiveness of the delivery of the Fundamentals of Coaching course during the Fall Semester, 2010. 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.

Course Description and Background

As described in the LCC 2009-2012 Catalog:

This course provides the students an understanding of the dynamics between a coach, the individual athletes and the team. Topics include: coaching objectives, coaching styles, teaching sport skills, learning appropriate communication skills, evaluating performance, managing a team, coaching ethics, and motivating athletes. Regardless of the sport, this is a general course for all coaches.

The course began with 9 students, two of which withdrew, and one quit attending prior to the midterm but did not officially withdraw. The course was held as an evening class at the main campus.

Learning Outcomes

The student learning outcomes for the course are as follows:

1. Demonstrate knowledge commensurate with the level of sport and athlete being coached.
2. Plan and design activities which are age- and skill-appropriate.
3. Demonstrate knowledge of up-to-date and innovative coaching techniques.
4. Demonstrate the ability to provide instruction on skills and tactics in the practice setting in order to better translate skills into game situations.
5. Plan and discuss appropriate scouting techniques that are in line with governing organizations and sport rules.
6. Research and obtain available resources to evaluate opponents in preparation for competition.

Assessment Methods

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

- Midterm, and Final Exams
- Exams (6)
- Portfolio Evaluation (4)
- Classroom discussions (28)
- Projects (5)

Summary of Results

The following table displays the results of student achievement of the learning outcomes.

	excellent	good	average	poor	failing
Competency 1	3	2	1		1
Competency 2	4	3			1
Competency 3	6				1
Competency 4	3	1	2		1
Competency 5	6				1
Competency 6	3	3			1

Summary Conclusions

The class can be considered effective because the rankings of student achievement of learning outcomes, with the exception of the student who quit attending class, were generally excellent or good. However, the class began with poor comprehension of subject matter and engagement of the students. The instructor found poor attention to the lectures by the majority of students.

The instructor responded by minimizing the use of class lectures and using active and participatory teaching methods. Particularly effective was requiring students to prepare a portfolio consisting of classroom notes, reading notes, assignments, and projects. The portfolios were used as an assessment tool as well as a tool to enforce and encourages basic and useful study habits such a paying attention in class and taking notes.

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:

- Continue to use a required student portfolio for the course, both as an assessment tool and a method to encourage and enforce study practices that lead to better attention and comprehension.
- Provide in service training to all instructors of active and participatory teaching methodologies.
- Although, test questions correlate with the learning outcomes, the correlation is not coded or readily identified; making assessments of the tests and quizzes more time consuming than

necessary. A code will be developed that relates each question to the learning outcome or outcomes to expedite the assessment process.

- Although, classroom discussions were used to assess comprehension and critical thinking abilities, such assessments were informal and inconsistent. A rubric will be developed and consistently applied to oral presentations and classroom discussions.