

# Luna Community College

## Improving Student Learning



## Summer 2011 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. In addition, LCC recognized a need for a standard syllabi with a focus on student learning outcomes 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. 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.

This summer 2011 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

August 8, 2011

## **LCC's 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.

## **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

## Luna Community College: Improving Student Learning – Summer 2011 Report

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**ALLIED HEALTH DEPARTMENT**  
**CNA100: Nursing Assistant Training Assessment Report**  
**SUMMER SESSION 2011**

*Prepared by Lindy Lucero RN, Adjunct Faculty*

**PURPOSE:**

The purpose of this report is to assess the effectiveness of the delivery of the Nursing Assistant Training course based on student achievement of the course learning objectives. The focus of the report is how the outcomes of an assessment conducted during the delivery of the course can be used to modify course content and improve student learning and/or teaching methodologies.

**COURSE DESCRIPTION**

“This course provides the basic knowledge and skills necessary by nursing assistants to deliver safe and effective care in an acute and long-term health care setting. The nursing assistant works under the direct supervision of a Licensed Practical Nurse or Registered Nurse within the guidelines set by the institution and New Mexico Department of Health and Human Services Department certification guidelines. Upon successful completion of this course, the student is eligible to take the New Mexico Nurse Aide Certification Examination.” --LCC 2009-2012 Catalog

**BACKGROUND:**

Passing the Nursing Assistant Course and Nursing Assistant Certification exam is required for entrance into the Luna Community College Nursing Program.

**LEARNING OBJECTIVES:**

The learning objectives have been developed after a critical study of the course textbook, the *Mosby's Textbook for Nursing Assistants. (7<sup>th</sup> edition)*, and sample nursing assistant certification exams. The lab skills are taken directly from the Prometric Nursing Assistant Certification Exam. The learning objectives for the course are listed here.

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

1. Identify the needs of the clients and their families in order to create a safe and comfortable environment.
2. Demonstrate skills, which will enable the caregiver to meet the physical and hygienic needs of the client.
3. Effectively record and report client data in lab simulation and clinical setting.
4. Apply principles of body mechanics in performing nursing assistant skills in the lab and clinical settings.
5. Identify and practice effective communication techniques.
6. Identify the special needs of the elderly.

7. Recognize the changes that occur during the dying process and discuss care of the terminally ill client and the family.

**ASSESSMENT METHODS:**

Several assessment methods are used in this class.

- Multiple choice quizzes (4)
- Final exam (1)
- Satisfactory completion of all lab skills (21)

Multiple choice quizzes were based upon the lesson given the previous class. The four, 25 question exams are taken from the test bank constructed by the author of the textbook. Similarly, appropriate homework was assigned that correlates to each week's lesson. There is no time limitation for completing the quizzes.

The 100 question final exam was taken from the Mosby's Nursing Assistant textbook test bank in multiple choice format. There is no time limitation for completing the exam.

**SUMMARY OF FORMATIVE DATA:**

Learning Objective	Number of Questions	% Answered Correctly
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Quiz # 1

#1	13	78%
#2	12	89%
#3	1	100%

\*Lowest quiz score was 64%; highest 100%.

Quiz # 2

#1	6	76%
#2	1	64%
#4	5	42%
#6	13	86%

\*Lowest quiz score was 48%; highest 100%

Quiz # 3

#1	11	85%
#2	15	80%
#3	4	98%

#6 1 91%  
 \*Lowest quiz score was 56%; highest 100%

Learning Objective	Number of Questions	% Answered Correctly
Quiz # 4		
#1	18	78%
#2	16	82%
#3	2	91%
#6	1	82%

\*Lowest quiz score was 72%; highest 100%

#### Final Exam

Learning Objectives	Number of Questions	% Answered Correctly
#1	40	91 %
#2	86	78%
#3	27	93%
#4	2	95%
#6	15	89%

\*Lowest exam score was 72%; highest 96%

\*Learning Objective #7 is discussed in class and not evaluated.

\*Learning Objectives #2, 3, 4, & 5 are addressed and evaluated in the lab setting, all students must perform skills and pass at 70% or higher to successfully complete theory and attend clinical. Student's lab skills are evaluated by instructor and class peers. Students who do not pass the lab skills are given the opportunity to perform skills until they are satisfactory and have achieved 70% score or higher.

#### Nursing Assistant Certification Exam

Student	Class Score	Certified Nursing Assistant Exam		
		Pass	Fail	Not taken
#1	93%			not taken
#2	69%			(unable to take exam)
#3	92%			not taken (scheduled)
#4	83%			not taken
#5	91%			not taken (scheduled)
#6	93%			not taken (scheduled)
#7	83%			not taken
#8	81%			not taken

#9	76%	not taken
#10	91%	not taken
#11	91%	PASS

\*Students have 12 months after successful completion of course to take certification exam.

### **HOW THE DATA IS USED TO IMPROVE STUDENT LEARNING:**

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

- I will continue to use team-based activities in which students discuss and answer multiple choice questions, in groups of 5, based on information given in class. This is used to assess comprehension and critical thinking abilities.
- I will continue to clearly state standards and demonstrate skills that will enable the student to meet the physical and hygienic needs of the client.
- I will continue to give students several opportunities to demonstrate learned skills.
- I will continue to use peer evaluations for lab skills.
- I will continue to use one on one instruction and consultation with students who are performing poorly on quizzes but also incorporate individual goal setting in attempt to improve student's test scores.



**DEPARTMENT OF TRADES**  
**QUIL 112: Quick Rotary Cut Quilts**  
**SUMMER SESSION 2011**

Prepared by Lin Chibante, Adjunct Faculty

**PURPOSE**

The purpose of this report is to assess student performance in the Quilting and Sewing program, specifically the Quick Rotary Cut Quilts class, based on student achievement of the course learning outcomes (competencies). The focus of the report is on how the outcomes of assessments conducted during the course are and can be used to make decisions on desired modifications to course content and teaching procedures to improve student learning.

**COURSE DESCRIPTION AND BACKGROUND**

This course is a study of methods used for rotary cutting, organization and accurate assembly of large bedside quilts using time saving methods for all phases of quilt making. Students will learn fabrics, colors appropriate to the projects, learn various templates, tools used in rotary cutting and the construction of quilts. (LCC 2009-2012 Catalog)

This is a very popular class, one of five courses taught in the Quilting and Sewing program, and is taught each semester. The course averages 8 to 12 enthusiastic students. The class presupposes basic sewing knowledge and skill at the intermediate level.

**LEARNING OUTCOMES (COMPETENCIES)**

By the end of this course the student will be able to:

1. Identify and explain the use of several types of rotary cutting tools including rotary cutters, cutting mats, and rulers.
2. Describe several methods of using cutting rulers and mats.
3. Explain the importance of accuracy in cutting fabric pieces.
4. Read and understand the jargon of pattern and block directions.
5. Describe fabric characteristics and color theory.
6. Create templates for specialty shapes from various materials.
7. **Organize and assemble a large quilt using time-saving techniques such as stack cuts, strip piecing, chain piecing, and more.**
8. Apply functional and decorative finishes to quilt projects.

**ASSESSMENT METHODS**

1. Notebook
2. Midterm written exam
3. Observation of techniques and use of equipment
4. Individual/group analyses
5. **Group discussion/critique sessions**
6. **Completion of two class projects**

## 7. Performance during 30 lab work sessions

### 8. Final oral exam

## SUMMARY OF RESULTS

The following table shows student achievement of the learning outcomes for a class of nine during summer semester 2011:

	Excellent	Good	Average	Poor	Failing
Competency 1	9				
Competency 2	7	2			
Competency 3	7	2			
Competency 4	8	1			
Competency 5	5	3	1		
Competency 6	8				
<b>Competency 7</b>	<b>8</b>	<b>1</b>			
Competency 8	9				

## SUMMARY CONCLUSION

As indicated above, most students were ranked excellent or good in achieving course competencies. This being an elective course, the students who take it are highly motivated and work hard at achieving success. Competency 7 carries the most weight and is the culmination of all the others. The mastery of each competency depends greatly on student attendance and commitment to the course content.

Because attendance is vital to project completion and class participation, students scored higher who devoted class and lab time to their projects than those who did not. Frequent verbal interaction, by both instructor and whole group, is done in this course. Attendance determines which lectures/lessons are missed and which discussions and analyses of projects are missed.

## EXAMPLES OF THE USE OF ASSESSMENT DATA FOR COURSE IMPROVEMENT

1. Improve teaching demonstrations and lessons in the following ways:
  - a. Use digital visualizer for lessons
  - b. Install a projection screen in the classroom
  - c. Provide a desk for the instructor
2. Improve classroom/lab conditions:
  - a. Bigger classroom
  - b. Improve heating, install air conditioning
  - c. Better storage for student projects
3. Improve student commitment and motivation:
  - a. More sewing machines
  - b. More cutting and layout tables
  - c. More space for note taking

The room provided for this course is not amenable to good attendance. The heat cannot be adjusted and there is no air conditioning. These two things in a room that is too small for 8 to 12

active students create a stifling atmosphere. There is not enough seating for note taking during lectures/lessons. Students have to take turns at using sewing machines, ironing boards, and tall tables during lab sessions. Improving these conditions would change the attendance problem and allow for increased enrollment.

**DEPARTMENT OF VOCATIONAL EDUCATION**  
**CRT100: Introduction to Collision Repair**  
**SUMMER SESSION 2011**

Prepared by Anthony Baca, Faculty

**PURPOSE**

The purpose of this report is to assess the execution of the training of the CRT 100 : Introduction to Collision repair course based on student accomplishment of the course competencies and the learning outcomes. The focus of the report is on how the outcomes of assessments conducted during the delivery of the course are and can be used to inform decisions on modifications to the course subject matter, emphasis, assessment, and teaching methodologies.

**COURSE DESCRIPTION**

This is an introductory course covering the basics of auto body repair including safety orientation, hand tools, power tools, equipment, basic metal straightening, and surface preparation.

**BACKGROUND**

This course is the first course all students must take in the Collision Repair Program. This course prepares student for all future course in the program.

**LEARNING OUTCOMES:** the learning outcomes for the course are as follows:

- Competency 1 - Demonstrate and apply all collision repair industry state and national safety rules, and procedures.
- Competency 2 - Identify and demonstrate the proper use of hand tools, power tools and equipment.
- Competency 3 - Demonstrate proper application of body fillers, plastic repair, and basic metal repairs
- Competency 4 - Demonstrate knowledge of proper sanding techniques and surface preparation.

**ASSESSMENT METHODS:** the methods used to assess student progress toward and achievement of the learning outcomes include:

- 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 the student achievement of the learning outcomes. There was a total of 11 students 5 were audit students.

Student	Pre-	Competency	Competency	Competency	Competency	Post -	Final
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	test	1	2	3	4	test	exam
1	70	excellent	excellent	good	excellent	86	92
2	65	good	good	good	good	78	80
3	60	good	good	good	good	72	78
4	69	excellent	excellent	excellent	good	85	90
5	60	average	average	poor	failing	0	0
6	62	average	average	good	average	70	70

**SUMMARY CONCLUSIONS:** Competency outcomes are as follows

6 were excellent , 11 were good , 5 were average , 1 poor, 1 failing

5 students showed an average of 10% improvement when comparing pre-test to post-test results

1 student failed to take the post-test and final exam

**EXAMPLES OF THE USE OF ASSESSMENT DATA FOR COURSE IMPROVEMENTS**

Condensed summer courses limit hands on demonstrate time and project completions.

More homework for students must be applied for summer semester.

Absentees are a big problem in the summer semester.

Extra points for attendances must be implemented in the summer semester only.

**SCIENCE, MATH, & ENGINEERING TECHNOLOGY  
SUMMARY ASSESSMENT REPORT  
DTEC101/R Sec 01: Engineering Graphics and Basic AutoCAD  
SUMMER SESSION 2011**

Prepared by Leon Ortega, Adjunct Faculty

**Learning Outcomes:**

Upon completion of the course, with a C (70%) or above, the student should be able to:

LO 1: Design floor plans utilizing AutoCAD and basic commands.

LO 2: Prepare foundation plans using existing drawings.

LO 3: Plan and develop roof plans.

LO 4: Draft conceptual views of the completed floor plans.

LO 5: Design elevations using different types of materials such as stucco, siding, pro panel and shingle.

LO 6: Create typical wall sections based on completed drawings.

LO 7: List all the components and materials in a typical wall section.

LO 8: Develop various site plans based on information provided such as a property survey.

**Assessment Methods:**

- Pre/Post Test
- Midterm Discussion
- Final Exam
- In class course assignments
- Attendance & Participation
- Competency Rating Form
- Final Grades

	Midterm Discussion	Final Exam	Final Letter Grade
Student A	A	A	A
Student B	A	A	A
Student C	A	A	A
Student D	A	A	A
Student E	A	A	A
Student F	C	C	C

**Summary Conclusion:**

Students work closely with the instructor to learn hands on drawing and drafting design using the AutoCAD program. The class consists of lectures, homework, class assignments, and exams. The students are able to present and discuss their projects with the instructor and are shown individually how to draw houses and all other aspects that are included in drafting design. Students collaborate in class and work together to design images and are in the beginning stages of civil and survey design. Overall the students do extremely well in the class and are all able to completely draw up and design on their own at the end of the semester.

**Recommendations for Improvement:**

Insure that computers and software are up and running effectively for students at the beginning of each semester. Use current assessments to continue to build on student knowledge and further improve learning outcome evaluations. Continue to strive for all students to pass class with an 80% or better.

**DEPARTMENT OF SCIENCE, MATH and ENGINEERING TECHNOLOGY**  
**MATH 180/02: College Algebra**  
**SUMMER SESSION 2011**

Mrs. Mary Bustos, Math Adjunct Faculty

**PURPOSE**

Assessing College Algebra – how I might meet expected competencies. The goal of assessment is to improve students' learning. I will use data to improve outcomes.

**LEARNING OUTCOMES**

Upon successful completion of Math 180 with a "C" or better (70%) the student will be able to:

1. Solve polynomials and rational expressions
2. Identify, solve, and simplify radical and rational expressions
3. Evaluate and analyze graphs of functions (linear, quadratic, and higher degree polynomials) and find their domain
4. Identify and graph shifts, reflections, and non-rigid transformations of functions
5. Find arithmetic combinations and compositions along with inverse functions graphically
6. Solve and use equations and inequalities algebraically (linear, quadratic, and higher degree)
7. Solve and graph rational, exponential and logarithmic functions
8. Model real-life situations through graphs (linear, quadratic, exponential and logarithmic)

**NM College Algebra State Competencies**

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

**1. C1. Graph Functions.**

- a) Sketch the graphs of linear, higher-order polynomial, rational, absolute value, exponential, logarithmic, and radical functions.
- b) Sketch a graph using point plotting analysis techniques, including basic transformations of functions such as horizontal and vertical shifts, reflections, stretches, and compressions.
- c) Determine the vertex, axis of symmetry, maximum or minimum, and intercepts of a quadratic equations.

**2. C2. Solve various kinds of equations.**

- a) Solve quadratic equations using factoring, completing the squares, the square root method, and quadratic formula.
- b) Solve exponential and logarithmic equations.
- c) Solve systems of two or three linear equations.

**3. C3. Demonstrate the use of function notation and perform operations on functions.**

- a) Find the value of a function for a given domain value.
- b) Add, subtract, multiply, divide and compose functions.
- c) Determine the inverse of a function.
- d) Compute the difference quotient for a function.



e) Correctly use function notation and vocabulary related to functions, i.e. domain, range, independent variable, of, even symmetry, etc.

#### 4. C4. Model/Solve real-world problems.

- a) Use and understand slope as a rate of change.
- b) Apply knowledge of functions to solve specific application problems.
- c) Solve compound interest problems.
- d) Solve application problems, involving maximization or minimization of a quadratic functions.
- e) Solve exponential growth and decay problems.

#### ASSESSMENT METHODS

The methods used to assess students progress toward achievement of the learning outcomes include:

- Homework assignments for each section graded: 30% of grade
- Chapter quizzes 8 to 10 (Approximately 2 per chapter): 20% of grade
- Exams – cumulative final exam: 40% of grade
- Participation & Attendance: 10% of grade
- Pre and Post Tests
- Department Competency Rating form
- Department Grade reporting form

#### DATA

**Competency Rating Form:**

Student ID#	C1	C2	C3	C4	Average
1. A	3	3	4	3	3.25
2. B	3	2	2	3	2.5
3. C	3	3	3	3	3
4. D	2	3	3	2	2.5
5. E	4	4	4	4	4
6. F	4	4	4	4	4
7. G	4	5	5	5	4.75
8. H	1	1	1	1	1
9. I	4	5	5	4	4.5
10. J	3	3	3	3	3
11. K	3	3	3	3	3

12.	L	4	4	4	4	4
13.	M	3	4	4	3	3.5
14.	N	5	5	5	5	5
15.	Class Average	3.28	3.28	3.57	3.35	

**Rubric Rating:**

5 – Excellent

4 – Good

3 – Average

2 – Unsatisfactory

1 – Poor

<u>Pre/ Post Test Comparison</u>		
Student	PRE/POST TEST	
A	3	87
B	0	70
C	0	82
D	1	70
E	3	91
F	1	91
G	6	98
H	0	38
I	1	93
J	0	73
K	0	94
L	5	82
M	5	82

N	21	99
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### FINAL GRADE REPORT

Student #	Final Exam	Grade	Final Grade
<b>A</b>	85	87	B+
<b>B</b>	64	70	C-
<b>C</b>	94	82	B-
<b>D</b>	91	70	C-
<b>E</b>	82	91	A-
<b>F</b>	88	91	A-
<b>G</b>	95	98	A+
<b>H</b>	41	38	F
<b>I</b>	93	93	A
<b>J</b>	69	73	C
<b>K</b>	66	70	C-
<b>L</b>	94	94	A
<b>M</b>	86	82	B-
<b>N</b>	98	99	A+

Total 18 students registered for class

A's = 33.3%

B's = 16.7%

C's = 22.2%

D's = 0 %

F's = 5.6%

W's = 16.7%

Percent Successful – Grade "C" or Higher = 72.2%

**Summary Conclusions: Fundamental Prerequisites for Effective Learning**

Students have consistently demonstrated four areas of weakness that affect their performance in College Algebra

- 1) Students do not remember how to factor polynomials.
- 2) Students do not remember how to graph linear and quadratic equations.
- 3) Students do not know the proper math language to understand the directions in the textbook.
- 4) Students do not understand the importance of completing and actually doing the homework for College Algebra.

**Examples of the Use of Assessment Data for Improving Student Learning Outcomes**

Math 180 – College Algebra is delivered as lecture with examples of math problems done in class and class discussion. Students are responsible for completing homework assignments outside of the classroom which are graded and returned. Students are able to correct homework assignments and turn back in for regarding for better grade.

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

- Give more in class examples of actually math problems related to math concept being taught.
- Give a more practical pre-test as to what the students actually know from their previous math courses.
- Continue homework assignments for course but give more time in class to answer questions on homework problems.
- Offer more tutoring hours before class, after class or on weekends.
- Emphasize the importance of completing homework on a timely manner.
- Assign reading of the sections prior to delivery of instruction for that particular section.
- Continually review previous learned math concepts throughout the semester.

**DEPARTMENT OF SCIENCE, MATH and ENGINEERING TECHNOLOGY**  
**IMPROVING STUDENT LEARNING**  
**MATH 106 Algebra with Applications**  
**SUMMER SESSION 2011**

Prepared by Nick Raven Adjunct Faculty – LCC Santa Rosa Campus

The purpose of this report is as an assessment of student performance as measured by my objectives for Math 106 Algebra with applications.

**Expected Competencies:**

1. *Students know the basic orders of operation and can use them.* This is accomplished by drill and a large amount of assigned homework. Students are not allowed to use calculators in class or on exams, forcing them to learn the orders of operation.
2. *Students know the basic technical language for basic algebra and arithmetic.* New vocabulary is introduced at the beginning of each class. The vocabulary is defined before working any problems. Word problems are especially useful in learning the new vocabulary. All word problems in the text are assigned. I also use outside resources in this area.
3. *Students are able to solve basic algebra problems involving variables.* Students should be able to solve basic problems involving unknown variables. Drill is especially important here, so I assign fifty to one hundred problems for homework each session. All problems are answered the next class, and any problems not answered correctly by every student are worked in class.
4. *Students should be able to formulate basic equations to solve problems.* Students should be able to identify what basic equation (simple interest, uniform motion, basic percent, etc.) could be used to solve basic problems encountered in living. Word problems that ~~with~~ apply to everyday issues are useful for this.
5. *Students will be able to use algebra with basic plane geometry.* Students are expected to solve basic angle, area, and volume problems with algebraic formula. Some memorization of formula is stressed for this objective, and new vocabulary is particularly important.
6. *Students should have a basic understanding of the Cartesian coordinate system.* Students will be able to plot coordinates and construct and read basic graphs using the coordinate system. Vocabulary is stressed in this area, as students should be able to define quadrant, axis, function.

**New Mexico State Competencies**

C1. Display, analyze, and interpret data.

*Mathematics- Other*

- a) Discriminate among different type of data displays for the most effective presentations.
- b) (101,105,106/116)

- c) Draw conclusions from the data presented.
- d) Analyze the implication of the conclusion to real life situations

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

- 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.

C3. Construct valid mathematical explanations.

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 and 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.

#### Rubric Rating

5 = Excellent

4 = Good

3 = Average

2 = Unsatisfactory

1= Poor

Student ID#		C1	C2	C3	C4	C5	Average
1.	1	5	5	5	5	5	5
2.	2	1	1	1	1	1	1
3.	3	3	3	3	3	3	3
4.	4	4	4	4	4	4	4
5.	5	4	4	4	4	4	4
6.	6	2	2	2	2	2	2

#### **METHOD OF ASSESSMENT**

I usually give four exams, one at the end of each chapter. The exams have equal weight and together comprise two-thirds of the course grade. I am changing this next semester, as I have learned the department wishes pre- and post-tests be given to students. Next semester the post-test will count as the final and will have equal weight with individual chapter tests. Daily assessment is made through homework assignments. It is immediately clear who is having problems through these assignments. In order to encourage the students to take the homework

seriously, it counts as one-third of their grade. I do not grade the homework for right or wrong answers but for confirmation that they have, on paper, attempted each problem. We will work all problems answered incorrectly in class.

- 4 Exams
  - 1<sup>st</sup> Exam: Review exam of arithmetic
  - 2<sup>nd</sup> Exam: Basic algebra
  - 3<sup>rd</sup> Exam: Basic algebra working with geometry
  - 4<sup>th</sup> Exam: Final comprehensive with a little Cartesian coordinate geometry.
  - Note: Fourth exam not given, we ran out of time.

**GRADING**

Grade Calculation:

Average of Test Grades

+

1 Extra Grade of A is averaged in for students who had completed homework assignments over 80% of the time.

**COMPETENCIES**

5 – Excellent – Knows operations and basic underlying principles

5 – Good – Knows operations and some of the underlying principles

3 – Fair – Knows how to use formulas but does not understand most of the underlying principles

2 – Unsatisfactory – Has some knowledge of operations but is confused on when to apply

1 – Poor – No real knowledge

Student	Grade
1	A
2	F
3	C
4	B
5	B
6	D

**SUMMARY OF RESULTS**

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

COMPETENCY	STUDENT					
	1	2	3	4	5	6
Basic Arithmetic	5	1	3	4	4	2
Understand Vocabulary	5	1	3	4	4	2
Solve Problems Involving Variables	5	1	4	5	5	1
Formulate the Basic Equation	5	1	3	3	3	1
Use Algebra and Geometry Together	5	1	2	4	4	1
Cartesian System	Not covered					

Final Grade	A	F	C	B	B	D
<b>Student #1</b>	Has a BA in Chemistry and took the class only to help it make. The entire class was a review for her.					
<b>Student #2</b>	Dropped at the beginning of the third week.					
<b>Student #3</b>	Worked hard, completed all assignments. Has test anxiety.					
<b>Student #4</b>	Rested on laurels. Could have made an A if motivated. Did not really increase skill through class.					
<b>Student #5</b>	Worked hard throughout class. Knew no algebra coming in.					
<b>Student #6</b>	Worked hard and had good attendance but had too many voids in basic math skills. He received an F on all three exams and was never able to catch up. Had outside tutoring.					

### GENERAL OBSERVATIONS

- Math 105 and 106 are not well suited for Summer session.
- For students who never learned or have large gaps in basic arithmetic and basic algebra, an 8-week session does not allow enough time for the students to absorb the material.
- Instead of at least a day between each class, when 2 or more hours of homework could be done, those hours were required *each night*, and student fatigue was much more noticeable. I ended up assigning less work than I do in a regular semester.
- This was a good class students student six probably could have been prepared for Math 116 in a regular semester, students three and five would have been more prepared.



**DEPARTMENT OF HUMANITIES  
SUMMARY ASSESSMENT REPORT  
SPAN102: Beginning Spanish 2  
SUMMER SESSION 2011**

Prepared by Annette Montoya, Adjunct Faculty

**PURPOSE**

The purpose of this report is to assess the effectiveness of instructor delivery of the basic communicative functions of Spanish 2.

**BACKGROUND**

Beginning Spanish 2 is offered at Luna Community College as a three credit hour course that serves to complete an Associates Degree. It is the second part of Beginning Spanish 1 and is describe as such in the LCC 2009-12 catalog.

Adjunct faculty taught the course assessed for this report during the summer of 2011.

**LEARNING OBJECTIVES****READING**

- Students will practice using identifying verb tenses and when to use them; especially the differences between the preterit and the imperfect tense. In addition student will practice daily and begin to use the different modes of the subjunctive.
- Students will practice reading strategies such as looking and recognizing cognates as an aid for reading comprehension.

**LISTENING**

- Student will listen to different scenarios and use strategies such as predicting to understand the main idea
- Student will understand the main idea while listening to a selected topic according to the theme of the chapter.
- Student will begin to recognize the main idea based on previous knowledge along with new vocabulary introduced in current chapter.

**WRITING**

- Students will answer simple questions following the lead of the written question using proper grammar, spelling, and punctuation.
- Students will write on a topic using the preterit and imperfect tenses correctly.
- Students will choose a topic in which they will have to use the subjunctive form of a verb.

**SPEAKING**

- Students will practice daily the five tenses emphasized in this course. Teacher and students will interact together as teacher gives cues to each verb tense.
- Student will plan and prepare a fiesta.
- Students will describe their daily schedule, types of food they like to eat, order a meal, and describe their childhood.

**CULTURE AWARENESS**

- Students will be introduced to Spanish-speaking countries throughout the world.

- Students will compare traditions and customs such as traditional Hispanic meals in Latin America and Spain, comparing them to those of the Hispanic traditions in the United States.
- Students will also compare and contrast behaviors such as greeting one another, family gatherings, outings with friends, etc.

### **TOOLS FOR ASSESSMENT**

Student progress will be assessed using the following:

- Daily Participation
- Notebook
- Quizzes after every two chapters
- Mid-term and Final Exam

### **DATA USED TO IMPROVE STUDENT LEARNING AND CONCLUSION**

- After spending a summer session teaching Spanish 2, I have come to the conclusion that there needs to be a variety of classes offered both for non-native speakers and native speakers. In my experience as a Spanish instructor both here at LCC and WLVHS, we as educators need to improve the Spanish still spoken by our natives as well as provide a non-native course for those who want to learn the language or simply want to fulfill their requirements.
- The quizzes were designed as take home in which students would re-enforce what they had already learned over two chapters at a time. The mid-term and final consisted of vocabulary and verb recognition in five tenses (Present, Preterit, Imperfect, Future, and Subjunctive). The mid-term and final were both in class, no notes exams. This combination of assessment gives the students a well-rounded assessment in which they have to memorize vocabulary and verb usage and also have the unlimited time to use it during a take home quiz, which includes all aspects of the objectives described above.
- As mentioned above, the combination of native speakers with non-native speakers makes for stagnation, in which daily participation varies immensely. In a classroom of ten students, I had three students that were very fluent in Spanish, while the others hadn't a clue of the language. All students were required to choral read and choral repetition of verb usage to balance the speaking for the non-native speakers.
- Finally, encourage students to use the language that they are learning!

**DEPARTMENT OF HUMANITIES**  
**ENG111: Freshman Composition 1**  
**SUMMER SESSION 2011**

Prepared by Gerald N. Ekeoha, Adjunct Faculty

**PURPOSE**

The purpose of this course is to assess the students' performance in freshman composition (or introductory college writing) during the Summer Semester 2011. 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 decision on modifications to course content, emphasis, assessment and teaching methodologies. The student sample is 19 students. With this, the assessment information can still be very useful in improving the course.

**BACKGROUND AND COURSE DESCRIPTION**

Freshman Composition 1 (English 111) is a core requirement for over all students attending a post-secondary education. English 111 is transferable to all colleges and universities. Emphasis on this course is placed on: grammatical principles, sentence structure, paragraph types, theme, form and rhetorical modes of expressions. Correctness and effectiveness in writing are stressed.

**LEARNING OUTCOMES/EXPECTED COMPETENCIES**

The student learning outcomes for the course are as follows:

1. Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.
2. Express a primary purpose in a compelling statement and order supporting points logically and convincingly.
3. Use effective rhetorical strategies to persuade, inform, and engage.
4. Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.
5. Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.

**ASSESSMENT METHODS**

A pre-test was administered so as to measure the students' entry behavior (basic knowledge of the course upon beginning of semester). Other tests were administered, and they aimed at measuring their progress (what students have learned throughout the semester). Put simply, the formative evaluation that selects from this pre-test has brought additional information on the students' progress and where they are having trouble, and by extension, it has helped to make necessary instructional adjustments like the "teach-test-reteach-retest cycle" that was adopted. The purpose is to monitor closely how progress was made by each student. What obtains is that the pretest in this particular class exposed the daylight especially, on the gaps that existed between the students' desired goal, and their current knowledge. And this has provided more opportunities for motivation, practice and consolidation. In this teach-reteach model, those areas of weakness were repetitively targeted for change in behavior. Recall that essay writing is not

seriously emphasized in high schools; there arises the need to give students strong foundational skills in essay writing, taking into consideration the peculiar difficulty that pervades the acquisition of effective writing skills in a normal classroom scenario. In addition, individualized instruction was given on a constant basis. In sum, the feedback as this result has shown has helped immensely the “presumed lower achievers” because every indication pointed to the fact that every student can improve as a result of their effort rather than be confined to low performance due to some presumed lack of innate ability.

Specifically, the methods used to assess students’ progress and achievements of the learning outcomes, and which are integrated in the teach-test-reteach-retest cycle include the following:

- Quizzes, and in-class exercises (multiple-choice questions) 10%
- Home assignments (written essay, and chapter homework) 20%
- In-class tests (essay writing) 20%
- Attendance 5%
- Class discussion/participation 5%
- Midterm exam 20%
- Final exam 20%

#### SUMMARY OF RESULTS

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

#### COMPETENCY RATING FORM – ENGLISH 111 SUMMER 2011 (FRESHMAN COMPOSITION II)

S/N	STUDENT ID	C1	C2	C3	C4	C5	STD AVG
1	A	5	4	3	4	3	3.8
2	B	4	3	2	3	3	3.2
3	C	5	5	3	4	4	4.2
4	D	5	5	3	4	4	4.2
5	E	5	5	3	4	4	4.2
6	F	5	4	3	4	4	4.0
7	G	5	4	4	4	4	4.2
8	H	5	4	3	4	3	3.8
9	I	4	4	3	4	3	3.6
10	J	4	4	3	4	3	3.6
11	K	4	4	3	3	3	4.0
12	L	4	4	3	3	3	3.4
13	M	5	4	3	4	4	4.0
14	N	4	4	3	4	3	3.6
15	O	0	0	0	0	0	0.0
16	P	4	4	2	3	3	3.2
17	Q	5	5	4	4	5	4.6
18	S	5	4	4	4	4	4.2
	CLASS AVG	4.7	4.1	3.05	3.6	3.4	

RUBRIC RATING

E – 5 (Excellent)

G – 4 (Good)

FR – 3 (Fair)

U – 2 (Unsatisfactory)

P – 1 (Poor)

N – 0 (Never Attended)

PRE-TEST POST TEST COMPARISON PERCENTAGE SCORE			
S/N	STUDENT ID #	PRE-TEST	FINAL EXAM
1.	A	76	90
2.	B	75	81
3.	C	80	90
4.	D	84	92
5.	E	85	91
6.	F	78	91
7.	G	81	91
8.	H	78	90
9.	I	78	90
10.	J	80	90
11.	K	77	85
12.	L	78	86
13.	M	80	90
14.	N	77	85
15.	O	0	0
16.	O	70	80
17.	P	80	94
18.	Q	80	91
STUDENT ID #	FINAL EXAM	GRADE	FINAL GRADE
A	90	91	A
B	81	85	B
C	90	91	A
D	92	90	A
E	91	93	A
F	91	90	A
G	91	92	A
H	90	90	A
I	90	91	A

J	90	90	A
K	85	86	B
L	86	87	B
M	90	90	A
N	85	87	B
O	0	0	F
P	80	81	B
Q	94	92	A
R	91	91	A

TOTAL NUMBER OF STUDENTS REGISTERED IN THE CLASS = 18

### SUMMARY CONCLUSIONS

S/N	GRADE	NUMBER	PERCENTAGE
1	A	11	61.1
2	B		33.3
3	C	-	-
4	D	-	-
5	F	1	5.5

PERCENT PASSED – “B” or Above = 94.4

The class is considered effective because of the ranking of students’ achievement of learning outcomes. Students with average or above performance were ranked high in the majority of the competencies. These students were able to apply not only their rhetorical skills, but also their analytical skills in the development of their essays.

Although the overall achievement of learning outcomes was considered good to excellent, students were in need of improvement in punctuations and spellings. The lack of adequate understanding of the principles of punctuation and spellings is a function of the students’ inability to score high marks on competency 3 (C3).

### **EXAMPLES OF THE USE OF ASSESSMENT DATA FOR COURSE DELIVERY IMPROVEMENT**

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

- Greater emphasis should be placed on class attendance and participation. Participation exposes the students’ limitations in understanding a given topic; and by extension, helps the instructor to respond to the students’ immediate classroom needs.
- Teach-test-reteach-retest cycle should be encouraged in the teaching of composition (wherein only the improved test scores should be recorded for the student). This is

motivational because it provides an avenue for the students to continuously participate, improve and be rewarded adequately with improved test scores that compensate the improved knowledge gained as a result of this repetitive style.

- There is the need for instructors to show more understanding, and be patient with students as they ‘struggle’ to effect change. Frustration can set in, unless the instructor creates an enabling environment for the students to operate because the learning of composition can be frustratingly slow for both instructor and students.
- Although the students have learnt how to “navigate’ through an argument, questions that compel students to think critically should be enhanced. This is necessary so as to broaden their analytical skills – in addition to strengthening their ability to integrate learning both horizontally and vertically.
- One of the revision classes, among other things, should focus on how to answer examination questions because the criteria for assessment are based on the understanding of the questions.
- Multiple choice questions are good for coverage, but greater emphasis should be placed on teaching students to acquiring additional effective writing skills in a typical essay writing scenario (like how to achieve coherence and unity in the logic of their essay, in addition to the mechanics of writing). A cursory look at the competency rating scale shows that C3 (which incorporates the mechanics of language) continues to be the sore point in the students’ overall performance. Recall that less emphasis is placed on teaching essay writing in high schools, as a result, students carry this inadequacy to the college, and in response to the students’ needs, it becomes a re-orientation of going to start all over again to strengthen their punctuation skills, among other things.
- Additional practice exercises in essay writing are required for a change in students’ learning behavior. Set a minimum of six successful essay writing assignments as one of the criteria for passing Freshman Composition 1.
- Test scores should have full content validity, and should consistently tests what it sets out to achieve, and more.
- Essay writing test pattern typified by COMPASS should either be made the universe of standards in the teaching and testing of students in Freshman Composition 1, or be integrated wholly in the Freshman Composition 1 course syllabus.

**DEPARTMENT OF HUMANITIES**  
**Assessment Report**  
**ENG115E – Freshman Composition II**  
**SUMMER SESSION 2011**

Prepared by Michelle Mitchell, Adjunct Faculty

**PURPOSE**

The primary purpose of ENG115E is for the student to master research techniques and research writing, which will be accomplished through the following: review of effective writing concepts such as style, research concepts and self/peer evaluation; tutor editing & instructor editing of student papers; instruction on research techniques and writing the research paper, individual tutoring, textual readings, and study of the following genres: Literary Analysis and Argumentative Research.

**COURSE LEARNING OUTCOMES (COMPETENCIES)**

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

**METHODS OF MEASURING LEARNING OUTCOMES**

1. Analysis Paper
2. Teacher Rubrics
3. Research Papers
4. Peer/Teacher Editing
5. Diagnostic Quizzes

**STANDARD FOR EVALUATING WRITTEN WORK**

***The M-mastery Paper (90-100)***

The "M" paper adequately develops a central idea with firm, logical support. It is challenging to both the writer and the reader and, at the same time, clear; its clarity is enhanced by careful paragraphing, e.g., a minimum of 5 sentences and developed with sophisticated analysis. It is marked by superior facility in technical skills, exactness and appropriate diction, variety in sentence structure, effectiveness in punctuation, and effective organization. The most



distinguishing differences between the "M" and "E" paper is the spark of creativity and the imaginative use of language that makes the "M" paper unique.

### **The E-Exceeds Proficiency Paper (80-89)**

The "E" paper also adequately develops a central idea with firm, logical support. Its ideas are clear, showing evident care and thought in the selection of the material. Its paragraphs are adequately developed. On the whole, the "E" paper is competent and comparatively free of errors in the use of English. In comparison to the "M" paper, however, while possibly created in its approach and even original in its concept, it lacks the necessary concrete support for complete effectiveness. Its sentences might clearly and sufficiently state "isolated" ideas, but it lacks logical subordination and sequence, both of which are needed for emphasis and mature expression.

### **The P - Average Proficiency Paper (70-79)**

The "P" paper is average. It has a plan, which is fairly obvious. It avoids serious errors in the use of English, but it lacks the vigor and originality of thought and expression, which would entitle it to a higher rating. Specifically, its ideas are weakened through the use of outworn metaphors, clichés, jargon, slang, wordiness or other forms of inappropriate diction. "Just" adequate in developing a central idea with unity and coherence, the "P" paper does not exemplify above average to superior quality because, overall, it is deficient in logical development, consistency, imaginative language, and concrete support of ideas.

### **The I - Needs Improvement Paper (60-69 or below 60)**

The "I" paper is below average in expressing ideas correctly and effectively. It contains serious errors in the use of English and fails either to present a central idea or to develop it accurately.

Specifically it is:

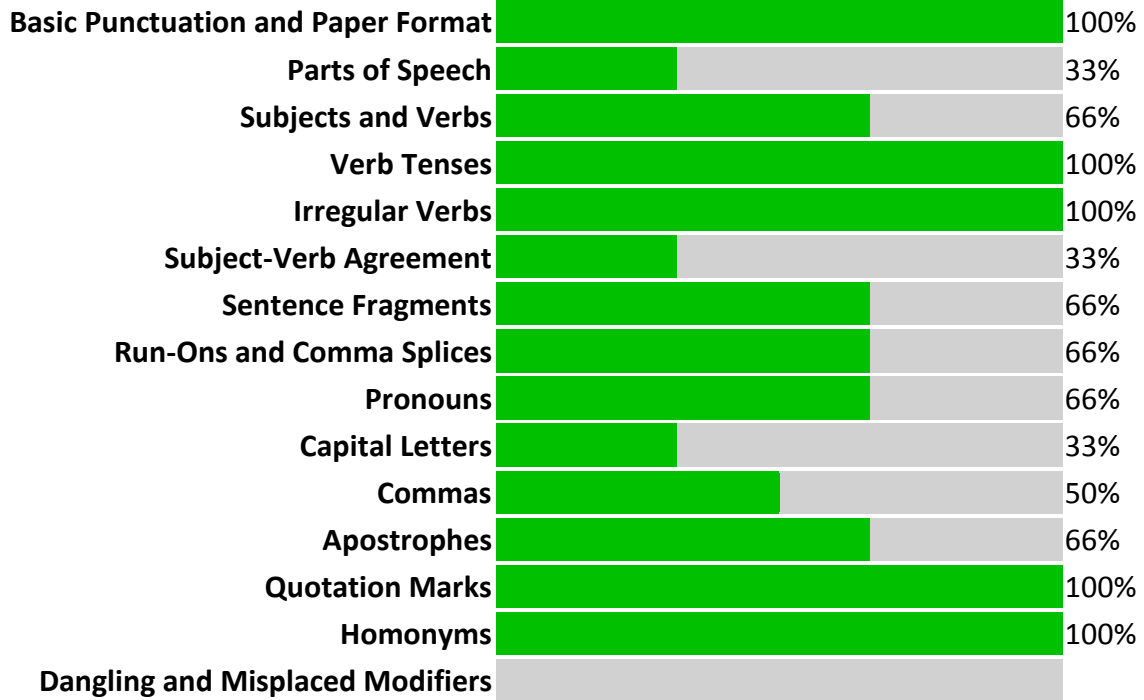
1. Weak or incomplete in development of ideas usually caused by lack of clear thesis presentation and ineffective organization.
2. Lack of coherent relationships between ideas.
3. Overuse of generalizations
4. Lack of unity caused by digressions, rambling, or a confused relationship of examples and ideas.
5. Poor phrasing and general weakness in diction with excessive use of outdated metaphors, similes, clichés, jargon, slang, wordiness, or other forms of inappropriate diction. Succinctly put, the "I" paper is deficient in several entities of exposition, thus exemplifying chaotic written communication. Also, in parts, the paper does not fulfill the requirements of the assignment.

### **DIAGNOSTIC EVALUATIONS**

All students take a Diagnostic test three times within the semester. This shows strengths and weaknesses for each individual student, and helps the instructor locate areas to review in grammar and writing.

Your student took Diagnostic Test on **6/6/2011**

Percent Correct by Concept:



This student would benefit from review of the following skills:

**Parts of Speech**

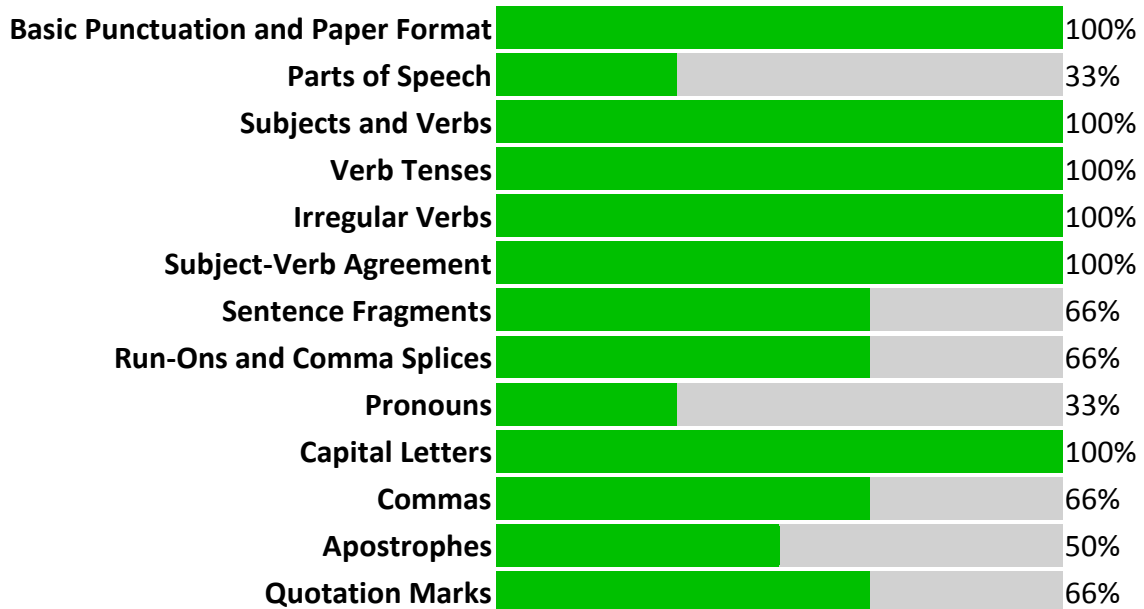
**Subject-Verb Agreement**

**Capital Letters**

**Commas**

Your student took Diagnostic Test on **6/27/2011**

Percent Correct by Concept:





This student would benefit from review of the following skills:

**Parts of Speech**

**Pronouns**

**Apostrophes**

**CONCEPTS CHART**

Concepts	100%			66%			50%			33%		
	Diag.A	Diag.B	Diag.C	Diag.A	Diag.B	Diag.C	Diag.A	Diag.B	Diag.C	Diag.A	Diag.B	Diag.C
Basic Punctuation and Paper Format	6	6	2	0	0	1	1	1	0	0	0	0
Parts of Speech	2	2	1	3	2	0	0	0	1	2	3	1
Subjects and Verbs	3	6	2	2	1	1	0	0	0	2	0	0
Verb Tenses	7	7	3	1	0	0	0	0	0	0	0	0
Irregular Verbs	8	7	3	0	0	0	0	0	0	0	0	0
Subject-Verb Agreement	1	6	0	5	1	1	0	0	2	2	0	0
Sentence Fragments	2	2	0	5	3	1	0	0	2	1	2	0
Run-Ons and Comma Splices	2	2	1	4	2	2	0	0	0	2	3	0
Pronouns	0	0	0	6	1	1	0	0	1	2	6	1
Capital Letters	1	1	0	4	6	0	0	0	1	2	0	2
Commas	5	4	1	0	1	2	2	0	0	1	2	0
Apostrophes	2	0	0	4	0	0	1	6	2	1	1	1
Quotation Marks	4	5	1	1	2	1	0	0	0	3	0	0
Homonyms	7	6	3	1	1	0	0	0	0	0	0	0
Dangling Misplaced Modifiers	1	0	0	0	0	2	0	0	1	0	0	0

**COURSE IMPROVEMENTS**

I have a couple of suggestions that may enhance this course as well as each student’s individual learning capability:

1. Choose one of the texts that we are using, instead of using three of the same informational texts. It is very redundant using three texts that have the same information. Any one of these texts will be sufficient:

**CURRENT TEXTS:**

- ▶ Hacker, Diana. *Research and Documentation in the Electronic Age* 5th Ed. New York: Bedford/St. Martin's, 2010. Print.  
ISBN: 978-0-312-56672-7 **(REPLACE)**
- ▶ Lester, James D. & Lester, James D. Jr. *Writing Research Papers, A Complete Guide*. 13th Ed. New York: Pearson Education, Inc, 2010. Print.  
ISBN: 978-0-205-65192-4 **(REPLACE)**
- ▶ Troyka, Lynn Quitman & Hesse, Douglas. *Quick Access, Reference For Writers*. 6th Ed. Upper Saddle River: Prentice  
ISBN: 978-0-205-66501-3 **(KEEP)**

2. Replace two of the three required texts with the following college readings texts:

**SUGGESTED TEXTS:**

- The St. Martin's Guide to Writing Short Edition  
Ninth Edition ©2010  
ISBN-10: 0-312-53613-5  
ISBN-13: 978-0-312-53613-8 **and;**
- The Norton Introduction to Literature  
Tenth Edition  
Hardcover  
Alison Booth (Editor, *University of Virginia*), Kelly J. Mays (Editor, *University of Nevada, Las Vegas*)  
ISBN 978-0-393-93426-7 **or;**
- 50 Essays –A Portable Anthology  
Samuel Cohen  
Bedford/St. Martin's  
ISBN 0-312-45402-3

There are several texts that have great college readings. These students still need the extra materials to enhance their grammar, reading, and writing skills, as shown above in the diagnostic tests they were given.

**DEPARTMENT OF HUMANITIES**  
**ENG104: Grammar Usage and Writing**  
**SUMMER SESSION 2011**

*Prepared by Wanda Martinez, Adjunct Faculty*

**PURPOSE:**

This course is a prerequisite for *ENG111-Freshman Composition I* and is designed for improving writing skills by focusing on the fundamentals of sentence structure and revision, correct usage, grammar, punctuation, paragraph construction and short compositions. The writing process- prewriting, sorting, drafting, revision, edition and publishing are emphasized.

**BACKGROUND:**

All students were registered in this course through either placement by the COMPASS assessment or met the other prerequisites of ENG102 & READ100. The focus of this report is on the outcomes of the assessments conducted before, during and after the course. A major contributor and important factor of these outcomes is the age difference of the students. Though the environment is conducive to effective learning, the range of age-16 through maturity- is an effective indicator of student success.

**LEARNING OUTCOMES:**

The learning outcomes for this course included but were not limited to:

- Recognize the components of an effective paragraph
- Compose effective paragraphs
- Recognize various types of essays
- Compose short essays
- Write as a way of discovering and clarifying ideas
- Write standard English sentences with correct sentence structure; verb forms, punctuation, capitalization, possessives, plural forms, and other matter of mechanics, word choice and spelling

Since the purpose of this course provides a study of paragraph development and introductory essay writing, the instruction and practice in paragraph and essay development should provide a foundation for a college level composition course per:

- Use effective writing strategies for multi-paragraph compositions and reports
- Employ standard mechanical and grammatical methods in written composition at the essay level through revision and error correction
- Proof read carefully and accurately
- Use logic in developing topics for written composition
- Demonstrate effective oral communication skills (formally and informally)

**METHODS OF MEASURING:**

- Exams: pre/post, mid-term, final
- Weekly writing assignments
- Classroom oral presentations
- Essays
  - Narrative
  - Description
  - Exemplification
  - Process
  - Compare/Contrast
  - Argument
  - Cause/Effect
    - Evaluation Criteria for Scoring Essays (**Attachment I**)

**DEVELOPMENTAL  
INSTRUCTORS ONLY  
EVALUATION CRITERIA FOR SCORING ESSAYS**

	STRONG 5	GOOD 4	AVERAGE 3	WEAK 2	FAILING 1
CONTENT	Controlling idea pertinent detail. Shows creative thought and critical analysis.	Controlling idea that is apparent and supported with detail. Average level of creativity and/or critical analysis.	Controlling idea that is present but general or familiar. Thesis is supported with some detail. Limited ability to analyze.	Hard to discern a controlling idea undeveloped, clichéd, or without depth. Lack of critical analysis	Lack of controlling idea; content is not clear; serious analysis problems; expression and mechanical problems
ORGANIZATION	Essay ordered in necessary steps; paragraphs unified and coherent; transitions that aid the reader	Order apparent; paragraphs unified and for the most part coherent; transitions present	Order and emphasis of essay discernible; paragraphing present but somewhat undeveloped; simple or tedious transitions	Order and emphasis of essay indiscernible; paragraphing lacking or wholly arbitrary; no transitions	Lacks a sense of logical order both in paragraphing and within sentences.
EXPRESSION	Sentences correct and varied; diction that is clear and appropriate for the subject; tone that fits the subject, speaker, and audience.	Sentences that are correct but ordinary; diction that is generally appropriate; tone that is acceptable for the subject	Sentences that lack necessary subordination, or are tediously patterned; diction may be general and vague or unbecoming subject; tone inconsistent	Sentences that are often incoherent; diction that is nonstandard; tone indiscernible.	Serious problems with clarity; content masked by convoluted and/or vague sentences.
MECHANICS	No serious deviations from standard usage	Few deviations from standard usage, punctuation, and spelling	Instances of fragments, comma splices, agreement, and/or other errors in usage, punctuation, or spelling	Serious problems with fragments, agreement, usage, punctuation, and spelling. Writer seems little aware of mechanics	Shows a clear lack of knowledge of English grammar and usage; inability to use standard written English

### **SUMMARY OF CONCLUSIONS:**

Nine students were initially registered for the course and one student withdrew because of a school/work conflict. The aforementioned tables reflect the grade and percentile of the students now that course has been completed.

The mention of age differentiation at the beginning of report is vital in the measurement of outcomes because of the completion of written assignments/essays, student participation and most importantly, student behavior/dedication. The class was made up of eight high school students (all incoming juniors) and one “adult”. Participation was not very high at the beginning, though attendance was not too much of an issue because students attended class. They were “shy” and hesitate and/or were slow at voicing their opinions at the beginning, but they participated more in class towards the end.

The syllabus (**attachment III**) had to be revised and/or modified to best achieve the success of learning by each student. The following are reasons for the modifications:

- A pretest (**attachment II**) was given to the students on the second class of the semester. This was a comprehensive assessment on sentence skills that was in the textbook used for the course. The result of this pretest showed that most of the students were familiar with basic grammar skills. The assessment was more problematic for the one mature student who had been out of school for a few years or longer. Six of the eight students took the pre-test and eight of the eight took the post test. The results proved that in the pre test, the class received an average of 74.5% with the test consisting of 78 questions.
- Students had writing assignments at the beginning of each class session and presentations were given with discussions to follow. Five-paragraph essays were also assigned and submitted in a timely manner. As was the case in the past, the difference of the tone between the in- class assignments and the essays differed too much so the syllabus was again modified. According to the original syllabus, essays accounted for 20% of the basis for student evaluation. This percentage was changed to the basis of the written assignments done in class since the writing was their own.
- When the syllabus was changed, student participation increased; especially with the writing assignments. They took more time and more effort was given to the writing assignments and there was more participation in class discussions. The age difference between the one student and the rest was no longer a “problem” because they were now asking/answering more questions between them all.
- The results of the reflected posttest (**attachment II**) showed an increase. The posttest average was 80.25% (inclusive of the two students who had not taken the pre test), showing a 5.75% increase. The students did mention that they took the posttest more seriously than the pretest. They also had more confidence in their ability compared to the beginning.
- Student Outcomes Assessment Grades (**attachment IV**)
  - Four students received A’s
  - Three students received B’s
  - One student received a C



- One student received a W
- Expected Competencies Rubric Rating (**attachment V**)
  - Students needed to:
    - Organize a multi-paragraph composition
    - Establish main idea and use supporting details
    - Develop ideas through illustration, detail, example and fact
    - Use correct spelling, grammar, sentence structure, punctuate and proper diction
      - Out of the eight students, the average rubric rating was a “4 Good” (please see attachment V for individual specific rubric ratings)

#### **ASSESSMENT DATA FOR COURSE DELIVERY IMPROVEMENT:**

- Every semester brings a different “batch” of students and what works one semester will not work the next. Revisions to the syllabus should always be done as long as the contents and the objectives of the course are not compromised.
- The responsibilities will differ for each student and though age should not be a determining factor in learning outcomes, it is when education is competing with high school/summer related activities. Explaining this to the students at the beginning of the semester and keeping the line of communication open will aid in student success.
- More assignments done in class will ensure that students will submit their own work.
- More discussions/group assignments in class will improve participation.
- Students were either intimidated by the pre/post tests or did not take them seriously. The accuracy of a “solid” outcome will need to be re-visited.
- An instructor evaluation was not given to the students, but instead a sheet (**attachment VI**) with three questions was filled out with the following comments:
  - **Define learning in your own terms.**
    - *To learn new information that you never learned before.*
    - *Learning to me is something I didn't know before. Getting better at education.*
    - *To me, learning is finding out something you don't already know, or expanding your knowledge on stuff you already know.*
    - *Learning something that you didn't know at first and learned how to do the material.*
    - *Learning is to permanently understand something that you never knew before. You can learn from either a person or on your own. Mistakes cause people to learn how to prevent them. Learning also comes with age as we grow older.*
    - *To get new knowledge and skills.*
    - *Learning in my own terms is when you learn knowledge you didn't before and you learn.*
    - *Learning is when you are taught something that you won't forget even if you teach it to yourself. It is like memorizing it for the rest of your life.*

- **How can you illustrate that you have learned?** (Students misunderstood question and actually drew responses...as per attached)
  
- **How important is the role of the teacher in your role of learning. Elaborate.**
  - *I liked this class because it helped me become a better writer. I always had trouble writing essays because I never really knew how to write a thesis statement. I liked the teacher because she helped me learn how to write a good thesis statement.*
  - *I think it is very important for my teacher not only teach but to make sure every individual understands what is being taught to us.*
  - *The role of the teacher, in any situation, is extremely important. The teacher(s) know what they are doing, therefore, they must know what they are teaching. The teacher is a key role in learning.*
  - *The teacher shows examples of how to do what's inside the book and helps if you don't understand the material.*
  - *First of all, the teacher teaches us what we learn. The teacher gives us the information that we never knew before. She also breaks down the info so we "the learners" can understand it. The teacher is the source of all the information. Without the source, we can't get anything.*
  - *The role of the teacher is one of the most important roles of my learning. Without the teacher I might not be able to learn things. The teacher has to explain everything to me in order for me to fully understand. I would not be able to learn on my own.*
  - *The teacher in my role of learning is very important. I learn a lot with them. I think the little ways they teach us is important because it will take awhile for me to learn out of the book. With the teacher, you could ask questions that you don't get and they will tell you.*
  - *It is very important because you could probably get a book and teach yourself a lot of things but you will never fully understand it and that is why you need a teacher there to explain it to you.*

**DEPARTMENT OF PUBLIC SAFETY  
SUMMARY ASSESSMENT REPORT  
MS130E: Introduction to Military Literature  
SUMMER SESSION 2011**

Prepared by David Muniz, Adjunct Faculty

**PURPOSE**

The Purpose of this cycle assessment for Military Studies is to improve instruction and learning by ensuring course and program learning outcomes are being achieved. Through this process of collection of evidence relative to quality, shared reflection regarding the program's current status and future direction, and constructive feedback through peer review the program will achieve the outcomes intended. As a new program, regular review of course and program alignment is critical to ensure students achieve the desired program outcomes.

This assessment is based on two courses, MS130E-01 Introduction to Military Literature.

**BACKGROUND**

The Associate of Science in Military Studies is one of the newer programs at Luna Community College with most courses are in their initial offering and one of 3 programs approved by the Higher Learning Commission for complete online offering. This program is designed to serve mostly active military personnel or those individuals interested in pursuing a career in the military. To date the largest contingency of students in the program have been active members of the National Guard.

The program is comprised of 61 credit hours with 31 hours of general education core, 21 credit hours of program requirements and 9 credit hours of approved electives.

**LEARNING OBJECTIVES/COMPETENCIES**

Upon successful completion students will be able to:

1. Analyze selected readings in terms of plot, characterization, theme and social values in selected works of military literature.
2. Describe through written response the historical development, current trends, and enduring characteristics of military literature.
3. Describe how changes in the use of communication technologies have affected morale, cohesion and well being among soldiers, units, families and the larger society.
4. Predict how technological changes and changing relations among soldiers, units, families and the larger society are likely to alter military organizations and missions in the near future.
5. Describe sociological concepts, principles, and theories used in the study of the military.
6. Analyze and discuss contemporary military issues, situations, and problems using a sociological perspective.

**ASSESSMENT METHODS**

1. Participation in class and online discussions
2. Written assignments
3. Quiz
4. Term paper

### SUMMARY RESULTS

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

	Mastered 90-100	Exceeded 80-89	Met 70-79	Somewhat Met 60-69	Did Not Meet Less than 60%
Competency 1	5	1	1		2
Competency 2	4	1	2		2
Competency 3	4	1	2		2
Competency 4	4	1	2		2
Competency 5	4	3			2
Competency 6	4	1	2		2

The following table displays the individual student learning outcome for the stated competencies.

	Competency 1	Competency 2	Competency 3	Competency 4	Competency 5	Competency 6
Student 1	DNM	DNM	DNM	DNM	DNM	DNM
Student 2	M	M	M	M	M	M
Student 3	MET	MET	MET	MET	E	MET
Student 4	MET	MET	MET	MET	E	MET
Student 5	M	M	M	M	M	M
Student 6	DNM	DNM	DNM	DNM	DNM	DNM
Student 7	M	M	M	M	M	M
Student 8	M	M	M	M	M	M
Student 9	M	E	E	E	E	E

**SUMMARY CONCLUSIONS**

In summary the students who were able to dedicate more time to complete all assignments and were communicating with the instructor on a regular basis exceeded or mastered all objectives. Due to the two-week annual training requirement and state wildfire missions this summer two students were unable to complete the required assignments. This seems to be a summer trend and should not be an issue for fall and spring courses.

**EXAMPLES OF THE USE OF ASSESSMENT DATA FOR COURSE DELIVERY IMPROVEMENTS**

- Pre/post assessments
- Aside from the discussions, weekly assignments should be included to continue to compare historical trends to current trends.
- Need to reduce the sociological concepts focus and instead focus on the tactics of warfare from past literature and compare to modern tactics of warfare.
- Future classes should concentrate on the trends in military literature over the past two centuries. The book used for the course was written in 1974 about the Civil War. I would like to include excerpts from literature from the Civil war up to Operation Enduring Freedom to focus on the trends of military literature and warfare.