Luna Community College

Improving Student Learning

Spring 2010 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 directors and faculty to be integrated into assessment process; therefore, it was determined that all departments would participate in semester assessment reports, documenting a process of improving student learning.

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. The principles direct LCC's assessment philosophy of student learning. The principles are:

1. Assessment must continuously improve student learning at Luna Community College
2. Assessment is an extension to the needs and attention of students at Luna Community College.
3. Assessment is ongoing at Luna Community College
4. Assessment activities must be useful to the individuals that conduct them, to programs, and to Luna Community College.

This report on Improving Student Learning is a testimony to LCC's commitment to the four principles.

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Vice President for Instruction
Luna Community College

June 15, 2010

Luna Community College: Improving Student Learning – Spring 2010 Report

Contents

MATH180: Pilot Standardized Final Examination for College Algebra

Dr. Andrew Feldman

Purpose

The Department of Science, Math, and Engineering Technology is taking a proactive stance on assessment and student learning outcomes for the purpose of improving curriculum and student learning. The department academic director and the Vice-President of instruction decided to pilot a standardized final exam to determine if MATH180-College Algebra taught at LCC is in fact meeting state competencies as delineated by the New Mexico Higher Education Department (HED). The results of the pilot program will be reported to the NCA in the January 2011 report and will cover spring, summer, and fall 2010 semesters. The three semester pilot program will be implemented permanently beginning in January 2011.

A critical question arises when considering the college math requirements and state competencies; are we teaching students to be mathematically competent? (Boyles and Barnet, 2007). MATH180-Colege Algebra is a transfer course in the general education core, statewide articulation agreement; 18 programs at LCC require College Algebra in order to complete the degree program. This course has a standard curriculum and transfers to any university in the state and nationwide. College Algebra is important in the general education core curriculum as it provides breadth of knowledge and fosters rational and logical thinking.

As set by state standards, College Algebra covers graphing, various types of equations, function notation and operations on functions, and exponential and logarithmic equations that model real-world problems that are applicable to everyday life and particularly science and engineering. If a student can master these topical areas they are prepared to continue their education and understand that math is the language of science and technology – drivers of modern society.

Background

The department has collected outcomes assessment instruments for several years and summarizes the data in an effort to improve instruction. Prior to 2008, data collection was inconsistent and records we not kept in a central location. In addition, several personnel changes within the department have led to poor or non-existent record-keeping.

Assessment data that is on file indicates that there are inconsistencies between instructor's assessment of student learning outcomes, course material covered, and academic rigor of different courses/instructors and the final exams. As such, it is difficult to compare one course to another and also difficult to gauge student learning outcomes.

Initially, the proposed pilot exam to measure learning outcomes was an "add-on" assessment; however since there was no incentive for students to take this add-on seriously and perform well the exam was changed to a standardized final exam and administered across all sections of College Algebra. The two versions of the standardized final exam were developed with math faculty input and administered during the spring 2010 semester.

Results

Compiled data from the MATH180 exam are presented in the following tables including a summary assessment of the results. The standardized final exam was administered in seven sections of MATH180 during the spring 2010 semester with one instructor at an offsite location failing to submit the data. Course curriculum is set by State of New Mexico articulated core competencies for College Algebra. The textbook used by all sections of the course is Algebra and Trigonometry: 5th Edition: Larson, Hostetler, & Edwards, Houghton Mifflin, 2008, covering chapters P & 1-4 which address the state competencies.

Summary of Data

General Conclusions – The Standardized Exam:

- According to some instructors the exam could have been more difficult, or was too easy. However, it was the math faculty who submitted questions for the exam and then questions were chosen to cover the competencies; math faculty had input and reviewed the exam prior to administration during final exam week.
- In retrospect, the exam had too many questions on competency two (2) and too few questions on competency four (4); this error will be rectified on future exams.
- A different exam (two versions) will be created each semester with the test bank of questions submitted by math faculty.
- Expected performance is at 70% or higher for the overall exam and for each question.
- Questions 6, 10, 11, 12, 14, 15, 16, 18, 21, 24, 25, & 26 we consistently below the 70% level across all courses.
- Class average scores on the exams vary across each section; 55.3%, 78.6%, 67.3%, 72.7%, 76.9%, and 73.4%, with two of the sections class average below the 70% expectation.
- Different instructors used different points per question grading scheme- exam points will have to be standardized.
- Based on Exam averages (n = 36): Mean 70.8%; Standard Deviation about the Mean 17%; Median Score 72.15%; MAX 92.5%,; MIN 14.4%.

General Conclusions – The Curriculum and Instructors:

- Instructors often do not cover all the required material in the course.
- Greater emphasis is often placed on the first four chapters of the book (P- Ch. 3) and neglecting to cover Chapter 4
- Students often need remediation at the beginning of the course (covered in Chapter "P")
- The curriculum is adequate and meets state HED competencies; however the students are not always prepared to take a comprehensive final.

Use of Data for Curriculum Improvement:

- Instructors in MATH116 – Intermediate Algebra will have to ensure students are prepared to move on the MATH180 through curriculum alignment, grading and outcomes assessment.
- MATH180 instructors will have to cover the entire required curriculum to meet state competencies – curriculum will be aligned among math instructors and all chapters will be covered.
- The data show that overall grades for MATH180 sections need improvement (70.8% average); goal is to attain an 80% average for Fall 2010.
- A standard grading scheme should be adopted to have comparable data, otherwise data need to be standardized to calculate overall summary statistics.
- Equal emphasis on each competency should be addressed by the instructors.
- MATH180 needs supplementary curriculum such as PLATO (computerized, self-paced learning tool) for mastery of course content.
- Lesson delivery and timing needs coordination among the various instructors and sections of MATH180.
- Instructors should require that students use the math tutoring center (Academic Center for Excellence) and use instructor's office hours.

State of New Mexico College Algebra Competencies:

1. Students will graph functions

Students should:

a. Sketch the graphs of linear, higher-order polynomial, rational, absolute value, exponential, logarithmic, and radical functions.

b. Sketch a graph using point plotting and 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 equation.

2. Students will solve various kinds of equations.

Students should:

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. Students will demonstrate the use of function notation and perform operations on functions.

Students should:

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. Students will model/solve real-world problems.

Students should:

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

For a visual summary see data tables and graphs beginning on page 52.

Based on the above conclusions from the collected data, mean and median scores need improvement to at least 80%. This can be accomplished if above points are implemented. The

target date for implementation is immediately during the summer 2010 semester. Results from the MATH180 sections offered this summer will be reported at the end of the term.

References

Boyles, David C., and Barbara Barnet, 2007. Basic Skills Assessment: A Locally Developed Strategy for Assessing Math Skills. 3.110, Vol. 3, Ch. 2 – A Collection of Papers on Self-Study and Institutional Improvement, 2007

ENG111: Freshman Composition I:
Utilization of the e-Write Test for Freshman Composition I

Mr. Eloy Garcia

Purpose

Twenty-one students were randomly selected to take the Writing Essay Test (e-write), spring semester 2010. One student did take the e-write. The test consisted of one writing prompt that defined an issue or problem and described two points of view on that issue. The student was asked to respond to a question about his/her position on the issue described in the prompt. In addition to a holistic score, e-write provided subs scores in the areas of: focus, content, organization, style, and conventions. Ten Freshman Composition I classes were asked to participate

Background

The Department of Humanities instructs the student holistically, that is, to educate the student intellectually and psychologically. In order to accomplish these entities, the department provides course work and services that are necessary for continuous human growth and development.

Communication Goal

The goal of the Communication requirement is to enhance the effective use of the English language essential to students' success in school and in the world by way of learning to read and listen critically and to write and speak thoughtfully, clearly, coherently, and persuasively.

State competencies as mandated by the New Mexico Higher Education Department:

- Appreciate and critically evaluate a variety or written and spoken messages in order to make informed decisions.
- Organize their thinking to express their viewpoints clearly, concisely, and effectively.
- 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 TM, electronic writing), and graphics (charts, diagrams, formats).
- Use standard process for generating documents or oral presentations independently and in groups.
- Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.
- Negotiate civilly with others to accomplish goals and to function responsibly.

Assessment Procedure – e-Write Exam (Freshman Composition I)

Assessment Results Compass e-Write (2-12) ID: 6332307, Site ID: 12648

Domain – Holistic – Score 9, Test Time: 00:23:00

Analytical Sub Scores – Focus – 5, Content 4, Organization 5, Style 4, conventions 4

General Recommendations: Meets Freshman Composition I competencies. Student is ready for Freshman Composition II.

How Results will be used to make improvements

Twenty-one students were randomly selected to participate in the e-write test but only one student took the test. As indicated in the research by Rogers, Abromeit and Lamers (2007) and Sutton (2007), add-on assessment tools do present problems. As a result, and beginning summer session (2010), the e-write test will now be required of all students enrolled in a Freshman Composition I class as an embedded assessment and required within the course syllabus. The e-write test will be used to further evaluate student performance in writing.

References

Rogers, Abromeit and Lamers (2007). Examining Student Learning: Using Curriculum Embedded Assessment for Program Assessment. The Higher Learning Commission: A Collection of Papers on Self-Study and Institutional Improvements, Volume 3, page 3:67-3:74.

Sutton, Rosemary (2007). Problems with Using Low-Stakes Tests to Assess Student Learning. The Higher Learning Commission: A Collection of Papers on Self-Study and Institutional Improvements, Volume 3, page: 3:102-3:104.

Student Background and Educational Plans

(Time: 00:00:08)

First Language:	Spanish	Ever Studied English:	Yes
Have High School Degree:	No	English At Home:	Yes
Years of English:	More than 4 years	Where studied English:	School
English First Lang:	No	Type of HS certificate:	High school diploma
High School Grad Year:	2011	High School:	Robertson HS-ELV
High School GPA:	B- to B (2.5 - 2.9)	Enrollment Term Plan:	Spring
Enroll Year:	2010	Enrollment Time Plan:	Day
Grade Expected First Term:	B to A- (3.0 - 3.4)	Major:	Unknown
Major Certainty:	Not Sure	Reason Attending:	Improve basic skills
Certificate Plan:	None	Veteran Status:	No, I have never served in the military
Employment Hours Plan:	None	Amount of Education Plan:	Classes only

	High School		After High School	
Subjects	Years Studied	Last Grade Received	Years Studied	Last Grade Received
English:	3	B		
Algebra:	2	B		
Science:	3	C		
Foreign Language:	2	B		

Message for Unknown Majors:

Major unknown message

COMPASS e-Write (2-12)

COMPASS e-Write (2-12) ID : 6332307 , Site ID: 12648

Domain	*Score*	*Test Time*
Holistic	9	00:23:00
Analytical Sub Scores		
Focus	5	
Content	4	
Organization	5	
Style	4	
Conventions	4	

General Recommendations:
Recommendation is that student enrolls in ENG111 (Freshman Comp I).

End of Report

General Recommendations:
Recommendation is that student enrolls in ENG111 (Freshman Comp I).

End of Report

Sample Letter to Students

March 22, 2010

Student Name

ENG111-05, Freshman Composition I

Dear Ms./Mr.

Subject: Writing Essay Test (e-Write) - Student Learning Outcome Assessment

You have been randomly selected to take the Writing Essay Test (e-Write). We will obtain a direct measure of your writing ability. We ask that you do your very best. Of course, this writing essay will not affect you course grade. Again, the instantaneous evaluation of your writing skill will be used only for the LCC student learning outcome assessment.

The COMPASS e-Write test consists of one writing prompt that defines an issue or problem and describes two points of view on that issue. You will be asked to respond to a question about your position on the issue described in the prompt. In addition to a holistic score, e-Write provides sub scores in the areas of:

***Focus – consistency and clarity in identifying and maintaining the main idea or point of view**

***Content – extent to which the topic is addressed by the development of ideas and the specificity of details and examples**

***Organization – unity and coherence achieved through logical sequence of ideas**

***Style – how effectively the chosen language enhances the writer's purpose**

***Conventions – control of mechanics in grammar, usage, spelling, and punctuation.**

It is vital that you participate in the e-Write. Please schedule your e-Write with Ms. Janice Medrano, Educational Advisor; Access Department. Her phone number is 454-2546. The Access Department is located in the Student Services Building. The e-Write schedule is as follows:

***Week of April 12-16, 2010 and *Week of April 26-30, 2010**

Your consideration and participation is appreciated.

Very truly yours

Eloy Garcia, Academic Director

LUNA COMMUNITY COLLEGE

ENGLISH COMPOSITION REQUIREMENTS

ENGLISH COMPOSITION I

Six essays are required, including (in any order):

1. Definition/Description
2. Exemplification
3. Analysis
4. Comparison/Contrast
5. Cause/Effect

The final examination is an in-class Argumentative essay.

****E-Write is required of all students enrolled in Freshman Composition I. E-Write will be administered on the 13th or 15th week. (Fall, Spring) During the summer session, the e-Write will be administered on the 5th week. E-Write must be used as a basis of evaluation in your syllabus. The compass e-Write test consists of one writing prompt that defines an issue or problem and describes two point of views on that issue. The student will be asked to respond to questions about a student's position on the issue described in the prompt. In addition to a holistic scene, e-Write provides sub scenes in the means of: focus, content, organization, style, and conventions.**

PLATO is implemented as computerized instruction, and a statistical analysis sheet is printed and turned in to the department director at midterm. (See Learning Path choices for ENG111.) Also, students must utilize the Writing Lab and seek assistance for at least two essays.

STANDARD FOR EVALUATING WRITTEN WORK
COMPASS & e-Write
IN ENGLISH COMOSITION I & II

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.

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

The "I" paper does not state and develop a main idea. It includes numerous serious errors in grammar, spelling, and sentence structure, in addition to several careless errors that should have been observed and corrected by more careful proofreading. Most ideas are not developed or clearly organized, and instructor guidelines are basically disregarded.

Post-Secondary Solution: Plato Learning

Mr. Eloy Garcia

Purpose

PLATO for post-secondary and adult learning solutions is an age-appropriate instruction aligned to national assessments and standards to help the student achieve his/her academic and employment goals. Access to PLATO accommodates students' diverse scheduling needs. Moreover, PLATO is self-paced instruction that increases student motivation and persistence. PLATO has built-in assessments that help students identify what they already know and fill in knowledge gaps.

The Department of Humanities implemented PLATO as computerized instruction (supplemental instruction) and an analysis was done for those English and reading courses that participated. Instructors selected learning path choices for English 111-Freshman Composition I, English 115 - Freshman Composition II, English 102 – Introduction to Grammar, English 104 – Grammar Usage and Writing, and Read 105 – Developmental Reading. (See attached) Furthermore, PLATO was used as a supplement to the curriculum. Thirteen instructors participated in PLATO.

RESULTS

Freshman Composition I – students participating – 64

a. *Completed between 1 and 84 lessons*
b. *Some lessons required mastery, others did not*
c. *Some lessons were scored, others were not*

Freshman Composition II – students participating – 51

a. *Completed between 1 and 34 lessons*
b. *Some lessons required mastery, others did not*
c. *Some lessons were scored, others were not*

Grammar Usage and Writing – students participating – 51

a. *Completed between 1 and 55 lessons*
b. *Some lessons required mastery, others did not*
c. *Some lessons were scored, others were not*

Introduction to Grammar – students participating – 20 students

a. *Completed between 1 and 92 lessons*
b. *All lessons required mastery- Mastery ranged between 1 and 45*
c. *Some lessons were scored, others were not*

Developmental Reading – students participating – 28 students

a. *Completed between 1 and 40 lessons*
b. *All lessons required mastery – Mastery ranged between 1 and 7*
c. *Some lessons were scored, others were not*

How Results will be used to make improvements

At the end of the spring semester, a meeting was held with administrators and faculty to determine the effectiveness of the PLATO curriculum. The following results indicate:

1. Faculty need additional training in implementation of PLATO curriculum.
2. PLATO curriculum (pathways) must be created to meet particular curriculum requirements for English and Reading.
3. The PLATO coordinator and faculty must establish and maintain a stronger partnership.
4. Academic directors and faculty must buy-in to the PLATO curriculum.
5. PLATO must extend into the remedial math curriculum.

Beginning summer session 2010, PLATO will be utilized in the following developmental courses: English102: Introduction to Grammar, English104: Grammar Usage and Writing, Read100: Basic Reading and Read105: Developmental Reading. PLATO curriculum will be utilized for all on-line English courses, including on-line English111: Freshman Composition I and English115: Freshman Composition II. Specific learning pathways will be developed by English faculty and will be implemented during the summer and fall semesters.

Sample Plato Curriculum

ENG102	
What Is a Verb?	How Nouns Are Used
Two Kinds of Verbs	How Pronouns Are Used
Parts of Verbs	Regular Verbs
Some Strange Verbs	Irregular Verbs
Verbs and Tenses	Modifiers of Meaning
Verbs Review	Verbal Phrases
What Is a Noun?	Prepositional Phrases
Two Kinds of Nouns	Confusing Verbs 2
More Kinds of Nouns	Subject and Verb Agreement
Nouns and Verbs and Number	Correct Pronoun Use
What Is a Pronoun?	Capital Letters
Nouns Review	Proper Nouns and Capitals
Personal Pronouns	Titles and Capital Letters
Personal Pronouns with Ownership	Capital Letters Review
Other Pronouns	The Basics of Punctuation
Pronouns Review	Commas 1
Nouns, Pronouns, and Gender	Colons and Semicolons
Pronouns and Number	Punctuation Review
Making Nouns and Pronouns Agree in Sentences	Spelling Rules
Making Nouns and Pronouns Agree Review	More Spelling Rules
Recognizing Adjectives	Forming Plurals and Possessives
More About Adjectives	Commonly Misspelled Words
Identifying Adverbs	Punctuation - End Marks
More About Adverbs	Commas 2
Adjectives and Adverbs Review	Using :, ;, --, -, ""
Learning About Prepositions	Capitalization
Using Articles	Building and Using Sentences
Prepositions and Articles Review	Word Usage
Recognizing Verbs	Diction and Style
Identifying Subjects	Sentence Structure
Types of Nouns	Logic and Organization
The Pronoun: Replacement for a Noun	

Sample Plato Curriculum

ENG104	
Understanding Writing Assignments	Avoiding Clichés
Thinking about Audience	Outlining
Choosing Words Carefully	Asking Peer Review Questions
Separating Ideas into Paragraphs	Asking Research Questions
Mapping Ideas	Writing in a Formal Style
Using a Checklist to Proofread Your Work - Essential	Proving Your Arguments with Evidence
Matching Verbs with Subjects	Showing Ownership with Possessives
Matching Irregular Verbs with Subjects	Choosing "Who" or "That"
Putting Commas and Periods inside Quotation Marks	Using Verbs that Are Irregular in the Past Tense
Putting Quotation Marks around Quotations	Writing Contractions Like "Could've"
Capitalizing Titles of People	Using "Their" and "His" as Pronouns
Tying Your Ideas Together - Conclusions	Fixing Misplaced Modifiers
Varying Your Sentences	Fixing Sentence Fragments - Prepositional Phrases
Freewriting	Using Apostrophes with Compound Possessives
Matching Separated Verbs and Subjects	Capitalizing Proper Nouns and Modifiers
Matching Verbs with Compound Subjects	Approaching a Peer Review
Fixing Double Negatives	Writing Strong Introductions
Choosing Good/Well and Bad/Badly	Finding Information on the Internet
Capitalizing Names of Places and Events	Using Published Writing as a Model
Showing Ownership in Singular Nouns	Writing Effective Transitions)
Using Commas in Dates and Places	Matching "Or" and "Nor" with Verb Forms
Writing for Assignments that Don't Specify an Audience	Choosing It's/Its, Accept/Except, and Than/Then
Determining Your Thesis	Writing Personal and Business Letters
Giving Credit	Addresses and Return Addresses
Summarizing During a Peer Review	Making Letters Look Right Review)
Taking Notes	Letter of Application
Tying Sentences Together	Filling Out an Application
Avoiding Confusing Pronouns	Giving the Employer Correct Information Review
Matching Verbs with Indefinite Pronouns	Using What You've Learned - Application
Knowing When to Use -ly Modifiers	The Writing Process
Knowing When Not to Use -ly Modifiers	Working with the Topic
Capitalizing Words in Quotations	From Ideas to Sentences
Using Quotation Marks with Titles of Short Works	Revising and Editing
	Writing and Evaluating Essays

ENGLISH 111—PLATO

GRAMMAR

Fragments
Correcting Sentence Fragments—Subordinate Clauses
Correcting Sentence Fragments—Verb Phrases
Fixing Sentence Fragments—Prepositional Phrases

Modifiers
Knowing When to Use –ly Modifiers
Knowing When Not to Use –ly Modifiers
Fixing Misplaces Modifiers

Nouns and Pronouns
Showing Ownership in Singular Nouns
Avoiding Confusing Pronouns
Using "Their" and "His" as pronouns
Keeping Pronouns Consistent
Choosing Pronoun Forms
Clarifying Vague Pronouns
Choosing Pronouns in Comparisons

Run-ons
Splitting Fused Run-ons
Avoiding Run-ons with Commas
Separating Run-ons Joined by Transitions

Sentences
Varying Your Sentences
Tying Sentences Together
Combining Sentences to Make Your Writing Interesting

Subjects and Verbs
Avoiding Predicate-Subject Mismatches
Matching Separated Verbs and Subjects
Matching Verbs with Compound Subjects

Verbs
Using Singular Verbs with Subjects that Look Plural
Using the Subjunctive Verb Form "Were"
Matching Verbs with Indefinite Pronouns
Using Verbs that Are Irregular in the Past Tense
Using "Each" and "Every" with Singular Verbs
Keeping Past Tense Verbs Consistent
Using Singular Verbs with Collective Subjects

IDEAS
Emphasizing Ideas Using Parallel Structures
Extending Your Idea Inventory
Mapping Ideas
Separating Ideas into Paragraphs
Tying Your Ideas Together—Conclusions

MECHANICS

Apostrophes
Using Apostrophes with Compound Possessives

Capitalization
Capitalizing Titles of People
Capitalizing Names of Places or Events
Capitalizing Words in Quotations

Capitalizing Proper Nouns and Modifiers
Using Capitals with Names
Knowing When to Capitalize Modifiers
Using Capital Letters with Split Quotations

Commas
Using Commas with Appositives
Using Commas with Linking Words like "Because"
Putting Commas and Periods inside Quotation Marks

Using Commas in Dates and Places
Using Commas in Sentences with "Or," "And," or "But"
Adding Commas to Indicate Nonessential Information
Using Commas with Certain Modifiers

Contractions
Writing Contractions like "Could've"

Possessives
Showing Ownership with Possessives

Quotations
Punctuating Quotations
Putting Quotation Marks around Quotations
Using Quotation Marks with Titles of Short Works

PROOFREADING
Using a Checklist to Proofread Your Work—Advanced Proofreading for College

RESEARCH
Giving Credit
Taking Notes

WORDING

Choices
Choosing Whose/Who's, Lay/Lie, and Sit/Set
Choosing Amount/Number, Capital/Capitol, and Imply/Infer
Choosing Good/Well and Bad/Badly
Choosing "Who" and "That"
Choosing It's/Its, Accept/Except, and Than/Then

Various
Using "So" Correctly in Sentences
Using Linking Verbs with Parallel Structures
Choosing Words Carefully
Fixing Double Negatives
Avoiding Clichés
Using "Either, Or" and "Neither, Nor"

WRITING

Arguments and Evidence
Anticipating Counterarguments
Narrowing Your Topic with Interesting Facts
Using Indirect Evidence
Proving Your Arguments with Evidence
Using Examples to Clarify Your Ideas

Audience
Thinking about Audience
Writing Assignments that Don't Specify an Audience

Introductions and Conclusions
Writing Stronger Introductions
Writing Stronger Conclusions

Writing Strong Introductions

Thesis
Monitoring Your Thesis
Determining Your Thesis
Stating Your Thesis

Writing—Fine Points
Writing Precisely
Reviewing Your Own Work
Varying Your Sentence Structures
Outlining
Writing in a Formal Style
Writing Effective Transitions
Planning a Sequence of Ideas
Integrating Quotations into Your Writing

Writing in General
Owning Your Essay
Understanding Writing Assignments

ENGLISH 115—PLATO

THE PROCESS

Arguments, Examples, Evidence
Supporting Arguments with Additional Evidence
Proving Your Arguments with Evidence
Supporting Your Arguments with the Right Evidence
Using Examples to Clarify Your Ideas

Introductions and Conclusions
Writing Stronger Introductions
Writing Stronger Conclusions
Tying Your Ideas Together—Conclusions
Writing Strong Introductions

Outlining and Planning
Outlining
Planning a Sequence of Ideas
Devising a Research Plan

Research
Going Deeper with Your Research
Asking Research Questions
Finding Information on the Internet
Citing Information Sources
Balancing Research with Original Ideas
Integrating Quotations into Your Writing

The Thesis
Stating Your Thesis

Visual Aids
Illustrating Your Ideas with Visual Aids

WRITING MODELS

Assignment
Understanding the Goals of the Assignment
Moving Beyond the Goals of the Assignment

Approach
Writing in a Formal Style
Addressing Different Perspectives

Models
Using Published Writing as a Model
Using Comparison/Contrast and Problem/Solution Models

MECHANICS AND WORDING

Mechanics
Avoiding Predicate-Subject Mismatches

Varying Your Sentences
Fixing Sentence Fragments—Prepositional Phrases
Splitting Fused Run-ons
Using Capitals with Names
Keeping Past Tense Verbs Consistent
Avoiding Run-ons with Commas
Correcting Sentence Fragments—Verb Phrases

Wording
Avoiding Clichés
Using Your Own Words to Develop Ideas
Writing with Strong Modifier

Add-on Assessment for LCC's CORE

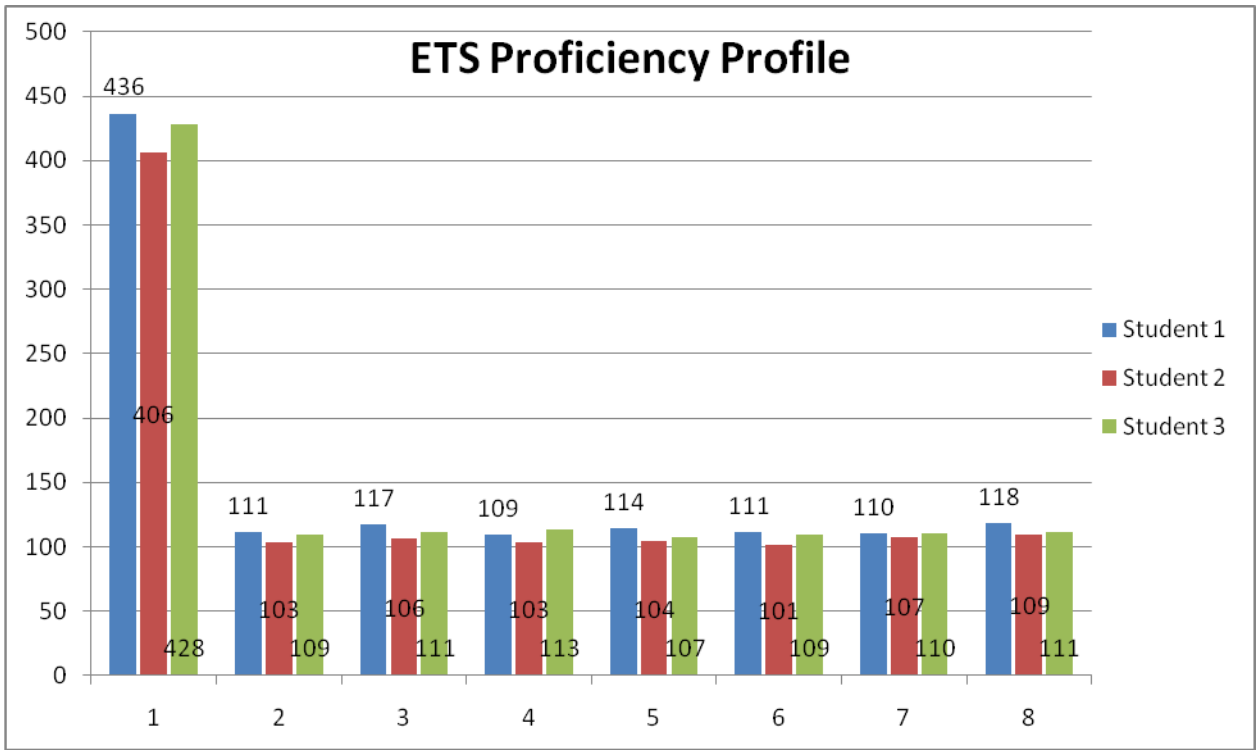
Vidal Martinez

Background

At the end of the spring 2010 semester, Luna Community College administered the Educational Testing Service (ETS) Proficiency Profile test. The test was an add-on assessment measurement to students who petitioned to graduate with an Associate Degree (requiring 32-36 credit hours of LCC Core curriculum). The purpose of the test was to assess students in core academic areas (critical thinking, reading, writing and mathematics) with the intent of identifying strengths, weaknesses and opportunities to improve the core curriculum and instructional methods (ETS, 2007).

Results

Working with Student Support Services, the goal was to test all qualified students; however, only three students volunteered to participate. The results were as follows:



1 = Total Score, 2 = Critical Thinking, 3 = Reading, 4 = Writing, 5 = Mathematics, 6 = Humanities, 7 = Social Studies, and 8 = Natural Sciences. The total score opportunity was between 400 to 500. Skills sub-scores for Critical Thinking, Reading, Writing, and Mathematics was between a

range of 100 to 130. Context-based sub-scores for Humanities, Social Sciences and Natural Sciences were between a range of 100 to 130.

Challenges

The assessment process was an add-on approach to determine student learning and not integrated in any existing program or course curriculum. The test did not have an immediate educational benefit to the students. For instance, Rogers, et (2007) indicate such instruments have little or no immediate benefit to students. As a result, several students indicated that they did not have time to take the test because of other obligations, including study time for final examinations, family or work commitments. Other students indicated the test was not a priority because it was not a graduation requirement.

Secondly, the assessment test raised validity and reliability concerns, including the students' motivation to do well on the test since it was not tied to any particular course grade or program completion requirements. The test was also considered low-stakes in which there were no immediate consequences for poor performance as indicated in the research by Sutton (2007).

Finally, students may not have had the opportunity to learn what is assessed because of an on-going curriculum review and alignment of student learning outcomes for the LCC's General Education CORE Curriculum. In summary:

- The assessment test did not have an immediate educational benefit to the students.
- The assessment test had validity and reliability concerns.
- Students may not have had the opportunity to learn what is assessed.

Recommendations

Instead of an add-on assessment approach for LCC's General Education CORE Curriculum, assessment methods must first be embedded into the curriculum, including assessment measures in exit exams, capstone courses and humanities portfolios. Several assessment initiatives have already occurred. They include:

- Assessment of the writing curriculum, including utilization of COMPASS e-Write and Programmed Logic for Automated Teaching Operations (Plato)
- Assessment of MATH180: College Algebra, using a standard comprehensive examination
- Alignment of New Mexico Higher Education Department Core Competencies with LCC's General Education CORE Curriculum
- Establishment of a standard minimal requirements for course syllabi that address course learning outcomes and methods of measuring outcomes

Continuous assessment and evaluation will include:

- Assessment processes for (Area III) Laboratory Sciences, (Area IV) Social and Behavioral Sciences and (Area V) Humanities and Fine Arts.
- The establishment of an outcomes-based education program for LCC's General Education CORE Curriculum as indicated in the research by Jonson, et al (2009).

Finally, the ETS Proficiency Profile test can be embedded into the curriculum after further alignment, review and assessment of LCC's General Education CORE Curriculum.

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Introduction to Mass Media Communications – Pilot Dual Credit Course

Mr. Rand Kennedy

Purpose

The purpose of this report is to assess the effectiveness of the delivery of the Introduction to Mass Media Communications course to dual credit high school 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. Because the student sample size is relatively small (10 students), overgeneralization of the results should be avoided. The report should be considered preliminary pending the collection of future and further data. However, even limited data can be useful to improving course delivery.

Background

The Mass Media Communications Associate of Arts Degree Program is new at Luna Community College (LCC), beginning in September 2009, and this is the first year that the Introduction to Mass Media Communications has been taught. As described in the LCC 2009-20012 Catalog:

> This introductory course will provide students with an understanding of the interrelationship between mass media and society. Topics include media influences, mass communication processes, media functions, media structures, and support networks.

The two sections of the course assessed for this report were taught by the same instructor during the Spring 2010 semester. Both sections were dual credit courses. One section was taught at School A (6 students). The second section was taught on campus and transmitted via Instructional Television to School B (4 students). All students were high school juniors.

Learning Outcomes

The student learning outcomes for the course are as follows:

1. Summarize and explain the meaning and importance of the relationship between mass media, culture, and society.
2. List the key concepts and principles of media literacy.
3. Summarize and explain the origins, current status, future trends, and major social/political issues of mass media communication.

4. Describe the media industries as institutions with specific infrastructures, financing, productions, distributions, and exhibitions
5. Describe the major mass media genres.
6. Describe the basis technology, structure, and career opportunities of each of the major telecommunication media.
7. Describe the major regulatory controls and ethical issues related to mass media.
8. Describe the fundamental purposes, practices and theories of mass media research.
9. Summarize and explain the trends toward convergence, fragmentation, audience segmentation, globalization, and conglomeration.

Assessment Methods

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

- Quizzes (3), Pop-Quizzes (2), Midterm, and Final Exams
- Research and Oral Reporting Assignments (6)
- Written Essay Assignments (4)
- Classroom discussions
- Student Self Evaluation

Summary of Results

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

<u>Main Campus/School B (4 students)</u>

	excellent	good	average	poor	failing
Competency 1	2	1		1	
Competency 2	4				
Competency 3	1	1	2		
Competency 4	2	1	1		
Competency 5	4				
Competency 6	1	1	1	1	
Competency 7		2	2		

Competency 8		2	1	1	
Competency 9	3	1			

	excellent	good	average	poor	failing
Student A	7	2			
Student B	5	3	1		
Student C	3	2	4		
Student D	2	2	2	3	

School A (6 students)

	excellent	good	average	poor	failing
Competency 1	2	1	3		
Competency 2	2		3		
Competency 3		1	3	2	
Competency 4		1	2	3	
Competency 5	2	2	1	1	
Competency 6			3	1	
Competency 7			2	4	
Competency 8			1	1	3
Competency 9	1	1	3	1	

	excellent	good	average	poor	failing
Student E		1	3	4	1
Student F	3	3	3		
Student G			4	4	1
Student h		1	6	2	
Student I	2	2	4	1	
Student J	2	1	3	2	1

As the tables illustrates, students in the On-Campus/School B course generally performed significantly better in all competencies than the School A students.

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 On-Campus/School B course, the overall attendance rate was 85% whereas at School A the rate was 66.5%, with three students missing over 60% of scheduled class sessions.

Similarly, On – Campus/School B students completed nearly all written assignments, with one student failing to complete one assignment. By contrast, at School A one student failed to complete any written assignments, two students completed only one written assignment, and only one student completed all written assignments.

The School A class was held in the teacher's lounge in an environment that was not conducive to effective learning. There were many instances of class disruption at the School A site with students being called out of class or excused from class for a variety of school related activities.

The students' learning achievements in the On-Campus/School B class indicate that the college course can be effectively taught to high school students. However, the School A results also indicate that fundamental student learning behaviors (attendance, attention, and making an effort to complete assignments) are a necessary prerequisite for achieving the course learning outcomes, and that many high school students may not have the basic skills to succeed in this or other college level courses.

Examples of the Use of Assessment Data for Course Delivery Improvement

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

- The School A class site is not conducive to effective learning, and future dual-credit courses should be taught on-campus or at another suitable learning environment
- A written report or essay will be assigned during the first week of class. The assignments will be assessed according to the standard LCC rubric for written work, and students will be advised regarding their having the minimal writing skills needed to successfully participate in the class.
- A detailed analysis of test questions indicated that nearly all students consistently provided incorrect responses to several questions. Further examination showed that these specific questions were poorly written and difficult to interpret. These questions will be re-written for greater clarity.
- Overall, students did not meet expectations for the learning outcomes related to mass media regulatory controls and mass media research. 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 that lecture and assign readings regarding media regulatory controls, mock legal trials and role playing assignments related to libel, slander, freedom of information, and copyright regulations will be incorporated into the class sessions.
- 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.
- Because the course and program are still in their developmental phase, analysis of assessments will be conducted on a continuing basis in order to make mid-course modifications as needed.

Allied Health Sciences 2009-2010 Department of Nursing Assessment

Mrs. Conni Reichert

Purpose

The mission of the Luna Community College Department of Nursing Program is to prepare registered nurses to provide culturally competent, community-based care for the diverse populations in predominately rural health care settings in the state of New Mexico. The educational program takes place within an environment that emphasizes life-long learning and inquiry for both instructors and the community of students. The LCC program is responsive to the changing needs of our students within a changing health care system.

The purpose of this report is to validate assessment measures that have been implemented during the 2009-2010 school year and to recommend any changes that would directly improve the learning outcomes/program goals based on factual findings.

Background

The LCC Nursing Program is in the process of writing the self study for national accreditation through the National League of Nursing Accreditation Commission (NLNAC). The assessment tool that is used to evaluate any assessment findings throughout the program is the systemic evaluation plan which follows this narrative.

Leaning Outcomes/Program Goals

The Nursing Program terminal outcomes are:

The student who successfully completes the two year program of study will achieve the following student learning outcomes. The student will:

- Integrate knowledge from the biological, physical, behavioral and nursing sciences to provide nursing care for groups of clients within diverse health care settings
- Manage safe, competent effective nursing care for clients and their families utilizing appropriate decision skills within diverse health care settings
- Exhibit professional behaviors that are relevant to the role of the associate degree nurse that includes a commitment for lifelong learning
- Incorporate sensitivity to diversity in the management of client care within a variety of health care settings

- Initiates therapeutic collaborative and professional communication in the management of client care within a variety of diverse health care settings.

The program goals include:

1. A first time NCLEX RN pass rate of => 80%
2. Above an 80% employment rate within 3 months of graduation
3. 80% completion of program rate in a three year period
4. 80% of employer respondents satisfied with the performance of LCC graduates after the first 9 months of employment as measured by the employer satisfaction surveys.

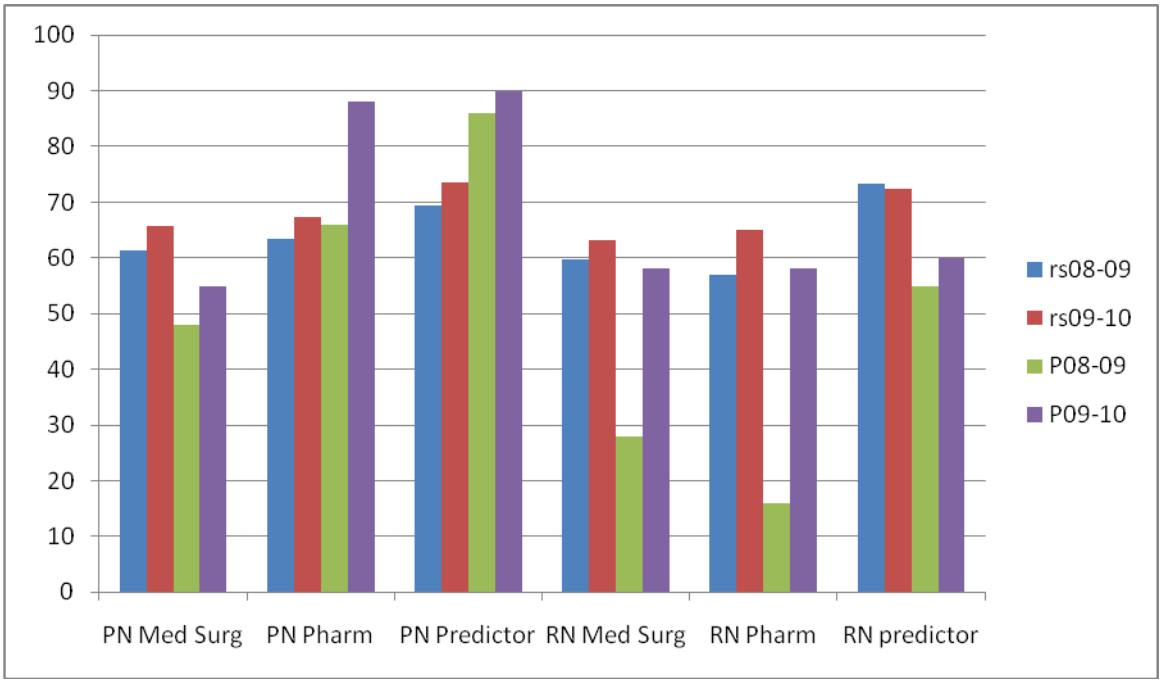
Assessment Methods

Assessment measures vary throughout each of the 41 individual criterion as noted in the Systemic Plan of Evaluation.

Summary of Results

The nursing program uses an outside source to help correlate the performance of LCC nursing students to other nursing students across the nation. ATI is our vendor for numerous products that are integrated into our program. Nursing students take ATI content area tests in every nursing core class so that as a program we can be not only analyzing our own internal data but also analyzing our program to make sure that we are meeting national benchmarks. Weaknesses identified on these tests are addressed by faculty to help emphasize and improve content delivery.

1. Since the Fall 09 brought with it a curriculum change with the increasing of Medical Surgical and Pharmacology content for both levels of students, one of our primary areas of interest was the scoring on the ATI content areas of both Medical Surgical and Pharmacology which National Council State Board of Nursing (NCSBN) National Council Licensing Exam (NCLEX-what students take to be licensed) had identified in previous assessments as weaknesses for LCC students.



Key PN is the first level student RN is the second level student
rs is the group raw score result on the national content area exam
P is the percentile the group achieves when compared to thousands of nursing students across the nation.

The predictor is the comprehensive test given to our students upon completion of study that correlates to probability of passing NCLEX exams first time.

These statistics are life giving for our student's success of graduation and of passing NCLEX first time. The curriculum changes have been very successful. It is also very important for us as a college to see how strong our program is.

The data indicates that the curriculum changes have been found to have strengthened our RN graduating student and in turn helped in the acquisition of overall program goals.

2. In looking at the program goals assessment, the following data has been collected

PROGRAM GOAL#1 A first time NCLEX RN pass rate of => 80%

2009 RN pass rates of first time takers of NCLEX were above 80%. The final year result was 83%. It would be much higher, as research points out, if LCC students would take exams within two months of eligibility. LCC will be hurt with our 2010 NCLEX scores due to 4 of our 2009 graduates taking Spring 2010 NCLEX and failing –months after finishing their program of study. For our 2010 graduates,

LCC will need to pull up from a current 33% because of these delays to meet the benchmark. LCC is implementing many measures to try to get students to take exams as soon as possible. Those measures include a 3 day Live Review put on by ATI focused on the predictor weaknesses of the RN students that will take place June 7, 8, and 9th. Monies from the HED grant of $350/student are being used for this purpose for the first time.

PROGRAM GOAL#2 Above an 80% employment rate within 3 months of graduation

Of the 33 graduates of 2009, 23 are working as RNs, 1 RN we don't know if she is working or not, and 9 have either failed or have yet to take the licensing exam. This leaves 69 % of the class that are working as RN's. Those 9 students who have either failed or are yet to take RN Boards are all employed as LPN's. Overall verifiable employement rate is 97%. But not all of the graduates are yet RN's.

PROGRAM GOAL#3 80% completion of program rate in a three year period

85% of 2010, 28 graduates had completed within three years (24/28) Of the initial class starting in Fall of 2007 38/50 completed within three (3) years (76%)

PROGRAM GOAL#4 80% of employer respondents satisfied with the performance of LCC graduates after the first nine (9) months of employment as measured by the employer satisfaction surveys.

Unfortunately, only four (4) Employer satisfaction surveys for 2009 graduates were returned after multiple attempts. All four of them responded with better than good to very good so satisfaction measured at 100%.

Recommendations

Based on assessment findings the following will be implemented

1. Continue to address weakness seen in content areas on nationalized content area tests
2. Continue to purchase the NCSBN reports on the weaknesses and strengths of our graduates taking NCLEX-RN
3. Continue to emphasize the need for rapid taking of the RN Boards following graduation
4. Continue to contact employers for participation in employer satisfaction surveys
5. Continue to update curriculum as NCLEX blue print changes and when weaknesses are addressed
6. The need to find MSN prepared faculty for FT and PT positions to meet accreditation standards
7. Continue with the systemic plan of evaluation in an ongoing fashion.

A Review of Student Learning

ECME230: Curriculum Development and Implementation II

Mrs. Debbie Trujillo

Purpose

The Department of Education is examining closely how it evaluates student learning for the purpose of improving curriculum and validating course content for relevancy. This process will ensure that students who engage in courses within the program are adequately prepared for entry level work or transfer to a four-year institution. ECME230- Curriculum Development and Implementation II is part of a statewide articulated program that is transferable to any institution of higher education that offers a degree in Early Childhood Multicultural Education.

The program is based upon the seven general early childhood education competency areas as required by the New Mexico Public Education Department for educators in early childhood education birth through third grade.

ECME230-Curriculum Development and Implementation II is a transfer course in the Early Childhood Multicultural Education articulation agreement. This course has a standard curriculum and transfers to any university in the state.

The information generated provides the department with the information necessary to make informed judgment about effectiveness of instruction, effectiveness of assessment tools, and most importantly student learning. ECME230 – Curriculum Development and Implementation II is a requirement for the Certificate and Associate of Arts and degrees in Early Childhood Multicultural Education.

The overarching purpose for assessing all courses in this program is to ensure the highest quality education for our students. Program effectiveness can only be ascertained through student outcomes assessment. Evaluation tools to be standardized so the results become meaningful and thus useful. Most courses offered in the department have only one section and are typically offered once a year. Therefore it is important that what is learned from the data collected from ECME230 Curriculum Development and Implementation II be used as the springboard by which standard assessment tools for all program courses are developed.

Background Information

There are 14 student learning objectives for this course as identified by the Statewide Articulation Taskforce. These learning objectives are tied directly to the seven (7) New Mexico Standards for all ECME programs. As the institution evaluates its use of assessment and procedures for the collection of data the Department of Education is reviewing it process of evaluating student learning. As is evident in many programs, collection of assessment data has been sporadic and inconsistent.

Standardized assessment will provide a "measuring stick" by which instructors can evaluate themselves and make modification where necessary to maximize student growth. Additionally, as a department served predominantly by adjunct faculty, the implementation of a standardized final assessment will ensure that student learning outcomes are measured in a consistent format from instructor to instructor and semester to semester. The assessment process will outline under what criteria students demonstrate proficiency and what instrument will be used to assess student work in various formats.

ECME 230-Curriculum Development and Implementation II focuses on the learning environment and the implementation of curriculum in early childhood programs. Students will use their knowledge of content, developmentally appropriate practices, language, and culture to design and implement experiences and environments that promote optimal development and learning for children from birth through age 8, including children with special needs. Various curriculum models, teaching, and learning strategies are included in this course. ECME230 Curriculum Development and Implementation II has a co-requisite ECME235 Curriculum Development and Implementation Practicum II that provides opportunities for students to apply knowledge gained from ECME230 in a practicum setting requires students to complete 76 hours of classroom observation, participation, lesson planning and implementation, and professional development.

Procedure

Students were given 60 minutes to complete the posttest once accessed. The test included 10 essay questions that were identical to the pretest administered at the onset of the course.

ECME230 – Curriculum Development and Implementation II

Results:
There are 14 stated learning objectives for this course with 6 of the 14 learning objectives are assessed on the pre/posttest.

THE ESSAY QUESTIONS ADDRESSED THE FOLLOWING COURSE COMPETENCIES:

Ivb.A Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with special needs.

Ivb.C Demonstrate knowledge and skill in the use of developmentally appropriate guidance techniques and strategies that provide opportunities to assist children in developing positive thoughts and feelings about themselves and others through cooperative interaction with peers and adults.

Ivb.D Create and manage learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences.

Ivb.I Create and manage a literacy-rich environment that is responsive to each child's unique path of development.

Ivb.J Use a variety of language strategies during adult-child and child-child interactions and facilitate dialogue of expressive language and thought.

The pre/posttest utilized for this course is highly subjective and open ended. This assessment tool in and of itself does not provide for accurate assessment of student learning.

Summary of Data:

- 7 students registered for the course
- 2 students dropped
- 5 students completed the course
- A's 2

A's	B's	C's	D's	F's	I	D/W/Au
2	2	1	0	0	0	2

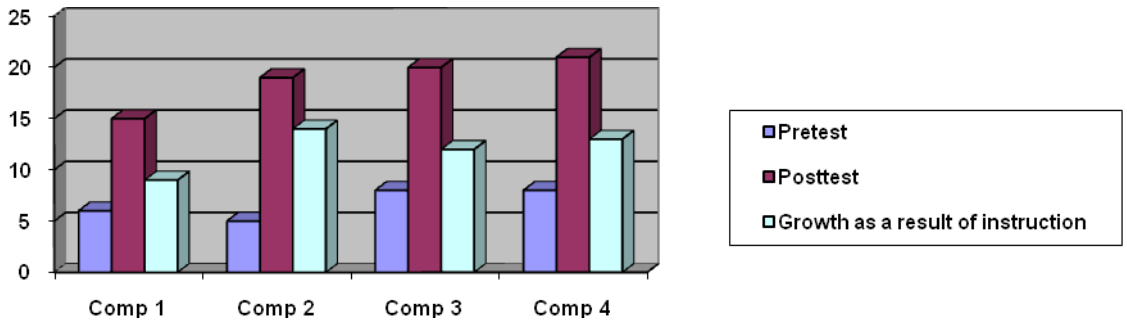
Drop/Withdraw/Audit

Scoring: 0=no response, 1=poor, 2=unsatisfactory, 3=fair, 4=good, 5=excellent

Student		Ivb.A	Ivb.D	Ivb.I	Ivb.N	Total Score
A	Pre	3	3	3	3	60%
	Post	4	5	3	5	85%
B	Pre	0	0	0	0	0%
	Post	1	3	3	3	50%
C	Pre	0	0	0	0	0%
	Post	2	2	4	3	55%
D	Pre	3	2	3	2	50%
	Post	5	5	5	5	100%
E	Pre	0	0	2	3	25%
	Post	3	4	5	5	85%

Pretest: 27% of responses correct

Posttest: 75% of responses correct



Assessment for this course needs to be revisited and standardized so that regardless of who is teaching the course the measured outcomes are less subject to student intent but a direct representation of student knowledge.

A standardized exam will be developed that is inclusive of all course competency questions for each course. As a state articulated program a comprehensive exit exam will be administered.

Teaching tools/Assessments used for ECME230E

Online Instruction Assessment and Expectations:

- Course assignments aligned to course learning objectives
- Chapter summary responses
- PowerPoint projects
- Discussion Questions
- Pre/Post Examination – used as comprehensive final examination
- Research papers
- Course objectives covered through assignments and assessments:
    - Ivb.A - Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with special needs.
    - Ivb.B – Create environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of materials and equipment that are suitable to individual learning, developmental levels, special needs, and the languages and cultures of New Mexico
    - Ivb.C – Demonstrate knowledge and skill in the use of developmentally appropriate guidance techniques and strategies that provide opportunities to assist children in developing positive thoughts and feelings about themselves and others through cooperative interaction with peers and adults.
    - Ivb.D – Create and manage learning environments that provide individual and cooperative opportunities for children o construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences.
    - Ivb.E – Demonstrate understanding that each child's creative expression is unique and can be encourage through diverse ways, including creative play.

- Ivb.F – Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and out.

- Ivb.G – Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning.

- Ivb.H – Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.

- Ivb.I – Create and manage a literacy-rich environment that is responsive to each child's unique path of development.
- Ivb.J – Use a variety of language strategies during adult-child and child-child interactions and facilitate dialogue of expressive language and thought.

- Ivb.K- Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of literacy skills.

- Ivb.L – Demonstrate knowledge of developmentally appropriate uses of technology including assistive technology.

- Ivb.M – Demonstrate the ability to work collaboratively with educational assistants, volunteers, and others to individualize the curriculum and to meet program goals.

- Ivb.N – Demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals.

How the data will be utilized to improve course/program outcomes.

1. Implement standardized multiple choice/T&F assessments for all courses.

2. Standardize course syllabus to identify program and course objectives being addressed and method of assessment (i.e. assignment, pre/posttest, project, presentation, written assignment, etc. for each learning objective)

3. Modify curriculum as needed to ensure students have to opportunity to meet the desired course and program outcomes.

Assessment of the CDL Program

Mr. Gary Martinez

Purpose

The Luna Community College Commercial Drivers License (CDL) program conforms to assessments defined by the New Mexico Traffic Law. Each course lists program or course student outcomes (competencies). This course has a standard curriculum allowing students to test for and obtain a Class A CDL license in two semesters. By adding the behind the wheel course (CDL 125) this program has been reorganized to meet the state of New Mexico's CDL requirements and is in its first semester (Spring 2010). The courses are designed in six components CDL I-VI with the first 5 classroom instruction and the 6th behind the wheel, (over the road), all with instruction from certified staff.

Background

The CDL course was designed as a classroom only course where the students would only receive a student learner's permit due to the lack of equipment. LCC recently purchased a tractor trailer to accommodate the driving portion which is necessary for a full class A license. The course now covers CPR, basic first aid, hazardous material, drug testing, physical exam, and behind the wheel practice and testing. With this curriculum our students may be more versatile when it comes to employability. The department is developing pre and posttest requirements as well as exit exams for individuals seeking class B or C licenses; this will allow students to take an exit test from any one of the CDL classes except the driving course. The reason for this is some students have been through the New Mexico Department of Transportation testing and have passed. The test out option allows our college to be confident in what the student know or if the student will need a refresher course. The Trades Department is in the process of helping students get placed, and in that process we must be confident in our students ability to perform in the workforce. We are also working on developing a State Certified Test site here on campus and setting up an advisory committee to do assessment reviews.

EDUCATIONAL MEANS OF ASSESSMENT AND STUDENT LEARNING OUTCOMES REPORT

INSTITUTIONAL MISSION REFERENCE

Luna Community College Department of Trades enhances lifelong learning by providing quality accessible educational programs, cultural enrichment opportunities, and support for economic development.

COLLEGE PROGRAM GOALS

Prepare students to succeed in a highly competitive workforce through career and technical education.

Data Results: Spring 2010 CDL Course

CDL Student Learning Outcomes (SLO's)

First Outcome

Students will be able to correctly complete reports required by state/ federal law

First means of Assessments and Criteria for Success for Outcome 1

Students will complete a Driver's Inspection Report with 100% accuracy. If not completed correctly on initial attempt the student will continue to complete reports until 100% accuracy is achieved.

Second Means of Assessment and Criteria For Success for Outcome 1

Students will complete a Driver's of Duty Status with 100% accuracy. If not completed student will continue the process until 100% is achieved.

Outcome #1 Summary of Results

On both activities, of those students who successfully completed the class, 100% completed required tests and reports with 100% accuracy.

Use of Results to Improve Instructional Program

While some students may have had to complete this activity more than once to meet requirements of 100%, all eventually did. These skills are essential for CDL truck drivers and bus drivers. Students will not pass these classes without mastering these tasks.

Based On Results, What Additional Resources are Needed to Further Improve Program Area

Due to the increase in enrollment at the time we offered the driving portion of the course, a full time instructor is needed. Updated instructional materials are needed due to the state law

changes, periodically. The cost will be challenging, with a possible grant that may come through, next month, these costs will be accommodated.

Second Outcome

Students will correctly pass classroom theory in the areas of CDL permit, map reading, DOT regulations, job procurement, hazardous materials, log book, extreme driving conditions, and CPR/first aid. Students will also have to pass a medical physical and drug test.

First Means of Assessments and Criteria for Success for Outcome 2

Students will efficiently pass all areas. All areas are pass fail; students will continue to take tests until proficiency is met.

Second Means of Assessment and Criteria for Success for outcome 2

All students must meet levels expected of both instructor and State Law. Percentages of each outcome are measured differently. Pass rates vary from 70% to 100%. Medical physical and drug test are simply, pass or fail.

Outcome #2 Summary of Results

The goals for outcomes were met for students in the theory portion. Two students out of 15 who made it to this level refused to take the drug test and therefore, did not continue and were dropped from the program.

Use of Results to Improve Instructional Program in this area

Program needs full time employed instructor. At this time it is a part time position. Full time instructor will accommodate students with office hours and the ability to offer more courses throughout the day.

Based on Results, What Additional Resources are Needed to Further Improve Program Area

Full time instructor, updated DVDs, additional classroom simulator and new software. Budget for these items may come at a later date.

Third Outcome

CDL program will demonstrate competence in CDL driving skill as per state requirements.

First Means of Assessments and Criteria for Success for Outcome 3

Ninety percent of students during the 2010 spring semester will pass the DOT CDL skills portion of the CDL state licensing exam.

Second Means of Assessment and Criteria for Success for Outcome 3

90% of the students will pass the DOT over-the road portion which will be given by a State Examiner during the 2010 spring semester.

Outcome #3 Summary of Results

In order to reach this goal, students must finish the driving course which has been extended through the summer session. Reason for extension, instructor was deficient on updated law. At this point we are fortunate to have a highly qualified instructor to finish our remaining 13 students. Also, the time allowed and credit hour, were not sufficient, therefore, we will extend the contact hours and credit hours in the fall 2010 for this course (CDL 125).

Use of Results to Improve Instructional Program

This indicates this particular class needs some improvements which, is being addressed. By addressing these problems the stability of the program will be maintained.

Based on Results, What Additional Resources are needed to Further Improve program Area

The CDL program is in need of a fulltime certified instructor. Also, a certified testing site, on campus for the driving portion will further benefit our students, right now the closest testing facility is 70 miles away. Furthermore, additional trucks and trailers are needed

.

Curriculum consists of the following:

Classroom	***Yard and Road Skills***
Orientation	Pre-trip inspections

CDL permit study

Highway watch

Job procurement

Log book, hours of service

Map reading

DOT regulations

Hazard perception

Night perception

CPR/basic first aid

Extreme driving conditions

Class work assessments

Railroad crossing

Accident reports

Couple -uncouple

Straight backing

90 degree backing

Parallel parking

Blindside backing

Shifting & double clutching

Turns

Hazard perception

Uphill/Downhill techniques

Entrance & Exit ramps

Lane changing

Day and night driving

Space management

Syllabus Review for CSA150: Computer Fundamentals

Ms. Renée Garcia

Purpose

The Department of Business and Professional Studies evaluated CSA150 – Computer Fundamentals for the purpose of identifying discrepancies in the format of the syllabi, including competencies, curriculum, and assessments.

This course is taught in the classroom as well as distance learning via online instruction. This course is scheduled in all three academic semesters.

This course provides an overview of computer hardware, software, and the Windows environment with an emphasis on current business office applications. The course covers computer operating principles, file management systems, and the internet, with an introduction to word processing, spreadsheets, database, and slide/electronic presentation programs. Current software such as Microsoft Word, Excel, Access, and PowerPoint are the four components taught and used in this course.

CSA150 COURSE SYLLABUS ASSESSMENT

The course syllabus for CSA150-Computer Fundamentals were reviewed for the four (4) sections offered during the Spring 2010 Semester. Of the (4) instructors compared, (1) of them taught live in the classroom, and (2) instructed online using Blackboard and Wimba, and (1) hosted two different classes; (1) live and (1) online.

The syllabi of the (4) instructors, overall included the same information as required in the Master Syllabus template. Each instructor listed their contact information, class meeting times and date. Regular assessments are listed on the course outline for each section being taught. However, the following discrepancies were found:

- Referral to older catalog information was included, and it needs to be changed to current revisions.
- Virtual Office Hours were omitted on one of the online syllabus.
- Typing proficiency of 25+ words per minute was not included in (1) syllabus.
- The Competencies and Course Objectives need to be re-aligned with both the online and live classroom instructors. **These competencies need to reflect the same articulated statewide competencies for this course.**
- Although the four required components [MS Word, MS Excel, MS Access and MS PowerPoint] are covered, the syllabi do not read the same and need to aligned.
- The grading system needs to be uniform and realigned as well.

- Syllabi need to be proof-read for errors and typos. [The referral to Microsoft Office 2003 even though Microsoft 2007 version was being taught was noted on one syllabus.]
- Some instructors are not assessing students regularly; although a listing of regular assignments are included. With the exception of one instructor, there are no indications of Pre/Post testing. Pre/Post tests need to be included on the syllabus.

The following New Mexico Business Articulation competencies for CSA150 must be stated in the course syllabus:

- Describe basic information technology terminology;
- Identify and use hardware components of IT systems;
- Describe and apply concepts of file management;
- Describe the basic concepts of application and operating systems software;
- Describe and use IT systems for communications (e.g., word processing, presentation software, email, etc.);
- Describe the concepts of information management, databases, and database management systems;
- Describe the social impact of information technology;
- Describe the international impact of IT issues;
- Identify and explain important ethical, security, and privacy issues in information systems;
- Create and use spreadsheets;
- Create and use databases;
- Use Internet search engines for research

CONCLUSION

The following conclusions are based on review of the syllabi of the (7) CSA150 courses referred to in this report, showing that there are some similarities in the instructional value of the course content and delivery of instruction. However, the information on the syllabi needs to be re-written to reflect standardization of information that is current and up-to-date; all catalog revisions, and uniform competencies.

1. All CSA150 courses must follow the competencies as indicated by the New Mexico Business Articulation Agreement.

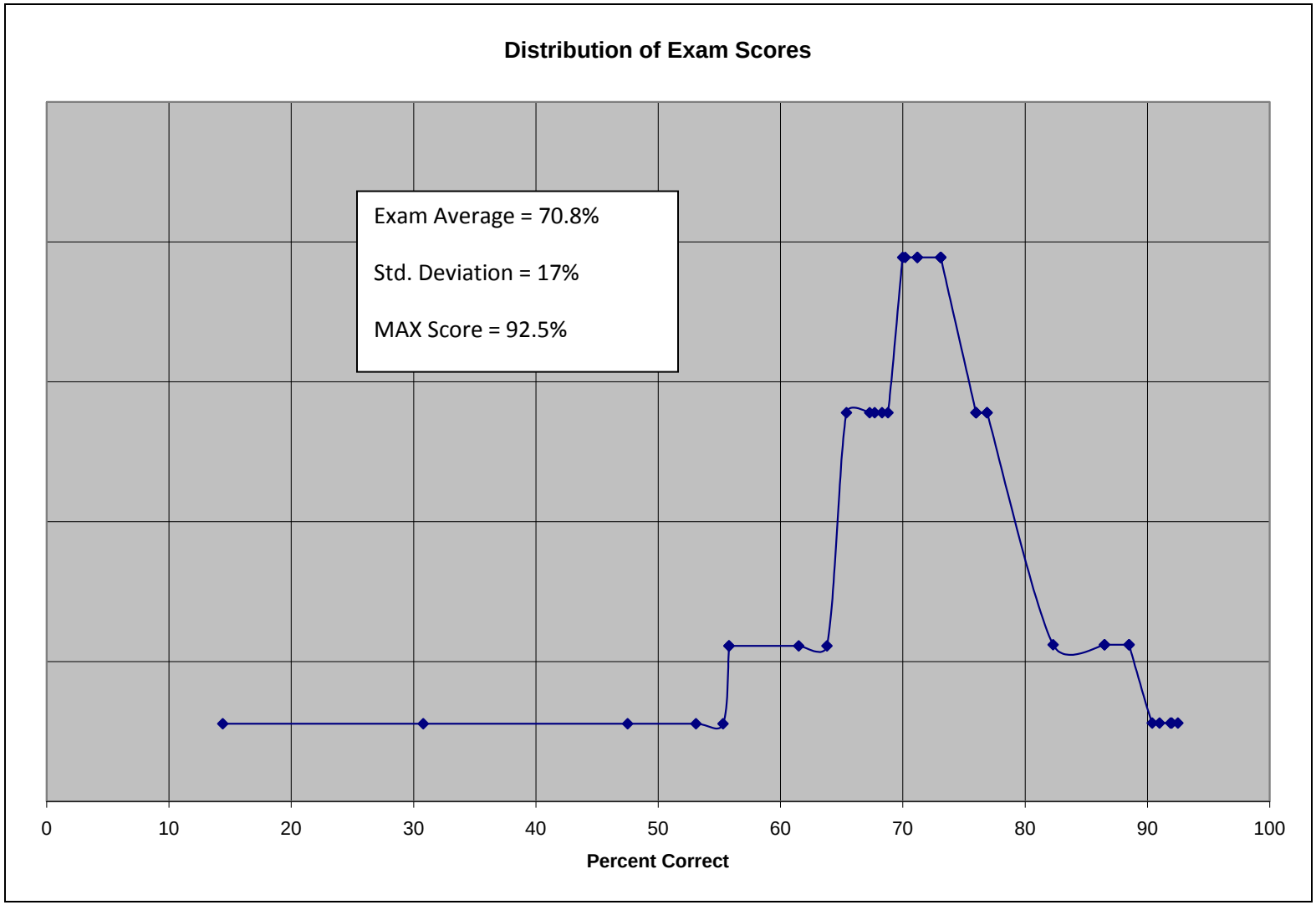
2. A standard assessment tool will be developed and implemented by the faculty that is reflective of the NM Business Articulation Agreement – Competency

3. Assessment will take place Fall 2010

ASSESSMENT REPORT DATA

LCC - Department of Science, Math, & Engineering Technology

Data Results – MATH180 – Spring 2010

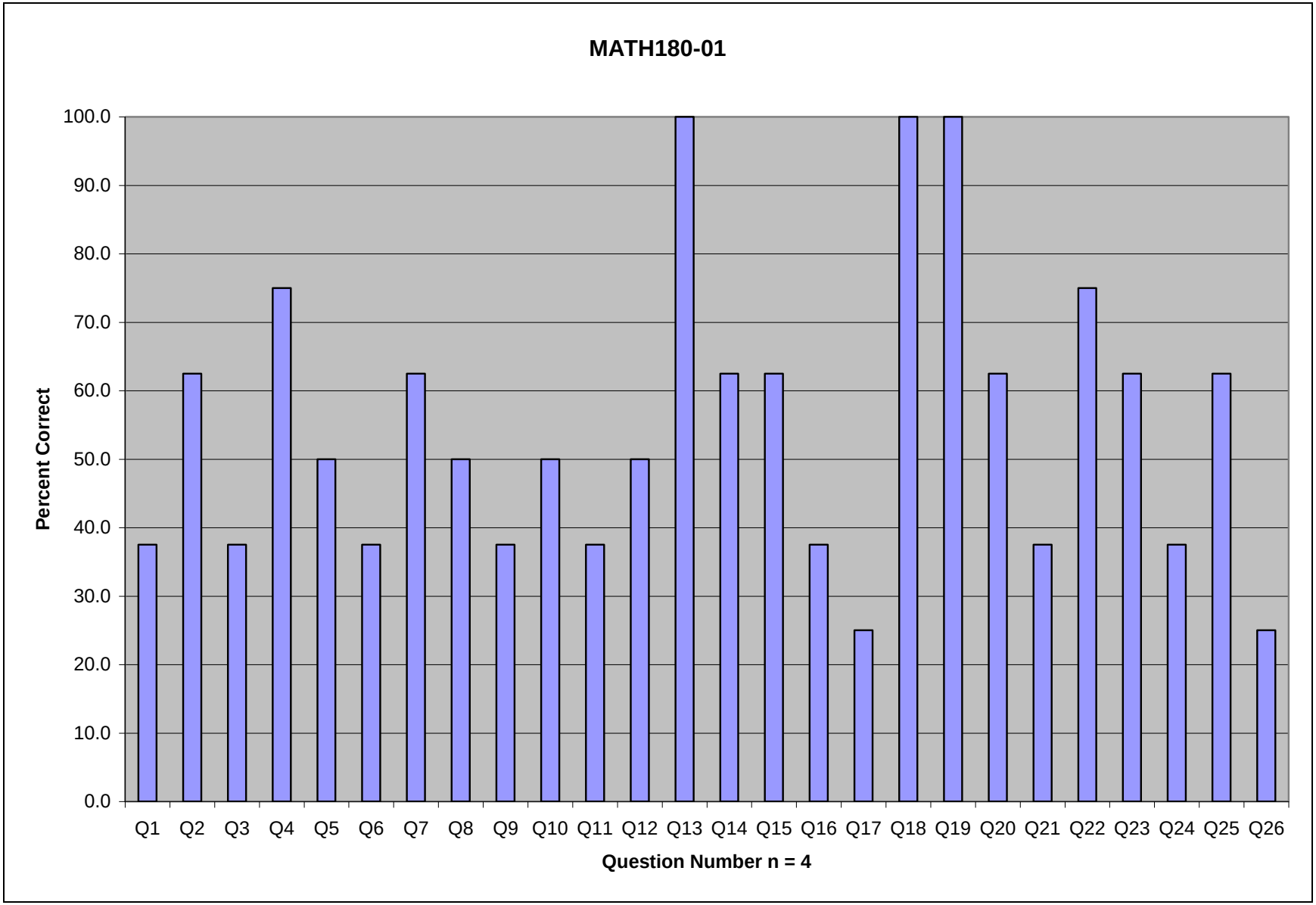


MATH180, Section 1 Standardized Final Exam question results by student

MATH180		Student # / Vers.	1/ B	2/ A	3/ A	4/ B		Avg Q	Comp
Section 01		Q1	1	1	0	1		37.5	C2
		Q2	1	2	1	1		62.5	C2
		Q3	1	1	1	0		37.5	C2
		Q4	2	1	2	1		75.0	C1
Exam q's 2 pts each		Q5	1	1	1	1		50.0	C2
		Q6	1	1	0	1		37.5	C2
total 52 points		Q7	2	0	2	1		62.5	C1
		Q8	2	1	0	1		50.0	C2
		Q9	1	1	0	1		37.5	C3
		Q10	1	1	1	1		50.0	C2
		Q11	1	1	0	1		37.5	C2
		Q12	2	1	0	1		50.0	C2
		Q13	2	2	2	2		100.0	C1
		Q14	2	1	1	1		62.5	C3
		Q15	2	1	0	2		62.5	C2
		Q16	1	1	0	1		37.5	C2

		Q17	1	1	0	0		25.0	C3
		Q18	2	2	2	2		100.0	C1
		Q19	2	2	2	2		100.0	C1
		Q20	2	1	0	2		62.5	C3
		Q21	1	1	0	1		37.5	C1 & C3
		Q22	2	1	1	2		75.0	C2
		Q23	1	2	0	2		62.5	C2
		Q24	1	1	0	1		37.5	C2
		Q25	2	1	0	2		62.5	C2
		Q26	1	0	0	1		25.0	C4
		Exam Avg %	73.1	55.8	30.8	61.5	55.3	55.3	

MATH180, Section 1 Standardized Final Exam results by question - average

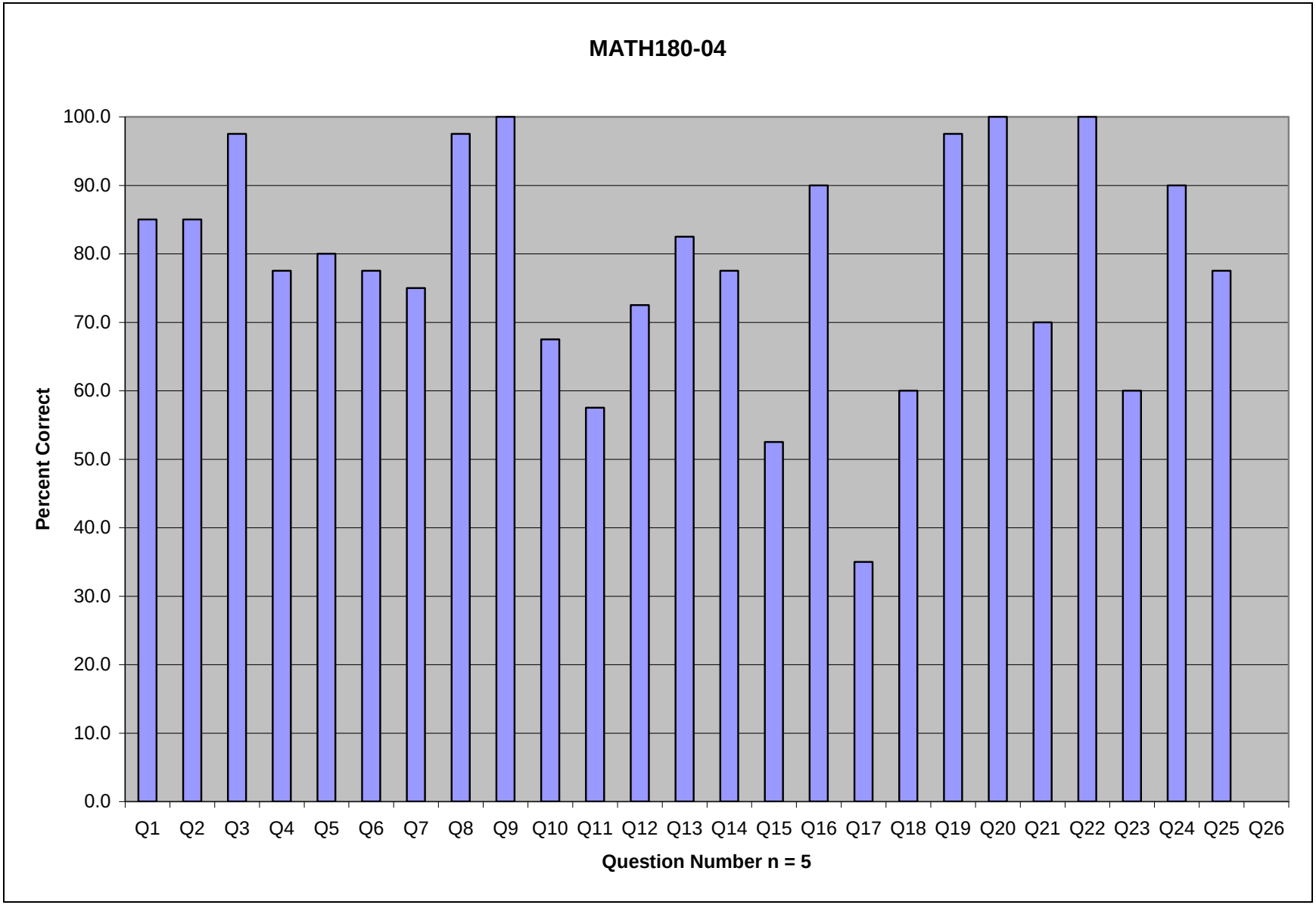


MATH180, Section 4 Standardized Final Exam question results by student

MATH180		Student # / Vers.	1/ A	2/ A	3/ A	4/ B	5/ B		Avg Q	Comp	
Section 04		Q1	8	8	2	8	8		85.0	C2	
		Q2	8	6	8	6	6		85.0	C2	
exam q's 8 pts		Q3	8	8	7	8	8		97.5	C2	
		Q4	8	8	0	8	7		77.5	C1	
208 pts total		Q5	8	8	0	8	8		80.0	C2	
		Q6	0	8	7	8	8		77.5	C2	
		Q7	6	8	0	8	8		75.0	C1	
		Q8	8	8	7	8	8		97.5	C2	not require Q26 - not covered
		Q9	8	8	8	8	8		100.0	C3	graded test scores by
		Q10	7	0	6	6	8		67.5	C2	instructor do not match
		Q11	8	7	0	2	6		57.5	C2	tabulated scores on spreadsheet
		Q12	8	6	0	7	8		72.5	C2	
		Q13	7	8	2	8	8		82.5	C1	
		Q14	8	8	0	7	8		77.5	C3	
		Q15	0	6	0	8	7		52.5	C2	
		Q16	7	8	8	6	7		90.0	C2	
		Q17	0	8	0	6	0		35.0	C3	

		Q18	2	8	0	8	6		60.0	C1	
		Q19	7	8	8	8	8		97.5	C1	
		Q20	8	8	8	8	8		100.0	C3	
		Q21	0	8	4	8	8		70.0	C1 & C3	
		Q22	8	8	8	8	8		100.0	C2	
		Q23	0	8	0	8	8		60.0	C2	
		Q24	8	8	4	8	8		90.0	C2	
		Q25	0	8	8	8	7		77.5	C2	
		Q26	0	0	0	0	0			C4	
		Exam Avg %	70	92.5	47.5	92	91	78.6	78.6		

MATH180, Section 4 Standardized Final Exam results by question - average

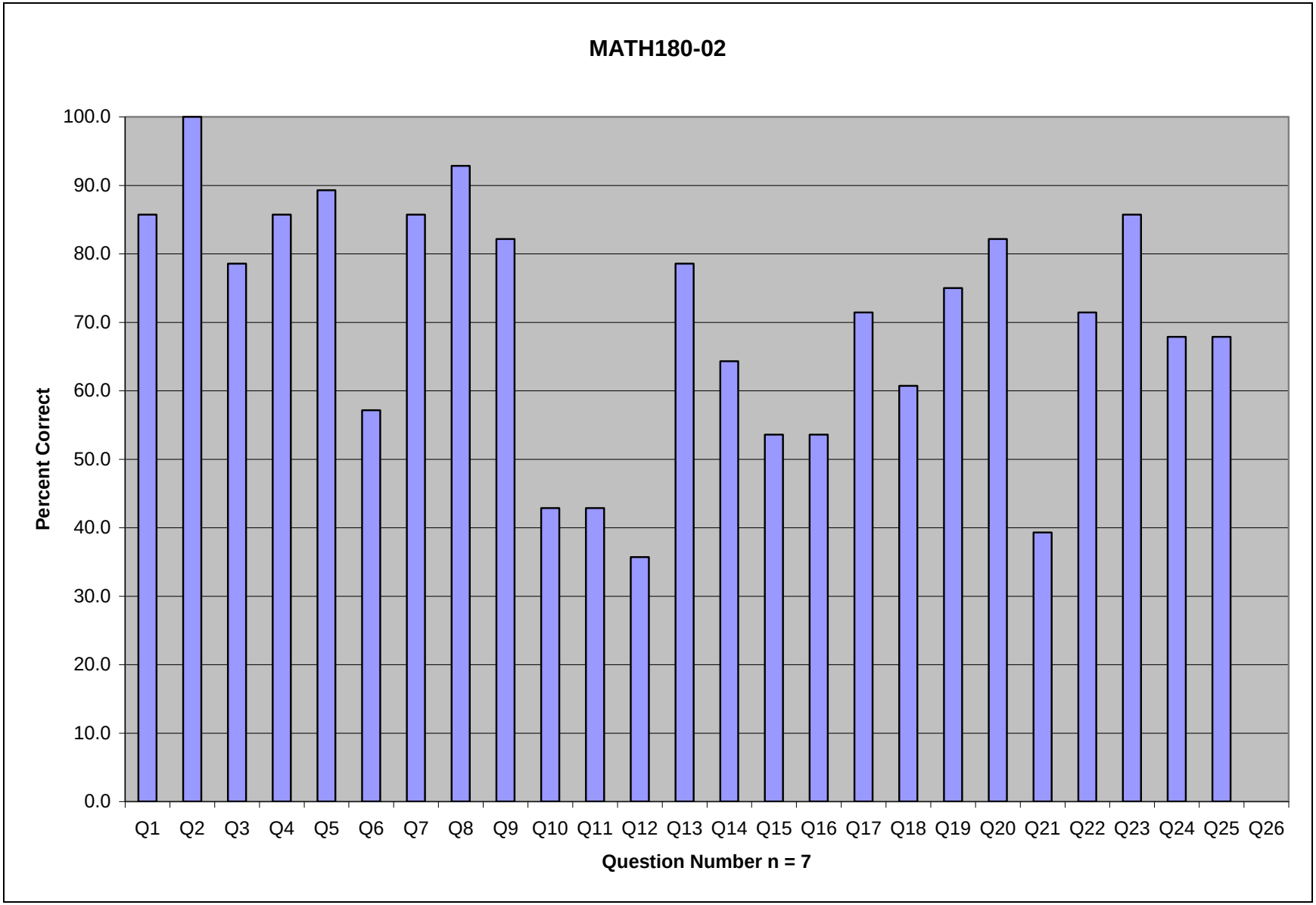


MATH180, Section 2 Standardized Final Exam question results by student

MATH180		Student # / Vers.	1/ A	2/ A	3/ A	4/ A	5/ B	6/ B	7/ B		Avg Q	Comp
Section 02		Q1	4	3	4	1	4	4	4		85.7	C2
		Q2	4	4	4	4	4	4	4		100.0	C2
exam q's 4 pts		Q3	4	4	4	1	4	1	4		78.6	C2
104 pts total		Q4	4	4	4	1	4	3	4		85.7	C1
		Q5	4	4	4	2	4	3	4		89.3	C2
		Q6	0	4	4	0	4	4	0		57.1	C2
		Q7	4	4	4	0	4	4	4		85.7	C1
		Q8	3	4	3	4	4	4	4		92.9	C2
		Q9	4	4	3	0	4	4	4		82.1	C3
		Q10	4	0	3	0	4	1	0		42.9	C2
		Q11	0	4	1	1	1	1	4		42.9	C2
		Q12	0	0	4	0	2	4	0		35.7	C2
		Q13	4	4	3	0	4	3	4		78.6	C1
		Q14	4	2	0	0	4	4	4		64.3	C3
		Q15	1	0	4	0	3	4	3		53.6	C2
		Q16	3	4	4	0	4	0	0		53.6	C2
		Q17	0	4	4	0	4	4	4		71.4	C3

		Q18	2	2	2	0	4	3	4		60.7	C1
		Q19	4	4	1	0	4	4	4		75.0	C1
		Q20	4	4	3	0	4	4	4		82.1	C3
		Q21	0	4	2	1	4	0	0		39.3	C1 & C3
		Q22	4	0	4	0	4	4	4		71.4	C2
		Q23	4	4	4	0	4	4	4		85.7	C2
		Q24	4	4	3	0	4	0	4		67.9	C2
		Q25	4	4	3	0	4	0	4		67.9	C2
		Q26	0	0	0	0	0	0	0		0.0	C4
		Exam Avg %	70.2	76.0	76.0	14.4	90.4	68.3	76.0	67.3	67.3	
											Q26, C4 not	
											covered in class	

MATH180, Section 2 Standardized Final Exam results by question - average

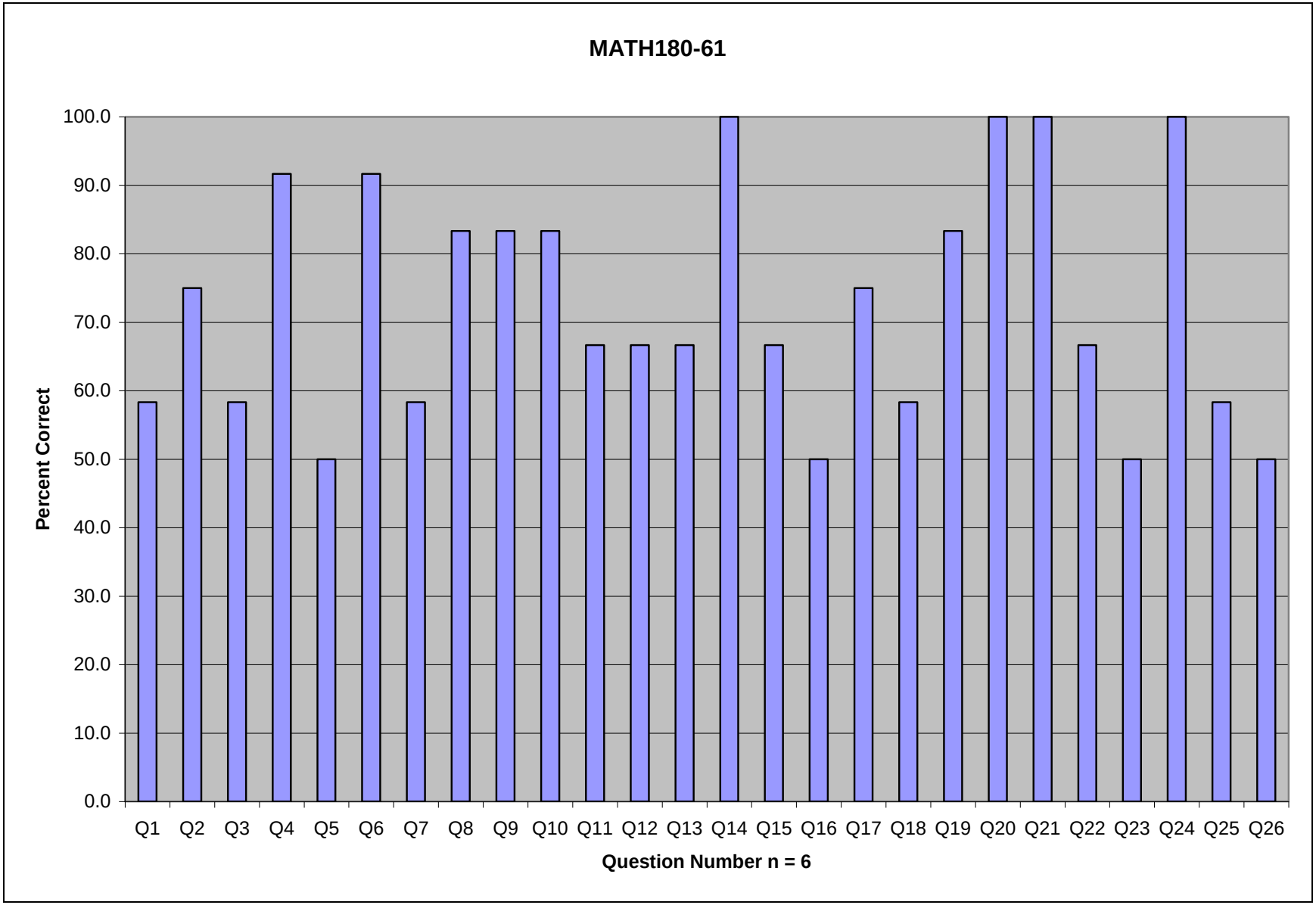


MATH180R, Section 61 Standardized Final Exam question results by student

MATH180R		Student # / Vers.	1/ A	2/ B	3/ A	4/ B	5/ A	6/ A		Avg Q	Comp
Section 61		Q1	2	1	1	1	1	1		58.3	C2
		Q2	2	1	1	2	1	2		75.0	C2
		Q3	2	1	1	1	1	1		58.3	C2
		Q4	2	1	2	2	2	2		91.7	C1
		Q5	1	1	1	1	1	1		50.0	C2
		Q6	2	2	1	2	2	2		91.7	C2
		Q7	2	1	1	1	1	1		58.3	C1
		Q8	2	1	2	2	2	1		83.3	C2
		Q9	2	2	2	2	1	1		83.3	C3
		Q10	2	1	2	1	2	2		83.3	C2
		Q11	2	1	1	2	1	1		66.7	C2
		Q12	2	2	1	1	1	1		66.7	C2
grading issues		Q13	1	1	1	2	1	2		66.7	C1
discuss with		Q14	2	2	2	2	2	2		100.0	C3
instructor		Q15	2	1	1	1	2	1		66.7	C2
		Q16	1	1	1	1	1	1		50.0	C2
		Q17	1	2	1	1	2	2		75.0	C3

		Q18	2	1	1	1	1	1		58.3	C1
		Q19	1	2	1	2	2	2		83.3	C1
		Q20	2	2	2	2	2	2		100.0	C3
		Q21	2	2	2	2	2	2		100.0	C1 & C3
		Q22	2	1	1	1	1	2		66.7	C2
		Q23	1	1	1	1	1	1		50.0	C2
		Q24	2	2	2	2	2	2		100.0	C2
		Q25	2	1	1	1	1	1		58.3	C2
		Q26	1	1	1	1	1	1		50.0	C4
		Exam Avg %	86.5	67.3	65.4	73.1	71.2	73.1	72.7	72.8	

MATH180R, Section 61 Standardized Final Exam results by question - average

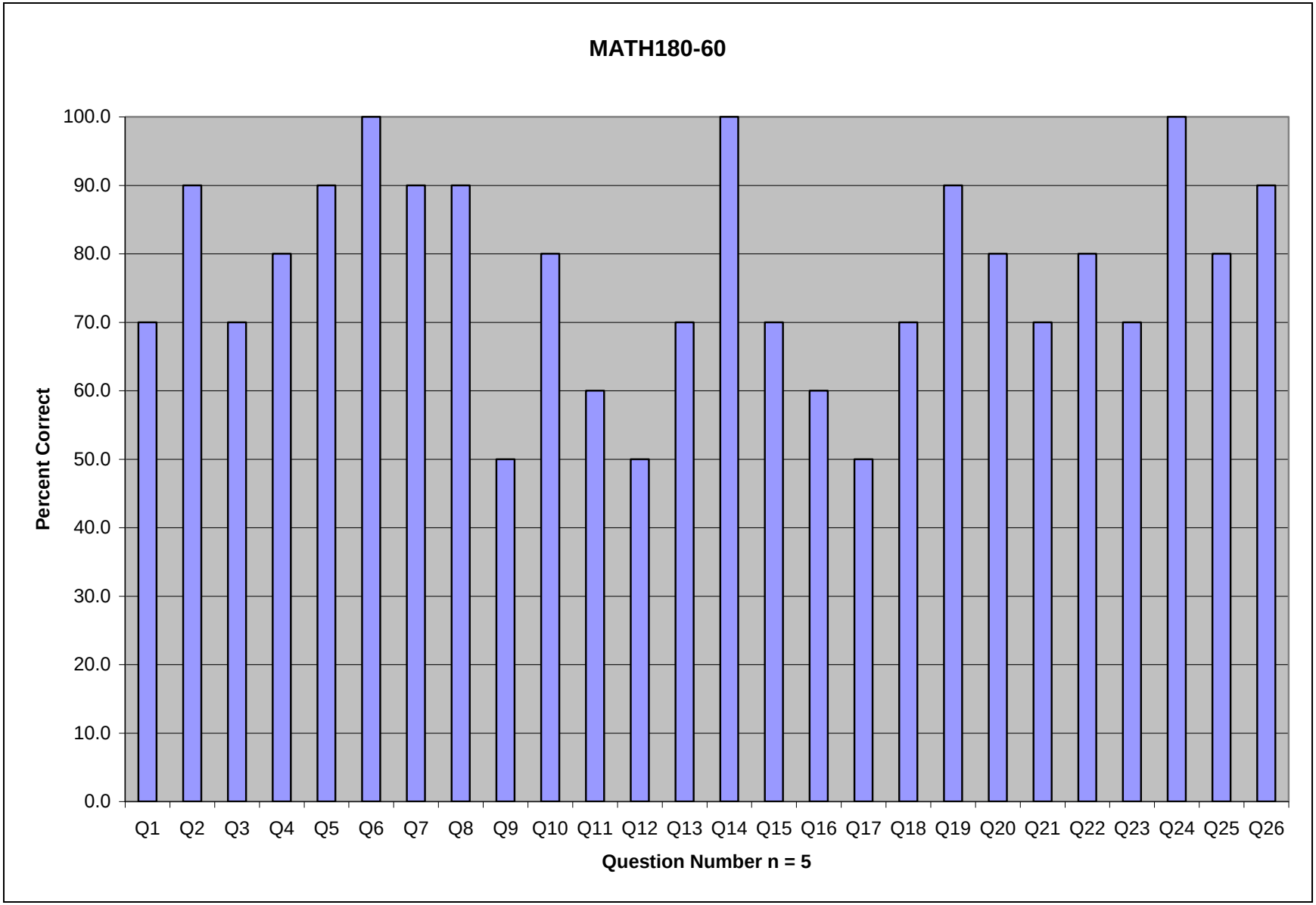


MATH180R, Section 60 Standardized Final Exam question results by student

MATH180R		Student # / Vers.	1/ B	2/ A	3/ B	4/ A	5/ B		Avg Q	Comp
Section 60		Q1	2	1	2	1	1		70.0	C2
		Q2	2	2	2	1	2		90.0	C2
		Q3	1	1	2	1	2		70.0	C2
		Q4	2	1	2	1	2		80.0	C1
		Q5	2	2	2	1	2		90.0	C2
		Q6	2	2	2	2	2		100.0	C2
Inconsistencies		Q7	2	2	2	1	2		90.0	C1
in grading		Q8	2	2	2	1	2		90.0	C2
		Q9	1	1	1	1	1		50.0	C3
		Q10	2	1	2	1	2		80.0	C2
		Q11	1	2	1	1	1		60.0	C2
		Q12	1	1	1	1	1		50.0	C2
		Q13	2	1	2	1	1		70.0	C1
		Q14	2	2	2	2	2		100.0	C3
		Q15	2	1	2	1	1		70.0	C2
		Q16	1	2	1	1	1		60.0	C2
		Q17	1	1	1	1	1		50.0	C3

		Q18	2	1	1	1	2		70.0	C1
		Q19	2	2	2	1	2		90.0	C1
		Q20	2	2	2	1	1		80.0	C3
		Q21	1	2	2	1	1		70.0	C1 & C3
		Q22	2	2	2	1	1		80.0	C2
		Q23	2	1	2	1	1		70.0	C2
		Q24	2	2	2	2	2		100.0	C2
		Q25	2	1	2	1	2		80.0	C2
		Q26	2	2	2	1	2		90.0	C4
		Exam Avg %	86.5	76.9	88.5	55.8	76.9	76.9	76.9	

MATH180R, Section 60 Standardized Final Exam results by question - average

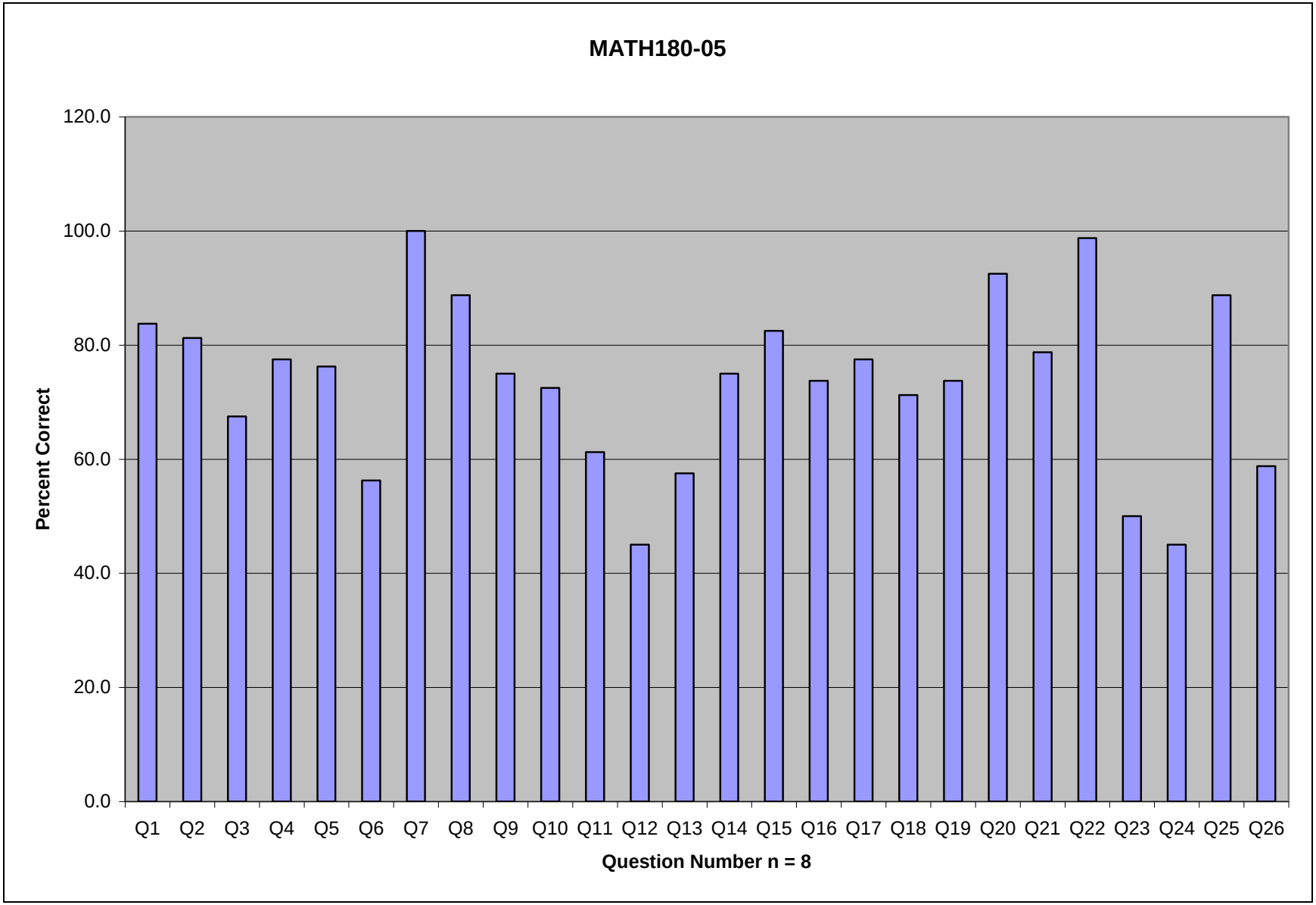


MATH180, Section 5 Standardized Final Exam question results by student

MATH180		Student # / Vers.	1/ B	2/ A	3/ A	4/ A	5/ B	6/ B	7/ A	8/ B		Avg Q	Comp
Section 5		Q1	10	10	10	10	10	2	5	10		83.8	C2
		Q2	10	7	7	7	10	10	7	7		81.3	C2
10 pts each		Q3	10	5	10	5	10	7	0	7		67.5	C2
260 pts total		Q4	10	10	10	5	10	7	5	5		77.5	C1
		Q5	7	7	10	5	10	7	5	10		76.3	C2
		Q6	10	5	10	5	5	0	0	10		56.3	C2
		Q7	10	10	10	10	10	10	10	10		100.0	C1
		Q8	10	7	7	10	7	10	10	10		88.8	C2
		Q9	10	0	10	0	10	10	10	10		75.0	C3
		Q10	10	8	10	5	5	7	8	5		72.5	C2
		Q11	8	5	5	5	10	8	0	8		61.3	C2
		Q12	7	5	7	5	7	0	0	5		45.0	C2
		Q13	10	5	10	7	2	7	0	5		57.5	C1
		Q14	10	5	10	5	5	10	5	10		75.0	C3
		Q15	10	7	10	7	5	10	7	10		82.5	C2
		Q16	10	7	7	7	7	7	7	7		73.8	C2
		Q17	0	10	5	7	10	10	10	10		77.5	C3

		Q18	7	2	10	10	7	7	7	7		71.3	C1
		Q19	10	2	10	7	8	8	7	7		73.8	C1
		Q20	10	7	10	10	10	10	7	10		92.5	C3
		Q21	10	10	10	5	2	9	8	9		78.8	C1 & C3
		Q22	10	10	10	10	9	10	10	10		98.8	C2
		Q23	10	5	5	5	5	5	0	5		50.0	C2
		Q24	10	7	7	0	2	0	0	10		45.0	C2
		Q25	10	10	10	7	7	7	10	10		88.8	C2
		Q26	10	10	10	7	2	1	0	7		58.8	C4
		Exam Avg %	91.9	67.7	88.5	63.8	71.2	68.8	53.1	82.3	73.4	73.4	

MATH180, Section 5 Standardized Final Exam results by question - average



MATH180R

Section 40

Joseph
Leon Data Not Submitted