# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30th** to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course: Arabic 101-ARAB 101**

**Dean: Tony Hawkins**

**Distribution Area: World Languages**

**Date: 9/11/2014; Revised 12/8/14**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | **Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc.** | **What common course action (s) will be taken to improve student success in competency?** | **Contact person for Planned Actions** |
| *Critical Analysis & Reasoning* | A little more than half of the students evaluated scored in the "advanced and proficient" categories. The average % for this section overall is 51%. An average 23% of the students scored in the novice category.<br><br>Students taking Arabic 101 scored at a significantly lower % in this category in comparison to other languages. For example: the average % in SPAN and FREN is close to 80%. The average in CHIN and Russian is 80% or higher. | The department needs to have a more detailed discussion with the Arabic faculty about what constitutes an advanced and/or proficient level of Critical Analysis at an elementary Arabic I level.<br><br>In addition, the department can provide more concrete examples for students in terms of analysis and evaluation of information needed for the cultural presentations. | Carla Naranjo |
| *Information Literacy* | An average of 60% of students scored at the "advanced" and "proficient" levels. | The department can work with The Writing Centers and the libraries on each campus to | Carla Naranjo |

| | | | |
|---|---|---|---|
| | An average of 17% fell in the novice category. This seems to indicate that more than half of the students did comprehend and execute the appropriate actions to be proficient in obtaining credible sources for the cultural presentation. | ensure that tutorials/workshops are offered to students in order to increase the % of students reaching this competency. | |
| *Technological Content* | A solid 63% of students were assessed at "advanced" and "proficient." | The department can work to develop tutorials or workshops on using different forms of technology used in presentations. By offering said tutorials/workshops, the percentage of students attaining a proficient/advanced level in this competency will increase. | Carla Naranjo |
| *Written Communication* | An average of 62% of the students was assessed as having "advanced" or "proficient" level of written communication. In the areas of mechanics and style and expression, 57% met the advanced/proficient categories. | Although more than half of the students reach the levels of advanced/proficient, all can benefit from more in-class writing activities prior to the cultural presentations. Thus, the department can assign more in-class writing assignments in order to address this competency. | Carla Naranjo |
| *Oral Communication* | A little more than half (average: 54%) of students were assessed in the advanced/proficient levels for oral communication. Again, the % for Arabic 101 students is significantly lower than what one finds in other languages. The average % of students attaining the level of advanced/proficient in languages such | As a department, there is a need for a more detailed and frank discussion about why our students in Arabic are not reaching the levels of advanced/proficient as seen in other languages. Is there more that can be done in the classroom to give students the opportunity to develop oral communication? Are the prompts/scenarios | Carla Naranjo |

| | | | |
|---|---|---|---|
| | as Spanish, French and even Chinese are at 80%, according to the data. | for the cultural presentations appropriate for success?<br><br>More in class oral communication activities need to be part of an action plan in order to increase the % of proficient/advanced for this competency. | |
| | | | |

**ADDITIONAL COMMENTS**

|  |
|---|
|  |

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

| |
|---|
| Carla Naranjo-Primary |

**Dean Approval**                                                                                  **Submission Date**

_____                    _____

# General Education
# Course Reflection on Assessment Results

Submit completed form by **September 30<sup>th</sup>** to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course: Arabic 102- ARAB 102**

**Dean: Tony Hawkins**

**Distribution Area: World Languages**

**Date: 9/11/2014**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | **Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc.** | **What common course action (s) will be taken to improve student success in competency?** | **Contact person for Planned Actions** |
| *Critical analysis & reasoning* | An average of 80% of students taking Arabic 102 was assessed at the advanced/proficient level. | The department will review the parameters of this part of the cultural presentation in order to ensure that this level is attained.<br><br>In addition, the faculty members can review what constitutes an advanced/proficient level of critical analysis with students in ensure understanding of this competency. | Carla Naranjo |
| *Information literacy* | An average of 85% of students was assessed at the advanced/proficient level. | The department can work with The Writing Centers and the libraries on each campus to ensure that tutorials/workshops are offered to students in order to increase the % of students reaching this competency. | Carla Naranjo |

| | | | |
|---|---|---|---|
| *Technological Content* | No data available. | It is unclear why no data was collected for this category.<br><br>The action plan must include a detailed discussion with the faculty to ensure that students are including technology in the 102 level cultural presentations.<br><br>Once this discussion is complete, the department can work to develop tutorials or workshops on using different forms of technology used in presentations. By offering said tutorials/workshops, the percentage of students attaining a proficient/advanced level in this competency will increase. | Carla Naranjo |
| *Written Communication* | An average of 85% of students was assessed as advanced/proficient in this category. There is an improvement in terms of mechanics and organization when one compares the % from students taking Arabic 101. | Although more than 3/4 of the students reach the levels of advanced/proficient, all can benefit from more in-class writing activities prior to the cultural presentations. Thus, the department can assign more in-class writing assignments in order to address this competency. | Carla Naranjo |
| *Oral communication* | An average of 88% of students reached the level of advanced/proficient in oral communication. This data demonstrates a development in the language from a 101 to a 102 level. | More in class oral communication activities need to be part of an action plan in order to ensure the high % of proficient/advanced for this competency. | Carla Naranjo |

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |

**ADDITIONAL COMMENTS**

The data reflects the development of a number of core competencies from a 101 to a 102 level of a language. The data for Arabic 102 is more closely aligned with what one sees in other 5 credit 102 language courses in terms of student achievement.

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

Carla Naranjo-Primary

**Dean Approval**

**Submission Date**

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30<sup>th</sup>** to to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:  ASLP100**

**Dean: Tony Hawkins**

**Distribution Area: Humanities**

**Date:  9/11/14 (revised, 1/30/15)**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | Contact person for Planned Actions |
| *Critical Analysis and Reasoning* | The data show good results as the majority of students were deemed proficient: 66.7% in analysis and evaluation, 66% in conclusions, and 58.9% in identification and explanation of issues.  Roughly 20% were deemed advanced in all areas. | Although the majority of students did well with this competency, we will provide additional resources and consider an activity to improve competency in all areas. | Pauline Laster |
| *Information Literacy* | Overall, students were deemed to be advanced or proficient. May need screening to determine place advanced. | We will work on the weaker areas of evaluate and use by providing more materials and resources online or through the library and Writing Center. | Pauline Laster |
| *Technological Competency* | 25% of students were considered advanced while 63.5% were deemed proficient in content.  Overall this shows | We will share additional resources with students such as trainings held through the | Pauline Laster |

| | very good results with technological competency. | Writing Center or library regarding the use of technology for presentations. | |
|---|---|---|---|
| *Written Communication* | The written project seemed to be good but it does not indicated skills acquired. The majority of students were advanced or proficient with 60.4% proficient in content, 66% proficient in mechanics and 60.8% proficient in style & expression.  11.3% in content and 13.7% in style & expression were deemed novice | Signing skills especially in ASLP100 need more practice through online videos or ASL tutors.  We may be able to set up an activity in the language lab that would implement the signing skills competency. | Pauline Laster |
| *Arts and Aesthetic Awareness* | Although this competency was optional, students were exposed to the culture through this project. Weakness showed that students pasted information rather than synthesizing information | We can provide online resources.  The MasterASL textbook has a rich arts and aesthetic awareness in readings and the professors add additional information and materials. | Pauline Laster |
| *Oral Communication was not included in the data set returned for evaluation.* | | | Pauline Laster |
| *Personal, Social, and Civic Responsibilities was not included in the data set returned for evaluation.* | Students participated in the MC ASL night and the in class activity was excellent. | While improvement in this area does not seem necessary, we can encourage outings such as meetings or participating in an activity in the Deaf community. | Pauline Laster |

**ADDITIONAL COMMENTS**

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

Pauline Laster, Allen Markel, and Maher Esghi.

**Dean Approval**

**Submission Date**

_____

_____

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30th** to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:  Chinese 102-CHIN 102**

**Dean:  Tony Hawkins**

**Distribution Area: World Languages**

**Date:  9/11/2014**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | **Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc.** | **What common course action (s) will be taken to improve student success in competency?** | **Contact person for Planned Actions** |
| *Critical thinking and reasoning* | An average of 87% of students taking Chinese 102 was assessed at the advanced/proficient level. | The department will review the parameters of this part of the cultural presentation in order to ensure that this level is attained.<br><br>In addition, the faculty members can review what constitutes an advanced/proficient level of critical analysis with students in ensure understanding of this competency | Carla Naranjo |
| *Information Literacy* | An average of 85% of students taking Chinese 102 was assessed at the advanced/proficient level. | The department can work with The Writing Centers and the libraries on each campus to ensure that tutorials/workshops are offered to students in order to increase the % of students reaching this competency. | Carla Naranjo |

| | | | |
|---|---|---|---|
| *Technological Content* | An average of 95% of students taking Chinese 102 was assessed at the advanced/proficient level. | The department can work to develop tutorials or workshops on using different forms of technology used in presentations. By offering said tutorials/workshops, the percentage of students attaining a proficient/advanced level in this competency will be ensured. | Carla Naranjo |
| *Written Communication* | An average of 95% of students taking Chinese 102 was assessed at the advanced/proficient level. | Although more than 90% of the students reach the levels of advanced/proficient, all can benefit from more in-class writing activities prior to the cultural presentations.<br><br>Thus, the department can assign more in-class writing assignments in order to address this competency.<br><br>If it holds true that a very % of students continue to attain the level of advanced/proficient in this competency, faculty may want to consider challenging students with more in-depth themes for compositions/writing assignments. Thus, students' written communication will improve while developing new vocabulary and grammar. | Carla Naranjo |
| *Oral Communication* | An average of 95% of students taking Chinese 102 was assessed at the advanced/proficient level. | More in class oral communication activities need to be part of an action plan in order to ensure the high % of proficient/advanced | Carla Naranjo |

| | | for this competency.<br><br>If it holds true that a very % of students continue to attain the level of advanced/proficient, faculty may want to consider challenging students with more in-depth themes for presentation topics. Thus, students' oral communication will improve while developing new vocabulary and grammar. | |
|---|---|---|---|
| | | | |

**ADDITIONAL COMMENTS**

The data presented for the Chinese 102 courses offers an opportunity to analyze and compare how students are doing in our 5 credit language courses. Languages such as Chinese and Arabic are 5 credits (as opposed to 3 for our Spanish/French etc.) because of the additional learning of a new alphabet and written form of script. One would assume that, because of this additional level of learning; attaining the level of advanced/proficient in oral/written communication via a cultural presentation would pose more challenges to students at the elementary level. This assumption would also hold true at the 102 level if said students are true beginners.

It raises questions about the experience level the students in said course. Are students taking Chinese 102 for example, more likely to be near-native Chinese speakers? What % of students in CHIN 102 are true beginners taking their second semester of the language? As with any data analysis, one need to look beyond just the numbers to gain a better sense of a course's success rate, challenges, etc.

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

Carla Naranjo

**Dean Approval**

_____

**Submission Date**

_____

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30**[th] to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:  Chinese 101-CHIN 101**

**Dean: Tony Hawkins**

**Distribution Area:  World Languages**

**Date:  9/11/2014**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | **Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc.** | **What common course action (s) will be taken to improve student success in competency?** | **Contact person for Planned Actions** |
| *Critical Analysis & Reasoning* | Students were assessed at attaining a very high level of critical analysis and reasoning in Chinese 101 courses. An average of 80% of the students evaluated reached the levels of advanced/proficient. | The department will review the parameters of this part of the cultural presentation in order to ensure that this level is attained.<br><br>In addition, the faculty members can review what constitutes an advanced/proficient level of critical analysis with students in ensure understanding of this competency. | |
| *Information Literacy* | Students were assessed at attaining a very high level of knowledge and application of information literacy. In the categories of ethics and knowledge, an average of 72% of the students was evaluated at advanced/proficient. | The department can work with The Writing Centers and the libraries on each campus to ensure that tutorials/workshops are offered to students in order to increase the % of students reaching this competency. | |

| | | | |
|---|---|---|---|
| *Technological Content* | 74% of students reached the levels of advanced/proficient. | The department can work to develop tutorials or workshops on using different forms of technology used in presentations. By offering said tutorials/workshops, the percentage of students attaining a proficient/advanced level in this competency will increase. | |
| *Written Communication* | This is consistent with the overall assessment of students taking Chinese 101. A very high % of students were assessed as advanced/proficient in written communication. | Although a very high level of the students reach the levels of advanced/proficient, all can benefit from more in-class writing activities prior to the cultural presentations.<br><br>Thus, the department can assign more in-class writing assignments prior to the cultural presentations in order to address this competency. | |
| *Oral Communication* | This is consistent with the overall assessment of students taking Chinese 101. A very high % of students were assessed as advanced/proficient in oral communication. The average was 80% | More in class oral communication activities need to be part of an action plan in order to ensure the high % of proficient/advanced for this competency.<br><br>In addition, the department can offer tutorials on elements of oral communication presentations in order to continue this high trend for this competency. | |
| | | | |

**ADDITIONAL COMMENTS**

The data presented for the Chinese 101 courses offers an opportunity to analyze and compare how students are doing in our 5 credit language courses. Languages such as Chinese and Arabic are 5 credits (as opposed to 3 for our Spanish/French etc.) because of the additional learning of a new alphabet and written form of script. One would assume that, because of this additional level of learning; attaining the level of advanced/proficient in oral/written communication via a cultural presentation would pose more challenges to students at the elementary level.

It raises questions about the experience level the students in said course. Are students taking Chinese 101 for example, more likely to to be near-native Chinese speakers? What % of students in CHIN 101 are true beginners?  As with any data analysis, we need to look beyond just the numbers to gain a better sense of a course's success rate, challenges, etc.

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

Carla Naranjo- Primary

**Dean Approval**                                    **Submission Date**

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30<sup>th</sup>** to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:  CN 201 – Intermediate Chinese II**

**Dean:  Tony Hawkins**

**Distribution Area:  Humanities**

**Date:  September 24, 2014**


## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | **Contact person for Planned Actions** |
| *Critical Analysis and Reasoning* | **The majority were deemed advanced or proficient while 11.1% were believed novice in all areas.** | **We will plan an activity to improve proficiency on all components.** | **Christina Gentile** |
| *Information Literacy* | **The majority were deemed proficient or advanced while 11.1% were considered novice in the areas of evaluate, know, use, content and academic integrity.** | **We will plan workshops on information literacy through the library or the WRLC.** | **Christina Gentile** |
| *Written Competency* | **Most areas showed advanced or proficient competency while 22.2% were deemed novice in the areas of content, mechanics, organization, and style and expression.** | **We will publicize workshops addressing the individual components to improve proficiency.  We will also plan specific lessons to focus on improvement of content, mechanics, organization and style and expression.** | **Christina Gentile** |

| | | | |
|---|---|---|---|
| *Oral Communication* | **The majority of students were deemed advanced or proficient. 11.1% were considered novice in all areas.** | **We will publicize workshops held in English for strategies on completing an oral presentation and for strategies on presenting in a foreign language.** | **Christina Gentile** |
| *Technological Competency did not appear on the data received.* | | | **Christina Gentile** |
| | | | |

**ADDITIONAL COMMENTS**

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

**Gentile, Fechter, Costea, Hsieh, Sheng, Zhang: Primary**
**Butler, Basulto, Demougeot, Naranjo, Bruneau-Botello, Jones, Luna-Escudero-Alie**

**Dean Approval**                                                    **Submission Date**

**Tony D. Hawkins**                                                **October 2, 2014**

# General Education
## Course Reflection on Assessment Results
Submit completed form by **September 30th** to to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course: ENGL122: Intro to World Mythology**

**Dean: Rodney Redmond**

**Distribution Area: Humanities**

**Date: 10/6/30**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | **Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc.** | **What common course action (s) will be taken to improve student success in competency?** | **Contact person for Planned Actions** |
| (REQ) Critical Analysis and Reasoning Criteria: Id and Explanation of Issues, Analysis and Evaluation, and (Essay) Conclusions | Over 75% of students were rated proficient or advanced in all three criteria. Current assessment tool and previous assignments in course reflect efforts to prioritize this competency in the course. Around 20% of students were rated novice or not evident. | Use and continued development of current pedagogical practices and student assessments, including assisting faculty new to teaching the course with materials and feedback. | Jill Kronstadt  Shweta Sen |
| (REQ) Information Literacy Criteria: Know, Assess, Evaluate, Use, and Ethics | Over 85% of students were rated proficient or advanced in all four criteria, due to classroom instruction and in student assignments, such as homework questions, essay writing, presentation preparation, and group projects. Less than 15% of students were rated novice or not evident. | Continued use and development of current pedagogical practices with further prioritizing of the criteria in instructor practices and pedagogy through scaffolding, modeling, and workshoping of course subjects and assessments. | |
| (REQ) Technological Competency Criteria: Content | 96% of students were rated as advanced or proficient in this competency with only 3.1% rated as novice or not evident. | Maintaining current pedagogical practices with further prioritizing of the use of technology in the classroom with video, film, and Internet supplements as well as supplementing students assignments such as presentations and projects. | |

| | | | |
|---|---|---|---|
| (REQ) Written Communication<br>Criteria: Content, Organization, Style and Expression, Mechanics, and Academic Integrity | 80% or more of students were rated at advanced or proficient in all five criteria. Except for two criteria, students were rated close to 85% or above on the rest. Given that the discipline of English has as its core focus written communication, these numbers reflect successful instructor focus. | Emphasizing all elements of the recursive writing process (prewriting, outlining, drafting, revising, and proofreading) in writing assignments, classroom practices, and instructor feedback. | |
| Arts and Aesthetic Awareness<br>Criteria: Aesthetic Judgment, Creative Process, Role of Arts, Terminology | <u>This competency is optional.</u>  Students rated in the 60th-70th percentile in all four criteria.  Instructors, who want to assess this competency, need more focus and emphasis on this competency to increase student achievement and ratings. | More class time spent on connecting and synthesizing myths with arts and aesthetic awareness through lecture and discussion emphasis, and more connections between student writing, projects, and presentations and arts. Supplemental information and materials from instructor needed, involving print and electronic sources on myth and arts, to be obtained from existing publisher materials and instructor research. | |
| Oral Communication<br>Criteria: Content, Organization, Delivery, Interpersonal Skills, Listening Behavior, and Academic Integrity | <u>This competency is optional.</u>  Students rated in the 60th-70th percentile in all six criteria, one of the lowest ratings in the seven competencies.  Instructors, who want to assess this competency, need more focus and emphasis on this competency to increase student achievement and ratings. | More classroom emphasis on student-centered discussions and activities, such as more group discussions and presentations of weekly readings and materials, student-led discussions, student project presentations, and student reporting of course materials. | |
| Personal, Social, and Civic Responsibilities<br>Criteria: Connection with Course Content; Connection between individual, community; Connection between behavior, consequences | <u>This competency is optional.</u>  Only the third criteria rated over 70%, the other two rating were in the 60th-70th percentile.  Instructors, who want to assess this competency, need more focus and emphasis on this competency to increase student achievement and ratings. | This competency is likely the one with which faculty are least familiar; making engagement with faculty outside the discipline and perhaps with Service Learning to learn more about best practices and methods for incorporating this competency into course content , instructional delivery, and classroom activities. | |

**ADDITIONAL COMMENTS**

| |
|---|
| |

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

| |
|---|
| Joseph Couch, Shweta Sen (Literature Coordinator-Rockville), Jill Kronstadt (Literature Coordinator-Germantown), Ellen Olmstead (Department Chair-Takoma Park/Silver Spring), Michael LeBlanc, and Literature Committee faculty members. |

**Dean Approval**

**Submission Date**

_____

_____

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30**[th] to to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:** English 190, Introduction to Literature

**Dean: Rodney Redmond**

**Distribution Area: Humanities**

**Date: November 7, 2014**

## REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | **Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc.** | **What common course action (s) will be taken to improve student success in competency?** | **Contact person for Planned Actions** |
| Critical Analysis and Reasoning | The percentage of students who were proficient or above ranged from 86.8% for Analysis and Evaluation and 88.3% for Identification and Explanation of Issues and are slightly higher than discipline averages. Students at the Advanced level, however, scored lower than discipline averages. | Overall, students are successful in this competency. In order to improve on these successes, we should look at teaching practices and assignments that correlate with higher percentages in the "advanced" category and consider developing a handbook and/or a pool of model assignments. | |
| Information Literacy | Again, more than 80% of students were proficient or above. The percentage of students at the Advanced level was dramatically lower than the discipline average. | Determine how ENGL 190 faculty currently incorporate information literacy into their courses. Develop a pool of sample assignments appropriate for an ENGL 101 assessment level. | |

| Technological Competency | 92.2% of students were proficient or above, but only 26.6% were rated advanced, which is half the level of advanced students in the discipline overall. | Determine how ENGL 190 faculty currently incorporate technological competency into their courses. Develop a pool of sample assignments appropriate for an ENGL 101 assessment level. | |
|---|---|---|---|
| Written Communication | More than 85% of students were proficient or above in content, organization, and academic integrity, with mechanics and style the weakest areas at 77.7-77.8%, respectively. | Determine how ENGL 190 faculty currently incorporate written communication into their courses. Develop a pool of sample assignments appropriate for an ENGL 101 assessment level. | |
| Oral Communication, Arts and Aesthetic Awareness, Personal, Social, and Civic Responsibility | These competencies and proficiencies were not one of the categories in the assessment plan, and students receive little explicit instruction in it. Only some sections recorded evaluations for these areas. | | |

**ADDITIONAL COMMENTS**

Across nearly all categories, ENGL 190 students scored slightly below discipline averages, and there were markedly lower numbers of ENGL 190 students (who have an ENGL 101 assessment level but not a prerequisite) rated Advanced compared with both the discipline average. Anecdotally, most students taking ENGL 190 have completed ENGL 101 and 102/103 prior to taking the course, so in order to respond effectively, the discipline needs to determine whether these lower numbers reflect differences in students taking ENGL 190, differences in how Gen Ed competencies are incorporated into ENGL 190 compared with other courses, differences in how Gen Ed assessment rubrics are being interpreted by ENGL 190 faculty, or some combination. Regardless of the reasons for the discrepancy, development of a discipline-wide literature guidebook, similar to the ENGL 101 and 102 guidebooks, would help foster alignment of assignments and teaching practices across sections.

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

Jill Kronstadt, Shweta Sen, Ellen Olmstead, Lynn Roessner-Ankney

**Dean Approval**

**Submission Date**

_____

_____

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30<sup>th</sup>** to to [Outcomes@montgomerycollege.edu](mailto:Outcomes@montgomerycollege.edu) or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:**   200 Level Literature Courses

**Dean: Rodney Redmond**

**Distribution Area: HU**

**Date:  10/30/2014**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | **Contact person for Planned Actions** |
| **(REQ) Critical Analysis and Reasoning Criteria: Identification and Explanation of Issues, Analysis and Evaluation, and (Essay) Conclusions** | **With close to 85% of students rated "proficient" or "advanced," students overall scored quite highly in this category.  11% of students were rated under "novice" or "not evident."** | **More demonstrations of how to analyze literature and more hands-on practice (in-class activities and brief essays or frequent paragraphs) in analyzing literature would be helpful.**<br><br>**Sharing with the class some models of critical essays written by students (not literary criticism published in scholarly journals) and comparable to what is expected for the given assignment/s would be helpful, too.**<br><br>**Exposing students to multiple critical frameworks for interpreting literature is essential to promoting critical thinking and literature, and this approach will be recommended to the discipline.** | **Shweta Sen**<br><br>**Jill Kronstadt** |

| | | | |
|---|---|---|---|
| **(REQ) Information Literacy**<br>**Criteria: Know, Assess, Evaluate, Use, and Ethics** | **82% of students in this category were rated "advanced" or "proficient," and this is a high percentage. 11.8% of students were rated under "novice" or "not evident."** | **Recommendation will be made for more use of the library for literature instruction.**<br><br>**Demonstrating several times throughout the semester how to use Montgomery College Library databases to access journals and multimedia resources would be helpful.**<br><br>**Comparing and contrasting literary criticisms obtained through the library databases with online "reviews" and "advertisements" on Amazon or GoodReads or Google (for specific literary texts read in class) would be interesting as well as helpful for students.**<br><br>**Another recommendation for faculty would be to progressively increase the number of secondary sources to be integrated into assignments as the course progresses.** | **Shweta Sen**<br><br>**Jill Kronstadt** |
| **(REQ) Written Communication**<br>**Criteria: Content, Organization, Style and Expression, Mechanics, and Academic Integrity (Oral Communication is optional; hence not all faculty have submitted data on this competency)** | **With close to 84% of students rated "proficient" or "advanced," students overall scored quite highly in this category. Only 9.8% of the students were rated under "novice" or "not evident."** | **Using effective and clear grading rubrics, giving students feedback on their writing and showing them samples of good student writing models are good techniques for showing what sorts of expectations we have for written communication at the 200 level.** | **Shweta Sen**<br><br>**Jill Kronstadt** |
| **(REQ) Technological Competency**<br>**Criteria: Content** | **Over 94% of students were rated "advanced" or "proficient" in this category, and only 5.3% came under the "novice" or "not evident" category.** | **Since the number of students rated as "novice" in this category is so small, faculty can provide some assistance and guidance to individual students during faculty office hours.** | |
| | | | |
| | | | |

**ADDITIONAL COMMENTS**

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

Shweta Sen (Literature Coordinator-Rockville), Jill Kronstadt (Literature Coordinator-Germantown), Ellen Olmstead (Department Chair-Takoma Park/Silver Spring), Joseph Couch, Michael LeBlanc, and Literature Committee faculty members.

**Dean Approval**                                      **Submission Date**

_____          _____

# General Education
# Course Reflection on Assessment Results

Submit completed form by **September 30th** to to [Outcomes@montgomerycollege.edu](mailto:Outcomes@montgomerycollege.edu) or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:**  FREN 101 – Elementary French I

**Dean:** Tony Hawkins

**Distribution Area:** Humanities

**Date:**  8/26/14

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | **Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc.** | **What common course action (s) will be taken to improve student success in competency?** | **Contact person for Planned Actions** |
| *Critical Analysis and Reasoning* | In the areas of *Identification & Explanation of Issues, Analysis and Evaluation and Conclusions*, 85% & 88% of students assessed scored respectively between advanced and proficient. These results show that students could differentiate between fact and opinion and present basic facts on a given topic in regards to who, what, when, where, why.  These results also show that in the same areas, between 11.6% to 14.5% students scored at a novice level, displaying a superficial analysis of sources. | Students were successful in this competency. For the small minority at risk of not meeting this competency there could be a more guided checklist to help these students identify and analyze content. | **Cristina Butler** |
| *Information Literacy* | In the *Information Literacy* competency, the results show that in the areas of *Know* and *Content*, 51.5% and 54% of students, respectively, scored in the advanced level.  In the same area, 39.4% and 38.2% scored as proficient.  These results show that students can develop, and revise a plan to complete a research for their cultural presentation.  Also, it shows that students can articulate a research question appropriate for their cultural | Students were successful in this competency. For the small minority at risk of not meeting this competency there could be more trainings offered during the semester. | **Cristina Butler** |

| | | | |
|---|---|---|---|
| | presentation. Although relatively small, but still concerning, a small percentage of students (up to 3.7%) showed inability to evaluate information for objectivity, currency, validity or relevance. | | |
| *Written Communication* | In the *Written Communication* competency, most students assessed scored between advanced and proficient in the areas of *Academic Integrity, Content, Mechanics, Organization, Style and Expression.* Specifically, in the areas of *Mechanics, Organization and Style* and *Expression* the data shows that students are following standard written target language conventions and generally avoiding grammatical and orthographic errors that distract the reader and that students can generally follow organizational requirement expectations for written assignment. The minority, averaging 14%, displays novice skills in these areas showing that these students are meeting simplistically the same expectations or have unclear central ideas or thesis. In the area of *Mechanics* a very small percentage of students have significant errors in the grammar and or commit plagiarism. | Students were successful in this competency. | **Cristina Butler** |
| *Oral Communication* | In the *Oral Communication* competency, most students scored between advanced and proficient in the *Academic Integrity* and *content* areas, showing that students use appropriate academic sources and follow correct practices to document them. In the same areas, 13% of students scored as novice and .9% as not evident. The results of the *content* area show that the majority of students can adhere to the requirements of content of the cultural presentation.<br><br><span style="color:red">While all of the markers present in the rubric assessed an aspect of the student's ability to communicate orally, none assessed directly the ability of the student to articulate in the target</span> | <span style="color:red">Add a marker in our internal cultural project rubrics to correctly assess the ability of students to communicate in target language, particularly the accuracy of vocabulary and basic language structures. This distinction can give us a more correct assessment of students' target language fluency.</span> | **Cristina Butler** |

| | | | |
|---|---|---|---|
| | language. | | |
| *Arts and aesthetic awareness* | Not a marker currently assessed | Not a marker currently assessed | |
| *Personal , Social and Civic Responsibilities* | Not a marker currently assessed | Not a marker currently assessed | |

**ADDITIONAL COMMENTS**

| |
|---|
| |

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

| |
|---|
| Cristina Butler, Sharon Fechter, Christina Gentile, Ivonne Bruneau-Botello, Shelley Jones, Raúl Basulto, Kately Demougeot, Carla Naranjo, Elvira Luna. |

**Dean Approval**                                                                 **Submission Date**

**Tony D. Hawkins**                                                              **October 2, 2014**

# General Education
# Course Reflection on Assessment Results

Submit completed form by **September 30th** to to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:** FREN 102 – Elementary French II

**Dean:** Tony Hawkins

**Distribution Area:** Humanities

**Date:** 9/8/14

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | **Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc.** | **What common course action (s) will be taken to improve student success in competency?** | **Contact person for Planned Actions** |
| *Critical Analysis and Reasoning* | In the areas of *Identification & Explanation of Issues, Analysis and Evaluation and Conclusions*, 61.3% and35.5% of students assessed scored respectively between advanced and proficient. These results show that students could differentiate between fact and opinion and present basic facts on a given topic in regards to who, what, when, where, why.  These results also show that in the same areas, 2% of students scored at a novice level.  There was no data provided for the criteria *not evident*. | Students were successful in this competency. For the small minority at risk of not meeting this competency there could be a more guided checklist to help these students identify and analyze content. | **Cristina Butler** |
| *Information Literacy* | In the *Information Literacy* competency, the results show that the majority of students scored between advanced and proficient. These results show that students can develop and revise a plan to complete a research for their cultural presentation.  Also, it shows that students can articulate a research question appropriate for their cultural presentation. Furthermore, students can determine the availability of and gather the appropriate source materials.  In the areas of *Access, Ethics* | Students were successful in this competency. For the small minority at risk of not meeting this competency there could be more trainings offered during the semester. | **Cristina Butler** |

| | and ability (or limited guidance → proficient), students can demonstrate critical evaluation of the information found for relevance, currency, objectivity and validity.<br>Although relatively small, but still concerning, a small percentage of students (up to 6.1%) showed inability to evaluate information for objectivity, currency, validity or relevance. | | |
|---|---|---|---|
| *Written Communication* | In the *Written Communication* competency, most students assessed scored between advanced and proficient in the areas of *Academic Integrity, Content, Mechanics, Organization, Style and Expression.* Specifically, in the areas of *Mechanics, Organization and Style* and *Expression* the data shows that students are following standard written target language conventions and generally avoiding grammatical and orthographic errors that distract the reader and that students can generally follow organizational requirement expectations for written assignments. The minority, averaging 5%, displays novice skills in these areas showing that these students are meeting simplistically the same expectations or have unclear central ideas or thesis. In the area of *Mechanics* a very small percentage of students have significant errors in the grammar and or commit plagiarism. | Students were successful in this competency. | **Cristina Butler** |
| *Oral Communication* | In the *Oral Communication* competency, most students scored between advanced and proficient in the *Academic Integrity* and *content* areas, showing that students use appropriate academic sources and follow correct practices to document them. In the same areas, 3.2% of students scored as novice. The results of the *content* area show that the majority of students can adhere to the requirements of content of the cultural presentation.<br><br><span style="color:red">While all of the markers present in the rubric assessed an aspect of the student's ability to communicate orally, none assessed directly the</span> | <span style="color:red">Add a marker in our internal cultural project rubrics to correctly assess the ability of students to communicate in target language, particularly the accuracy of vocabulary and basic language structures. This distinction can give us a more correct assessment of students' target language fluency.</span> | **Cristina Butler** |

| | | | |
|---|---|---|---|
| | ability of the student to articulate in the target language. | | |
| *Arts and aesthetic awareness* | Not a marker currently assessed | Not a marker currently assessed | |
| *Personal , Social and Civic Responsibilities* | Not a marker currently assessed | Not a marker currently assessed | |

**ADDITIONAL COMMENTS**

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

Cristina Butler, Sharon Fechter, Christina Gentile, Ivonne Bruneau-Botello, Shelley Jones, Raúl Basulto, Kately Demougeot, Carla Naranjo, Elvira Luna-Escudero

**Dean Approval**                                                        **Submission Date**

**Tony D. Hawkins**                                                        **October 2, 2014**

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30th** to to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:  Fren 201**

**Dean: Tony Hawkins**

**Distribution Area: World Languages**

**Date:  9-8-14**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | Contact person for Planned Actions |
| ***Based on course assessments almost all of the students for 201 are advanced students.*** | **Oral communication: this area needs more attention.**<br><br>**Written communication is the area needing the most attention.** | **For the oral, maybe create more assignments, exposing students to oral communication like cinema, media, critical analysis and reading.     For the written part maybe more home assignments researching in French media and publications. More entertaining  assignments related to the home research assignments( news events, cultured events, political cartons, French jokes, French music,** | **Kately Demougeot** |

| | | etc. | |
|---|---|---|---|
| | | | |

**ADDITIONAL COMMENTS**

| |
|---|
| |

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

| |
|---|
| **Kately Demougeot; Maria Elvira Luna de Escudero** |

**Dean Approval**                                             **Submission Date**

**Tony D. Hawkins, Ph.D.**                                   **October 2, 2014**

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30<sup>th</sup>** to to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:  Fren 201**

**Dean: Tony Hawkins**

**Distribution Area: World Languages**

**Date:  1-5-15 (Revised)**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | Contact person for Planned Actions |
| **Oral communication:**  **Based on course assessments almost all of the students for 201 are advanced students.** | **The data show that this area needs more attention in the areas of delivery and interpersonal skills in order to move more students to the advanced level, although most were deemed to be proficient.**  **.** | **Create more assignments, exposing students to oral communication like cinema, media, critical analysis and reading.** | **Kately Demougeot/Maria Elvira Luna de Escudero** |
| **Critical Analysis and Reasoning** | **This is an area where the majority of students were deemed to be advanced.** | **Given the advanced level in this class, this is a reasonable outcome.** | |

| | | | |
|---|---|---|---|
| **Information Literacy** | **Most students were deemed to be advanced in this area, although only 77% were deemed to be advanced in the area of ethics.** | **Require that students have explicit instruction on academic integrity and plagiarism, perhaps through the library tutorial.** | **Kately Demougeot/Maria Elvira Luna de Escudero** |
| **Written communication** | **The data clusters students in the proficient to advanced range, with mechanics being the area requiring the most attention.** | **Hold specific sessions on mechanics, perhaps through tutoring. Revise current assignments to include research in French media and publications and include a rubric for mechanics. Create more engaging assignments related to the research.** | **Kately Demougeot/Maria Elvira Luna de Escudero** |
| | | | |

**ADDITIONAL COMMENTS**

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

**Kately Demougeot; Maria Elvira Luna de Escudero; Sharon Fechter**

**Dean Approval**                                   **Submission Date**

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30th** to to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:  French 202**

**Dean: Tony Hawkins**

**Distribution Area: World Languages**

**Date:   (Revised)**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | Contact person for Planned Actions |
| **Oral communication:** | The data shows that almost all of these students were deemed to be advanced. | Given the advanced level in this class, this is a reasonable outcome. | **Kately Demougeot** |
| **Critical Analysis and Reasoning** | The data shows that almost all of these students were deemed to be advanced. | Given the advanced level in this class, this is a reasonable outcome. | **Kately Demougeot** |

| Information Literacy | The data shows that almost all of these students were deemed to be advanced. | Given the advanced level in this class, this is a reasonable outcome. | **Kately Demougeot** |
|---|---|---|---|
| **Written communication** | The data shows that almost all of these students were deemed to be advanced. | Given the advanced level in this class, this is a reasonable outcome. | **Kately Demougeot** |
| | | | |

**ADDITIONAL COMMENTS**

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

**Kately Demougeot.**

**Dean Approval**                                    **Submission Date**

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30th** to to [Outcomes@montgomerycollege.edu](Outcomes@montgomerycollege.edu) or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:  French 207**

**Dean: Tony Hawkins**

**Distribution Area: World Languages**

**Date:  (Revised)**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | Contact person for Planned Actions |
| **Oral communication:** | The data shows that almost all of these students were deemed to be advanced. | Given the advanced level in this class, this is a reasonable outcome. Provide some additional oral communication assignments to bring the proficient students up to the advanced level. | **Kately Demougeot/Maria Elvira Luna de Escudero** |
| **Critical Analysis and Reasoning** | The data shows that almost all of these students were deemed to be advanced. | Given the advanced level in this class, this is a reasonable outcome. Provide some additional critical analysis and reasoning assignments to bring the proficient students up the advanced level. | **Kately Demougeot** |

| Information Literacy | The data shows that almost all of these students were deemed to be advanced. | Given the advanced level in this class, this is a reasonable outcome. Provide some additional instruction on information literacy, perhaps using a library tutorial. | Kately Demougeot/Maria Elvira Luna de Escudera |
| --- | --- | --- | --- |
| Written communication | The data shows that almost all of these students were deemed to be advanced. | Given the advanced level in this class, this is a reasonable outcome.  Provide some additional written communication assignments, especially research assignments, to bring the proficient students up to the advanced level. | Kately Demougeot/Maria Elvira Luna de Escudera |
| | | | |

**ADDITIONAL COMMENTS**

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

**Kately Demougeot.**

**Dean Approval**                                                                      **Submission Date**

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30th** to to [Outcomes@montgomerycollege.edu](Outcomes@montgomerycollege.edu) or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

Course:  French 208

Dean: Tony Hawkins

Distribution Area: World Languages

Date:  (Revised)


## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | Contact person for Planned Actions |
| **Oral communication:** | The data shows that almost all of these students were deemed to be advanced. | Given the advanced level in this class, this is a reasonable outcome. Provide some additional oral communication and language lab assignments to bring the proficient student up to the advanced level. | **Kately Demougeot/Maria Elvira Luna de Escudero** |
| **Critical Analysis and Reasoning** | The data shows that almost all of these students were deemed to be advanced. | Given the advanced level in this class, this is a reasonable outcome. Provide some additional critical analysis and reasoning assignments to bring the proficient student up the advanced level. | **Kately Demougeot** |

| | | | |
|---|---|---|---|
| **Information Literacy** | The data shows that almost all of these students were deemed to be advanced. | Given the advanced level in this class, this is a reasonable outcome. Provide some additional instruction on information literacy, perhaps using a library tutorial. | **Kately Demougeot/Maria Elvira Luna de Escudera** |
| **Written communication** | The data shows that almost all of these students were deemed to be advanced. | Given the advanced level in this class, this is a reasonable outcome.  Provide some additional written communication assignments, especially research assignments, to bring the proficient student up to the advanced level. | **Kately Demougeot/Maria Elvira Luna de Escudera** |
| | | | |

**ADDITIONAL COMMENTS**

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

**Kately Demougeot.**

**Dean Approval**                                    **Submission Date**

# General Education
## Course Reflection on Assessment Results
Submit completed form by **September 30th** to to [Outcomes@montgomerycollege.edu](Outcomes@montgomerycollege.edu) or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:   German 101**

**Dean: Hawkins**

**Distribution Area: Humanities**

**Date: September 8, 2014**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | **Contact person for Planned Actions** |
| *Arts and Aesthetic Awareness* | **This was not a required area, but was assessed by some.  The art of individual cultures is part of the cultural curriculum.  The majority of the students were deemed to be proficient.** | **The discipline may want to specify what student output speaks to this category.** | **Sharon Fechter** |
| *Information Literacy* | **100% of the students were deemed to be proficient or advanced, which was a strength.  Ideally, this outcome will be evident in future assessments.** | **Work through the WL department to plan workshops on information literacy through the library or language lab as the need arises.** | **Sharon Fechter** |
| *Technological Competency* | **89% of the students were deemed to be proficient or advanced.  While this is a strong outcome, 11% were still novices.** | **Work through the WL department to plan workshops on technological competence through the library or language to bring more students to the proficient range.** | **Sharon Fechter** |

| | | | |
|---|---|---|---|
| *Written Communication* | Overall findings were very positive, especially in the areas of academic integrity, organization, and style. Content and mechanics were a bit less strong, with 11% of the students deemed to be novice. | Focus composition lessons on content and mechanics. | Sharon Fechter<br><br>For the German Faculty |
| *Oral Communication did not come out in the data received.* | | | |
| *Personal, Social, and Civic Responsibilities* | This was not a required area, but was assessed by some.  These concepts are often addressed in the cultural material. The majority (75%) of the students were deemed to be proficient and 25% were advanced. | The discipline may want to specify what student output speaks to this category. | Sharon Fechter |

**ADDITIONAL COMMENTS**

| |
|---|
| |

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

| |
|---|
| Gentile, Fechter, White, Elder:  Primary<br>Basulto, Bruneau-Botello, Butler, Demougeot, Lima, Luna-Escudero, Jones, Naranjo |

**Dean Approval**                                                                            **Submission Date**

**Tony D. Hawkins, Ph.D.**                                                      **October 2, 2014**

# General Education
## Course Reflection on Assessment Results
Submit completed form by **September 30th** to to <u>Outcomes@montgomerycollege.edu</u> or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:   German 201**

**Dean: Hawkins**

**Distribution Area: Humanities**

**Date: September 8, 2014; Revised 1/7/15**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | **Contact person for Planned Actions** |
| *Arts and Aesthetic Awareness* | **This was not a required area, but was assessed by some.  The art of individual cultures is part of the cultural curriculum.  An important strengthe here is that 100% of the students were deemed to be advanced, which speaks to the higher level of this class and the required cultural component.** | **The discipline may want to specify what student output speaks to this category. Maintain the required cultural component.** | **Sharon Fechter** |
| *Information Literacy* | **100% of the students were deemed to advanced, which was a strength. Ideally, this outcome will be evident in future assessments.** | **Work through the WL department to plan workshops on information literacy through the library or language lab as the need arises to maintain this strength.** | **Sharon Fechter** |
| *Technological Competency* | **Results were not included on the data** | | |

| | | | |
|---|---|---|---|
| | sheet. | | |
| *Written Communication* | Overall findings were very positive with 100% of the students being deemed as advanced in all areas, including mechanics. | Work with the German faculty to ensure that the assessment is being graded accurately.  Test the rubric for inter-rater reliability. | **Sharon Fechter**<br><br>**For the German Faculty** |
| *Oral Communication* | 100% were deemed advanced. | Work with the German faculty to ensure that the assessment is being graded accurately.  Test the rubric for inter-rater reliability. | **Sharon Fechter**<br><br>**For the German Faculty** |
| *Personal, Social, and Civic Responsibilities* | This was not a required area, but was assessed by some.  These concepts are often addressed in the cultural material. 100% were deemed to be advanced. | The discipline may want to specify what student output speaks to this category. | **Sharon Fechter** |

**ADDITIONAL COMMENTS**

This was clearly a very competent class.   Work to ensure continued high levels of performance.

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

Gentile, Fechter, White:  Primary
Basulto, Bruneau-Botello, Butler, Demougeot, Gentile, Lima, Luna-Escudero, Jones, Naranjo

**Dean Approval**                                                                                      **Submission Date**

_____          _____

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30th** to to [Outcomes@montgomerycollege.edu](mailto:Outcomes@montgomerycollege.edu) or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:  HS112 (HIST112) Women in World History**

**Dean:  Tony Hawkins**

**Distribution Area:  Humanities**

**Date: October 19, 2014**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | **Contact person for Planned Actions** |
| *Critical Analysis and Reasoning* | **87% of the students were deemed to be advanced (26.7%) or proficient (60%) while 13% were considered to be novice.** | **More efforts to educate students to distinguish facts from opinions and/or conclusions, and to view events from a variety of perspectives.** | **Shuping Wan** |
| *Information Literacy* | **The majority of the students (roughly 87%) demonstrated advanced or proficient ability in information access/evaluation/knowledge/use. 13.3% of the total respondents failed to demonstrate any competence in the access/evaluation/knowledge/use of information.  There was no evidence for information ethics.** | **More use of primary and secondary sources to facilitate  students to synthesize information from a variety of sources, and to draw inferences from historical evidence** | **Shuping Wan** |

| | | | |
|---|---|---|---|
| *Technological Competency* | **Two students failed to demonstrated advanced or proficient ability in technological competency.** | **Incorporation of technology into assignments.** | **Shuping Wan** |
| *Written Communication* | **The vast majority of the students (93%) demonstrated advanced or proficient ability in academic integrity; no evidence for one student. While 93% of the students demonstrated advanced or proficient competency in content/mechanics/organization/style and expression of writing, only 28.6% (4 students) demonstrated advanced ability in organization. One student (7%) failed to demonstrate any competence in written communication.** | **More clarification and guidance of the written assignments to increase the percentage of advanced competency and to help underperforming students move to an upper level; more education on academic integrity and plagiarism.** | **Shuping Wan** |
| *Arts and Aesthetic Awareness* | **No evidence available.** | | **Shuping Wan** |
| *Oral Communication* | **No evidence available.** | | **Shuping Wan** |

**ADDITIONAL COMMENTS**

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

**Shuping Wan**

**Dean Approval**                                    **Submission Date**

**Tony D. Hawkins, Ph.D.**                           **October 22, 2014**

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30th** to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:   HS 114: World In the Twentieth Century**

**Dean: Tony Hawkins**

**Distribution Area: Humanities**

**Date:  10/19/2014**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | **Contact person for Planned Actions** |
| *Critical Analysis and Reasoning* | **More than 70 percent of students were deemed advanced or proficient. Less than 2 percent did not display evidence of competency in Analysis and Evaluation or Identification and Explanation of Issues.** | **Faculty will develop an activity to help students practice interpreting historical sources, helping them gain greater proficiency in this area.** | **Michelle Moran** |
| *Information Literacy* | **More than 72 percent of students were deemed advanced or proficient in most areas; one striking anomaly was the close to 50 percent identified as having failed to display evidence of Ethics.** | **Lessons on information literacy with a particular focus on plagiarism and proper citation will be expanded, working through the Library as needed.** | **Michelle Moran** |
| *Technological Competency* | **Only 42 percent demonstrated proficiency in this competency, with** | **Workshop on technical competency may be developed through the Library and** | **Michelle Moran** |

| | | |
|---|---|---|
| | almost half of the surveyed students identified as not displaying evidence of technological competency. Instrument may need to be adjusted to better test this competency. | ELITE for Distance Learning students. | |
| *Written Communication* | More than 75 percent of students achieved advanced or proficient status in this area, though more than 23 percent demonstrated weakness in the area of academic integrity. | Faculty will continue to provide frequent opportunities to practice written communication throughout the semester through writing assignments and essay questions on exams. Lessons focused on plagiarism and proper citation will be expanded. | Michelle Moran |
| *Oral Communication* | This competency was not required. | | |
| *Personal, Social, and Civic Responsibilities* | This was an optional competency, but the overwhelming major displayed proficiency in this area. | Further discussion among faculty to determine ways in which students can draw connections between course content and individual behavior will be encouraged. | Michelle Moran |

**ADDITIONAL COMMENTS**

| |
|---|
| |

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

| |
|---|
| Mary Furgol, Shuping Wan, Kelly Rudin, Michelle Moran |

**Dean Approval**                                           **Submission Date**

**Tony D. Hawkins, Ph.D.**                                  **October 22, 2014**

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30th** to to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:   HIST 146 (quondam 186):  The Ancient World**

**Dean: Hawkins**

**Distribution Area: Humanities**

**Date:  10/20/2014**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | **Contact person for Planned Actions** |
| Critical Analysis and Reasoning | **Test essays and primary source analyses are used; these are required elements but have mixed results.  Some difficulties in evaluating primary sources for merit and extrapolating information.  Tests show more strength in comparative analysis.  Still, generally encouraging, vindicating course design.** | **Perhaps more in class examples of parsing and analyzing a primary source.  One instructor has changed textbook.** | **Stumpf** |
| Information Literacy | **Access to online material was not a problem.  The application of the material to the questions and the evaluation of the material was uneven.** | **As above.  More refined questions and in class demonstrations might be called for.** | **Stumpf** |
| Technological Competency | **Students are generally proficient at access of materials online and with** | **Alternative models for research projects involving computer applications are** | **Stumpf** |

| | general word processing software. | certainly possible and to be explored, but not mandated. | |
|---|---|---|---|
| Written Communication | **Content can be good and expressions sometimes insightful and powerful, but the majority of students are limited by organizational and grammatical problems. Thankfully, no appreciable plagiarism.** | **More written assignments will further reveal the nature of the problem, but the problems are endemic: the culture that writes less, writes worse. A grammatical style sheet is probably necessary even for a class that requires no formal paper.** | **Stumpf** |
| | | | |
| | | | |

**ADDITIONAL COMMENTS**

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

**Stumpf**

**Dean Approval**

**Tony D. Hawkins, Ph.D.**

**Submission Date**

October 22, 2014

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30th** to to [Outcomes@montgomerycollege.edu](mailto:Outcomes@montgomerycollege.edu) or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:   HIST 147 (quondam 151):  History of Europe from the Fall of Rome to the Seventeenth Century**

**Dean: Hawkins**

**Distribution Area: Humanities**

**Date:  10/20/2014**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | **Contact person for Planned Actions** |
| Critical Analysis and Reasoning | **Broad surveys can make it difficult to digest information but general analysis of historic trends and of primary source material is encouraging.  Texts and course design adequate, but lack of writing background shows.** | **Supplement of instruction with oral component likely bolsters overall reception of material.  Continued engagement with primary source material is nonnegotiable.  Critical analysis of sources and theories in classroom setting will continue to help.** | **Stumpf** |
| Information Literacy | **Numbers are generally proficient, but there is always room for improvement. Access to material is good.  Objective evaluation of material is less so.  Some students appear to still have difficulties in utilizing, without plagiarizing, the work of others.** | **Short methodological assignments or demonstrations in class, of the evaluation of material from varying formats might be helpful.  Perhaps use of a library tutorial?** | **Stumpf** |

| Technological Competency | Not extensively applied, but students must be able to access online material and basic processing software.  A surprisingly low score considering. | Perhaps increased emphasis on online material, as well as typed instead of handwritten. | **Stumpf** |
|---|---|---|---|
| Written Communication | Generally higher assessment in grammar and style than in companion class (146) for reasons that are unclear: the class may be self-selected to a greater extent or draw on 146 students who are more familiar with the types of writing and assignments. | As a general rule, writing across the board can be improved in both content and style. Further assignments, varying the nature of the assignments, demonstrating, either in class or via hand-out, clear effective writing, might all be worthwhile options. The Writing Center should be on the shortlist. | **Stumpf** |
| Oral Communication | Optional, but can be revelatory, and possibly no greater motivator to study. Results are largely in the novice level, but this is to be expected.  Oral testing is rare these days. | Probably deserves wider application, but the grades would probably suffer. | **Borkman** |
|  |  |  |  |

**ADDITIONAL COMMENTS**

| **Sample size is small for the Oral Communication component.** |
|---|

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

| **Stumpf, Borkman** |
|---|

**Dean Approval**                                          **Submission Date**

**Tony D. Hawkins, Ph.D.**                                 **October 22, 2014**

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30th** to to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:   HS 161**

**Dean: Hawkins**

**Distribution Area: Humanities**

**Date:  10/20/14**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | **Contact person for Planned Actions** |
| *Critical analysis and Reasoning* | **The majority were deemed advanced or proficient.** | - **Continued emphasis on assignments and exams that require analytic skills.** | **Borkman** |
| *Information Literacy* | **The majority were deemed advanced or proficient.** | **-increased coordination with library, continued use of assignments that expand skills in this area.** | **Borkman** |
| *Technological Competency* | **The vast majority were deemed proficient or advanced.** | **-incorporation of assignments that further technological skills.** | **Borkman** |
| *Written Competency* | **The majority were deemed proficient or advanced in this category.** | **-continued emphasis on assignments and exams that require college level writing skills.** | **Borkman** |

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |

**ADDITIONAL COMMENTS**

|  |
|--|
|  |

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

| **Borkman** |
|--|
|  |

**Dean Approval**                                                         **Submission Date**

**Tony D. Hawkins, Ph.D.**                                          **October 22, 2014**

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30th** to to [Outcomes@montgomerycollege.edu](mailto:Outcomes@montgomerycollege.edu) or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:   HIST 120/now 205:  Technology and Culture in the Western World**

**Dean: Tony Hawkins**

**Distribution Area:  Humanities**

**Date:  10/20/2014**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | **Contact person for Planned Actions** |
| Critical Analysis and Reasoning | **This is required in short answers and essays on the exams and in a research paper.  Generally the material was good if not stellar** | **Examples of critical analysis/reasoning in the course of lecture are probably helpful and should, where time allows, be multiplied.** | **Stumpf** |
| Information Literacy | **Research for paper inevitably involves the internet.  Students appear to be familiar with accessing a variety of clearinghouse websites (ask.com; Wikipedia, etc); but evaluating the strengths and weaknesses of these and researching databases and accessing peer reviewed journals is still a problem.  Ethics issues are flagged by the temptations to plagiarize or else** | **An ongoing problem.  It  may be necessary to dictate in future that specific sources or types of sources are to be used.  Either a class exercise on plagiarism or a library workshop is probably required.  It might also be of use to look into other library programs on evaluating online material.** | **Stumpf** |

| | | | |
|---|---|---|---|
| | inability to recognize plagiarism. | | |
| Technological Competency | Generally fine, but (as above), perhaps more work with databases needed. | Perhaps stipulate that a certain database is to be used for the research paper. | Stumpf |
| Written Communication | Although paper/essay content is proficient, it is plain that many of the students have difficulty with grammar and syntax, citation and organization. Some of this is doubtless because of English being a second language for some students; I wonder if this particular course draws more heavily than History courses normally do on STEM students whose writing skills are perhaps not as well practiced. | Another ongoing problem. Some kind of style sheet will probably be necessary for the paper, and perhaps a mandated trip to the Writing Center. Grading drafts for grammar/syntax would probably be prohibitively time consuming. Still, this will not alter the quality of test essays. | Stumpf |
| | | | |
| | | | |

**ADDITIONAL COMMENTS**

Some fundamental problems with writing skills. I worry that these are not being required or graded vigorously enough at younger ages. So much of this is remedial. Concerning the data, it's notable that the sample is quite small (12).

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

Joseph Stumpf

**Dean Approval**                                    **Submission Date**


**Tony D. Hawkins, Ph.D.**                           **October 22, 2014**

# General Education
## Course Reflection on Assessment Results
Submit completed form by **September 30th** to to [Outcomes@montgomerycollege.edu](Outcomes@montgomerycollege.edu) or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:   HS207 (HIST240) East Asian Civilization**

**Dean:  Tony Hawkins**

**Distribution Area:  Humanities**

**Date: October 19, 2014**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | **Contact person for Planned Actions** |
| *Critical Analysis and Reasoning* | **The majority of the students were deemed to be advanced (45.8%) or proficient (33.3%) while 20.8% were considered to be novice.** | **More efforts to educate students to distinguish facts from opinions and/or conclusions, and to view events from a variety of perspectives; more guidance for underperforming students.** | **Shuping Wan** |
| *Information Literacy* | **The majority of the students (roughly 87.5%) demonstrated advanced or proficient ability in information access/evaluation/knowledge/use. 12.5% (3 students) of the total respondents  failed to demonstrate any competence in the access/evaluation/knowledge/use/ethics of information.** | **More use of primary and secondary sources to facilitate students to synthesize information from a variety of sources, and to draw inferences from historical evidence.** | **Shuping Wan** |

| | | | |
|---|---|---|---|
| *Technological Competency* | **16.7% (4 students) failed to demonstrated technological competency.** | **Incorporation of technology into assignments.** | **Shuping Wan** |
| *Written Communication.* | **The majority of the students (86.4%) demonstrated advanced (50%) or proficient (36.4) ability in writing.  3-4 students (13.6%-18.2%) failed to demonstrate competence in written communication.** | **More clarification and guidance of the written assignments to increase the percentage of advanced competency and to help underperforming students move to an upper level; more education on academic integrity and plagiarism.** | **Shuping Wan** |
| *Arts and Aesthetic Awareness* | **No evidence available.** | | **Shuping Wan** |
| *Oral Communication* | **No evidence available.** | | **Shuping Wan** |

**ADDITIONAL COMMENTS**

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

**Shuping Wan**

**Dean Approval**                                                    **Submission Date**

**Tony D. Hawkins, Ph.D.**                                    **October 22, 2014**

# General Education
## Course Reflection on Assessment Results
Submit completed form by **September 30<sup>th</sup>** to to [Outcomes@montgomerycollege.edu](Outcomes@montgomerycollege.edu) or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:  HS208 (HIST250) Modern Asia**

**Dean:  Tony Hawkins**

**Distribution Area:  Humanities**

**Date: October 19, 2014**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | **Contact person for Planned Actions** |
| *Critical Analysis and Reasoning* | **83% of the students were deemed to be advanced (57.1%) or proficient (25.7%) while 17.1% (6 students) were considered to be novice.** | **More efforts to educate students to distinguish facts from opinions and/or conclusions, and to view events from a variety of perspectives; more guidance for underperforming students.** | **Shuping Wan** |
| *Information Literacy* | **The majority of the students (roughly 83%) demonstrated advanced or proficient ability in information access/evaluation/knowledge/use.** | **More use of primary and secondary sources to facilitate  students to synthesize information from a variety of sources, and to draw inferences from historical evidence** | **Shuping Wan** |
| *Technological Competency* | **Only one student (2.9%) failed to demonstrated advanced or proficient ability in technological competency.** | **Incorporation of technology into assignments.** | **Shuping Wan** |

| | | | |
|---|---|---|---|
| *Written Communication* | **While the majority of the students demonstrated advanced or proficient ability in academic integrity (89%), content (83%), mechanics (83%), and style/expression (85.8), 7 students (20%) failed to demonstrate proficient ability in organization.** | **More clarification and guidance of the written assignments to increase the percentage of advanced competency and to help underperforming students move to an upper level; more education on academic integrity and plagiarism; more guidance for students whose mother tongue is not English.** | **Shuping Wan** |
| *Arts and Aesthetic Awareness* | **No evidence available.** | | **Shuping Wan** |
| *Oral Communication* | **No evidence available.** | | **Shuping Wan** |

**ADDITIONAL COMMENTS**

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

**Shuping Wan**

**Dean Approval**                                              **Submission Date**

**Tony D. Hawkins, Ph.D.**                                    **October 22, 2014**

# General Education
## Course Reflection on Assessment Results
Submit completed form by **September 30<sup>th</sup>** to to [Outcomes@montgomerycollege.edu](mailto:Outcomes@montgomerycollege.edu) or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:  HS217/HIST**

**Dean: Tony Hawkins**

**Distribution Area: Humanities**

**Date:  10/15/2014**

## REVIEW OF STRENGHTS (sic - STRENGTHS), WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | **Contact person for Planned Actions** |
| *Critical Analysis and Reasoning* | **In this assignment, 100% of the students were deemed proficient or advanced** | **The timing of this assignment seems to be working well – it comes towards the end of the course when students have built up their skills by completing a sequence of writing and thinking assignments** | **Mary Furgol** |
| *Information Literacy* | **In this assignment, 100% of the students were deemed proficient or advanced** | **Again, the timing of this assignment seems to be working well – it comes towards the end of the course when students have built up their skills by completing a sequence of assignments that require research/use of sources** | **Mary Furgol** |
| *Technological Competency* | **In this assignment, 100% of the students were deemed proficient or advanced** | **Again, the timing of this assignment seems to be working well – it comes towards the end of the course when students have** | **Mary Furgol** |

| | | built up their skills by completing a sequence of assignments that encourage, for example, the development of their own websites | |
|---|---|---|---|
| *Written Communication* | In this assignment, 100% of the students were deemed proficient or advanced as regards academic integrity, content, and organization; 90% attained this in mechanics and style and expression | Again, the timing of this assignment seems to be working well – it comes towards the end of the course when students have built up their skills by completing a sequence of writing and thinking assignments. Encourage more use of the Writing Center early in the semester for students who have demonstrated weaknesses in mechanics and style | Mary Furgol |
| | | | |
| | | | |

**ADDITIONAL COMMENTS**

From an educational measurement perspective, it is difficult to extrapolate with any accuracy the strengths and weaknesses and formulate action plans from the data. The latter does not indicate the degree to which students may have changed as the semester progressed nor the degree of engagement by way of attendance in class and the study of course material by the students. Such an instrument would be much more complex, but would yield more useful evidence – currently we have a very blurry snapshot of a moment in time which we are being asked to assume is in perfect focus and can provide the next frame in the film. Also, inherent in the way this course reflection is framed is an assumption that any lack of advanced and proficient (or perhaps just advanced?) can be addressed through 'actions' on the part of the instructors

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

**Mary Furgol, Edward Furgol**

**Dean Approval**                                                          **Submission Date**

**Tony D. Hawkins, Ph.D.**                                                **October 22, 2014**

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30ᵗʰ** to to [Outcomes@montgomerycollege.edu](mailto:Outcomes@montgomerycollege.edu) or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:  HS 219 (now HIST 260)**

**Dean:**

**Distribution Area:**

**Date:**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | **Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc.** | **What common course action (s) will be taken to improve student success in competency?** | **Contact person for Planned Actions** |
| *Critical Analysis and Reasoning* | **Students in this more focused class seemed to be faring well.** | **Faculty should devote more stress to the analysis of primary sources** | **Lee Annis** |
| *Information Literacy* | **Fifty percent of our students were proficient; fifty percent were novices. Many of our students need help finding information both online and in libraries** | **Faculty should devote more time to stressing the importance of sound primary and secondary sources and where and how to find them.** | **Lee Annis** |
| *Technological Competency* | **Our students are very well trained technologically.** | **Faculty should continue to monitor student performance here, but there is no need for HIST faculty to institute anything new,** | **Lee Annis** |
| *Written Communication* | **Data for this class indicate that many of our students even in this advanced class** | **Consistent with Writing Across the Curriculum program initiated many years** | **Lee Annis** |

| | fared worst in all of the competencies we measured | ago, faculty teaching this course should require one or more writing assignments as part of the course. | |
|---|---|---|---|
| | | | |
| | | | |

**ADDITIONAL COMMENTS**

<br>

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

<br>

**Dean Approval**                                                                 **Submission Date**

**Tony D. Hawkins, Ph.D.**                                              **October 23, 2014**

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30th** to to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:   HIST 262 (quondam 225):  The History of England from 55 BC to 1688.**

**Dean: Hawkins**

**Distribution Area: Humanities**

**Date:  10/20/2014**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | **Contact person for Planned Actions** |
| Critical Analysis and Reasoning | **Assessment at a generally higher level than Western Civ classes.  Increased depth of subject matter and corresponding text challenge students.  Format encourages diachronic analysis and analysis across class lines.  Numerous primary sources encourage the evaluation of source material.** | **Continued emphasis on discussion, text analysis, and assignments that encourage critical thinking.** | **Stumpf** |
| Information Literacy | **Material across several formats and in several genres accessed.  Instructor is still familiarizing himself with many source materials.** | **Interests of the students in this case are best served by improving the instructor's knowledge of the online resources (they are considerable) and databases for the subject.** | **Stumpf** |

| | | | |
|---|---|---|---|
| Technological Competency | **Access to online materials a requisite; all students are proficient, although further digging in cyberspace by the students might be rewarded with more good material.** | **Use of database material from library, rather than online material of, occasionally, questionable quality, is a good idea.** | **Stumpf** |
| Written Communication | **As above, students are generally more advanced in their writing skills, and more motivated.  A research paper and essay examinations force the students to hone their skills.  Still some residual organizational/ syntax problems.  This may be because, surprisingly (and encouragingly), some students are not native English speakers.** | **Some of the less challenging essay topics should be eliminated.   Even in a class such as this, a basic style sheet would be a good idea.** | **Stumpf** |
| | | | |
| | | | |

**ADDITIONAL COMMENTS**

**Sample size is quite small (11) and so not very reliable.  Course may self select for more advanced students.**

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

**Stumpf**

**Dean Approval**                                          **Submission Date**

**Tony D. Hawkins, Ph.D.**                                 **October 22, 2014**

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30<sup>th</sup>** to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

---

**Course:** Italian 102 – Elementary Italian II

---

**Dean: Tony Hawkins**

---

**Distribution Area: Humanities**

---

**Date: September 25, 2014**

---

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | **Contact person for Planned Actions** |
| *Oral Communication* | **The majority of students were deemed advanced or proficient in almost all areas. Delivery and interpersonal skills were weaker areas with 42.9% and 12.5% respectively considered novice.** | **We will publicize workshops held in English for strategies on completing an oral presentation and for strategies on presenting in a foreign language.** | **Christina Gentile** |
| *Critical Analysis and Reasoning* | **The data shows very good results in this competency. 62.5% were deemed advanced while 37.5% were considered proficient in all areas.** | **An activity may be made available but is not necessary for this competency as it was well met.** | **Christina Gentile** |
| *Information Literacy* | **The data show very good results as all students were considered advanced or proficient. Some areas to improve are the areas of evaluate and use where 50% were advanced and 62.5% were** | **We will plan workshops on information literacy through the library or the WRLC.** | **Christina Gentile** |

| | | | |
|---|---|---|---|
| | proficient respectively. | | |
| *Technological Competency* | 50% were considered advanced and 50% were considered proficient. | Workshops to improve this competency will be available but not required as this competency was met well. | **Christina Gentile** |
| *Written Communication* | Most areas showed proficiency or an advanced competency. Content, mechanics, organization and style and expression were weaker where the majority was deemed proficient. | We will publicize workshops addressing the individual components to improve proficiency.  We will also plan specific lessons to focus on improvement of content, mechanics, organization and style and expression. | **Christina Gentile** |
| | | | |

**ADDITIONAL COMMENTS**

<br>

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

**Gentile, Fechter, D'Ambrosio, Gentile: Primary**
**Butler, Basulto, Demougeot, Naranjo, Bruneau-Botello, Jones, Luna-Escudero-Alie**

**Dean Approval**                                                                 **Submission Date**

**Tony D. Hawkins, Ph.D.**                                                    **October 2, 2014**

# General Education
## Course Reflection on Assessment Results
Submit completed form by **September 30<sup>th</sup>** to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:  IT 101 – Elementary Italian I**

**Dean:  Tony Hawkins**

**Distribution Area:  Humanities**

**Date:  September 8, 2014**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | **What common course action (s) will be taken to improve student success in competency?** | **Contact person for Planned Actions** |
| *Critical Analysis and Reasoning* | **The majority were deemed proficient or advanced while 14.9% were believed novice on analysis and evaluation and conclusions.** | **We will plan an activity to improve proficiency on all components.** | **Christina Gentile** |
| *Information Literacy* | **The majority were deemed proficient or advanced while 13.6% were considered novice in the areas of access, evaluate and use.** | **We will plan workshops on information literacy through the library or the WRLC.** | **Christina Gentile** |
| *Technological Competency* | **60.6% were considered advanced and 23.9% were believed to be proficient.** | **Workshops to improve this competency will be available but not required as this competency was met well.** | **Christina Gentile** |

| | | | |
|---|---|---|---|
| *Written Competency* | **Most areas showed proficiency while needing improvement overall. Mechanics and style and expression were weaker as 25% were considered novice.** | **We will publicize workshops addressing the individual components to improve proficiency. We will also plan specific lessons to focus on improvement of content, mechanics and style and expression.** | **Christina Gentile** |
| *Arts and Aesthetic Awareness* | **Although this competency was optional, we are delighted the reporting shows a good outcome as most students were mostly considered proficient with regards to cultural information.** | **The discipline may want to specify what student output speaks to this category.** | **Christina Gentile** |
| *Oral Communication* | **While the majority of students were deemed proficient or above, a significant amount were deemed novice in all areas.** | **We will publicize workshops held in English for strategies on completing an oral presentation and for strategies on presenting in a foreign language.** | **Christina Gentile** |
| *Personal, Social and Civic Responsibilities* | **Although this competency was optional, we are pleased the reporting shows a good outcome where most students were considered proficient or advanced.** | **The discipline may want to specify what student output speaks to this category.** | **Christina Gentile** |

**ADDITIONAL COMMENTS**

| |
|---|
| |

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

| |
|---|
| **Gentile, Fechter, D'Ambrosio, Gentile: Primary**<br>**Butler, Basulto, Demougeot, Naranjo, Bruneau-Botello, Jones, Luna-Escudero-Alie** |

**Dean Approval**                                              **Submission Date**

**Tony D. Hawkins, Ph.D.**                                     **October 2, 2014**

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30th** to to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:  Korean 101**

**Dean: Hawkins**

**Distribution Area: Humanities**

**Date: September 25, 2014**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | **Contact person for Planned Actions** |
| *Critical Analysis and Reasoning* | **Over 90% of the students were deemed to be proficient or advanced.** | **Examine parameters of cultural project to be sure this outcome is sustained.** | **Sharon Fechter** |
| *Information Literacy* | **Almost 100% of the students were deemed to be proficient or advanced. Ideally, this outcome will be evident in future assessments and some may be moved to advanced.** | **Work through the WL department to plan workshops on information literacy through the library or language lab as the need arises.** | **Sharon Fechter** |
| *Technological Competency* | **Almost 100% of the students were deemed to be proficient. Ideally, this outcome will be evident in future assessments and some may be moved to advanced.** | **Work through the WL department to plan workshops on technological competence through the library or language to assure that this outcome is repeated.** | **Sharon Fechter** |

| | | | |
|---|---|---|---|
| *Written Communication* | **Overall findings were positive in all areas with the majority of the students deemed to be proficient. There is room for improvement in the areas of academic integrity, content, and mechanics.** | **Work with the Korean faculty to focus composition lessons on these areas.** | **Sharon Fechter**<br><br>**For the Korean Faculty** |
| *Oral Communication was not included in the data set returned for evaluation.* | **Most students were deemed to be proficient or advanced for this level.** | **Work through the WL department to plan workshops on skills for oral presentation to assure that this outcome is repeated.** | **Sharon Fechter**<br><br>**For the Korean Faculty** |
| *Personal, Social, and Civic Responsibilities* | **This was not a required area.** | | |

**ADDITIONAL COMMENTS**

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

**Gentile, Fechter, Moon, Choi: Primary**
**Basulto, Bruneau-Botello, Butler, Demougeot, Lima, Luna-Escudero, Jones, Naranjo**

**Dean Approval**                                                                 **Submission Date**

**Tony D. Hawkins, Ph.D.**                                                  **October 2, 2014**

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30th** to to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:   Korean 102**

**Dean: Hawkins**

**Distribution Area: Humanities**

**Date: September 25, 2014**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | **Contact person for Planned Actions** |
| *Critical Analysis and Reasoning* | **Over 90% of the students were deemed to be proficient or advanced.** | **Examine parameters of cultural project to be sure this outcome is sustained.** | **Sharon Fechter** |
| *Information Literacy* | **100% of the students were deemed to be proficient.   Ideally, this outcome will be evident in future assessments and some may be moved to advanced.** | **Work through the WL department to plan workshops on information literacy through the library or language lab as the need arises.** | **Sharon Fechter** |
| *Technological Competency* | **100% of the students were deemed to be proficient. Ideally, this outcome will be evident in future assessments and some may be moved to advanced.** | **Work through the WL department to plan workshops on technological competence through the library or language to assure that this outcome is repeated.** | **Sharon Fechter** |
| *Written Communication* | **Overall findings were very positive, in all areas with most of the students** | **Work with the Korean faculty to focus** | **Sharon Fechter** |

| | | | |
|---|---|---|---|
| | deemed to be proficient  and the remainder to be proficient.  There is room for some improvement improvement in content, mechanics, organization, style and expression. | composition lessons on these areas. | For the Korean Faculty |
| *Oral Communication was not included in the data set returned for evaluation.* | | | |
| *Personal, Social, and Civic Responsibilities* | **This was not a required area.** | | |

**ADDITIONAL COMMENTS**

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

**Gentile, Fechter, Moon, Choi:  Primary**
**Basulto, Bruneau-Botello, Butler, Demougeot, Lima, Luna-Escudero, Jones, Naranjo**

**Dean Approval**                                                                                        **Submission Date**

**Tony D. Hawkins, Ph.D.**                                                              **October 2, 2014**

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30th** to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course: LT 101 – Elementary Latin I**

**Dean: Tony Hawkins**

**Distribution Area: Humanities**

**Date: September 8, 2014**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | **Contact person for Planned Actions** |
| *Critical Analysis and Reasoning* | **The majority of the students were deemed proficient or advanced while improvement is needed on conclusions as 31.6% were considered novice.** | **We will use an activity to improve proficiency on drawing conclusions.** | **Christina Gentile** |
| *Information Literacy* | **The majority of the students were deemed proficient or advanced.** | **We will plan workshops on Information Literacy through the library or the WRLC to improve proficiency on access, ethics and use.** | **Christina Gentile** |
| *Technological Competency did not appear in the data received.* | | | **Christina Gentile** |
| *Written Competency* | **Most areas showed proficiency while needing improvement on mechanics** | **We will publicize workshops addressing the individual components to improve** | **Christina Gentile** |

| | | | |
|---|---|---|---|
| | where 26.3% were considered novice. | proficiency.  We will also plan specific lessons to focus on improving mechanics. | |
| *Arts and Aesthetic Awareness* | **Although this competency was optional, we are delighted the reporting shows a good outcome as most students were considered proficient or advanced.** | **The discipline may want to specify what student output speaks to this category.** | **Christina Gentile** |
| *Oral Communication* | **While the majority of students were considered proficient or advanced, a 38.5% was believed to be novice in the area of interpersonal skills.** | **We will publicize workshops held in English for strategies on completing an oral presentation and for strategies on presenting in a foreign language.** | **Christina Gentile** |
| *Personal, Social and Civic Responsibilities* | **Although this competency was optional, we are pleased the reporting shows a good outcome where most students were considered proficient or advanced.** | **The discipline may want to specify what student output speaks to this category.** | **Christina Gentile** |

**ADDITIONAL COMMENTS**

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

**Gentile, Fechter, Leoni, Hunt: Primary**
**Basulto, Bruneau-Botello, Butler, Demougeot, Lima, Luna-Escudero, Jones, Naranjo**

**Dean Approval**                                                                          **Submission Date**

**Tony D. Hawkins, Ph.D.**                                                        **October 2, 2014**

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30th** to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:  LT 102 – Elementary Latin II**

**Dean:  Tony Hawkins**

**Distribution Area:  Humanities**

**Date:  September 8, 2014**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | **Contact person for Planned Actions** |
| *Critical Analysis and Reasoning* | **55.6% were deemed advanced while 33.3% were believed proficient on all components.** | **This competency was well met.  An activity to encourage this successful outcome will be available but not required.** | **Christina Gentile** |
| *Information Literacy* | **The majority were deemed advanced while 33.3% were considered proficient in the areas of evaluate, know and use.** | **Workshops on Information Literacy through the library or the WRLC will be available but not required as the competency was met well.** | **Christina Gentile** |
| *Technological Competency* | **55.6% were considered advanced and 44.4% were believed to be proficient.** | **Workshops to improve this competency will be available but not required as this competency was met well.** | **Christina Gentile** |
| *Written Competency* | **The majority of the students were deemed advanced or proficient in all** | **This competency was met well. Workshops addressing the individual** | **Christina Gentile** |

| | | | |
|---|---|---|---|
| | areas. | components to improve proficiency will be available but not required.  Specific lessons to focus on improving the areas of mechanics and style and expression will be encouraged but not required. | |
| *Oral Communication did not appear on the data received.* | | | **Christina Gentile** |
| | | | |
| | | | |

**ADDITIONAL COMMENTS**

| |
|---|
| |

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

| |
|---|
| **Gentile, Fechter, Leoni, Hunt: Primary**<br>**Basulto, Bruneau-Botello, Butler, Demougeot, Lima, Luna-Escudero, Jones, Naranjo** |


**Dean Approval**                                                    **Submission Date**

**Tony D. Hawkins, Ph.D.**                                    **October 2, 2014**

# General Education Course Reflection on Assessment Results

**Course:**              MA110                                          **Lead Dean:**      John Hamman

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

**Each course will submit one form** on or before Sept 30, 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?

    The majority of students showed proficiency when problems involved mechanics and less proficiency when the problems required conceptual understanding.

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

    Our students really struggle with quantitative literacy. They follow processes with high proficiency without having a relational understanding of the content. The results point out that the proficiency of the students is low and needs to improve. The students have to be aware of new technologies, such as the calculator, and learning how to use them will make the course easier for them, especially in checking their answers.

    _____

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?

    A definite strength is our students' ability to follow a set pattern or structure.

    A definite weakness is our students' ability to articulate understanding given a word problem. It is clear that we have to work on the "why" we do what we do. Since this is a terminal course, choosing to test the last objective probably contributed to our lowered success.  Some teachers probably did not get to that objective because of loss due to snow days.

    _____

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.]*

    *We could use technology to help expedite the mechanical process and spend more time with understanding the concepts.* Let English and History teachers teach grammar and composition and let Math teachers teach math.

    _____

5. Other comments

   Please get the instrument of administering these measures organized and set aside days when instructors can meet for this purpose only. Having a faculty retreat to prepare the means to to do the assessment and organizing a good structure to express reflections will be helpful.

**List of faculty who contributed in the discussion:**

Zawolo, Isaac; Bennett, Julia; Vaughnn, Lisa; Hughes, William; Gavilanez, Franklin; Bathula, Alexander; Johnson, Thomas H.; Jarchow, Marguerite; Rosenblum, Benzion; Winkler, Herbert; Saidi, Rachel; Kayende, Oliver; Khurshid, Sadaf; Mokhtari, Faramarz; Rosenberg, Sandra; Shell-Gellasch, Amy; Winkler, Steve; Willard, Ronald; Smith, Darren J.; Wellman, Mark; Knudson, John; McKee, Barry; Hairumian, Arthur; Hyman, Robert; Tabiri, Margaret; Keith, Nicholas; Kcenich, Stephen; Quah, John; Srivastava, Anjula; McKee, Barry; Latten, Alicia; Knudson, John; Persinko, Andrew; Keith, Nicholas; Kcenich, Stephen; Quah, John

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

# General Education Course Reflection on Assessment Results

**Course:**    **MA116/A – Elements of Statistics**                    **Lead Dean:**    John Hamman

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

**Each course will submit one form** on or before Sept 30, 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, our students showed higher proficiency with outcomes involving rules, processes, and computation than with outcomes that involve drawing conclusions, making inferences, and the general development and presentation of statistical analysis.

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

> Our students showed higher proficiency in outcomes that utilized basic statistical mechanics and required the demonstration and execution of basic math and statistics skills/procedures. Lower levels of proficiency were shown in outcomes that addressed analysis/communication and drawing of conclusions.

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?

> Although introductory statistics relies on mathematical computation and application, it also demands mastery of some skills typically not found in other courses offered by the department.  It is important that we communicate this fact to students to manage their expectations regarding the course, and it is also important that we continue to share our best teaching practices with one another regarding these specific statistical skills. Some faculty reported greater success with student achievement concerning these statistical skills when formulas were de-emphasized and when writing/analysis skills were stressed along with proper technology use. We may need to spend more time with some students regarding the presentation, inference, and communication aspects of the curriculum going forward.

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.]*

> Continue departmental discussions regarding the teaching and learning of specific statistics skills and the technologies our students use. Discuss the potential benefits and disadvantages of student presentations and/or more frequent small writing assignments. Develop a common repository of open resources. Encourage faculty to remain current on guidelines and recommendations from related professional associations (e.g., American Mathematics Association of Two-Year Colleges – AMATYC; American Statistical Association – ASA).

5. Other comments

Procedurally, all tasks that were a part of this phase of the Outcomes Assessment process can benefit from improvement: rubric development, assessment development, rubric consistency training (including assessing students' writing skills and grammar), data entry (particularly), and management of administrative expectations. MA116 Workgroup members will be glad to provide details and recommendations.

*Note: some faculty commented that analysis, inference, and presentation skills might be more specifically addressed by offering additional or alternate statistics courses or by extending the current Elements of Statistics course to be more than its current 3 credit hours. Issues and concerns regarding existing department resources, articulation agreements, and general practicality would need to be carefully considered and discussed; and general faculty opinion regarding these ideas will be solicited at a later time. For now, the "common course actions to be implemented…" listed above are planned under the assumption that Elements of Statistics will remain the department's only statistics offering and that it will remain a 3 credit hour course.*

Alraban, Munther;
Aronne, Maria;
Asher, Jana;
Bennett, Julia;
Dean, Michael;
Hairumian, Arthur;
Hopkins, Ogbonna;
Johnson, Kevin;
Kcenich, Stephen;
Kotz, Brian;
McKee, Barry;
Moshesh, Irene;
Pendleton, Kenneth;
Roy, Atul;
Schreckengost, Chris;
Shanks, Oliver;
Smith, Darren J.;
Steelman, Andrea;
Subedi, Ram;
Zhao, Yan

**List of faculty who contributed in the discussion:**

**(Submitted 9/30/14, 6:15 AM)**

**Lead Dean approval and submission date:** _John Hamman_ Digitally signed by John Hamman
DN: cn=John Hamman, o=Montgomery College, ou=Math & Statistics, email=john.hamman@montgomerycollege.edu, c=US
Date: 2014.09.30 09:14:01 -04'00'

# General Education Course Reflection on Assessment Results

**Course:** MA180                                          **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 Feb28, 2014to 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?

    The assessment process helped determine the units to put more emphasis on or spend more time on. It helped understand the use of different methods of teaching math (algebraic, graphical methods, etc.) to ensure student success. Also, the strengths and weaknesses of individual students and the class in general were made clear. Quite a few of the students were placed in this course even though it was beyond their range of knowledge, they did not have a good background in basic algebra. The number of students who admitted to taking the course without having fulfilled the prerequisites was surprising.

    _____

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

    For many of our Precalculus students, there is an overall weakness in critical analysis and reasoning competencies. Students could begin a problem, but most could not clearly determine the correct solution. Math faculty should focus more on applications in real world situations, some of which have multipart solutions. Students should be encouraged to make use of all algebraic, graphical, numerical, and calculator skills.

    _____

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 at this level need more skills and experiences to write logical arguments to support their conclusions. They need to practice more on problem-solving skills and be able to use all the available resources; buy all the necessary tools on time and use them appropriately to succeed in the course. They should pay more attention to retain their algebraic skills, and learn analyzing graphs.

    _____

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.]

    Few common course action(s) suggested by faculty:

    *   Implementation of a common final exam (75% or 100% common).

- Include written work in the course that is collected at regular intervals and evaluated by a standard rubric. The rubric would include criteria such as how well students present their reasoning, how well they make use of graphs and/or tables to communicate mathematical ideas, how coherently and structured their work establishes final answers and how they state conclusions and relate them to the original situation presented.

- Revise the questions chosen to appropriately test the Gen Ed Competencies.

_____

5. Other comments

   There should be more discussion among the math faculty on all campuses about a common textbook and software for this course. The problem for Quantitative Reasoning does not adequately measure the student's quantitative reasoning ability, because the problem can be done in many ways.  If a standard is "not applicable" then it should not be submitted for data collection.

_____

**List of faculty who contributed in the discussion:**

**Linda Abel, Maria Aronne, Pamela Arrindell, Alex Bathula, Pallavi Bhale, Zineddine Boudhraa, Inyong Choi, Zhou Dong, Nancy Lawrence Hill, Sirisha Kala, Teresa McCullough, Lori Perine, Alison Rose, Claudinna Rowley, Nancy Shaw, Anthony Walker.**

_____

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

# General Education Course Reflection on Assessment Results

**Course:** MATH 181        Calculus I                                    **Lead Dean:** Professor John Hamman

**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?

    Students had difficulty analyzing/communicating their results and struggled to express mathematical concepts and applications in written language.  Students lack critical thinking and inductive reasoning skills. They appeared to replicate/mimic procedural steps instead of demonstrating an understanding of the underlying concept(s).

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

    Students were somewhere between novice and proficient in the technology and quantitative reasoning questions; the gap between students who did well and those who did poorly in the critical analysis and reasoning question was very significant; the ability of students to communicate was dismal. Communication skills are difficult for students, not just their writing ability, but also their reading comprehension.  Problem solving was difficult for students as the problems are not exactly like book problems.  The students did best on the Quantitative Reasoning question.

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?

    More needs to be done to improve students' ability to communicate mathematical concepts. Emphasize written communication. We need to work with the students on their explanations and written communication. It's not enough to wait for exams, they need to be practicing writing and explaining the concepts often.

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.]*

    *   Spend time teaching students how to read math/science books and how to get the most out of diagrams and tables.  Dedicate time to learning "how to learn" instead of just answering homework questions.  Teach/model persistence.
    *   Incorporate writing exercises throughout the semester, as students learn calculus concepts and their applications. One way to improve written communication is to assign reading and writing assignments on a regular basis. A mini-project is also a great way to improve written communication.

- One monthly project (2-3 pages) will improve written communication. We can also include questions from Good Question Project by Cornell: http://www.math.cornell.edu/~GoodQuestions/materials.html

5. Other comments

None

**List of faculty who contributed in the discussion:** Okkyung Cho, Mazen Zarrouk, Ingrid Scott, Mary Hopkins,

**Lead Dean approval and submission date:**

# General Education Course Reflection on Assessment Results

**Course:**  MATH 182            **Lead Dean:**  John Hamman

**Distribution Area:**  MATF

**Each course will submit one form** on or before Sept 30, 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?

    Students are doing fairly well overall.

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

    Students were 65% to 75% proficient in all areas. The lowest score was in organization of written communication.

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 are learning mathematical reasoning reasonably well. Students need more practice writing.

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.]*

    Give students more practice writing verbal responses and mathematical explanations. Test students on their writing.

2.  Other comments

    _____

    _____

**List of faculty who contributed in the discussion: Bhale, Dalton, Das, Dong, Duty, Hauge, Hopkins, Long, McCullough, Perencevich, Sonnabend, Wheatley**

**Lead Dean approval and submission date: John Hamman        9/29/14**                    [Deadline is 9/30.]

# General Education
## Course Reflection on Assessment Results
Submit completed form by **September 30ᵗʰ** to to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:   PL 190   Introduction to Ethics**

**Dean:   Tony Hawkins**

**Distribution Area: Humanities**

**Date:   9/6/2014**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | **Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc.** | **What common course action (s) will be taken to improve student success in competency?** | **Contact person for Planned Actions** |
| Critical analysis & reasoning | Students  demonstrated proficiency in identifying and explaining issues, in analysis and reasoning, and in drawing conclusions. Students demonstrated an advanced ability to do these same tasks in very nearly equal numbers, especially in drawing conclusions, where judgments of proficiency and advanced ability varied in frequency by less than 4%. That said, roughly 4% of students, on average, failed to demonstrate proficiency with critical analysis and reasoning. Results suggest that the instrument is well-tuned to detecting student competencies, but that pedagogical implementation can better selectively target at-risk students. | Instructors will make efforts to identify and enhance learning outcomes for underperforming students earlier in the semester in order to decrease the number of students who fail to demonstrate relevant competencies. | Chris Collins/Dan Jenkins/Michael Harding |

| | | | |
|---|---|---|---|
| Information Literacy | Students overwhelmingly demonstrated proficiency in information literacy, with advanced ability as the second largest category in this measure. Less than 2% of students failed to demonstrate any fluency with information literacy. The results suggest that the instrument is well-tuned to detect information literacy. | Faculty will continue to educate students in information literacy basics such as source identification and citation. | Chris Collins/Dan Jenkins/Michael Harding |
| Technological Competency | The vast majority of student respondents were judged to have demonstrated advanced ability in technological competency, with proficiency as the next largest group. The results suggest that the instrument is might need some enhancements to measure technological competency. | Faculty will continue to incorporate technological competency into coursework in a manner consistent with maintaining this outcome. | Chris Collins/Dan Jenkins/Michael Harding |
| Written Communication | The vast majority of students demonstrated proficiency with written communication. In the next largest group, students demonstrated advanced and novice ability in this area with equal frequency, with about 2% students failing to demonstrate any competence in written communication. | Faculty will continue to model coursework in a way that facilitates fulfillment of the written communication competency, such as relying heavily on written assignments and tests throughout the semester. Use of Writing in the Disciplines materials and workshops may be useful towards this end. | Chris Collins/Dan Jenkins/Michael Harding |
| | | | |
| | | | |

**ADDITIONAL COMMENTS**

We are pleased with the results of the assessment instrument.

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

**Daniel G. Jenkins**
**Michael Harding**
**Chris Collins**

**Dean Approval**                                                **Submission Date**
                                                                 **9/28/2014**

**Tony D. Hawkins, Ph.D.**

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30th** to to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:  PL 201 Introduction to Philosophy**

**Dean:  Tony Hawkins**

**Distribution Area: Humanities**

**Date:  9/29/2014**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | **Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc.** | **What common course action (s) will be taken to improve student success in competency?** | **Contact person for Planned Actions** |
| Critical analysis & reasoning | Student proficiency in Identification and explanation of issues is high, with only 2.7% coming as "not evident." Numbers are roughly the same for Analysis and Evaluation (though there is more clustering around the level of "proficient"). There is a slight uptick in the "not evident" percentage under the Conclusions heading (3.1%). In all cases, the sum of advanced and proficient performance numbers exceed 80%. Since 2.8% (average) failed to demonstrate any competency within Critical Analysis and Reasoning. This suggests that the assessment instrument is capable of detecting competency, though more can be done to target that "not evident" | Instructors will identify struggling students early in the semester in order to identify difficulties related to learning outcomes and intervene to overcome them. | Michael P. Harding, Assoc. Prof. Philosophy GT |

| | group. | | |
|---|---|---|---|
| Information Literacy | Students demonstrated competency in information literacy. Nevertheless, the average across all five categories for "not evident" is 3.16%. These numbers suggest that the instrument is capable of identifying and evaluating information literacy. | Faculty will continue to educate students in information literacy, with an emphasis on identifying appropriate sources, citation of sources, and the ethical use of sources. | Michael P. Harding, Assoc. Prof. Philosophy GT |
| Technological Competency | The vast majority of student respondents were judged to have demonstrated technological competency, with only 10.8% scoring as novices and 1.9% as "not evident." | Faculty will continue to incorporate technological competency into coursework in a manner consistent with maintaining this outcome. | Michael P. Harding, Assoc. Prof. Philosophy GT |
| Written Communication | Most students demonstrated proficiency in written communication. Advanced students exceeded novice students by roughly 10% in most cases, with the exception of mechanics (where they exceed the novices by .8%) and academic integrity (where advanced students exceed novices by 17.9%). The assessment instrument is well-suited to identifying written communication competency. | Faculty will continue to provide assignments which require fulfillment of the written communication competency, i.e., written assignments and tests throughout the semester. Use of Writing in the Disciplines materials and workshops may be useful towards this end. Faculty should explain what effective philosophical or argumentative writing is, and work with students toward this end. | Michael P. Harding, Assoc. Prof. Philosophy GT |
| Art and Aesthetic Awareness | No students are listed as "novice," and the sample number is much smaller than the others, but a sizable percentage (21.4% average) are "not evident." These numbers can perhaps be dismissed due to the small sample size, and the extent | No recommendations; art can be utilized in a philosophy class to make points, but it depends upon the specific subjects being discussed. | Michael P. Harding, Assoc. Prof. Philosophy GT |

| | | | |
|---|---|---|---|
| | to which it is difficult (though not perhaps impossible) to engage such questions in the introductory philosophy classroom. | | |
| Oral Communication | An average of 9.03% exhibit no competence in oral communications. | Instructors may want to incorporate more instances of speaking on the part of students, making it a portion of the grade. | Michael P. Harding, Assoc. Prof. Philosophy<br><br>GT |
| Personal, Social and Civic Responsibilities | Again, the sample size is very small, and 21.7% did not exhibit any evidence of competency in this regard. | Instructors may consider emphasizing the practical implications of philosophical doctrines, and incorporating such discussion into written assignments as well. | Michael P. Harding, Assoc. Prof. Philosophy<br><br>GT |

**ADDITIONAL COMMENTS**

We are pleased with the results of the assessment instrument.

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

**Daniel G. Jenkins**
**Michael Harding**
**Chris Collins**

**Dean Approval**                                                        **Submission Date**
                                                                          **9/28/2014**

**Tony D. Hawkins, Ph.D.**

# General Education
## Course Reflection on Assessment Results
Submit completed form by **September 30th** to to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:  PL 202 Introduction to Ethics**

**Dean:  Tony Hawkins**

**Distribution Area: Humanities**

**Date:  9/4/2014**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | **Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc.** | **What common course action (s) will be taken to improve student success in competency?** | **Contact person for Planned Actions** |
| Critical analysis & reasoning | Students overwhelmingly demonstrated proficiency in identifying and explaining issues, in analysis and reasoning, and in drawing conclusions. Students demonstrated an advanced ability to do these same tasks in very nearly equal numbers, especially in drawing conclusions, where judgments of proficiency and advanced ability varied in frequency by less than 2%. That said, roughly 2% of students, on average, failed to demonstrate proficiency with critical analysis and reasoning. Results suggest that the instrument is well-tuned to detecting student competencies, but that pedagogical implementation can | Instructors will make efforts to identify and enhance learning outcomes for underperforming students earlier in the semester in order to decrease the number of students who fail to demonstrate relevant competencies. | Daniel G. Jenkins Assoc. Prof. Philosophy  TP/SS |

| | better selectively target at-risk students. | | |
|---|---|---|---|
| Information Literacy | Students overwhelmingly demonstrated proficiency in information literacy, with advanced ability as the second largest category in this measure. Less than 1% of students failed to demonstrate any fluency with information literacy. The results suggest that the instrument is well-tuned to detect information literacy. | Faculty will continue to educate students in information literacy basics such as source identification and citation. | Daniel G. Jenkins Assoc. Prof. Philosophy TP/SS |
| Technological Competency | The vast majority of student respondents were judged to have demonstrated advanced ability in technological competency, with proficiency as the next largest group. Of note, no students were judged to have failed to demonstrate any technological competency. The results suggest that the instrument is well-tuned to measure technological competency. | Faculty will continue to incorporate technological competency into coursework in a manner consistent with maintaining this outcome. | Daniel G. Jenkins Assoc. Prof. Philosophy TP/SS |
| Written Communication | The vast majority of students demonstrated proficiency with written communication. In the next largest group, students demonstrated advanced and novice ability in this area with equal frequency, with about 1% students failing to demonstrate any competence in written communication. | Faculty will continue to model coursework in a way that facilitates fulfillment of the written communication competency, such as relying heavily on written assignments and tests throughout the semester. Use of Writing in the Disciplines materials and workshops may be useful towards this end. | Daniel G. Jenkins Assoc. Prof. Philosophy TP/SS |
| | | | |

|  |  |  |  |
|---|---|---|---|
|  |  |  |  |

**ADDITIONAL COMMENTS**

| |
|---|
| We are pleased with the results of the assessment instrument. |

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

| |
|---|
| **Daniel G. Jenkins**<br>**Michael Harding**<br>**Chris Collins** |

**Dean Approval**                                                      **Submission Date**
                                                                                **9/28/2014**

**Tony D. Hawkins, Ph.D.**

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30th** to to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:   PL 203 Introduction to the Study of Religion**

**Dean:  Tony Hawkins**

**Distribution Area: Humanities**

**Date:  9/4/2014**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | **Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc.** | **What common course action (s) will be taken to improve student success in competency?** | **Contact person for Planned Actions** |
| Critical analysis & reasoning | Students overwhelmingly demonstrated advanced ability in identifying and explaining issues, in analysis and reasoning, and in drawing conclusions. Proficiency in these tasks is the next largest group. No students were judged to have failed to demonstrate competency in critical analysis and reasoning. The results suggest that pegagogy is effective in establishing the competency and that the instrument is effective in its evaluation. | Faculty will contine to establish and maintain student competency in this area. | Daniel G. Jenkins Assoc. Prof. Philosophy

TP/SS |
| Information Literacy | Students overwhelmingly demonstrated proficiency in information literacy, with advanced ability as the second largest | Faculty will continue to educate students in information literacy basics such as source | Daniel G. Jenkins Assoc. Prof. |

| | | | |
|---|---|---|---|
| | category in this measure. Of note, no students ranked as "novice" and no students failed to demonstrate any competecy. The results suggest that the instrument is well-tuned to detect information literacy. | identification and citation. | Philosophy<br><br>TP/SS |
| Technological Competency | The vast majority of student respondents were judged to have demonstrated advanced ability in technological competency, with proficiency as the next largest group. Of note, no students ranked as "novice" and no students were judged to have failed to demonstrate any technological competency. The results suggest that the instrument is well-tuned to measure technological competency. | Faculty will continue to incorporate technological competency into coursework in a manner consistent with maintaining this outcome. | Daniel G. Jenkins Assoc. Prof. Philosophy<br><br>TP/SS |
| Written Communication | The vast majority of students demonstrated proficiency with written communication. In the next largest group, students demonstrated advanced ability. Only an average of about 2% students ranked as "novice" and no students failed to demonstrate any competence in written communication. The results suggest that the instrument is well-tuned to detecting written communication competence. | Faculty will continue to model coursework in a way that facilitates fulfillment of the written communication competency, such as relying heavily on written assignments and tests throughout the semester. Use of Writing in the Disciplines materials and workshops may be useful towards this end. | Daniel G. Jenkins Assoc. Prof. Philosophy<br><br>TP/SS |
| | | | |
| | | | |

**ADDITIONAL COMMENTS**

We are pleased with the results of the assessment instrument.

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

**Daniel G. Jenkins**
**Michael Harding**
**Chris Collins**

**Dean Approval**                                        **Submission Date**
                                                          **9/28/2014**

**Tony D. Hawkins, Ph.D.**

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30th** to to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:  Portuguese 101**

**Dean: Hawkins**

**Distribution Area: Humanities**

**Date: September 25, 2014**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | **Contact person for Planned Actions** |
| *Critical Analysis and Reasoning* | **88% of the students were deemed to be proficient or advanced.** | **Examine and clarify parameters of cultural project to help students move from novice to proficient.** | **Sharon Fechter** |
| *Information Literacy* | **Over 75% of the students were deemed to be proficient or advanced in most of the areas.  However, many were deemed to be at the novice level and almost 3% did not show evidence in terms of access and use.  In terms of ethics, almost 18% demonstrated problems in this area.** | **Work through the WL department to plan workshops on information literacy, focusing especially on plagiarism and academic integrity through the library or language lab as the need arises.** | **Sharon Fechter** |
| *Technological Competency* | **Over 80% of the students were deemed to be proficient or advanced. Ideally, this outcome will be evident in future** | **Work through the WL department to plan workshops on technological competence** | **Sharon Fechter** |

| | | | |
|---|---|---|---|
| | assessments, with a lower percentage scoring in the novice range. | through the library or language. | |
| *Written Communication* | **Overall findings were mixed in all areas with the majority of the students deemed to be proficient.  There is room for  improvement in the areas of academic integrity,  content, and mechanics, with academic integrity being particularly problematic** | **Work with the Portuguese faculty to increase focus composition lessons on these areas.  Work through the WL department to plan workshops on information literacy, focusing especially on plagiarism and academic integrity through the library or language lab** | **Sharon Fechter** |
| *Oral Communication* | **Students were split fairly evenly among novice, proficient, and advanced in all areas of this marker.** | **Work through the WL department to plan workshops on skills for oral presentation to move novice students to proficient and proficient students to advanced.** | **Sharon Fechter** |
| *Personal, Social, and Civic Responsibilities* | **This was not a required area.** | | |

**ADDITIONAL COMMENTS**

| |
|---|
| |

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

| |
|---|
| **Fechter, Gentile Primary**<br>**Basulto, Bruneau-Botello, Butler, Demougeot, Lima, Luna-Escudero, Jones, Naranjo** |

**Dean Approval**                                              **Submission Date**

**Tony D. Hawkins, Ph.D.**                                     **October 2, 2014**

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30<sup>th</sup>** to to [Outcomes@montgomerycollege.edu](Outcomes@montgomerycollege.edu) or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:  Russian 101**

**Dean: Hawkins**

**Distribution Area: Humanities**

**Date: September 25, 2014**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | **Contact person for Planned Actions** |
| *Critical Analysis and Reasoning* | **88% of the students were deemed to be proficient or advanced.** | **Examine and clarify parameters of cultural project to help students move from novice to proficient.** | **Sharon Fechter** |
| *Information Literacy* | **Most students were deemed to be proficient or advanced in most of the areas.  However, scores were lower in the area of evaluation.  In terms of ethics, 11% scored at the novice level and almost 3% did not show evidence of proficiency.** | **Work through the WL department to plan workshops on information literacy, focusing especially on evaluation of sources and academic integrity through the library or language lab as the need arises.** | **Sharon Fechter** |
| *Technological Competency* | **Over 80% of the students were deemed to be proficient or advanced. Ideally, this outcome will be evident in future assessments, with a lower percentage** | **Work through the WL department to plan workshops on technological competence through the library or language.** | **Sharon Fechter** |

| | scoring in the novice range. | | |
|---|---|---|---|
| *Written Communication* | Overall findings were mixed in all areas with the majority of the students deemed to be proficient.  There is room for  improvement in the areas of content, mechanics, and style. | Work with the faculty to increase focus composition lessons on these areas.  Work through the WL department to plan workshops on written communication focusing on content and style. | **Sharon Fechter** |
| *Oral Communication was not included in the data set returned for evaluation.* | Over 80% of the students scored at the proficient or advanced levels in all areas of this marker.  However, scores were a bit lower for listening behavior. | Work through the WL department to plan workshops on skills for oral presentation in general with a special focus on listening behavior. | **Sharon Fechter** |
| *Personal, Social, and Civic Responsibilities* | This was not a required area. | | |

**ADDITIONAL COMMENTS**

| |
|---|
| |

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

| Fechter, Gentile Primary<br>Basulto, Bruneau-Botello, Butler, Demougeot, Lima, Luna-Escudero, Jones, Naranjo |
|---|

**Dean Approval**                                                                 **Submission Date**

**Tony D. Hawkins, Ph.D.**                                          **October 2, 2014**

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30th** to to [Outcomes@montgomerycollege.edu](mailto:Outcomes@montgomerycollege.edu) or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:  Russian 102**

**Dean: Hawkins**

**Distribution Area: Humanities**

**Date: September 25, 2014**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | **Contact person for Planned Actions** |
| *Critical Analysis and Reasoning* | **100% of the students were deemed to be proficient or advanced in all areas of this category.** | **Refine cultural project as necessary to sustain these results.** | **Sharon Fechter** |
| *Information Literacy* | **100% of the students were deemed to be proficient or advanced in all of the areas.  However, more students scored below the advanced levels in the areas of ethics, evaluation, and knowledge.** | **Work through the WL department to plan workshops on information literacy, focusing especially on evaluation of sources and academic integrity through the library or language lab as the need arises.** | **Sharon Fechter** |
| *Technological Competency* | **100% of the students were deemed to be proficient or advanced. Ideally, this outcome will be evident in future assessments, with a lower percentage** | **Work through the WL department to plan workshops on technological competence through the library or language to sustain these results.** | **Sharon Fechter** |

| | | | |
|---|---|---|---|
| | scoring in the proficent range. | | |
| *Written Communication* | **Overall findings were positive in all areas with 100% of the students deemed to be proficient or advanced. The areas of integrity, mechanics, and style had a higher percentage of students at the proficient level than did the other areas.** | **Work with the faculty to increase focus composition lessons on these areas. Work through the WL department to plan workshops on written communication focusing on integrity, mechanics, and style.** | **Sharon Fechter** |
| *Oral Communication was not included in the data set returned for evaluation.* | | | |
| *Personal, Social, and Civic Responsibilities* | **This was not a required area.** | | |

**ADDITIONAL COMMENTS**

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

**Fechter, Gentile Primary**
**Basulto, Bruneau-Botello, Butler, Demougeot, Lima, Luna-Escudero, Jones, Naranjo**

**Dean Approval**                                                      **Submission Date**

**Tony D. Hawkins, Ph.D.**                                    **October 2, 2014**

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30th** to to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:  SPAN 101**

**Dean: Tony Hawkins**

**Distribution Area:  Humanities**

**Date:  9/11/14**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | **Contact person for Planned Actions** |
| *Critical Analysis and Reasoning* | **Most of the students ranked proficient or advanced while 12% qualified as novice on analysis, conclusions and identification of Iss.** | **We will prepare activities that could be practice during class to get the students being familiar with critical analysis and reasoning.** | **Ivonne**<br><br>**Bruneau-Botello** |
| *Information Literacy* | **The majority scored either advanced or proficient.  On Ethics, 56.7% was advanced.  Small group scored as Novice, especially on Ethics with 7.7%.** | **We could plan workshops through the WRLC to get the students more prepared on this area.** | **Ivonne**<br><br>**Bruneau-Botello** |
| *Technological Competency* | **Most of the students were advanced or proficient in this area. With 43.5% considered advanced and 47.2%, scored as proficient.** | **It will be beneficial for the students to attend workshop to improve their technological competency, but should not be required since most of the students are well informed in this area.** | **Ivonne**<br><br>**Bruneau-Botello** |

| | | | |
|---|---|---|---|
| *Written Communication* | The majority of the students demonstrated to be Proficient.  Only in Academic Integrity students scored advanced with 44.0%.  It is important to point out that on Mechanics, and Style and Expression areas, students scored 22.3% and 21.9% respectively. | Definitely there's room to improve the written communication area and it could be done with more written assignments (short versions) during classes. | Ivonne Bruneau-Botello |
| *Arts and Aesthetic awareness* | Even if it was optional, this is the strength area for the students.  With most of them scored as advanced.  Only on Terminology, the results were split among advanced with 43.9%, and proficient with 45.6%.  Only 10.5% scored as novice on Terminology. | This is an area where students performed well.  Nevertheless, some of the students could benefit from better informed expectations from the instructors. | Ivonne Bruneau-Botello |
| *Oral Communication* | This competency was optional and while most of the students scored as proficient or advanced, a vast number of students were still scored as novice. | We will assign short activities to help the students improve their oral communication skills before the presentations of the cultural project. | Ivonne Bruneau-Botello |
| *Personal, Social and Civic Responsibilities* | Also, this competency was optional and vast majority of the students scored proficient with 73.5% on Connection with the course content.  But a great group of students scored either advanced or novice. | We can explain the students better what it is expected from them in this category. | Ivonne Bruneau-Botello |

**ADDITIONAL COMMENTS**

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

**Bruneau-Botello**

**Dean Approval**

**Tony D. Hawkins, Ph.D.**

**Submission Date**

**October 2, 2014**

# General Education
## Course Reflection on Assessment Results
Submit completed form by **September 30<sup>th</sup>** to to [Outcomes@montgomerycollege.edu](Outcomes@montgomerycollege.edu) or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:  SPAN102**

**Dean: Tony Hawkins**

**Distribution Area:  Humanities**

**Date:  9/11/14**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | **Contact person for Planned Actions** |
| *Critical Analysis and Reasoning* | **Highly the majority of students scored advanced, a great number of them also scored proficient.  Only few of them were novice.** | **We will continue the procedure that we have implemented for this competency since it is reflecting good results.** | **Ivonne**  **Bruneau-Botello** |
| *Information Literacy* | **The majority of the students scored advanced, follow with some of them scored as proficient.  Few students scored novice.** | **We will plan workshops on information literacy for the students who believe they need to improve in this area (the workshops won't be mandatory).** | **Ivonne**  **Bruneau-Botello** |
| *Technological Competency* | **Almost all students qualified for either advanced with 69.8% or proficient with 26.4%.** | **We will plan workshops to help any students who might need to improve this area.** | **Ivonne**  **Bruneau-Botello** |

| | | | |
|---|---|---|---|
| *Written Communication* | **Even if most of the students qualified as advanced or proficient, there is a group of students who scored novice, especially on the mechanics item.** | **We will offer workshops on the better application of mechanics while writing assignments.** | **Ivonne**<br><br>**Bruneau-Botello** |
| *Arts and Aesthetic Awareness* | **Even if this competency was optional, most of the students scored advanced with 87.5%, the majority of the students scored proficient in the Role of Arts and Terminology with 62.5% each area.** | **We will help students improve their creative process on writing assignments during class.** | **Ivonne**<br><br>**Bruneau-Botello** |
| *Oral Communication* | **Most of the students scored advanced, some of them scored proficient especially on Content and Delivery, but still a group of them scored novice mostly on Delivery and Listening Behavior.** | **The discipline may want to offer opportunities for the students to practice their delivery and listening skills throughout the semester to get ready for the project presentation.** | **Ivonne**<br><br>**Bruneau-Botello** |
| *Personal, Social and Civic Responsibilities* | **This component was optional, and all of the students scored advanced with 100%.** | **The WL discipline will keep doing what is doing to maintain the personal, social and civic responsibilities awareness among the students.** | **Ivonne**<br><br>**Bruneau-Botello** |

**ADDITIONAL COMMENTS**

| |
|---|
| |

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

| |
|---|
| **Ivonne Bruneau-Botello** |

**Dean Approval**                                    **Submission Date**

**Tony D. Hawkins, Ph.D.**                           **October 2, 2014**

# General Education
## Course Reflection on Assessment Results
Submit completed form by **September 30th** to to [Outcomes@montgomerycollege.edu](mailto:Outcomes@montgomerycollege.edu) or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:  SPAN103**

**Dean: Tony Hawkins**

**Distribution Area:  Humanities**

**Date:  9/11/14**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | What common course action (s) will be taken to improve student success in competency? | **Contact person for Planned Actions** |
| *Critical Analysis and Reasoning* | **Vast majority of the students scored advanced or proficient.  Only one student scored as novice.** | **We will reach all students through different teaching approaches to make sure all of them will get help analyzing and reasoning.** | **Ivonne** <br><br>**Bruneau-Botello** |
| *Information Literacy* | **Most of the students qualified as advanced and proficient.  There were still a handful of students who scored as novice on Access and Evaluate (8.6% each).** | **The discipline will offer workshops through the WRLC to facilitate all the students equally on this component.** | **Ivonne** <br><br>**Bruneau-Botello** |
| *Technological Competency* | **85.9% were considered advanced and 14.3% scored as proficient.  Only one student deemed novice.** | **The use of technology while in class will benefit all the students.  WL discipline will continue offering this opportunity during class time as well.** | **Ivonne** <br><br>**Bruneau-Botello** |

| | | | |
|---|---|---|---|
| *Written Communication* | **Majority of students scored advanced, 45.7% scored as proficient on Mechanics.  Some of them scored novice on Mechanics, and Style and Expression (11.4% each).** | **We will create opportunities for the students to practice more often their writing skills throughout activities in class or homework assignments.** | **Ivonne**<br><br>**Bruneau-Botello** |
| *Oral Communication* | **While this competency was optional, most of the students scored either advanced or proficient.  Some of them scored novice, especially on Content and Delivery with 25.8% and 19.4% respectively.** | **We will plan an activity to improve proficiency in Content and Delivery.** | **Ivonne**<br><br>**Bruneau-Botello** |

**ADDITIONAL COMMENTS**

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

**Ivonne Bruneau-Botello**

**Dean Approval**

**Submission Date**

**Tony D. Hawkins**

**October 2, 2014**

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30th** to to [Outcomes@montgomerycollege.edu](Outcomes@montgomerycollege.edu) or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:  SPAN 201**

**Dean:  Tony Hawkins**

**Distribution Area:  Humanities**

**Date:  9/7/14**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | **Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc.** | **What common course action (s) will be taken to improve student success in competency?** | **Contact person for Planned Actions** |
| Critical Analysis and Reasoning | Students generally performed well in this area, though there is certainly room for improvement. | One course of action to improve on students' abilities in the areas of analysis and evaluation might be to provide examples showing advanced competency in these areas as well as shorter practice assignments in preparation for the cultural presentation (assessment tool). | **Shelley Jones** |
| Information Literacy | Our students showed significant strength in this area.  Most all scored at the *Advanced* or *Proficient* level. | With some room for improvement, students could benefit from workshops and presentations by library staff regarding finding and using appropriate information. | **Shelley Jones** |
| Technological Competency | Almost all students scored within the *Advanced* or *Proficient* level in this area. This is a strength for assessment | An optional tutorial on the use of appropriate technology might benefit | **Shelley Jones** |

| | | | |
|---|---|---|---|
| | participants. | students who show a weakness in this area. | |
| Written Communication | The vast majority of students scored in the *Advanced* or *Proficient* category in the area of Written Communication. The lowest scoring category within this area, however, was in the Mechanics section. | To improve student performance in the area of Mechanics, Spanish professors may want to employ writing methodologies such as mechanics workshops, peer review and pre-presentation revision. | **Shelley Jones** |
| | | | |
| | | | |

**ADDITIONAL COMMENTS**

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

**Shelley Jones**

**Dean Approval**

**Tony D. Hawkins, Ph.D.**

**Submission Date**

**October 2, 2014**

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30th** to to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:  SPAN 202**

**Dean:  Tony Hawkins**

**Distribution Area:  Humanities**

**Date:  9/7/14**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY | STRENGTHS AND WEAKNESSES | PLANNED ACTIONS | CONTACT PERSON |
|---|---|---|---|
| **General Education Competency** *(Please list and discuss each competency assessed individually.)* | **Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc.** | **What common course action (s) will be taken to improve student success in competency?** | **Contact person for Planned Actions** |
| Critical Analysis and Reasoning | Though most competencies assessed within this category prove to be strengths for the students involved, there is still room for improvement, especially in the area of *Analysis and Evaluation.* | One course of action to improve on students' abilities in the areas of analysis and evaluation might be to provide examples showing advanced competency in these areas as well as shorter practice assignments in preparation for the cultural presentation (assessment tool). | **Shelley Jones** |
| Information Literacy | Our students showed significant strength in this area.  Most all scored at the *Advanced* or *Proficient* level. | With some room for improvement, students could benefit from workshops and presentations by library staff regarding finding and using appropriate information. | **Shelley Jones** |
| Technological Competency | All students scored within the *Advanced* or *Proficient* level in this area.  This is a | | |

| | | | |
|---|---|---|---|
| | strength for assessment participants. | | |
| Written Communication | Though the vast majority of students scored in the *Advanced* or *Proficient* category for Written Communication showing this as a strength, there is room for improvement especially in the areas of content, mechanics, organization, and style and expression. | Using effective writing workshop methodologies such as peer review and revision could benefit our students in the area of written communication. Again, modeling expectations of good written communication for students could also be helpful. | **Shelley Jones** |
| Oral Communication | The vast majority of students scored in the *Advanced* or *Proficient* category for Oral Communication. Students showed that this was an area of strength. The lowest scoring category within this competency, however, was in the Delivery section for which more preparation could be done. | To improve student performance in the area of Delivery, Spanish professors may want to employ methodologies such as pre-presentation rehearsals, taping and feedback. | **Shelley Jones** |
| | | | |

**ADDITIONAL COMMENTS**

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

**Shelley Jones**

**Dean Approval**                                           **Submission Date**

**Tony D. Hawkins, Ph.D.**                                  **October 2, 2014**

# General Education
# Course Reflection on Assessment Results

Submit completed form by **September 30th** to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:   Spanish 215**

**Dean: Tony Hawkins, PhD.**

**Distribution Area: World Languages**

**Date:  September 13, 2014 (revised, 1/30/15)**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY<br>**General Education Competency**<br>*(Please list and discuss each competency assessed individually.)* | STRENGTHS AND WEAKNESSES<br>**Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc.** | PLANNED ACTIONS<br>**What common course action (s) will be taken to improve student success in competency?** | CONTACT PERSON<br>**Contact person for Planned Actions** |
|---|---|---|---|
| **Oral Communication** | The majority of the students have shown an advanced level of linguistics proficiency. Academic integrity was the higher under this competency with 75% and the lowest in this category was Organization with 47.4% | Provide more oral activities to students. | M. Elvira Luna-Escudero-Alie |
| **Critical Analysis and Reasoning** | Again, in this competence, the majority of the students have shown an advanced level of Critical Analysis and Reasoning, especially under the sub-category of Analysis and | Continue providing to students possibilities to | M. Elvira Luna-Escudero-Alie |

| | Evaluation with a 75%. | utilize critical analysis & reasoning. | |
|---|---|---|---|
| **Information Literacy** | In this competence many students shown an advanced level, especially in the area of Ethics with 70%. Most of the students' results fall under the proficiency category. | Make sure that all the students have the option of developing their information literacy. | M. Elvira Luna-Escudero-Alie |
| **Technological Competency** | The majority of the students, in fact 75% of them, showed an advanced technological competence. | Make sure that all of them are technological competent. | M. Elvira Luna-Escudero-Alie |
| **Written Communication** | The majority of the students were in the proficiency level, except 70% of them who were in the advanced level in the item of Academic Integrity. It is interesting to see how students performed better in oral communication than in the written portion of the assessment. | Make sure that all the students in the class have plenty changes of improving their writting skills. | M. Elvira Luna-Escudero-Alie |
| **Personal, Social, and Civic Responsibilities** | Not enough data | | |

**ADDITIONAL COMMENTS**

**Strengths.-**

- Students in this level are usually motivated to learn, and review all aspects of the Spanish grammar.

- Students have (the ones I had at least) enough oral skills to do short oral presentations of daily news and comments on the readings of the course.

- Students had a lot of opportunities of expressing themselves orally as they took advantage of a class with not so many students on it, which is ideal for a language learning.

- Students were motivated to learn more about the Hispanic culture through movies, and class presentations.

**Weaknesses:**
- Students had different levels of linguistic proficiency, as is somehow common in advanced and intermediate classes.

- Not all students were able to write well for an advanced level Spanish course.

- Many students were lacking academic vocabulary and that was evident in their writings.

**Developed planned actions to improve or maintain student success in competency**
I would recommend the following:
- Adding more compositions in the lower and intermediate level courses so students could be more prompt to write and would have a larger academic vocabulary.

- Having the students to write more compositions in the Spanish 215 course would help.

- Having students in Spanish 215 to read more but short academic texts would improve their vocabulary.

- It could be helpful as well to recommend students to acquire or borrow a dictionary of synonyms and antonyms to use for their compositions.

- Creating Spanish clubs and/or reading groups in campus to gather students to discuss films or readings would help as well to enhance their possibilities of using the language outside the classroom.

- Sharing with students volunteer opportunities in Latino organizations to practice the target language while helping the community, would be certainly quite useful and gratifying.

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

| **Dean Approval** | **Submission Date** |
|---|---|
|  |  |

# General Education
## Course Reflection on Assessment Results

Submit completed form by **September 30<sup>th</sup>** to Outcomes@montgomerycollege.edu or
Office of Planning and Institutional Effectiveness, OITB Suite 310.

**Course:   Spanish 216**

**Dean: Tony Hawkins, PhD.**

**Distribution Area: World Languages**

**Date:  September 13, 2014**

## REVIEW OF STRENGHTS, WEAKNESSES, AND PLANNED ACTIONS

| COMPETENCY General Education Competency *(Please list and discuss each competency assessed individually.)* | STRENGTHS AND WEAKNESSES Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. | PLANNED ACTIONS What common course action (s) will be taken to improve student success in competency? | CONTACT PERSON Contact person for Planned Actions |
|---|---|---|---|
| **Oral Communication** | The majority of the students have shown a proficiency level in this competence. | Provide more oral activities to students. | M. Elvira Luna-Escudero-Alie |
| **Critical Analysis and Reasoning** | In this competence, the majority of the students have shown an advanced level of Critical Analysis and Reasoning. Almost the rest of the students were on the proficieny level. | Continue providing to students possibilities to utilize critical analysis  & reasoning. | M. Elvira Luna-Escudero-Alie |

| | | | |
|---|---|---|---|
| **Information Literacy** | In this competence most of the students' results fall between the advanced and the proficiency levels. | Make sure that all the students have the option of developing their information literacy. | M. Elvira Luna-Escudero-Alie |
| **Technological Competency** | The majority of the students, in fact 54% of them, showed a proficiency level in technological competence. | Make sure that all of them are technological competent. | M. Elvira Luna-Escudero-Alie |
| **Written Communication** | The majority of the students were in the proficiency level: 54.4% of them, and only 36% of them were on the advanced level. It is indeed quite interesting to see how students performed better in oral communication than in the written portion of the assessment. | Make sure that all the students in the class have plenty changes of improving their writting skills. | M. Elvira Luna-Escudero-Alie |
| **Personal, Social, and Civic Responsibilities** | Not enough data | | |

**ADDITIONAL COMMENTS**

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

| Dean Approval | | Submission Date |
|---|---|---|
| Tony D. Hawkins, Ph.D. | | **October 2, 2014** |