

General Education Course Reflection on Assessment Results

Course: AR101 INTRODUCTION TO DRAWING

Lead Dean: _____

Distribution Area: (*circle one*) ENGF | MATF | SPCF | HLHF | ARTD | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall _____ Spring _____ 2013 _____

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

The assessment instrument we developed effectively addressed the role of the creative process, which is at the core of our Introduction to Drawing course, in the students' level of mastery of the Critical Analysis and Reasoning competency and the Arts and Aesthetic Awareness proficiency.

This introductory course, with an emphasis on a hands-on creative process within a larger art historical and contemporary cultural context, can be very effective in providing students the opportunity to attain a proficient or advanced level of competency in the areas of Critical Analysis and Reasoning, Arts and Aesthetic Awareness, Information Literacy, and Technological Competency. Approximately 75% of the students enrolled in the Introduction to Drawing courses were assessed at the Proficient or Advanced level. While approximately 25% or less were judged as showing little or no evidence of mastery of the General Education competencies and proficiencies.

2. What are several important findings you would like to share with others about the results?

Introduction to Drawing course closely track Collegewide results, in terms of the percentage of students attaining an Advanced or Proficient assessment level across the competencies of Critical Analysis and Reasoning, Information Literacy, and Technological Competency, as well as the proficiency of Arts and Aesthetic Awareness.

The course was generally in-line with the overall AR results in all categories (Advanced, Proficient, Novice, and Not Evident). This was particularly true in AR courses with multiple sections, and larger student samples.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

As a studio art course that introduces different media and creative methodologies to students, it effectively provides students with opportunities to master key competencies and proficiencies – particularly when the technical aspects of different media are introduced as tools for expressing critical thinking and creative problem solving. The process of creating, using a variety of media and tools, provides students with the opportunity to develop aesthetic judgments, and an appreciation and understanding of the arts in a participatory way.

Sequential linking of drawing problems enables the student to develop a greater sense of technical mastery, which in turn, provides more avenues for a student to develop increasingly sophisticated critical thinking and creative problem solving, with confidence and independence.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

Assessment of a student's Information Literacy Competency, particularly as it relates to Ethics, should be more fully developed in future assessments. Recent additions of laptop and tablet resources for students and faculty should provide faculty with the ability to more fully integrate these tools with more traditional tools and media, in order to provide students with opportunities to achieve greater technological proficiency, and enhance the avenues available to develop independent critical thinking and creative problem solving.

While certain modifications to the assessment instruments may be warranted (such as that noted above pertinent to Information Literacy Competency), it seems important to go through at least one more data collection cycle using these instruments, in order to compare assessment samples over different academic years.

5. Other comments

Your name and submission date: Tendai Johnson 10/21/2013 [Deadline is 9/30.]

General Education Course Reflection on Assessment Results

Course: AR103 Lead Dean: Deborah Preston

Distribution Area: (circle one) ENGF | MATF | SPCF | HLHF | **ARTD** | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall 2012 Spring _____

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

Our assessment tool sampled the students' creative process regarding the Critical Analysis and Reasoning competency and the Arts and Aesthetic Awareness proficiency, and I think the results are not far from what we expected. I think it is important to incorporate the students' artwork in the assessment process, but we might be able to develop a better way to conduct the assessment in the future that measures more of the students' ability to think creatively.

2. What are several important findings you would like to share with others about the results?

The results show we measured that most students are effectively comprehending and demonstrating the Critical Analysis and Reasoning competency and the Arts and Aesthetic Awareness proficiency.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

The extended class time of studio courses allow for more individual instruction with each student. I think the results show that this type of class format helps student go from novice to proficient at a high rate. We collected student responses at the beginning of the semester and then at the end, and the results show a majority of students at least at proficient levels at the end of the semester. Learning how to use various art media is only the beginning of studio art courses; these classes effectively help students develop their creative problem solving ability and their ability to think with their hands.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

While our assessment tool measured the competency and proficiency as intended, I think our discipline should continue to discuss other possibilities that might even better measure these specific

components of the course. I think our assessment process should also device a way to measure technology use that is specific to art studio courses and not just general technology use.

5. Other comments

Your name and submission date: Michael Sellmeyer [Deadline is 9/30.]

General Education Course Reflection on Assessment Results

Course: AR105

Lead Dean: _____

Distribution Area: (circle one) ENGF | MATF | SPCF | HLHF | ARTD | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall _____ 2012 _____ Spring _____

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

Overall, student success rates in the competencies Art classes are most intended to develop were very good. With regard to the “Arts and Aesthetic Awareness,” “Critical Analysis and Reasoning,” and “Technological Competency” the proportion of students ranked PROFICIENT or ADVANCED was, typically, at least 65%, and often as high as 85%.

2. What are several important findings you would like to share with others about the results?

See comments below.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

I believe the assessment process tended to duplicate insights that any good instructor would naturally and more effectively glean from direct engagement with students. I find it difficult to draw useful conclusions from the averaged assessment results (see comments below). If there was anything surprising about the results of the assessment it was that the success rates were as high as they were.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

Given that the results were on average very good, it seems natural to conclude that no drastic changes are called for in the course curricula. That is not to say, however, that there is no room for improvement – certainly there is. But in my experience and in my opinion, the details for effecting genuine improvement will not be clarified via this kind of assessment process.

5. Other comments

Stirring together the results of random, individual student outcomes into mass average statistics has minimal value. MC students are much too varied and individual for useful conclusions to be drawn from strictly this kind of process.

Your name and submission date: David Carter, 10 / 25 / 2013

General Education Course Reflection on Assessment Results

Courses: AR107, AR108, AR127, AR209, AR210, AR219 **Lead Dean:** D. Preston

Distribution Area: (circle one) ENGF | MATF | SPCF | HLHF | ARTD | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall 2012 _Spring 2013

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

It was possible to develop an assessment instrument that effectively addressed the students' level of mastery of the Critical Analysis and Reasoning competency and the Arts and Aesthetic Awareness proficiency.

The introductory classes that make up the AR art history course offerings in the Arts Distribution introduce students to an art historical and contemporary cultural context, that can be very effective in providing students the opportunity to attain a proficient or advanced level of competency in the areas of Critical Analysis and Reasoning, Arts and Aesthetic Awareness, Information Literacy, and Technological Competency. Across the AR courses in the Arts Discipline, approximately 75-80% of the students were assessed at the Proficient or Advanced level. Very few students (8% or less of students across all assessment categories) were judged as showing little or no evidence of mastery of the Discipline competencies and proficiencies.

2. What are several important findings you would like to share with others about the results?

AR results in the Arts Distribution closely track College-wide results, in terms of the percentage of students attaining an Advanced or Proficient assessment level across the competencies of Critical Analysis and Reasoning, Information Literacy, and Technological Competency, as well as the proficiency of Arts and Aesthetic Awareness.

Art History courses within the AR course offerings were generally in-line with the overall AR results in all categories (Advanced, Proficient, Novice, Not Evident). This was particularly true in AR courses with multiple sections, and larger student samples.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

Art History courses are critical in introducing a broad historical and cultural framework that shapes a student's Arts and Aesthetic Awareness. Through exposure to different historical periods and global cultures, students are able to synthesize a range of visual information, and develop their ability to express an understanding of the relationship between the art, the culture that produced it, and the larger human experience. Attaining a proficient or advanced level of

mastery of these critical thinking processes, and the cultural/historical framework that comprises Arts and Aesthetic Awareness is essential for students to be able to fully develop their critical thinking/creative problem solving skills in introductory and advanced level studio art courses.

Recent curriculum changes recognize this importance by reaffirming the recommended placement of AR 107 and AR 108, the Art History survey courses, in the first and second semesters of the Art degree course sequences.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

Assessment of a student's Technological Competency should be more fully developed in future assessments. Recent additions of laptop and tablet resources for students and faculty should provide faculty with the ability to more fully integrate these tools with more traditional tools and media, in order to provide students with opportunities to achieve greater technological proficiency, and enhance the avenues available to develop independent critical thinking and creative problem solving. In Art History classes, these tools could provide more immediate access to resources that permit students to develop their proficiency and independence in mastering Information Literacy – particularly in the synthesis and evaluation of a wide range of information sources - by enhancing access to the rapidly expanding range of online resources available through library venues.

While certain modifications to the assessment instruments may be warranted, it seems important to go through at least one more data collection cycle using these instruments, in order to compare assessment samples over different academic years.

5. Other comments

Your name and submission date:

Ken Jassie, Percy North

10/24/13

General Education Course Reflection on Assessment Results

Course: _____ AR112: Digital Photography for Fine Arts Lead Dean: _____ Preston _____

Distribution Area: (circle one) ENGF | MATF | SPCF | HLHF | ARTD | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall _____ Spring _____ 2013 _____

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

I discovered that some of the students actually appreciated the opportunity to assess their own learning and to put it into a concrete form. It gave them a chance to think about their own accomplishments critically. It has also given me a chance to identify strengths and weaknesses in order to amend some assignments and methodologies. Generally the results reflect the levels of success of the students in regard to the course evaluations.

2. What are several important findings you would like to share with others about the results?

I think it is important to note that the assessment instruments successfully documented a higher-than-average success rate in terms of the stated objectives. With Studio Art courses students sometimes don't realize the value of the course work until years later, but this assessment instrument forced them to think critically about the educational process and the growth they had experienced during the semester.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

The vast majority of students in this course enroll for the purpose of satisfying gen ed requirements. Few, if any, are art majors. Most have no previous experience in the visual arts when they begin the semester, yet the majority leaves the course with proficient or advanced understandings and abilities. That indicates to me that the overall plan is working, with a need to put a bit more emphasis on discussing the role of the arts.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

The lowest area of accomplishment appears to be in the ability of students to verbalize the role of the arts. More emphasis should be given to this area during classroom discussions/critiques.

5. Other comments _____

Your name and submission date:

Mary Staley 10-24-13

[Deadline is 9/30.]

General Education Course Reflection on Assessment Results

Course: AR121 Ceramics 1

Lead Dean: Deborah Preston

Distribution Area: (circle one) ENGF | MATF | SPCF | HLHF | ARTD | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall 2012 Spring _____

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

It's difficult to understand the patterns in the data and how they should affect our curriculum design or pedagogy. There were no major peaks or valleys in the data.

2. What are several important findings you would like to share with others about the results?

More than half the students in Ceramics I were evaluated as Proficient or Advanced for each of the competencies measured. The strongest competency demonstrated was Critical Analysis and Reasoning. The weakest were Information Literacy and Technological Competency though the majority of students were still Proficient or Advanced.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

Ceramics is a course focused on hands-on learning, but it is also very successfully teaching students how to think critically. If there is a noticeable weakness in the curriculum, it is in Information Literacy. Students are not as successful accessing information on their own outside of class.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

I would suggest instructors spend a little more time walking students through the process of information gathering and basic research that can be helpful in the development of ideas. The course has no pre-requisites and no required assessment levels and many students have not yet been introduced to all the resources available to them at MC and don't know how to get the most out of the resources they have access to on the web.

5. Other comments

Your name and submission date: **Megan Van Wagoner, October 8, 2013** [Deadline is **9/30**.]

General Education Course Reflection on Assessment Results

Course: AR123: Crafts

Lead Dean: Preston

Distribution Area: (circle one) ENGF | MATF | SPCF | HLHF | ARTD | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall _____ Spring _____ 2013 _____

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

It was useful to discover that the data reflected my assumptions about the level of student learning that was taking place in the course. By the end of the semester students had reached either an advanced or proficient level of accomplishment in most categories.

I did some investigation after collecting the assessments and found it interesting that some of the most heartfelt, thoughtful, and in-depth responses on the student's assessment documents were from students with lower levels of EN assessment. This supported my theory that the concepts that are introduced in studio courses, which are often abstract in nature, can be learned, comprehended, and used as a vehicle for development of language skills.

2. What are several important findings you would like to share with others about the results?

I think it is important to note that the assessment instruments successfully documented a higher-than-average success rate in terms of the stated objectives. With Studio Art courses students sometimes don't realize the value of the course work until years later, but this assessment instrument forced them to think critically about the educational process and the growth they had experienced during the semester.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

I think it reveals that the goals and objectives of the course are being met with an acceptable level of success. Concepts and processes that are utilized in the creation of textile artworks (planning, calculations, following appropriate procedures, reference to historical and contemporary sources for inspiration, correcting mistakes, use of appropriate tools, etc.) can later be applied to other coursework and life situations.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

At this point, without computers in the classroom, it is difficult to expand on technological competencies. However, once equipment becomes more widely available in the classroom, I

look forward to integrating the use of more technology into the designing process as well as general researching capabilities.

5. Other comments

Your name and submission date: Mary Staley 10-24-13 [Deadline is 9/30.]

General Education Course Reflection on Assessment Results

Course: AR 130 Survey of Asian Art

Lead Dean: Preston

Distribution Area: (circle one) ENGF | MATF | SPCF | HLHF | ARTD | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall 12 Spring _____

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

The introductory classes that make up the AR course offerings in the Arts Distribution can be very effective in providing students the opportunity to attain a proficient or advanced level of competency in the areas of Critical Analysis and Reasoning, Arts and Aesthetic Awareness, Information Literacy, and Technological Competency. Across the AR courses in the Arts Discipline, approximately 75-80% of the students were assessed at the Proficient or Advanced level. Very few students (8% or less of students across all assessment categories) were judged as showing little or no evidence of mastery of the Discipline competencies and proficiencies.

2. What are several important findings you would like to share with others about the results?

AR results in the Arts Distribution closely track Collegewide results, in terms of the percentage of students attaining an Advanced or Proficient assessment level across the competencies of Critical Analysis and Reasoning, Information Literacy, and Technological Competency, as well as the proficiency of Arts and Aesthetic Awareness.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

Art History courses, like this one, are critical in introducing a broad historical and cultural framework that shapes a student's Arts and Aesthetic Awareness. Through exposure to different historical periods and global cultures, students are able to synthesize a range of visual information, and develop their ability to express an understanding of the relationship between the art, the culture that produced it, and the larger human experience. Attaining a proficient or advanced level of mastery of these critical thinking processes, and the cultural/historical framework that comprises Arts and Aesthetic Awareness is essential for students to be able to fully develop their critical thinking/creative problem solving skills.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

Assessment of a student's Technological Competency should be more fully developed in future assessments. Recent additions of laptop and tablet resources for students and faculty should provide faculty with the ability to more fully integrate these tools with more traditional tools and media, in order to provide students with opportunities to achieve greater technological proficiency, and enhance the avenues available to develop independent critical thinking and creative problem solving. In the Art History classes, these tools could provide more immediate access to resources that permit students to develop their proficiency and independence in mastering Information Literacy – particularly in the synthesis and evaluation of a wide range of information sources - by enhancing access to the rapidly expanding range of online resources available through library venues.

5. Other comments

Your name and submission date: Wilfred Brunner (for Adjunct Professor)_____ [Deadline is 9/30.]

General Education Course Reflection on Assessment Results

Course: AR 203 Photographic Expression

Lead Dean: Preston

Distribution Area: (circle one) ENGF | MATF | SPCF | HLHF | ARTD | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall 12 Spring _____

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

It was possible to develop an assessment instrument that effectively addressed the role of the creative process, which is at the core of studio art classes, in the students' level of mastery of the Critical Analysis and Reasoning competency and the Arts and Aesthetic Awareness proficiency.

2. What are several important findings you would like to share with others about the results?

As an introductory class with the emphasis on a hands-on creative process within a larger art historical and contemporary cultural context, this course is very effective in providing students the opportunity to attain a proficient or advanced level of competency in the areas of Critical Analysis and Reasoning, Arts and Aesthetic Awareness, Information Literacy, and Technological Competency.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

As a studio art course that introduces a different media and creative methodology to students this course effectively provides students with the opportunity to master key competencies and proficiencies – particularly since the technical aspects of the media are introduced in a broader context as a tool for expressing critical thinking and creative problem solving. The process of creating, provides students with the opportunity to develop aesthetic judgments, and an appreciation and understanding of the arts in a participatory way.

Sequential linking of the projects enables the student to develop a greater sense of technical mastery, which, in turn, provides more avenues for a student to develop increasingly sophisticated critical thinking and creative problem solving, with confidence and independence.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

While certain modifications to the assessment instruments may be warranted, it seems important to go through at least one more data collection cycle using these instruments, in order to compare assessment samples over different academic years.

5. Other comments

Your name and submission date: Wilfred Brunner (for Adjunct Professor)_____ [Deadline is 9/30.]

General Education Course Reflection on Assessment Results

Course: AR 213 World woodcut And Relief Traditions

Lead

Dean: Preston

Distribution Area: (circle one) ENGF | MATF | SPCF | HLHF | ARTD | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall X _____ Spring X _____

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

It was conceivable to create an assessment instrument that successfully tended to the part of the inventive methodology, which is at the center of studio Art classes, in the student's level of mastery of the Critical Analysis and Reasoning competency and the Arts and Aesthetic Awareness capability.

2. What are several important findings you would like to share with others about the results?

The results in this Arts distribution course were close to the college wide results _____

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

Studio courses present distinctive media and imaginative methodologies and can viably furnish learners with chances to ace key skills and proficiencies – especially when the specialized parts of diverse media present a broader connection for communicating basic thinking and innovative results. The methodology of making, utilizing an assortment of media and instruments, gives students the chance to improve judgments, and an appreciation and comprehension of the crafts in a participatory way. _____

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

Studio courses that present diverse media and inventive methodologies to people can viably furnish students with chances to ace proficiencies – especially when the specialized parts of distinctive media are presented in a broader setting as instruments for communicating discriminating thinking and innovative problem solving.

5. Other comments

Your name and submission date: John Carr Oct 18,2013

[Deadline is 9/30.]

General Education Course Reflection on Assessment Results

Course: AR 220, AR 235 Lead Dean: D. Preston

Distribution Area:(circle one)ENGF | MATF | SPCF | HLHF | **ARTD** | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall 2012 Spring 2013

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

We developed an assessment instrument that effectively addressed the students' level of mastery of the Critical Analysis and Reasoning competency and the Arts and Aesthetic Awareness proficiency.

The introductory classes that make up the AR course offerings in the Arts Distribution within a larger art historical and contemporary cultural context can be very effective in providing students the opportunity to attain a proficient or advanced level of competency in the areas of Critical Analysis and Reasoning, Arts and Aesthetic Awareness, Information Literacy, and Technological Competency. Across the AR courses in the Arts Discipline, approximately 75-80% of the students were assessed at the Proficient or Advanced level. Very few students (8% or less of students across all assessment categories) were judged as showing little or no evidence of mastery of the Discipline competencies and proficiencies.

2. What are several important findings you would like to share with others about the results?

AR results in the Arts Distribution closely track College-wide results, in terms of the percentage of students attaining an Advanced or Proficient assessment level across the competencies of Critical Analysis and Reasoning, Information Literacy, and Technological Competency, as well as the proficiency of Arts and Aesthetic Awareness.

Art History courses within the AR course offerings were generally in-line with the overall AR results in all categories (Advanced, Proficient, Novice, Not Evident). This was particularly true in AR courses with multiple sections, and larger student samples.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

Art History courses are critical in introducing a broad historical and cultural framework that provides a basis for students' Arts and Aesthetic Awareness. Through exposure to different historical periods and global cultures, students are able to synthesize a range of visual

General Education Course Reflection on Assessment Results

Course: AR227: Weaving and Textiles Lead Dean: Preston

Distribution Area: (circle one) ENGF | MATF | SPCF | HLHF | **ARTD** | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall _____ Spring 2013

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

It was useful to discover that the data reflected my assumptions about the level of student learning that was taking place in the course. By the end of the semester students had reached either an advanced or proficient level of accomplishment in most categories.

2. What are several important findings you would like to share with others about the results?

I think it is important to note that the assessment instruments successfully documented a higher-than-average success rate in terms of the stated objectives. With Studio Art courses students sometimes don't realize the value of the course work until years later, but this assessment instrument forced them to think critically about the educational process and the growth they had experienced during the semester.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

I think it reveals that the goals and objectives of the course are being met with an acceptable level of success. Concepts and processes that are utilized in the creation of textile artworks (planning, calculations, following appropriate procedures, reference to historical and contemporary sources for inspiration, correcting mistakes, use of appropriate tools, etc.) can later be applied to other coursework and life situations.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

At this point, without computers in the classroom, it is difficult to expand on technological competencies. However, once equipment becomes more widely available in the classroom, I look forward to integrating the use of more technology into the designing process as well as general researching capabilities.

5. Other comments

Your name and submission date: Mary Staley 10-24-13 [Deadline is **9/30**.]

General Education Course Reflection on Assessment Results

Course: DN 100 Introduction to Dance Lead Dean: Dr. Preston

Distribution Area: *(circle one)* ENGF | MATF | SPCF | HLHF | X ARTD | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall 2012 _____ Spring 2013 _____

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

This assignment is a synthesis of all of the Gen Ed competencies. We can look at other course assignments as predictors of how well the student will perform on this assignment. The continued focus on analysis and critical thinking is reinforced in this assignment _____

2. What are several important findings you would like to share with others about the results?

The Arts Aesthetics and Awareness competency, the primary focus of the subject matter in this course, shows more than 80% of the students are working at the Novice level or above. The most challenging part of the assignment for the students is analysis and critical thinking, where slightly more than 70% of students performed at the Novice level or above. Most of the assignments in this course strive to require students to integrate the various aspects of dance with analysis and critical thinking. _____

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

The results of the assessment reveal the need to give more emphasis to information literacy. Often students exhibit little to no curiosity, and therefore, lack of motivation to research and find information about the assignments. The basic ideas of the course - how to watch dance, how to do dance, and how to articulate their ideas about dance - serve the General Education competencies very well. _____

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

As this is a freshman level course with an assessment level of EN 101 (many students are at that level but have not yet taken EN 101), there is great need to address their critical thinking and writing skills. However, as a dance course, there is limited time to attend to the writing skills – grammar, sentence structure, essay construction, not to mention spelling and mechanics. We feel we can perhaps do several shorter assignments dealing with these issues, and then address the need to make connections between the practical and written work of the course. Emphasis on how to apply information needs to be stressed. We can work toward a better balance between the theory and practice of the course material. _____

5. Other comments

Your name and submission date: Gail Minor-Smith 9/30/2013 [Deadline is 9/30.]

General Education Course Reflection on Assessment Results

Course: **EN 102** Critical Reading, Writing, and Research

Lead Dean: Carolyn Terry

Distribution Area: (circle one) ENGF | MATF | SPCF | HLHF | ARTD | **HUMD** | BSSD | NSLD | NSND

Assessment data was collected on: Fall _____ Spring _____ 2013 _____

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

In the assessment process, we are finding that many students are having success, based on the advanced and proficient categories. This also means that the EN 102 course redesign, implemented in the 2012-2013 academic year, is generally effective. _____

2. What are several important findings you would like to share with others about the results?

One excellent finding is that a large percent of our students are successful in the majority of skills that have been assessed in EN 102. Successes on the competencies range from 72.4%- 84.7%. The assessment data reveals an overwhelming positive picture.

That being said, the data also reveals specific weaknesses. The major weaknesses fall within the Information literacy and written communication competencies. The percentage of novice ratings indicates that about a third of our students are not proficient in using and evaluating research materials and in mechanics, style and expression. _____

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

Learning and teaching are proving quite effective in the areas of critical analysis and technological competency. These competencies are being well addressed and students are positively responding to the material. The curriculum for this course is rigorous and is apparently yielding results. While students are successful the majority of the time in Information Literacy and Written Communication, the data indicates that students are more frequently novice level in these competencies.

Pedagogical practices need to include more opportunities for students to develop information literacy (both evaluation and integration) skills. The “not successful” population is still quite low. In all cases, the rate is below 4%.

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4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

As a group, we will continue working on developing effective pedagogical practices for finding and evaluating sources. This will be realized through collaboration with the library, professional development workshops (particularly on modeling and scaffolding source evaluation and integration), and informal discussion. Materials and best practices will also be collected for use by part and full time faculty, as well as for newcomers.

The written communication competencies, mechanics and style & expression, will be addressed by continuing to utilize available campus resources such as the writing center. Another action is to evaluate the materials we currently use, and to look into additional student/classroom supports such as tutoring services and online grammar companions to handbooks.

For all these competencies, we will continue to explore opportunities to improve student support inside and outside the classroom. _____

5. Other comments
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Your name and submission date: Jamie Miker, Jill Kronstadt, Cinder Cooper__10/25/2013

General Education Course Reflection on Assessment Results

Course: EN 109: Critical Reading, Writing, and Research at Work

Lead Dean: Carolyn Terry

Distribution Area: (circle one) ENGE | MATF | SPCF | HLHF | ARTD | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall 2012 Spring _____

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?
 - In both EN102 and EN109, approximately 80% of students scored at the Advanced or Proficient level, meeting the OA target suggestion for “successful.” Although about 20% of students scored in the “unsuccessful” range, the relatively larger proportion of successful students is encouraging.
2. What are several important findings you would like to share with others about the results?
 - The 20% “unsuccessful” scores correspond to instructors’ anecdotal observations that some students arrive from EN101/A insufficiently well prepared to write at a college level of correctness and complexity. It might be helpful to develop an exit-competency assessment in this area for passing EN101/A students for the purpose of identifying areas of weakness and seeking effective remedies.
3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?
 - The results revealed that approximately 20% of students in EN109 and EN102 need to improve their information literacy skills. EN102 and EN109 faculty discussed this issue and formulated potential responses, below:
Support faculty to teach students to find, evaluate, use (integrate), and cite researched information:
 1. Offer CTL workshops on best practices
 2. Provide materials and instructional plans
 3. Provide guidance on how to model the process in a networked classroom
 4. Coordinate with the Libraries to develop instruction and class research pages
 5. Coordinate with the Writing Centers to develop methods and materials to address Information Literacy needs

Support students:

1. Provide peer tutors (honors students?) as well as Writing Center tutors
2. Provide additional class time (e.g. two additional hours per week as in 101A)
3. Provide ACE-like classroom support (e.g. tutors in the classroom)
4. Support well-prepared tutors in the Writing Centers

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

- Actions to improve student success could be more attention to mechanics and other writing considerations in all courses or, in other words, writing across the disciplines. This would enhance and reinforce characteristics of good writing throughout a student's academic career. While not all professors are writing teachers, all of them can teach students skills for writing in their discipline.
- Similar actions to improve student success could be inter-disciplinary attention to information literacy competencies, as outlined above.

5. Other comments

Your name and submission date: Carol Malmi, 10/30/2012 , [Deadline is 9/30.]

General Education Course Reflection on Assessment Results

Course: EN 218

Lead Dean: _____

Distribution Area: (circle one) ENGF | MATF | SPCF | HLHF | ARTD | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall 2012 & _____ Spring _____ 2013

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

We learned that we have many students who are able to understand and comprehend Creative writing, but only a few of our students want to become more involved with the process. Many appreciate the course, and learn something, but not many of them wish to become actual writers.

2. What are several important findings you would like to share with others about the results?

We need to do more to reach the students in the "Novice" category. It's such a small group that I feel they are reachable. Perhaps the biggest issue is information literacy. This will be discussed more below.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

We are generally successful in teaching the general education competencies. The students are learning what we want to teach them. They are either very good at it or proficient. The class as primary pedagogy is currently discussion and workshop based where students share their own and published work. This seems to be working well, but it might also be interesting to ask the question whether the class could also integrate more creative writing production inside the classroom. We could look at our curriculum design and discuss our pedagogies to discuss how we can push more of these students to the next level.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

The area of Information Literacy seems to be the weakest. 22% of students were novice in information use, 16% in Information access and 17% in information evaluation. We tend to spend a lot of our time discussing readings and fostering creativity in our classes, which we should do. An initial impression might be that information literacy is not the most natural fit for the creative arts, because it is more production rather than research based.

However, if we choose to continue putting information literacy with the arts, we could all discuss how creative writing works in the "Real world" and show our students how publishing works now in

the internet area. This would allow us to help our students understand how to find good information online. That's a practical way to incorporate information literacy into creative writing.

5. Other comments

Your name and submission date: Michael LeBlanc, 10/23/2013 [Deadline is 9/30.]

1. EN223: Introduction to Creative Writing, Poetry

Compiled by Dr. Marianne Szlyk; based on reflections by Dr. Swift Dickison, Mr. Don Berger, and herself

General education course reflection:

1. What was the most valuable thing you learned during the assessment process?

For one professor, the assessment process supported his interest in becoming more conscious of the relationship between course and assignment design and the students' takeaway. It also supported his desire to establish a connection between creativity and critical thinking. Another professor used this process to examine other aspects of students' writing and their knowledge about poetry. A third professor added that the assessment process encouraged her to think about what she wanted to keep in her course and what she could discard. It also enabled her to think about ways to make students take the reading of other poets' work more seriously and to consider other poetics than their own.

2. What are several important findings you would like to share with others about the results?

One professor emphasized the extent to which the portfolio itself enables students to "demonstrate self-awareness by virtue of their own selections and contextualization of those selections." Another professor drew attention to the results of the assessment, noting "the even distribution in general and in particular the nice balance between those who were advanced and those who were proficient." These results also reflect well upon professors as he felt that it could have been otherwise, given tendencies to inflate grades or expectations. Elsewhere, other professors expressed concerns about the researched literary analysis' distracting from the writing of poetry if and when it is overemphasized. Instead, gathering a collection of poems and spoken word (and being more flexible about outside sources to include examples of performance and published authors' reflection on their work, perhaps even visual or audio responses to poetry) may be useful in assessing critical thinking and information literacy. This expansion will still require critical thinking and evaluation of sources.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

The first professor encouraged others to assess critical thinking in ways that fit the course more organically. The second professor provided a more extensive discussion of ways in which he plans to continue with the assessment process in his course, integrating it from the beginning. The third professor agrees with him, noting the constraints of an online course (her section is online). She also believes that her new textbook (recommended to her by another colleague) better supports learning and teaching the general education competencies than her old textbook did. She also liked the emphasis on the reflective essay to make it more substantial.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.
[Annual report will be collected for the action implementation progress.]

The first professor encouraged instructors to continue to emphasize critical thinking especially in the ways that it supports artistic awareness. The second professor, however, viewed evaluating artistic awareness as the instructor's primary purpose in EN 223 and voiced concerns about additional

activities if they distracted the instructor from this purpose. He noted that, at this point, they did not and that they did support artistic awareness. Other professors encouraged the discipline to allow for flexibility in course design as long as it met general education competencies. Note that the online section of EN 223 serves a different population from the face to face sections and that discussion boards are different from class discussion. The outcomes for arts awareness are especially important as EN 223 is not simply another literature course or a skill-based course but an opportunity for students to reflect on art's place in their lives, especially as they move on from MC. Perhaps the literature courses also ought to have this category of outcomes as well.

2. EN223: Introduction to Creative Writing, Poetry Dr. Marianne Szlyk

General education course reflection:

1. What was the most valuable thing you learned during the assessment process?

The assessment process encouraged her to think about what I wanted to keep in my course and what I could discard as I am making the transition to a new textbook. It also enabled me to think about ways to make students take the reading of other poets' work more seriously and to consider other poetics than their own as without the assessment it is easy for students to stick to what they know and like.

2. What are several important findings you would like to share with others about the results?

They are providing a good foundation to build on and to use to rethink & revitalize course design.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

I also believes that my new textbook (recommended to me by another colleague) better supports learning and teaching the general education competencies than my old textbook did. Steve Kowit's book teaches terminology well. I also liked the emphasis on the reflective essay to make it more substantial. I would like to complement the literary analysis with a collection of poems and spoken word, examples of performance and published authors' reflection on their work, perhaps even visual or audio responses to poetry. These may be useful in assessing critical thinking and information literacy, especially if students move beyond what the professor provides them. This expansion will still require critical thinking and evaluation of sources, and it will support arts awareness and the writing of poetry. I see the workshop model as an opportunity to try different techniques and prompts that one wouldn't think of on one's own.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

The outcomes for arts awareness are especially important as EN 223 is not simply another literature course or a skill-based course but an opportunity for students to reflect on art's place in their lives, especially as they move on from MC. Perhaps the literature courses also ought to have this category of outcomes as well as they should also create audience members and consumers as well as good students.

General Education Course Reflection on Assessment Results

Course: Introduction to Film

Lead Dean: Hawkins

Distribution Area: (circle one) ENGF | MATF | SPCF | HLHF | **ARTD** | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall _____ Spring _____ 2013 _____

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

It confirmed the departmental expectations of student performance.

2. What are several important findings you would like to share with others about the results?

The disparity between the number of students showing strong critical reasoning and art and aesthetic awareness and number of students showing strong information literacy may indicate an increased need to focus on information literacy. _____

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

The instructional methodology is accomplishing the main outcomes of the course which are give the students a better understanding of arts and aesthetic awareness as well as critical analysis in the area of film appreciation. _____

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

The results indicate a need to rework the assessment tools to for measuring information literacy. This will involve increasing the research requirements on the course's final project so that both project options offered equally focus on that competency. _____

5. _____ O

ther comments

It has made us aware of how to more effectively measure competencies and proficiencies and made us better prepared for future submission for this task. _____

Your name and submission date: _____ Perry Schwartz 11/25/2013 _____

[Deadline is 9/30.]

General Education Course Reflection on Assessment Results

Course: HE 100 Principles of Healthier Living Lead Dean: Campan

Distribution Area: (circle one) ENGF | MATF | SPCF | **HLHF** | ARTD | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall _____ Spring 2013

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

The assessment rubrics were not in alignment with the assessment assignment making the evaluation process difficult and open to varied interpretation.

2. What are several important findings you would like to share with others about the results?

With the exception of academic integrity and written mechanics, 75% or more of HE100 students scored as proficient or advanced in the competencies evaluated. The academic integrity scores may have been affected by some instructor's varied interpretation of the assignment instructions. Overall the competency with the most students who scored below a proficient level was writing mechanics.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

Looking at all of the competencies evaluated for Health, students scored the highest in the competency of Personal, Social and Civic Responsibility – Connection between behavior and consequence. This is a reflection of the strong emphasis on that competency throughout the curriculum.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

Based on feedback from instructors some results may have been affected by varied interpretation of the assessment rubrics and assignment instruction. Taking steps to clear any confusion is a first step. With written communication being the lowest scoring area, common course actions should be: change from the current academic integrity tutorial assignment to an alternate assignment and instructors should continue to provide varied writing opportunities.

5. Other comments

Your name and submission date: Christine Harrison 9/23/13

[Deadline is **9/30**.]

General Education Course Reflection on Assessment Results

Course: HE 101 – Personal and Community Health

Lead Dean: Darrin Campen

Distribution Area: (circle one) ENGF | MATF | SPCF | HLHF | ARTD | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall _____ Spring 2013

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

The assessment instrument that was given to students provided an excellent way in which to determine whether students were meeting the general education competencies. Unfortunately the cumbersome rubrics were open to interpretation by the instructors which could influence the results of the assessment process. Simplifying the assessment process, specifically the rubric used, could prove valuable to ensure that faculty has enough time to focus on evaluating the assessment instrument rather than trying to interpret the rubric.

2. What are several important findings you would like to share with others about the results?

Of the students who participated in the HE 101 assessment, approximately 75% were proficient or advanced in the critical analysis, technological competency, and written communication areas. In the area of personal, social and civic responsibility, more than 85% of students ranked in the proficient or advanced category.

The data also shows that on average 13% of the students that completed the assessment were in the 'novice' category for all competencies and 2% of the students in HE 101 did not demonstrate they met the general education competencies. These results also revealed that 13.2% of students did not prove to meet the academic integrity competency possibly due to failure to cite the sources of information in the assessment instrument.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

These results demonstrate that the curriculum for the HE 101 class is aligned to meet the general education competencies by emphasizing the four competency areas assessed (critical analysis, technological competency, written communication, and personal, social and civic responsibility). These results also demonstrate the written communication competency, specifically academic integrity, needs to be further emphasized in the course to ensure students can be proficient or advanced in all the general education competencies assessed.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

Although the results of the assessment cannot address the competencies students already had acquired before the beginning of the course; instructors can provide students with one or two assignments that emphasize the competency areas in which students had difficulty in. For example, 13% of students did not meet the academic integrity requirements; therefore, apart from assigning the Academic Integrity Tutorial which is a requirement for the course, faculty could provide a second academic integrity assignment that allows students to practice citing various sources of information and using the appropriate formal citation style for the class. Also, since some students were novice in the writing mechanics, style, and expression, faculty can provide small assignment that requires students to visit the Writing Center to help them enhance their written communication skills.

5. Other comments - None

Your name and submission date: Lila C. Fleming 9/25/ 2013 [Deadline is **9/30.**]

General Education Course Reflection on Assessment Results

Course: HE 107 First Aid and CPR

Lead Dean: Darrin Campen

Distribution Area: (circle one) ENGF | MATF | SPCF | **HLHF** | ARTD | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall 2012 and Spring 2013

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

The most valuable things learned during this assessment process were that our course tasks and assignments should include specific actions to not only meet the course outcomes, but also the General Education Outcomes. While much time, effort, and collaboration has taken place at the department semester opening meetings to ensure action based tasks and assignments in the course are specifically designed to meet course outcomes, emphasis on the Gen Ed Outcomes were lacking. I believe after completing this assessment, it was apparent that the components of gen ed outcomes and competencies were included in the course, yet a clear and direct connection between the two were lacking. I believe this assessment process enhanced and improved the course and the student experience. Additionally, after reviewing the data, it is clear that the majority of students completing HE 107 are proficient and advanced with the competency assessed by the time they complete the course. The students seem to understand their course requirements and objectives and achieve the course and gen ed outcomes in this class.

2. What are several important findings you would like to share with others about the results?

Several important findings that I would like to share with others about the results would be that the data represents that more than 50% of the students are at a proficient level in the competency addressed. This is a significant number! Additionally, the advanced student competencies range from 24.5-42.4%, and the novice student ranges from as low as 5.0-19.4% of the students in the class. The data represents that the majority of the students are meeting the competency, and in some cases, exceeding the competency.

Students are technologically adept and able to be consistent with course subject material.

The most frequent problems (according to data) are written communication mechanics and style and expression and critical analysis, evaluation, and conclusions for the novice group.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

The results revealed that the course is well designed and in alignment with the general education outcomes. Instructors were either already strongly including these general education

competencies in their course or were able to quickly adapt their course to include a greater alignment with the gen ed competency.

a. Strengths

- i. The competency that scored highest with advanced marks was personal, social, and civic responsibility connection with course content and critical analysis and reasoning identification and explanation of issues. This result supports that pedagogies and curriculum design are well aligned with this competency. These competencies are also a strong part of the course outcomes. I find this to not necessarily be a surprise, however, due to the nature and content of the course. HE 107 is foundationally based in emergency assessment and then taking action to respond to the emergency. The data represents that students are achieving this foundation!

b. Weaknesses

- i. The competencies with the lowest scores were the written communication academic integrity and mechanics. Because the course pre-requisite includes assessment level EN 101/101A and the subject is HE, faculty may not be spend time discussing how to score well in written communication. It is expected that the student arrive in the course with this knowledge and obtain the skills in an appropriately designated course.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

Based on the course results and their impact on general education program, common course actions that could be used to improve student success in general education competencies include:

- a. Add an assignment in the course which brings awareness to written communication skills, such as an online library tutorial. If such a tutorial does not exist, perhaps one could be created to be used college wide.
- b. The course includes a strong component of skill practice. Create a student rubric worksheet to be used during skill practice and assessment to improve student success with critical analysis and reasoning and conclusions. This may provide a useful teaching modality to reach students who are strong visual learners.

5. Other comments

Students' performance level at matriculation is not assessed, so application, analysis, and interpretation of the data is limited and may not be relative.

Your name and submission date: _____ Tonya Seed Sept 23, 2013

[Deadline is 9/30.]

General Education Course Reflection on Assessment Results

Course: HE 108 – Nutrition for Fitness & Wellness _____

Lead Dean: _____ Campen _____

Distribution Area: (circle one) ENGF | MATF | SPCF | HLHF | ARTD | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall _____ Spring 2013

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

The rubrics were cumbersome and difficult to understand. This affected the reliability of the information provided by instructors. In reflection, each instructor had a different understanding of what each rubric was trying to assess. The faculty should consider meeting prior to evaluating the projects to ensure that the interpretation of the rubric is the same for each class.

It is important to assess the student's level of mastery of each competency but one assessment does not accurately reflect their abilities. It would help to have pre/post- test data.

It would be beneficial to have more data about the students. For example, it would be helpful to know how many of the students assessed where in the first 30 credits verse the last 30 credits of their program. In addition, it would be helpful to know how many have completed EN 101 and EN 102.

2. What are several important findings you would like to share with others about the results?

The majority of students who participated in the HE 108 Gen Ed assignment demonstrated that they were Advanced or Proficient in all of the competencies and proficiencies we assessed. Specifically, they demonstrated a clear knowledge of the content and draw connections between their behaviors and their personal health.

One concern regarding the results suggested that 22% of the projects assessed did not make a connection between healthy eating and the affect/role it plays in the community.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

Without baseline data, we cannot infer whether or not our curriculum or teaching strategies enhanced the student's abilities to demonstrate these competencies and proficiencies or if the students who choose our classes already have them. However, the faculty believes that we need to include more activities designed to link the importance of nutrition/healthy eating and its role in the community.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

Instructors may need to use more examples or have more discussions with students about the role our nutrition and eating habits affect our community. The discipline has agreed to have more in-class discussions/ activities and the online classes are going to ensure the 3 out of the 8 discussion board topics will focus on nutrition and the community.

Currently, this assignment is offered during the first 1/3 of the semester, the instructors have agreed to rearrange the current schedule so that this assignment is completed during the second 1/3 of the semester. This will ensure that students have had more time with the content and have had a chance to submit and receive feedback on assignments from the faculty.

5. Other comments

None.

Your name and submission date: Elizabeth Ridings 9/18/2013 / resubmitted on 11/11/13 [Deadline is 9/30.]

General Education Course Reflection on Assessment Results

Course: HE 109 Personalized Health Fitness

Lead Dean: Campen

Distribution Area: (circle one) ENGF | MATF | SPCF | HLHF | ARTD | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall 2012

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

Montgomery College's health foundation courses are addressing a major need of teaching the aspects of personal, social, and civic responsibility. In addition, I learned that students need additional lessons on what academic integrity is and how to cite properly.

2. What are several important findings you would like to share with others about the results?

Students enrolled in HE 109 were closely distributed in advanced, proficient, and novice in the criteria for critical analysis and reasoning competency.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

It is difficult to determine specific conclusions based on the fact that we do not know at what level these students entered Montgomery College, or the classes that students had completed before this course. To be more accurate, we need some baseline data to compare. However, the data that we do have seems to show that most students have a great deal of technological competency. In addition, the data did reflect the need for more work to be done in the area of academic integrity, and more time needs to be spent on academic integrity.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

Require all students to complete the library tutorial for both academic Integrity and APA citation and earn an 8 out of 10 on the quiz.

5. Other comments:

None

Your name and submission date: Keith McKelphin 9/18/2013 [Deadline is 9/30.]

Revised on Dec 2013.

General Education Course Reflection on Assessment Results

Course: HE 111

Lead Dean: Campen

Distribution Area: (circle one) ENGF | MATF | SPCF | **HLHF** | ARTD | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall 2012 _____ Spring 2013 _____

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

Upwards of 70% of the students who took part in the data collection were proficient or advanced in critical analysis and reasoning, as measured by the rubric. This would appear to indicate that the course requirements are aligned with the General Education outcomes.

2. What are several important findings you would like to share with others about the results?

The results provide some important information on one writing project at one time. With that in mind, it appears as if students struggle with the concept of academic integrity. It also appears as if students in HE 111 have difficulties expressing their understanding of how the content relates to personal, civic and social responsibilities.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

It would appear as if students need to gain a better understanding of how the content relates to personal, civic and social responsibilities.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

I would recommend that there be a change in the directions for students that more clearly outlined what is expected for the section on personal, civic and social responsibility.

5. Other comments

Your name and submission date: **Susan Milstein, September 30 (revised 11/22)** [Deadline is **9/30**.]

General Education Course Reflection on Assessment Results

Course: HE 112

Lead Dean: Campen

Distribution Area: (circle one) ENGF | MATF | SPCF | **HLHF** | ARTD | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall _____ Spring 2013 _____

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

Upwards of 85% of the students who took part in the data collection were proficient or advanced in critical analysis and reasoning, as measured by the rubric. This would appear to indicate that the course requirements are aligned with the General Education outcomes.

2. What are several important findings you would like to share with others about the results?

The results provide some important information on one writing project at one time. With that in mind, it appears as if students struggle with the concept of academic integrity.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

It would appear as if students need to gain a better understanding of academic integrity.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

I would recommend that students be required to complete the Montgomery College academic integrity tutorial prior to submitting written work in the course.

5. Other comments

Your name and submission date: **Susan Milstein, September 30 (revised November 22)** [Deadline is **9/30.**]

General Education Course Reflection on Assessment Results

Course: He 120 Science and Theory of Health

Lead Dean: Campen

Distribution Area: (circle one) ENGF | MATF | SPCF | HLHF | ARTD | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall 2012 & Spring 2013

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

The health education courses are doing an excellent job teaching gen ed competencies and proficiencies. In addition, the variety of health education courses has allowed the discipline to address student needs and interests while at the same time fulfilling the charge of the general education program to teach specific competencies and proficiencies.

2. What are several important findings you would like to share with others about the results?

Students enrolled in HE 120, Science and Theory of Health, evidenced a marked ability to think critically and evaluate information. In addition students displayed a firm grasp of the link between individual behavior and personal health which is a major focus of all health education classes.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

I think the results indicated a weakness in the operational definitions of certain competencies and proficiencies, particularly personal, social and civic responsibilities. I'm not sure students really understood what "civic" meant. Also, given the small sample size, it is difficult to identify major issues.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

I would recommend that there be a change in the directions for students that more clearly outlined what is expected for the section on personal, civic and social responsibility.

5. Other comments:

According to the American College Health Association, there are key health issues of concern to college students which directly impact academic performance. The health education courses at Montgomery College address each of these areas by offering a wide array of content area courses

while at the same time the courses provide excellent instruction in the general education skills and competencies.

Your name and submission date: Maureen Edwards 9/11/2013 [Deadline is 9/30.]

Susan Milstein revised 11/20/2013

General Education Course Reflection on Assessment Results

Course: He 200 Health Behavior Lead Dean: Campen

Distribution Area: (circle one) ENGF | MATF | SPCF | HLHF | ARTD | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall 2012 & Spring 2013

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

The health education courses are doing an excellent job of teaching gen ed competencies and proficiencies. Once again, the variety of health education courses has proven to be an essential part of the general education program.

2. What are several important findings you would like to share with others about the results?

Students enrolled in HE 200, Health Behavior, evidenced a marked ability to think critically and evaluate information. At least 50% of students completing the assessment scored at the proficient or advanced level. Further, students evidenced an improvement in writing skills from the 100 level courses. Finally, students displayed a grasp of the link between individual behavior and personal health.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

I think the results indicated a weakness in the operational definitions of certain competencies and proficiencies, particularly personal, social and civic responsibilities. I'm not sure students really understood what "civic" meant. The Rockville health education faculty submitted a revised definition to the committee to better reflect what we assess.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

Based on results thus far, I think the course needs to offer even more opportunities for critical analysis and reasoning .Since 39.5% of the students were only novice at critical analysis and reasoning while 39.1% were novice at drawing conclusions additional assignments from the text

companion website which highlight critical thinking will be utilized. Clearly, some students require additional opportunities to practice these skills.

Other comments:

According to the American College Health Association, there are key health issues of concern to college students which directly impact academic performance. The health education courses at Montgomery College address each of these areas by offering a wide array of content area courses while at the same time providing excellent instruction in the general education skills and competencies.

Your name and submission date: Maureen Edwards 9/11/2013 [Deadline is 9/30.]

Revised on December 2013.

General Education Course Reflection on Assessment Results

Course: HE 201 Personalized Health Fitness

Lead Dean: Campen

Distribution Area: (circle one) ENGF | MATF | SPCF | HLHF | ARTD | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall 2012

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

Montgomery College's health foundation courses are addressing a major need of teaching the aspects of personal, social, and civic responsibility. In addition, the students had a thorough understanding of what was expected of them during this course.

2. What are several important findings you would like to share with others about the results?

A large percentage students enrolled in HE 201 were either proficient or advanced in most of the competencies evaluated. In addition, technological competency had the highest percent of advanced and proficient students of any other competencies.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

It is difficult to determine specific conclusions based on the fact that we do not know at what level these students entered Montgomery College, or the classes that students had completed before this course. To be more accurate, we need some baseline data to compare. However, the data that we do have seems to show that most students have a great deal of technological competency. Even though the classes understanding of academic integrity was not atrocious, I believe we can do a better job with helping the students understand what academic integrity is and how to cite properly.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

Require all students to complete the library tutorial for both academic Integrity and APA citation and earn 8 out of 10 on the quiz.

5. Other comments:

None

Your name and submission date: Keith McKelphin 9/18/2013 [Deadline is 9/30.]

Revised on December 2013.

General Education Course Reflection on Assessment Results

Course: HE 202 Lead Dean: Campen

Distribution Area: (circle one) ENGF | MATF | SPCF | **HLHF** | ARTD | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall _____ Spring _____

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

The most valuable thing the HE202 faculty learned was that the assessment process planning process and rubrics needed to be completed before the assessment process of actual classes began so that assignment could be adjusted to more closely adhere to the grading rubrics.

2. What are several important findings you would like to share with others about the results?

Students need to be reminded to complete their English foundation course early in their college career. The students were able to use the information from the Stress management course and apply it to their own lives.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

Since the data is descriptive data describing students for one project without a pretest, it is difficult to discern what impacted the students or if the pedagogy and course content assisted the students in learning the general education competencies. However, there will be several changes in the course including requiring all students to complete the library tutorial for both academic Integrity and APA citation and earn a 8 out of 10 of the quiz. Also a paragraph will be added to the syllabus and writing assignments reminding students that if they have not yet completed their English foundation requirements that it is recommended that they use the Writing Center prior to submitting their paper.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

There can be no quantitative analysis done of the data. The descriptive analysis is that a majority of the HE202 students were judged to be proficient for the general education competencies and slightly more than 25% were judged to be advanced. There will be changes in the orientation modules in the classes to include the APA tutorial. A reminder concerning college-level English will be included on writing assignments. The stress plan instruction will include specific instructions for students to use APA citations for their paper.

5. Other comments

Your name and submission date: Karen Thomas 10/31/2013 [Deadline is **9/30.**]

General Education Course Reflection on Assessment Results

Course: He 204 Women's Health Lead Dean: Campen

Distribution Area: (circle one) ENGF | MATF | SPCF | HLHF | ARTD | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall 2012 & Spring 2013

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

The health education courses are doing an excellent job of teaching gen ed competencies and proficiencies. Once again, the variety of health education courses has proven to be an essential part of the general education program.

2. What are several important findings you would like to share with others about the results?

Students enrolled in HE 204, evidenced a marked ability to think critically and evaluate information. Over 60% of students completing the assessment scored at the proficient or advanced level in all subscales. Further, students evidenced an improvement in writing skills over most 100 level health courses. Finally, students displayed a grasp of the link between individual behavior and personal health.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

I think the results indicated a weakness in the operational definitions of certain competencies and proficiencies, particularly personal, social and civic responsibilities. I'm not sure students really understood what "civic" meant. Also, given the small sample size, it is difficult to identify major issues. Since health is the only discipline charged with assessing the above area of proficiency, Rockville submitted an updated definition to reflect what we assess.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.
[Annual report will be collected for the action implementation progress.]

Based on the data, it appears that 32% of the students scored at the novice level for critical analysis and reasoning. In addition, 31% were novice at drawing conclusions. For a 200 level course, I believe students should be more competent at demonstrating these skills. Exercises and activities from the text which address critical thinking skills will be utilized to offer students additional opportunities to practice these skills.

5. Other comments:

Your name and submission date: Maureen Edwards 9/11/2013 [Deadline is 9/30.]

Revised December 2013.

General Education Course Reflection on Assessment Results

Course: He 205 Emergency Medical Responder

Lead Dean: Campen

Distribution Area: (circle one) ENGF | MATF | SPCF | **HLHF** | ARTD | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall 2012 & Spring 2013

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

Assessing the competency of the students is important but the rubrics were often difficult to interpret resulting in data that might be meaningless. According to the data collected by the survey, it seems that many students who completed HE 205 are either proficient or advanced in all of the competencies assessed. This could indicate that the course requirements and outcomes are aligned with the General Education outcomes.

2. What are several important findings you would like to share with others about the results?

As noted above, a large percentage of those students enrolled in HE 205 Emergency Medical Responder were either proficient or advanced in most of the competencies evaluated. They demonstrated technological competency (96.4%) but sometimes had a difficult time drawing specific conclusions when performing critical analysis (only 81.9%). They also had a difficult time making a connection between behavior and consequences (83.5%).

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

It is difficult to make any specific conclusions based on the fact that we don't know at what level these students were when they entered Montgomery College. We can make certain assumptions but it's hard to say if our strategies and pedagogies really helped or not.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

To elevate students who might only be rated as novice in some of the General Education assessment areas, we might advise students to seek assistance at the Writing Center for help organizing paragraphs and coming up with valid conclusions based on their content. They also need help with sentence mechanics. Critical analysis is already greatly emphasized in this course with use of multiple-choice questions in both homework assignments and on exams. Students also perform patient assessments in class where critical analysis is practiced. I'm not sure how much more can be done in HE 205 to improve students' performance in this area.

5. Other comments:

None.

Your name and submission date: Marge Turnbow 9/11/2013

General Education Course Reflection on Assessment Results

Course: IS 273 Lead Dean: Campen

Distribution Area: (circle one) ENGF | MATF | SPCF | HLHF | ARTD | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall 2012 Spring 2013

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

We learned that many students are unfamiliar with using the library (both college and public) to find resources. They needed more practice in evaluating and choosing appropriate and quality art-based resources, as well as more guidance in citing non-printed sources such as audio files and visual arts accurately.

2. What are several important findings you would like to share with others about the results?

We always need to review the outcomes of our courses to ensure that our assignments and lectures are meeting the outcomes of the course.

The MC instructional librarians are a tremendous resource in helping students. Librarians were able to set up a library course page with helpful links to reliable resources, raised students' awareness in citing sources and taught them where/ how to find art-based and teaching resources.

Providing a sample to students when an assignment is unusual or challenging in a specific area is a valuable strategy.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

Adding this Art Collection assignment filled in a big gap in the information literacy curriculum for this course.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

Additional information literacy components will be added to other assignments. Students will be required to take the tutorial from the library on evaluating websites and locating articles and other materials; these can be linked to the course webpage. Instructional sessions may also be scheduled with the librarians to enhance students' skills in researching and citing the resources.

5. Other comments: Our students performed at our goal rate or higher in all areas.

Your name and submission date: Deb Poese, September 20, 2013 [Deadline is 9/30.]

General Education Course Reflection on Assessment Results

Course: MA 113

Lead Dean: Eun-Woo Chang, Ph.D.

Distribution Area: (circle one) ENGF | MATF | SPCF | HLHF | ARTD | HUMD | BSSD | NSLD | NSND

Each course will submit one form on or before **Feb 28, 2014** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

All full-time and part-time faculty teaching this course should participate in the discussion of assessment results and the development of common course action(s).

Please provide succinct answers to the following four questions:

1. What was the most valuable thing the faculty teaching this course learned during the assessment process?

By looking the result of the Gen Ed Outcomes Assessment for this course, one can see that significant percentage of students (AD+PR) did fairly well in most of the competencies of this course. However, still there things that students did not grasp well such as the difference between probability distributions that are given in a table form and that are in standard probability symbols, and moreover the data seem to suggest that there are some problems in Technology competency area; hence, improvement is needed in the Critical Analysis and Reasoning and Technology Competencies areas. Therefore, this will be a springboard to reevaluate not only what had happened the teaching-learning process Fall 2013 and but also to reevaluate if the assessment questions themselves in order to see if they did what they were intended to do; hence, it may need some revisions of the process so that we can improve for spring 2014.

2. What are several important findings about the results that are to be shared with the college community?

One of the findings is (adding the percentages of that of Advanced and Proficiency) fairly significant number of students did well in most of the competencies of this course. The other findings, however, is students did not do well in Critical analysis and Technological Competencies as I am expected them to do, and hence we need to reevaluate the process in order to apply it for Spring 2014.. Moreover, reevaluating the questions in the assessment will be also important.

3. Based on the results and answers to #2, what are some lessons learned about the learning and teaching of the gen-ed competencies in this course, such as strengths and weaknesses in student learning, pedagogies, curriculum design, or others?

The best pedagogy is to practice more and more problems which are similar to that of in the assessment. However, still there are still some of concepts such as the concept of independence of two events in a way that everyone can understand, etc., need to be given special pedagogical attentions

Understanding of the purpose of each question in the assessment is very important.

Reevaluating each question in the assessment to see if they do evaluate what they are intended to evaluate will be also important.

4. Based on the above answers, identify common course action(s) to be implemented to improve student success in general education competencies. *[Annual report will be collected for the implementation progress.]*

Practicing more on technologies, and finding the balance between mathematical computing and explaining probability concepts in way that a layman can understand will be crucial. Even though this is a math class, we should emphasize students would be expected to write the conclusions of their analysis/computations or explaining some concepts in probability in a standard English language; that may help them to understand probability concepts and facilitate a good teaching and learning process; which in turn may help to improve student success in general education competencies.

5. Other comments

List of faculty who contributed in the discussion: _____ Muse Kahsay _____

Lead Dean approval and submission date: _____ Eun-Woo Chang, 2/27/14 _____ [Deadline is 2/28.]

General Education Course Reflection on Assessment Results

Course: MA115/115A

Lead Dean: Dr. Chang

Distribution Area: (circle one) ENGF | MATF | SPCF | HLHF | ARTD | HUMD | BSSD | NSLD | NSND

Each course will submit one form on or before **Feb 28, 2014** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

All full-time and part-time faculty teaching this course should participate in the discussion of assessment results and the development of common course action(s).

Please provide succinct answers to the following four questions:

1. What was the most valuable thing the faculty teaching this course learned during the assessment process?

Developing a rubric that is clear for grading is important. We need to design questions that are less "cookie cutter-esque" and foster long term learning. Making the assessment questions available to instructors at the beginning of the semester allows them to focus on developing students' abilities to think/talk/write about their work rather than merely performing calculations.

2. What are several important findings about the results that are to be shared with the college community?

All competency criteria for each assessed GenEd competency met the 50% student success rate set forth in the GenEd Assessment plan although the number of students participating was not the same across the board. Students generally performed well in technological competency and quantitative reasoning, but written communication and critical reasoning left some room for improvement.

3. Based on the results and answers to #2, what are some lessons learned about the learning and teaching of the gen-ed competencies in this course, such as strengths and weaknesses in student learning, pedagogies, curriculum design, or others?

We should emphasize writing about the results of our inquiry just the way we emphasize the quantitative side in order to deepen students' understanding of mathematical concepts. However, evaluating students' written explanations for a mathematical course might be more difficult than it appears. However, through the process of struggling to communicate about mathematical ideas, writing will become easier for students. We also need to examine if the implemented assessment instruments effectively assess student learning. We need to focus on providing avenues for "developing" these GenEd competencies in our students rather than teaching them so that they not only understand the content but are skilled in the assessed competencies.

4. Based on the above answers, identify common course action(s) to be implemented to improve student success in general education competencies. [Annual report will be collected for the implementation progress.]

It is important to ensure that the assessment instruments are relevant and the associated rubrics are clear. Develop question banks for assessing GenEd competencies so that instructors have more flexibility in choosing assessment instruments that best reflect their teaching styles and course coverage. Focus on developing students' abilities to communicate about their mathematical work. Increase the benchmark for the proportion of students who are expected to perform satisfactorily or better.

5. Other comments

None

List of faculty who contributed in the discussion: Stacey Drabic, Chad Kuhns, Teresa McCullough, Alison Rose, Oliver Shanks, Amy Shell-Gellasch, Ram Subedi

Lead Dean approval and submission date: 2/28/14 [Deadline is **2/28.**]

General Education Course Reflection on Assessment Results

Course: MA130

Lead Dean: Chang

Distribution Area: (circle one) ENGF | **MATF** | SPCF | HLHF | ARTD | HUMD | BSSD | NSLD | NSND

Each course will submit one form on or before **Feb 28, 2014** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

All full-time and part-time faculty teaching this course should participate in the discussion of assessment results and the development of common course action(s).

Please provide succinct answers to the following four questions:

1. What was the most valuable thing the faculty teaching this course learned during the assessment process?

Faculty learned the importance of incorporating all of the General Education Outcomes throughout the semester, providing multiple opportunities for students to practice with each outcome prior to the assessment. Faculty who did not previously know the General Education Competencies that pertained to MA130 appreciated the opportunity to learn the competencies to be evaluated. Those faculty were already incorporating those outcomes, but simply did not know the names of the specific categories. Those faculty involved in developing the assessments learned how difficult it is to write exam questions by committee and have that group of professors agree on what topics should be stressed.

2. What are several important findings about the results that are to be shared with the college community?

Prospective K-8 teachers enrolled in MA130 were proficient in all general education competencies, with proficiency ranging from approximately 70- 90% in all categories. Students performed the best on quantitative reasoning and critical analysis and reasoning. Students were least proficient on the technology competency, but it is important to note that we do not use calculators in this course since the point of the course is to understand the mathematical operations of addition, subtraction, multiplication, and division. Please note when reviewing the results that the "proficient" and "advanced" categories should be considered together as one. Most of the rubrics did not have an "advanced" option so any students marked as such were in error and should have been marked as proficient.

3. Based on the results and answers to #2, what are some lessons learned about the learning and teaching of the gen-ed competencies in this course, such as strengths and weaknesses in student learning, pedagogies, curriculum design, or others?

Students need more practice with written communication throughout the course. Also, while students do not use calculators while learning the mathematical operations, they should be exposed to how to properly use various models of calculators to perform operations afterwards and focus on order of operations.

4. Based on the above answers, identify common course action(s) to be implemented to improve student success in general education competencies. [Annual report will be collected for the implementation progress.]

Written assignments should be given throughout the course of the semester and students' writing should be graded for content, organization, and mechanics. Work with students on how to solve the same problem(s) both with and without technology.

5. Other comments

List of faculty who contributed in the discussion: Jennifer Polm, Tom Sonnabend, Ken Schwartz, Kevin Johnson

Lead Dean approval and submission date: _____ [Deadline is 2/28.]

General Education Course Reflection on Assessment Results

Course: MA131

Lead Dean: Chang

Distribution Area: (circle one) ENGF | **MATF** | SPCF | HLHF | ARTD | HUMD | BSSD | NSLD | NSND

Each course will submit one form on or before **Feb 28, 2014** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

All full-time and part-time faculty teaching this course should participate in the discussion of assessment results and the development of common course action(s).

Please provide succinct answers to the following four questions:

1. What was the most valuable thing the faculty teaching this course learned during the assessment process?

Faculty learned that while students seem to know the mathematics, they struggle to **explain** their solution, rather than just stating an answer. Some low scores in quantitative reasoning raised the question as to whether students need more practice with that competency or whether the assessment instrument needed editing, or both. A final valuable lesson that faculty learned through this process is the importance of showing students the rubrics on which they will be graded and providing opportunities for them to practice and look at model answers based on those rubrics.

2. What are several important findings about the results that are to be shared with the college community?

Prospective K-8 teachers enrolled in MA131 were proficient in all general education competencies, with proficiency ranging from approximately 60- 90% in all categories. Students scored particularly well on the written communication competency. Please note when reviewing the results that the “proficient” and “advanced” categories should be considered together as one. Most of the rubrics did not have an “advanced” option so any students marked as such were in error and should have been marked as proficient.

3. Based on the results and answers to #2, what are some lessons learned about the learning and teaching of the gen-ed competencies in this course, such as strengths and weaknesses in student learning, pedagogies, curriculum design, or others?

While students proved to be able writers, they are weak in writing about mathematics, as opposed to the nonscientific essays they typically spend more time learning throughout college. One faculty member who taught both a MA130 and MA131 in the Fall 2013 semester noted the disparity in performance between his MA130 students who were not as proficient and his MA131 students who did markedly better. While this is admittedly anecdotal, it seems that if a strong foundation is set in MA130, then our prospective teachers will have much greater success in the education program and will be sufficiently prepared for a career in K-8. It is imperative that we hold high standards and set a strong precedent in their first course, MA130, and then continue that rigor in the subsequent MA131 and MA132 courses. We should be cautious about drawing conclusions from such a small sample, but since we have it available, we should use the data to make as many improvements to student success as possible, including trying to be more consistent in what is taught across campuses and courses.

4. Based on the above answers, identify common course action(s) to be implemented to improve student success in general education competencies. *[Annual report will be collected for the implementation progress.]*

There should be more emphasis on general education outcomes on regular assessments throughout the semester. Faculty should give more instruction specifically on writing about mathematics, as opposed to the nonscientific essays they typically spend more time learning throughout college. Students should be given opportunities throughout the course to practice writing based on a rubric and should be shown model answers based on those rubrics. We should provide professional development for mathematics educators about teaching college level communication in mathematics, or encourage participation in those opportunities that already exist. More attention should be given to training instructors on the appropriate use of these assessment tools to obtain data that is more accurate and statistically valuable. _____

5. Other comments

List of faculty who contributed in the discussion: Jenny Polm, Ellen England, Kevin Johnson, Stephen Perencevich

Lead Dean approval and submission date: _____ [Deadline is **2/28.**]

General Education Course Reflection on Assessment Results

Course: MA132

Lead Dean: Chang

Distribution Area: (circle one) ENGF | **MATF** | SPCF | HLHF | ARTD | HUMD | BSSD | NSLD | NSND

Each course will submit one form on or before **Feb 28, 2014** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

All full-time and part-time faculty teaching this course should participate in the discussion of assessment results and the development of common course action(s).

Please provide succinct answers to the following four questions:

1. What was the most valuable thing the faculty teaching this course learned during the assessment process?

In some cases the questions did not accurately assess the intended outcome and need some edits and it may not be fair to draw conclusions about student proficiency until the questions have been refined. However, assuming the data does accurately reflect student learning, more attention needs to be given to writing in the classroom throughout the semester. Also, it is concerning that the proficiency rates for the quantitative reasoning competency were the lowest of all of the competences at approximately 40 – 55%. While faculty may think they are always teaching quantitative reasoning in a mathematics class, more focus may need to be given to the problem solving process and to modeling how to write an explanation of a solution to a quantitative problem.

2. What are several important findings about the results that are to be shared with the college community?

The college and department should be cautious about drawing conclusions on data from an assessment on its first iteration with a very small sample size. It is clear to the professors who used the assessment tool and rubric, that in some cases the questions did not accurately assess the intended outcome and need some edits and it may not be fair to draw conclusions about student proficiency until the questions have been refined. Students need more instruction and practice specifically on critical thinking and the process of interpreting a quantitative word problem, representing it in a mathematical form, then communicating the result in clear sentences. Please note when reviewing the results that the “proficient” and “advanced” categories should be considered together as one. Most of the rubrics did not have an “advanced” option so any students marked as such were in error and should have been marked as proficient.

3. Based on the results and answers to #2, what are some lessons learned about the learning and teaching of the gen-ed competencies in this course, such as strengths and weaknesses in student learning, pedagogies, curriculum design, or others?

Students were not well-prepared in general for some of these assessments coming into the course, even though they came through at least two other MATF General Education courses before entering MA132. Faculty should take the opportunity to give input on collegewide assessments when given it in order to create assessments that best reflect the intended outcomes as viewed by the collective faculty teaching the course. The formal process of quantitative reasoning was a surprising weakness among students.

4. Based on the above answers, identify common course action(s) to be implemented to improve student success in general education competencies. *[Annual report will be collected for the implementation progress.]*

MA132 faculty should focus more on both writing and critical thinking throughout the curriculum.

5. Other comments

List of faculty who contributed in the discussion: Jenny Polm, Amy Shell-Gellasch

Lead Dean approval and submission date: _____ [Deadline is **2/28.**]

General Education Course Reflection on Assessment Results

Course: MA160

Lead Dean: Chang

Distribution Area: (circle one) ENGF | **MATF** | SPCF | HLHF | ARTD | HUMD | BSSD | NSLD | NSND

Each course will submit one form on or before **Feb 28, 2014** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

All full-time and part-time faculty teaching this course should participate in the discussion of assessment results and the development of common course action(s).

Please provide succinct answers to the following four questions:

1. What was the most valuable thing the faculty teaching this course learned during the assessment process?

Generally, fewer than half of the MA160 students were able to score proficient on the outcomes assessed. Faculty observed that students need help with analyzing, interpreting, understanding, and communicating their findings. While some students could arrive at answers, their ability to explain it in writing clearly was lacking. Faculty also noted the importance of giving a variety of application problems, rather than limiting the selection to what is available in the textbook or online homework, as students struggled on the assessment if the problems had a different application or the question was asked another way. Many students performed poorly because of their lack of basic algebra skills entering the course. Faculty also commented on the difficulty of writing assessment questions that all faculty members agree appropriately assess the general education outcomes while also highlighting the main concepts of the course.

2. What are several important findings about the results that are to be shared with the college community?

The assessment tool should be administered for several semesters and refined along the way before sharing data with the college community of deriving any conclusions. However, as it currently stands, fewer than half of the students were able to score proficient on the competencies. Consistent clear standards should be established by the community of the instructors and examples of good written communication should be provided to the students to anticipate their questions about the rigor expected by MC. More time should be spent discussing analysis and understanding of the problem/task before attacking the processing to get the solution of the problem. Many times we see the correct processing, but with a incorrect set-up of the given information. One faculty member suggested the creation of an outside workshop on written and oral communication since class time and content constraints prohibit too much practice of these in class. Such a measure could benefit students across many general education courses.

3. Based on the results and answers to #2, what are some lessons learned about the learning and teaching of the gen-ed competencies in this course, such as strengths and weaknesses in student learning, pedagogies, curriculum design, or others?

Multiple faculty members commented that there is serious weakness in the design of this curriculum pathway. Most universities and community colleges require, after MA 099, one or two other semesters of math, as a prerequisite for applied calculus. Thus students come in with better algebra skills. The course content should be examined with an eye to what students in business curricula need to know about calculus. The problems and applications they are tested on should be business calculations. One faculty member suggested editing the written communication problem to ask about an original function given the

graph of the derivative, so that the question is more in line with the focus throughout the course. The optimization problem was a weakness for students, possibly because it had money as the constraint, in contrast to the way most problems are presented in the course. A better variety of problems with a variety of constraints should be presented so that students are familiar with the mathematics rather than a certain "kind" of question. In general, students excel at finding results, but they are weak in their ability to interpret and communicate the meaning of those results. More emphasis should be placed on written communication and critical thinking.

4. Based on the above answers, identify common course action(s) to be implemented to improve student success in general education competencies. *[Annual report will be collected for the implementation progress.]*

The discipline should consider changing the prerequisites for the course. In terms of curriculum, more time should be spent on applications, rather than moving on to multi-variable techniques, if transfer agreements will allow it. The discipline should consider a common course outline and a common text to improve consistency across the three campuses. The discipline should investigate the possibility of a tutoring/support program to offer focused aid for students outside of class, which could possibly be funded through a grant. MA160 faculty should work together to create "Exemplars" to help students with expectations about written work. Also, based on the surprising low results (51.7% did not show competency using the graphing calculator to help solve an application problem), instructors should spend a little more time on technological competency in their instruction. Students should work on projects that require higher level thinking skills and written communication. Students should be given to practice these competencies throughout the semester and similar questions should be included on regular assessments so that student faculty can track student improvement. Faculty should increase the emphasis on students understanding and interpreting the results of their calculations, in addition to the focus on the calculations themselves.

4. Other comments

List of faculty who contributed in the discussion: Jenny Polm, Mazen Zarrouk, Patricia Dalton, Julia Bennett, Anjula Srivastava, John Knudson, Van Scott, Zine Boudhraa, Darren Smith, Alice Wang

Lead Dean approval and submission date: _____ [Deadline is 2/28.]

General Education Course Reflection on Assessment Results

Course: MU111, World Music Lead Dean: Preston

Distribution Area: (circle one) ENGF | MATF | SPCF | HLHF | ARTD | **HUMD** | BSSD | NSLD | NSND

Assessment data was collected on: Fall _____ Spring 2013

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

I designed a new rubric based on this new assessment process and I found it cumbersome, as the rubric that I was using was more specific. I do find using a rubric for specific items helpful.

2. What are several important findings you would like to share with others about the results?

I am so sorry, but I did not find this process helpful and have not learned anything new from this. I am always interested in improving my teaching and in learning more about my student's needs, but this was not beneficial and showed me nothing new.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

I would be interested in knowing how many students are often considered novice in certain areas in Gen Ed courses so that I might know what is expected and what are goals are.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

We currently having a writing center which has sometimes been helpful to students. Reference librarians have also been, at times, helpful to students in their research process. Unfortunately, there has been some inconsistency from both the professors / librarians and the students t. Many students are still having trouble accessing online scholarly research or understanding how to use quotes.

Other comments:

Unfortunately this newest assessment process, took an inordinate amount of hours with very little results. I would be happy to talk with someone about this to see if there is a way that it might be helpful and serve the gen ed music students and professors better. I truly understand the value of assessment and gen ed assessment.

I remained on top of details, meetings, making grids, keeping in touch with adjuncts (who were treated unfairly in this process). Some problems included inconsistent and very little communication from assessment advisors especially in terms of preparing a rubric that could help streamline the whole process and again, I never heard back from anyone. It is probably due to the fact that there was too much for two advisors to do in a short amount of time, but that left the faculty in a very difficult position.

Then I found out at the last minute, that our accreditation depended on our entering data into a system that I was sent information about at the last minute, after repeated emails asking for data entry information. We weren't even given the link until after finals week. As for submitting data, there are several issues – several of the links did not work (they appeared grey as opposed to darkening into black as a selected rating), we could not get back into a specific class section to try to correct ones that said choose a rating, as if we never chose on; the assessment qualifications were different than what we were originally give; and lastly several of the students who had withdrawn from the class appear on the classes as students who need to be assessed.

The whole process was unclear and could not possibly provide an inaccurate or useful assessment. process and support needs to be seriously reconsidered and once again, I would be happy to meet with someone if you would like to address any of these issues and perhaps improve what might be a useful tool for our students and teaching. I am sorry that I cannot offer a more positive critique on the current Gen Ed assessment process.

Your name and submission date: Dawn Avery, October 7, 2013 (deadline was extended because we had not received any results until October 4, 2013)

General Education Course Reflection on Assessment Results

Course: MU 133 Lead Dean: Preston

Distribution Area: (circle one) ENGF | MATF | SPCF | HLHF | ARTD | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall _____ Spring 2013

Please submit this form on or before Sept 30, 2013 to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

The benefits of aligning our assessments & assignments to insure better outcomes.

2. What are several important findings you would like to share with others about the results?

A good majority of our students now have access to many forms of digital + electronic media. so the technological competency is pretty high overall.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

I don't feel that anything is weak about the curriculum. We just need to identify fewer objectives or areas of measurement. And hopefully end up with an accurate snap shot of what, & how we are meeting the

4. Based on the course results and their impact on general education program, identify ^{General} common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

I feel the critical analysis and written communication portion give us a good read on how our students are performing across the board. We should focus on these

5. Other comments two areas more.

Your name and submission date: Alvin F. Trask 10/5/13 [Deadline is 9/30.]

General Education Course Reflection on Assessment Results

Course: MU 136 Lead Dean: Preston

Distribution Area: (circle one) ENGF | MATF | SPCF | HLHF | ARTD | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall _____ Spring 2013

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

The benefits of aligning our assessments and assignments to insure better outcomes.

2. What are several important findings you would like to share with others about the results?

I was not sure about the objectives of the personal and civic responsibility and how this ties into what we are teaching in the course.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

We need to continue improving our rubric objectives and make them connect more with the entire flow of the assignments.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

We can improve the rubric & maybe focus on the critical analysis and written communication piece more.

5. Other comments

Your name and submission date: Alvin Trask 10/5/13 [Deadline is 9/30.]

General Education Course Reflection on Assessment Results

Course: SP108, SP112

Lead Dean: Hawkins

Distribution Area: (circle one) ENGF | MATF | SPCF | HLHF | ARTD | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall _____ Spring 2013

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

It helped to focus on the core objective with respect to the GE competencies presented in the course. It identified a need to develop a more efficient way of recording the requested data for submission. _____

2. What are several important findings you would like to share with others about the results?

Serves as a guide for determining which objectives require more attention. There appears to be strong consistence in the percentage of advanced, proficient and novice skills throughout all the presented competencies. _____

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

Data reveals that the speech foundation courses are meeting the requirements of the General Education program _____

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

Exams and assignments should be reviewed by departments On all campuses for consistency in achieving improved outcomes with respect to General Education. _____

5. Other comments

Your name and submission date: **David Rothman 9/27/2013**

[Deadline is **9/30.**]

General Education Course Reflection on Assessment Results

Course: Introduction to Theatre TH 108 Lead Dean: Preston

Distribution Area: (circle one) ENGF | MATF | SPCF | HLHF | **ARTD** | HUMD | BSSD | NSLD | NSND

Assessment data was collected on: Fall 2012 Spring 2013

Please submit this form on or before **Sept 30, 2013** to Outcomes@montgomerycollege.edu or Office of Planning and Institutional Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

We learned that our students scored fairly well (near the mean or above) in most categories. Beyond the numbers, the assessment tool gave us an opportunity to better survey our current course design. The assessment process also provided a platform from which to review and examine the content and methodology for our upper level courses.

2. What are several important findings you would like to share with others about the results?

Arts and Aesthetic Awareness criteria scored very strong advanced and proficient ratings followed by moderately strong advanced and proficient ratings for **Critical Analysis and Reasoning**. Far less successful were the advanced/proficiency rates in the **Information Literacy** area. This drop-off in scoring was not due to students failing to demonstrate proficiency in the competency, but due to students not completing the part of the project that called for this assessment.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

Positively, the results reflect a tremendous success in the students' ability to reflect upon and respond to the **Arts and Aesthetic Awareness** criteria in a written form (further developed by daily oral responses and assessments).

Negatively, the results say much more about the assessment tool and a minimal amount about curriculum design than they do about the weaknesses in the program.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education competencies.

[Annual report will be collected for the action implementation progress.]

1) Examine and restructure the current assessment tool to better target, explain, and encourage students to engage the **Information Literacy** competency

2) Consider an overhaul of one section of the current assessment tool or consider splitting the assessment tool into two assessment tools, better aligning the assignment with the competencies/proficiencies assigned

3) Create a common terminology list to be assessed in several different assessment techniques/approaches

5. Other comments

The desired competency to be assessed was not **Information Literacy**. We are accommodating and shifting the focus and outcomes of the course to serve the “Information Literacy” competency. More applicable to what and how we teach and what and how we assess in this course is “Written and Oral Communication.” This was not chose for our discipline/area. We are still in the beginning stages of shifting outcomes, assignments, curriculum, and instruction to fit the mold we have been given. And while **Information Literacy** is an important competency to be assessed on any college campus, it is not one of the top assessment competencies for theatre faculty in our General Education courses. We will, however, embrace the challenge and press forward.

Your name and submission date: KenYatta Rogers 10/3/13 [Deadline is 9/30.]

General Education Course Reflection on Assessment Results

Course: _____ **Fundamentals of Acting TH 109** Lead Dean: _____ **Preston** _____

Distribution Area: (circle one) ENGF | MATF | SPCF | HLHF | **ARTD** | HUMD | BSSD | NSLD
| NSND

Assessment data was collected on: Fall _____ **2012** _____ Spring _____

Please submit this form on or before **Sept 30, 2013** to
Outcomes@montgomerycollege.edu or Office of Planning and Institutional
Effectiveness, OITB Suite 310.

Please provide succinct answers to the following four questions:

1. What was the most valuable thing you learned during the assessment process?

We learned that our students scored fairly well (near the mean) in most categories. Beyond the numbers, most instructors in our area reported that the assessment tool gave them an opportunity to better survey our current course design. The assessment process also provided a platform from which to review and examine the content and methodology for our upper level courses.

2. What are several important findings you would like to share with others about the results?

The **Critical Analysis and Reasoning** competencies (anecdotally speaking) seem to have had a direct impact on the **Arts and Aesthetic Awareness** proficiencies. The students seemed to more directly engage the analysis of the text in a way that also seemed to engage their imagination and creativity.

3. What did the results reveal about the pedagogies, curriculum design, or strengths and weaknesses in learning and teaching the general education competencies in this course?

All of our faculty members, to varying degrees, agreed that despite of the proficiency most students exhibited in **Technological** and **Information Literacy** competencies, the results indicate students are lacking the ability to discriminate and assess the information that competency requires them to access. This demonstrates a fundamental inadequacy of web-dependent pedagogy.

Constructively, It gave faculty the chance to restructure and revisit clarity in instruction (both preparatory and substantive) for both junior and senior faculty. It increased our attention to creating more intuitive scaffolding for the learning outcomes, bringing greater attention to course content that could be reinforced within the General Education course itself as well as in other courses taught in our discipline.

4. Based on the course results and their impact on general education program, identify common course action(s) to improve student success in general education

competencies.

[Annual report will be collected for the action implementation progress.]

1) Continue to use current assessment tool

2) Refine the assessment tool to bring greater attention to details in teaching the competencies/proficiencies (e.g. provide and encourage new sources for research beyond web-based searches, research, etc)

3) Revisit, revise, and revamp the writing assignments already embedded in the course to address critical thinking and writing skills to boost number of students rating as “proficient” and “advanced” the benchmarks presented in the final project/assessment tool

4) Create a common terminology list to be assessed in several different assessment techniques/approaches

5. Other comments

Some of the faculty member expressed reservations concerning the efficacy of the outcomes/competencies as assigned as well as the pedagogical value of mass average statistics gleaned from this process. The general consensus is that the most valuable part of the process is the collaborative creation of the assessment tool, grading the assessment tool, and reporting back to the larger group about the findings. Less instructive were the actual data points unless more guidance and interpretation of the data was to be provided.

Your name and submission date: KenYatta Rogers 10/3/13 [Deadline is 9/30.]