

General Education
Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: ANTH 201 – Introduction to Sociocultural Anthropology

Dean: Darrin Campen

Distribution Area: Education and Social Sciences

Date: Revision 2/28/16 (original submission October 16, 2015)

REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	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	Of the 4 competencies, Critical Analysis and Reasoning had the highest percentage of Advanced scores (49.3%). This is notable because of the four competencies, critical analysis and reasoning is the most strongly emphasized in ANTH 201 with its focus on explaining the process of culture and its subsystems through ethnographic comparison and fieldwork techniques. This assignment in particular required students to critically evaluate the existing knowledge on an ethnic conflict of their choice with specific attention to the underlying factors (non-ethnic) influencing the outcomes of the	The slight disparity between the Identification and Explanation of Issues and the other two measures will be addressed by having all instructors devote class time to presenting information about the ethnic conflict in Darfur, Sudan and analyze the underlying factors of this case study with students during a class discussion. Students will also complete an in-class writing assignment that will help them move beyond identifying and explaining issues and enable them to form conclusions based upon the evidence presented in the lecture, discussion and reading assignment.	Eugenia Robinson, Maria Sprehn, Cindy Pfanstiehl and Marisa Prosser

	<p>conflict.</p> <p>Within this competency, the Identification and Explanation of Issues had the highest combined Advanced and Proficient score (90%), followed by Analysis and Evaluation (84%), and then Conclusions (82%). Notable, however, is that only 9.3% of the Identification and Explanation of Issues scores were Novice or Not Evident. This difference likely reflects the high quality of the assignment, relevance of the associated text chapters, and professors' lectures about ethnic conflict. In addition, the data comparing students' original Accuplacer exams in reading and math show slightly higher scores for Identification and Explanation of Issues for both those below and at reading and math levels. It is also interesting to note that no large discrepancies exist in this overall competency between students at college reading and math level and those not at the college level. As the weakest of the three competencies (novice=15.6%) conclusions were an area students struggled with; this could reflect either difficulties with synthesizing information from various sources, or knowledge about how to structure an essay of this type (i.e. lack of a concluding paragraph or statement).</p>		
Information literacy	Information literacy, like Written Communication, had 85% of the scores in the Advanced and	This competency will be addressed by having all students take the plagiarism	

	<p>Proficient levels. Know (88.8%) and Access (87.5%) had the highest percentage of Advanced and Proficient scores. Students were able to determine the nature and extent of the information needed as well as efficiently find the information for the paper. The assignment guidelines provided information on where to find relevant information and gave students advice on the number of sources required. Students were required to complete on-line library tutorials on finding and evaluating information, citation of sources and plagiarism. Some instructors also held class sessions in the library where students were instructed on how to use the library databases.</p> <p>In contrast, Ethics and Use had a notably higher percentage of Novice scores, 14.8% and 16.7%, respectively. A higher percentage of students than expected need to work on using sources of information more effectively and with a greater focus on proper citation and paraphrasing.</p>	<p>tutorial until they score 100%. Making the completion of this tutorial a required part of their grade may support efforts to improve Ethics and Use.</p> <p>To address difficulties students had with paraphrasing source material and making in-text citations, students will submit annotated bibliographies citing each of their sources in proper MLA or APA style, and including a brief summary highlighting the main ideas and conclusions of each article prior to writing their final papers. Students will be instructed to consult these bibliographies while writing their papers to ensure that ideas are credited to the correct source material/author in the text of their papers.</p>	
Technological	<p>Students performed well in this competency. It had the highest overall score when advanced and proficient scores were combined (96%). The only measure of technological competency was word-processing, however.</p>	<p>Students will learn to use the Citations and Bibliography tool in Microsoft Word. Learning this feature of Word should also improve Ethics and Use scores in the Information literacy competency. Students will also be instructed to submit papers electronically through Blackboard.</p>	
Written Communication	<p>Scores in Written Communication were comparable to Information Literacy when Advanced and Proficient scores were combined</p>	<p>Professors will inform students about the services offered at the Writing Center and</p>	

	<p>(85%). Within this competency Content had the highest scores for Advanced and Proficient combined (87%). Mechanics had the fewest percentage of Advanced scores (33%) and highest Novice scores (15.1%). Mechanics, Organization, and Style and Expression scores demonstrate weakness within Written Communication and underscore a general weakness in writing among students.</p> <p>Notable is that ACCUPLACER data show very low percentages of Advanced/Proficient scores in mechanics (70%), organization (75%), and style and expression (73%) for students not reading at college level when compared with their peers who are reading at the college level (88% are Advanced or Proficient on all three of these competencies). This result indicates a strong correlation between readings skills and writing skills among our students. It is possible that non-native speakers may explain some of the weakness but likely not all of it.</p>	<p>distribute flyers with hours and locations.</p> <p>Sample papers will be shown to students in order to make clear the expectations of writing quality, including organization.</p> <p>The assignment handout will be updated to include some general guidelines for structuring the paper (Intro, statement of the problem, body paragraphs, conclusion) and the expectations regarding these competencies will be made very clear in a detailed rubric.</p>	
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ADDITIONAL COMMENTS

Faculty discussed how ANTH 201 provides students with valuable skills learned through doing anthropology. The Gen Ed assignment provides only a snapshot of the skills learned in this course. Other signature assignments (assigned in all sections college-wide) such as the participant-observation paper requires fieldwork which results in an integrative learning experience as students link the information in their courses to the real world. The three main skills fostered in anthropological work are: understanding human diversity, research skills for collecting and understanding information, and effective communication (see the American Anthropological Association <http://thisisanthropology.com/anthropological-skills>). While understanding human diversity and research skills are effectively learned through the entire course of ANTH 201 (including other tasks and assignments beyond this Gen Ed assignment), effective written communication is a weakness.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Eugenia Robinson, Maria Sprehn, Cindy Pfanstiehl and Marisa Prosser

Dean Approval

Darrin Campen

Submission Date

10/19/15 (Resubmitted on 02/29/16)

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: ANTH 215

Dean: Darrin Campen

Distribution Area: Education and Social Sciences

Date: 10/16/2015

REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	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
<i>Critical Analysis and Reasoning</i>	Overall 94.6% students performed at an Advanced or Proficient level. A slight weakness was in the conclusions section. Everyone attempted this, but about seven students (9.2%) were novice. There was an overall correlation with the percent of students at the "Proficient and Advanced" levels with their final grades in the class.	Efforts will be made to help students draw conclusions from the data. The instructions for the assignment will add prompts that guide the student to describe and critically assess the data that they have summarized on the social behavior of gorillas and information provided in a risk assessment chart. Time will be spent in class to analyze and evaluate another case study on risk assessment to give the students practice in this area, in particular, in the area of conclusions.	Robinson
<i>Information Literacy</i>	Overall 96.1% of students scored at the Advanced or Proficient level. All were near 50%. A slight decline of 8% was in	The higher score of novice scores for ethics 5% is probably reflected in the students' inability to paraphrase and/or cite the	Robinson

	the area of Ethics.	literature correctly. They will be required to complete the plagiarism tutorial before starting the assignment until they score 100%. Making the completion of this tutorial a part of their grade will support efforts to improve Ethics.	
<i>Quantitative Reasoning</i>	<p>Overall 86% of the students carried out the Quantitative Reasoning Standard at the Advanced or Proficient level; however, a greater number were Proficient (56.2%) than Advanced (29.8%). Novice was 13.6%.</p> <p>The lower scores on this section of the assignment correlate with fewer students placed in the “Math: Not at College Level.”</p> <p>There was an overall correlation with the percent of students at the “Proficient and Advanced” levels with their grades.</p>	<p>Students were asked to create a chart that summarized data about the risks for Gorillas in four different populations. One weakness in this competency was the completion of this risk assessment chart. One planned action to helping students complete this is to provide clearer instructions; this was a new exercise for students and they had no previous experience doing this type of work and some did not engage in the new task or only made an attempt at the novice level. Time will be spent in class to analyze and evaluate another case study on risk assessment to give the students practice in this area.</p>	Robinson
<i>Scientific Reasoning</i>	<p>Overall 86.4 % of students carried out the Scientific Reasoning Standard at the Advanced or Proficient level; however, a greater number were Proficient (55.8%) rather than Advanced (30.6%). Novice was 12.0%. Novice was 11.6% – 12.8%.</p> <p>The lower scores on this section of the assignment correlate with fewer students placed in the “Math: Not at</p>	<p>Students had the most difficulty with the data interpretation and evaluation of the scientific reasoning section. One planned action to help students would be to provide more instruction in the assignment and in the classroom to guide them through the process. This was a new exercise for students and they had no previous experience doing this type of work and some did not engage in the new task.</p>	Robinson

	<p>College Level.”</p> <p>There was an overall correlation with the percent of students at the “Proficient and Advanced” levels with their grades.</p>		
<i>Technological Competency</i>	<p>98.8% of the students scored high in the Technological Competency in the Advanced (40.2%) and Proficient (58.6%) levels. This competency asked students to use “Word” in their assignment, a technology they are clearly good at using. Only 1.1% of the students scored at the Novice level.</p>	<p>To plan to raise the level of Proficient students will be to review their competence in Word and suggest ways they can improve.</p>	Robinson
<i>Written Communication</i>	<p>94% of students scored in the Advanced and Proficient assessments of the Written Communication section. However, many more were Proficient (75.4%) than Advanced (18.7%). This finding correlates with lower scores in the Accuplacer in Reading: Not at College Level.</p> <p>There was an overall correlation with the percent of students at the “Proficient and Advanced” levels with their grades.</p>	<p>A plan of action to improve scores will be to give students a short preliminary assignment to identify those with problems with writing and have sample papers for them to review.</p>	Robinson

ADDITIONAL COMMENTS

ANTH 215, Human Evolution and Archaeology, is a course that teaches human variation, primatology, human evolution, archaeology and the rise of civilizations. The General Education assessment assignment attempted to test the General Education competencies through a lens of primate conservation. The assignment asked the students to observe primate behavior, explore four articles on the risks to gorillas in the wild, and make a risk assessment plan. The students will need more support to complete this assignment at an Advanced level in the areas of the Quantitative and Scientific Reasoning; many

students who earned “A’s” in the class completed the assignment at the Proficient level but the “B” students and below need additional support to have the confidence to think independently.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Eugenia Robinson, Cindy Pfanstiehl, Maria Sprehn. Marisa Prosser

Dean Approval

Darrin Campen

Submission Date

10/19/15

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: ANTH 256 – World Cultures

Dean: Darrin Campen

Distribution Area: Education and Social Sciences

Date: Revision 2/28/16 (original submission October 18, 2015)

REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	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	<p>Of the 4 competencies, Critical Analysis and Reasoning had the highest percentage of Advanced scores (45.8%). Critical analysis and reasoning is emphasized in ANTH 256 with its focus on explaining and analyzing the process of culture and globalization within a particular part of the world (Latin America or Native North America).</p> <p>Within this competency, the Identification and Explanation of Issues had the highest combined Advanced and Proficient score (94.1%), followed by Analysis and Reasoning (82.3%), and then Conclusions (76.5%). Notable, however, is that only 5.9% of the Identification and Explanation of</p>	<p>The slight disparity between the Identification and Explanation of Issues and the other two measures will be addressed by spending more time in class analyzing and evaluating a specific case study on indigenous language loss, the subject of the assignment, within the particular area of study.</p> <p>Class time will be spent on how to make better conclusions within the critical thinking process. The goal here will be to move students beyond identifying and explaining issues and finalize their thoughts with good conclusions. Exercises in drawing</p>	Maria Sprehn

	<p>Issues scores were Novice and none were Not Evident. This difference likely reflects the high quality of the assignment, relevance of the associated text chapters, and professors' lectures about indigenous language—the topic of the assignment. Perhaps associated with this pattern, is that 100% of students reading “Not at College Level” rated as “proficient or advanced” in Identification and Explanation of Issues. All categories such as “at college level” and “not at college level” for Identification and Explanation of Issues in the Accuplacer data were 90% or above.</p> <p>With regard to Conclusions (the lowest percentage in “advanced and proficient” in this competency), the data comparing students' original Accuplacer exams in reading and math show substantially higher scores for Identification and Explanation of Issues for both those below and at reading and math levels. “Conclusions” appears to be a much more difficult task for students who are not reading or doing math “At College Level” when they took the Accuplacer. (Conclusions - Reading: Not at College Level 55% compared to 81% “At College Level” and for math 55% “Not at College Level” compared to 91% At College Level.”</p>	<p>conclusions will give the students practice with both analysis and formulating conclusions.</p>	
Information literacy	<p>Information literacy, like Written Communication, had 73% of the scores in the Advanced and Proficient levels. Know and Access had the highest percentage of Advanced and Proficient scores. Students were able to determine the nature and extent of the information needed as well as efficiently find the information for the paper. The</p>	<p>All students will take the plagiarism tutorial (or more focused exercise that is tailored to social science research and writing) until they score 100%. The completion of this tutorial and 100% score will be a part of their grade which will support efforts to</p>	

	<p>assignment guidelines provided information on where to find relevant information.</p> <p>In contrast, Ethics had a notably higher percentage of Novice and Not Evident scores at 37.3% A higher percentage of students than expected need to work on using sources of information more effectively and with a greater focus on proper citation and paraphrasing.</p>	<p>improve Ethics and Use.</p> <p>Clear expectations will be given to the students that they do the tutorial and emphasize ethics in writing.</p> <p>In another strategy, students will cite sources on a different shorter assignment earlier in the semester. If they fail at this task, we will require then to take a library instruction session on citing correctly.</p>	
Technological	<p>Students performed well in this competency. It had the highest overall score when advanced and proficient scores were combined (98%). The only measure of technological competency was word-processing, however.</p>	<p>Students will learn to use the Citations and Bibliography tool in Word. Learning this feature of Word should also improve Ethics and Use scores.</p>	
Written Communication	<p>Scores in Written Communication were comparable to Information Literacy when Advanced and Proficient scores were combined (73%). Within this competency Content had the highest scores for Advanced and Proficient combined (84.3%). Academic Integrity had the fewest percentage of Advanced scores (9.8%) and highest Novice scores (41.2%). Mechanics and Style and Expression scores demonstrate weakness within Written Communication and underscore a general weakness in writing among students.</p> <p>Notable is that ACCUPLACER data of “proficient or advanced”-placement categories, show very low scores for Academic Integrity among those students Reading: “Not at College Level” (36%)</p>	<p>Professors will emphasize to students the use of the Writing Center and distribute flyers with hours and locations.</p> <p>Sample papers will be made available to students so they can see our expectations of writing quality.</p> <p>Professors will make expectations regarding these competencies very clear in a rubric that will be given out in class and discussed.</p> <p>A plan of action to improve scores will be to give students a short preliminary assignment to identify those with problems with writing and have sample papers for them to review.</p>	

	There is a 25% different between these students and those who scored "At College Level" - 61%).		
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ADDITIONAL COMMENTS

The results of the ANTH 256 (World Cultures) General Education Assessment are strikingly similar to those from ANTH 201 (Introduction to Sociocultural Anthropology). Although there were 51 students who participated in the Ged Ed assignment, compared to 355+ for ANTH 201, these comparable results highlight the efforts of the anthropology faculty to standardize anthropology across courses and campuses in curriculum, pedagogy, and high expectations.

Faculty discussed how ANTH 256 provides students with valuable skills learned through doing anthropology. The Gen Ed assignment provides only a snapshot of the skills learned in this course. Other signature assignments involve an integrative learning experience as students link the information in their courses to the real world through museum exhibit assignments and anthropological interviews. The three main skills fostered in anthropological work are: understanding human diversity, research skills for collecting and understanding information, and effective communication (see the American Anthropological Association <http://thisisanthropology.com/anthropological-skills>). While understanding human diversity and global processes are effectively learned through the entire course of ANTH 256 (including other tasks and assignments beyond this Gen Ed assignment), effective written communication, particularly in academic integrity and writing conclusions are notable weaknesses.

A strategy to identify students with weak writing skills is to identify them early in the semester and seek professional help for them on campus.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Marisa Prosser, Maria Sprehn, Cindy Pfanstiehl, and Eugenia Robinson

Dean Approval

Darrin Campen

Submission Date

10/19/15 (Resubmitted on 02/29/16)

General Education
Course Reflection on Assessment Results
 Submit completed form to Outcomes@montgomerycollege.edu

Course: BIOL 101

Dean:

Distribution Area:

Date:

REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	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	Good mastery, since 80% of students scored in the Advanced/Proficient range. It also had one of the highest combined Novice and Not Evident scores (20 %)	Continue with more critical thinking assignments/labs and more hypotheses testing and data interpretation exercises plus stress the identification and explanation of reasoning a bit more when we do a similar lab in the future.	
Information Literacy	A bit higher than the above, 82% have a good mastery of the appropriate skills. The weaker students may need help in this	Involve the librarian in assignment and/or use of tutorials and quizzes in library website. Start assignment early in the semester and include an	

	competency and with plagiarism; issues	exercise on plagiarism; and give appropriate feedback for improvement on writing styles and on content; give a little more help in evaluating sources and using them.	
Scientific Reasoning	Though high with a combined Advanced and Proficient of 82.8% some students are still unable to formulate relevant hypothesis, conduct an experiment and interpret the data obtained	Include more problem solving exercises preferably, and continue practice on hypothesis testing throughout the semester	
Technological Competency –	Had the highest Advanced and Proficient combined score of 92.1 %, indicating that the students are very well versed in this competency		
Written Communication	Comparatively lower A/P (82.1%) and one of the highest combined Novice and Not Evident scores (17.2 %)	Start writing assignment earlier so students could make use of the writing center; and give appropriate feedback for improvement on writing styles and on	

		content	

ADDITIONAL COMMENTS

Two interesting observations were that a high percentage of F students were ranked as Advanced/Proficient and that F students did better than D students in most competencies.

James Smizet
Dean

11/3/15
Date

General Education
Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: **Biology 131 The Human Biology (Designed for non-biology majors)**

Dean: **Jim Sniezek**

Distribution Area: **TP/RV/GT**

Date: **10/7/2015**

REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	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
Scientific Reasoning	As this is a non-major science course which selects for students that may not have an interest or aptitude for the scientific method and reasoning, the rubric reflects the greatest percentage of Novice or Not Evident responses (24.4% combined)	To assist in developing the Scientific Reasoning acumen, science-based Gen Ed classes should receive more instruction and repeated practices in science and reasoning, particularly in the understanding of experimentation and collection of data.	Jeff Chyatte
Information Literacy	A/P 84.1% Generally, students are achieving well in this competency, but specifically accessing, evaluating and using information appears to be in the developmental stage for most students	To address this, courses could require more guided, independent research assignments. Group projects could be effective as discussions would serve as the catalyst for comparing methods of access and usage	Jeff Chyatte

Critical Analysis	A/P 80.6% the majority of students are proficient or advanced in Identification and Explanation of Issues, as well as Analysis, Evaluation and Conclusions demonstrate relatively high marks as well, 77.7% and 77.8% respectively.	Students would benefit from in-class structured assignments explaining the methodology of Analysis and Evaluation, finding substantive data and assessing how it fits into the context of the problem and extracting inferred conclusions.	Jeff Chyatte
Technical Competency	A/P 88.3% Not surprisingly this area had the highest combination of Advanced and Proficient students along with 11.7% for Novice and no students as Not Evident. Further, the range was only had a 2 percentage points difference between students that were Reading: Not at College Level, Reading: At College Level, Math: Not at College Level, and Math: At College Level with scores of 90%, 91%, 90% and 89% respectively.	It appears that the overall technical competency is high in all areas so an improvement would be to add additional challenges to classroom activities and perhaps assessments. Either individual or group classroom and homework assignments requiring multiple online resources (including navigating and integrating library data bases, Medline, National Library of Medicine, Google, Wolfram Alpha and others) to research subjects, analyze material and provide position statements could improve the quality of content comprehension.	Jeff Chyatte

ADDITIONAL COMMENTS

To bolster competency skill sets, courses could choose to incorporate a number of strategies. Integrating the 5 E's of the Constructivist learning model where learners building their own understanding of new ideas and their relation to the 5-E's Engage, Explore, Explain, Elaborate, and Evaluate components. This method is endorsed by diverse institutions from NASA to Miami's Museum of Science. Students naturally gravitate to Heuristic Learning (learning by trial and error) and Inquiry Science (student centered learning as opposed to teacher mediated) so classroom exercises should encourage those learning styles with peer to peer group discussions at the end fostering content retention. Some thought should be given to the classroom organization with a departure from the traditional row seating to Harkness Table-like setting which bouys active participation of all students and allows for a Socratic Method dialogue to engage critical thinking and group dynamics in debating hypothesis elimination.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Jeff Chyatte, Janet Norcross, and Padma Tangirala

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: BIOL 151 Principles of Biology II

Dean: James Sneizek

Distribution Area: Sciences

Date:

REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	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
Information Literacy	A total of 80.4% of students scored either proficient or advanced, exceeding our expectations. Most students had no problem with accessing, knowing, evaluating, and using web resources. For ethics, we had the fewest number of advanced students, which suggests students may need more practice paraphrasing and avoiding plagiarism. But even for ethics, more than 75% of students scored proficient or advanced.	We agree to address ethics in the classroom with direct classroom instruction associated with plagiarism.	Please contact the group. A. Fairfield J. Smith V. Karpakakunjaram G. Wesley A. Sagasti K.R. Thomas

Technological Competency	A total of 81.4% of students rated proficient or advanced for this competency, exceeding our expectations.	We will insure that all sections will have multiple chances to interact with technology in the classrooms with informal feedback.	J. Smith V. Karpakakunjaram G. Wesley A. Sagasti K.R. Thomas A. Fairfield
Scientific Reasoning	A total of 84.8% of students scored either proficient or advanced, exceeding our expectations. Students scored well on all three categories of scientific reasoning. Almost 90% scored proficient or advanced for experimentation and data collection. The lowest scores were for evaluating data, but here 80.4% scored proficient or advanced.	We will confirm that each section provides students with multiple chances to practice problem observation, formation of hypotheses, experimentation and data collection, data interpretation and evaluation.	V. Karpakakunjaram G. Wesley A. Sagasti K.R. Thomas A. Fairfield J. Smith
Critical Analysis	A total of 83.7% of students scored either proficient or advanced, which exceeded our expectations. Students are correctly analyzing and evaluating data and explaining scientific issues.	We will continue to provide opportunities for students to analyze data and use scientific principles to explain the data.	G. Wesley A. Sagasti K.R. Thomas A. Fairfield J. Smith V. Karpakakunjaram

ADDITIONAL COMMENTS

We are confused about some results – no students should be enrolled in BIOL151 who are not college proficient in reading. We would appreciate feedback to understand that data.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

A. Fairfield, J. Smith, V. Karpakakunjaram, G. Wesley, A. Sagasti, K.R. Thomas

Dean Approval**Submission Date**

General Education
Course Reflection on Assessment Results
 Submit completed form to Outcomes@montgomerycollege.edu

Course: BIOL212

Dean: James Sniezek

Distribution Area:

Date: 11/4/2015

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
<i>Critical Analysis and Reasoning</i>	80% scored Advanced or Proficient, exceeding benchmark goal. This was a relative strength.	Continue to provide opportunities for critical analysis and reasoning in lecture, lab, and exams.	
<i>Information Literacy</i>	78% scored Advanced or Proficient. Although this exceeded the benchmark goal, this is an area that can be further strengthened.	To enhance information literacy, instructors will integrate opportunities to use these skills in lecture, and through independent and/or small-group work in lab. In addition, continue providing students with examples of the appropriate types of literature to use for primary data versus summaries/reviews.	Carole Wolin
<i>Scientific Reasoning</i>	75% scored Advanced or Proficient, exceeding benchmark goal. However, data interpretation and evaluation as	The pre-requisite course, BIOL150 is addressing these issues with its current restructuring. In addition, instructors in	

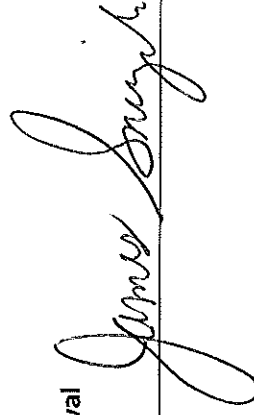
	well as experimentation skills could be stronger.	BIOL212 should make a point of reinforcing scientific reasoning during lecture and in lab discussion.	
<i>Technological Competency</i>	84% scored Advanced or Proficient, exceeding benchmark goal. Students appear to have a good mastery of the skills.	Continue to integrate technology in the classroom and course assignments. No changes needed at this time.	

ADDITIONAL COMMENTS

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Carole Wolin, Jennifer Hill, Alex Micich, Jeff Chyatte, Leah Allen, Janis Gallagher, Jim Cosgrove, Satish Gupta

Dean Approval



Submission Date

11/9/15

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: BIOL213

Dean: James Snizek

Distribution Area:

Date: 10/26/15

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
<i>Critical Analysis and Reasoning</i>	>60% scored Proficient or Advanced as expected. The area students had the most difficulty with is Identification and Explanation of Issues.	Students need practice with high-level thinking questions and explaining outcomes. Include in class discussions and critical thinking questions on exams.	Jennifer Hill
<i>Information Literacy</i>	~80% scored Proficient or Advanced, better than expected. Students have a good grasp of appropriate information sources.	Continue providing students with examples of the appropriate types of literature to use for primary data versus summaries/reviews.	
<i>Scientific Reasoning</i>	~50% scored Proficient or Advanced, less than expected combined. Only category to have >20% in Not Evident. Students not at college reading and math levels had consistently lower scores	We expect improved outcomes because these concepts are being addressed in more detail in the pre-requisite course, BIOL150.	

Technological Competency	~70% scored Proficient or Advanced as expected. Competency seems to be adequate.	No changes needed at this time. Continue integrating this component in the classroom and assignments.	
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ADDITIONAL COMMENTS

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Jennifer Hill, Alex Micich, Carole Wolin, Leah Allen, Janis Gallagher, Jim Cosgrove, Satish Gupta

Dean Approval James Smyth Ph.D.

Submission Date

Nov. 3, 2015

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: CCJS 110 - Administration of Justice

Dean: Dr. Darrin Campen

Distribution Area: Behavioral and Social Science

Date: 10-15-2015

REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	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
<i>Critical analysis and Reasoning</i>	<p>Students in this course may be attending their first college semester. This is important because the numbers of students who did test on Accuplacer at the college reading level (Avg 59%) mirrors the results of our students in this area closely for proficiency or above (Avg 58.1%). This may indicate that students entering Montgomery College without the necessary reading scores may incur additional difficulties with the writing assignments required in courses such as CCJS 110.</p> <p>Overall, over 53% of all students scored in either the proficient or advanced category for all 3 sections of this</p>	<p>Modify the assignment tool to reflect a more progressive assignment and grading process to allow those students who are encountering excessive difficulty to receive feedback and pursue assistance if necessary before the next phase of the assignment begins.</p> <p>Provide students in all CCJS 110 classrooms (in person or via all syllabi) with information on obtaining assistance and extra resources that may allow for improvement (Writing Center, Tutoring opportunities, improving study habits, library course pages, etc.)</p>	Deborah Grubb

	<p>competency area. Out of these 3 sections, only 22.2% scored at the advanced level for <i>analysis and evaluation</i>, which makes sense since this is a higher level of learning on the Bloom's taxonomy scale than the <i>identifications and explanation of issues</i> section (27.3%). There does seem to be unexplained weakness with the <i>conclusions</i> section of this area, where only 19.2% scored in the advanced category.</p>		
Information Literacy	<p>Almost 60% of students scored in the proficient or advanced categories of information literacy. Once again, we do see the lowest numbers occurring (51%) in the <i>evaluation</i> section, which requires a higher level of ability. The <i>ethics</i> section scored highest with 67.7% but there are concerns of inter-rater reliability that may exist between this section and the "<i>academic integrity</i>" of the <i>Written Communications</i> area among faculty members.</p>	<p>Perform an inter-rater reliability test among all faculty teaching the Gen Ed course to determine if scoring is consistent among faculty members.</p>	
Technological Competency	<p>A high percentage of students (83.2%) met the proficient or advanced competency for this category. Since the category was based on the ability to utilize technology (e.g. searching for sources, writing a paper on a computer or other electronic device, etc.), it is not surprising that this number is so high. The 4.2% that were "not evident" are</p>	<p>Continue current technological requirements.</p> <p>Emphasize through discussion that the assignment plays an important part in the final grade of the student to encourage submission (faculty are required to make the assignment 20-25% of the overall</p>	

	students who did not complete the assignment.	grade).	
Written Communication	<p>Students in this category achieved 63% proficiency or advanced competency. Similar to previous results mentioned above, an average of 67.4% of students in this area had reached the college writing level when entering Montgomery College. Faculty had discussed requiring ENGL 102 as a prerequisite for this class but concerns over the graduation track time line, etc. make this option unfeasible.</p> <p>The largest amount of students in the "<i>not evident</i>" category for this area (11.8%) fell into the <i>academic integrity</i> section. Inter-rater reliability is also a concern here as discussed previously.</p>	<p>Modify the assessment tool to make a more progressive assignment. Encourage faculty to intervene with students who do not meet an acceptable score after the 1st portion of the assignment to assess individual weaknesses.</p> <p>Continue to require all faculty in CCJS 110 classes to administer the assignment between weeks 11 & 12 of the semester to provide consistency between classes for exposure of the material.</p> <p>Encourage all faculty to make the plagiarism quiz a requirement for students in CCJS 110 classes.</p>	

ADDITIONAL COMMENTS

We experienced sizable drop/fail/withdrawal rates during this semester for the CCJS 110 classes. While new students to college do routinely experience transition issues, the criminal justice faculty believe that the required assessment tool is directly related to many of these statistics. Students were overwhelmed by the assignment. Our faculty support rigorous standards and believe that the assessment is consistent with college level work for this level. As such, we are maintaining the standards necessary for the assignment, but modifying the tool to allow for a more progressive learning process for students who may not be entirely ready for a 5-7 page research paper that culminates as one assignment towards the end of the semester.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Vicky Dorworth, Sean Fay, Deborah Grubb, Kevin Stone & David Celeste

Dean Approval
Darrin Campen

Submission Date
10/15/15

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: CHEM-115 SURVEY-ORGANIC & BIOCHEM

Dean: Dr. James Sniezek

Distribution Area: Natural Sciences with Lab

Date: November 2, 2015

REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	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
<i>Technology Competency</i>	<p>Over 55% of the students were scored as advanced on this competency and 33.3% proficient. Majority of the students who took this assessment had strong background in using online database to navigate on comparative analysis and statistics data to describe an organism's metabolic pathway.</p> <p>Every student who took this assessment clearly demonstrated the cellular location of metabolism in the two species, and made comparison of the glycolytic metabolic pathways of the</p>	<p>This course will no longer be offered at Montgomery College due to low students enrollments. If this course is offered again in future, introduce students earlier in the course how to use the online protein database to navigate on comparative analysis of protein different species. This project can be linked to general biology course where students learn about the taxonomic relationship between the two or species including the taxonomic hierarchy classification of different species.</p> <p>Have the link like http://biocyc.org/comp-genomics on Blackboard for students to access</p>	Solomon Teklai

	two species. This assessment tool was appropriate for this competency.		
<i>Critical Analysis and Reasoning</i>	<p>The General Education Assessment results on the area of critical analysis and reasoning showed 40.5% advanced and 45.2 proficient. Overall, advanced and proficient skills in this competency tend to be stronger with students who had general chemistry background. This is due to many of students in this group of had taken other general chemistry classes like CHEM 131 and general biology classes.</p> <p>Many of the students took this CHEM115 class to fulfill the pre-requisite course to pharmacy program at Howard University. As results, many of these students took organic chemistry-I and II prior to taking this CHEM115 class. On the other hand, less than 15% of students in this class didn't have any background in organic chemistry as well as general chemistry-II. This group of students took this CHEM115 class to transfer to nursing school in the metropolitan area. Though, the concept of pH and buffer solution was new to this group of</p>	<p>This course will no longer be offered at Montgomery College due to low students enrollments.</p>	Solomon Teklai

	<p>students.</p> <p>This led to have fewer students to be in the novice area which was 11.1% assessment's result.</p>		
<i>Information Literacy</i>	<p>Over 81% of the students who took the Information Literacy assessment competency scored as Proficient or higher. 18% of the students in this competency preformed novice.</p>	<p>This course will no longer be offered at Montgomery College due to low students enrollments.</p>	Solomon Teklai
<i>Scientific and Quantitative Reasoning</i>	<p>Over 83% of the students who took the Scientific and Quantitative Reasoning competency scored as Proficient or higher. As it was indicated above, students who had strong chemistry background scored high on this competency. The assessment tool for this competency was not designed appropriately to address the gap between students with strong chemistry background and with students without chemistry background. Having many students from different field of studies (like pre-pharmacy, nursing , and health sciences program, and etc...) taking this class make it a challenging task to have assessment tools to address the challenge.</p>	<p>This course will no longer be offered at Montgomery College due to low students enrollments.</p>	Solomon Teklai

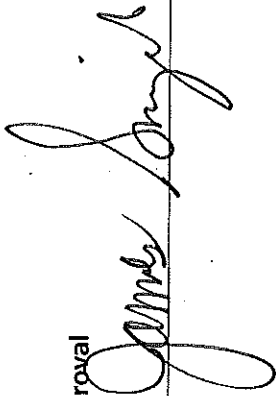
ADDITIONAL COMMENTS

This course will no longer be offered at Montgomery College due to low students enrollments.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Solomon Teklai

Dean Approval



Submission Date

11/3/15

General Education
Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: CHEM131 Principles of Chemistry I

Dean: Dr. James Sniezek

Distribution Area: Natural Sciences with Lab

Date: November 2, 2015

REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	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
<i>Technology Competency</i>	<p>The majority of students (80%) were advanced and proficient in this category demonstrating strength in this competency.</p> <p>The assessment tool, a spreadsheet (Excel) graphing exercise, could have been compromised by students sharing files outside of the classroom.</p>	<p>Consider modifying the assessment tool assignment to minimize opportunities for file sharing between students (e.g. submit electronic file).</p> <p>Continue to emphasize the use of technology, in particular graphing skills, in the laboratory component of the course.</p> <p>Consider incorporating a typed writing assignment in which students use the superscript and subscript features of a word processing program (MS Word, Google Docs, etc.) to write chemical formulas.</p>	Laura Anna

		<p>Post spreadsheet tutorials/videos on Blackboard for student use.</p> <p>Laboratory experiments that involve graphing and analyzing data in a spreadsheet (Excel), such as RV's "Gas Laws" and "Atomic Fingerprints" labs and TP/SS's "Density" lab, will be shared college-wide.</p> <p>Laboratory experiments that incorporate the use of LabQuest 2 data acquisition devices, such as RV's "Gas Laws" and "Hess's Law" labs, will be shared college-wide.</p> <p>Laboratory experiments that utilize iPad apps, such as RV's "Molecular Bonding and Geometries" lab, will be shared college-wide.</p> <p>RV's common Blackboard site for the laboratory, which provides opportunities for students to access information using technology, will be shared with all campuses.</p>	
<i>Critical Analysis and Reasoning</i>	<p>Student learning in the area of critical analysis and reasoning was strong with 60% demonstrating advanced and proficient skills in this competency.</p> <p>The higher number of students (34%) that were novice in this category could be related to the number of students NOT in college-ready math.</p>	<p>Submit curriculum proposal to change MATH requirement for CHEM131 to be college-ready math assessment.</p> <p>Develop and share resources (OERs, worksheets, etc.) that focus on mathematical skills related to chemistry content.</p> <p>Consider refocusing CHEM099 course outcomes to strengthen students' math skills with regard to solving word problems in better preparation for CHEM131.</p>	Laura Anna

		<p>Continue to emphasize critical analysis and reasoning skills through classroom problem-solving exercises and laboratory experiences.</p> <p>Ensure consistent grading of comparable assignments among all sections of the course.</p> <p>The assessment instrument was developed to address the critical analysis and reasoning competency, but not necessarily the individual subcategories. Consider adapting the assessment instrument.</p> <p>RV's redesigned laboratory experiments, which involve more critical thinking questions, will be shared with all campuses.</p> <p>RV's laboratory experiment on the "Scientific Method", which addresses this competency, will be shared college-wide.</p>	
<i>Information Literacy</i>	Over 70% of the students were scored as Proficient or higher in this competency.	<p>The assessment instrument was not developed to specifically address all of the subcategories of this competency. Consider modifying the assessment tool to more appropriately address information literacy, including all subcategories.</p> <p>Continue to emphasize information literacy through classroom and laboratory experiences, such as worksheets or pre-/post-lab questions, which require students to access data in appropriate literature. RV's "Chemical Reference Book Worksheet" will be shared college-wide.</p> <p>Consider developing opportunities in the</p>	Laura Anna

		<p>curriculum for students to demonstrate ethics in information literacy through technical writing.</p> <p>Ensure that all campuses have opportunities for students to develop information literacy through laboratory experiences.</p> <p>RV's common Blackboard site for the laboratory, which contains information about chemical literary resources and instructions on citing sources using ACS format, will be shared college-wide.</p>	
<i>Scientific and Quantitative Reasoning</i>	<p>The total number of students that were advanced and proficient in this area (44%) were about the same as the students that were novice (42%) in this competency. This result is reasonable given that CHEM 131 is an introductory science course and many students are just starting to develop these skills.</p>	<p>The assessment tool was not designed appropriately for the assessment of this competency. Consider modifying the assessment instrument to more accurately measure students' scientific reasoning skills.</p> <p>Incorporate opportunities for students to develop scientific reasoning skills through classroom and laboratory experiences.</p> <p>RV's "Scientific Method" laboratory experiment, which addresses this competency, will be shared college-wide.</p>	Laura Anna

ADDITIONAL COMMENTS

Faculty commented on the cumbersome input process of the data and the glitches that occurred where individuals could not correct or change submitted data. This puts the validity of the collective assessment data in question.

Faculty will further reflect on this data at the next discipline meeting when all members of the discipline are present.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Laura Anna, Susan Bontems, Thomas Chen, Tami Isaacs, Dilki Jayasekera, Orna Kutai, Virginia Miller, Robert Mirchin, Fotis Nifiatis, Alycia Palmer, Tricia Takahara, Tim Watt

Dean Approval

James Sniezek, Ph.D.

Submission Date

October 30, 2015

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: Chemistry 150

Dean: Snizek

Distribution Area: Natural Sciences with Lab

Date: 9/01/2015

REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	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
<i>Critical Analysis and Reasoning</i>	The highest "not evident" rates were in this category. As we did not see the grading rubric until AFTER the assessment, the tool used here (and throughout this process) was not broken into parts that allowed easy assessment of the categories we had to use. For example, we never asked for an "explanation of issues" as we didn't know we would be scoring this until AFTER the tool was used.	More sample problems done in class and as homework related to analysis of organic reactions and mechanisms to give students a more fundamental understanding of those reactions. Instructors will share worksheets. Create, or make better use video tutorials or other materials to supplement the weak content in the textbook, such as "Kahn Academy" internet videos. (All of the textbooks for this type of course are weak on critical thinking.) Edit the assessment tool to better match the rubric. (We assume we can't change	Susan Bontems

		the rubric to better fit chemistry?)	
<i>Information Literacy</i>	<p>The data look good. The evaluation of ethics does not really fit for our tool. Omit this line in evaluation in the future? We are not sure about consistency in grading for this line item.</p>	<p>Continue to emphasize as a part of lab reports.</p> <p>Collaborate on grading of the assessment and/or modify the assessment to obtain data that may be more useful.</p>	
<i>Quantitative Reasoning</i>	<p>We did not expect this category to be split out from Scientific Reasoning. So we really assessed Scientific Reasoning. So no meaningful data were obtained for this area.</p>	<p>Modify the assessment tool to accommodate split areas.</p>	
<i>Scientific Reasoning</i>	<p>The data for this category indicate strong performance.</p>	<p>Continue with current methods and consider adding videos and other supplemental materials as needed.</p> <p>Encourage students with group assignments to form and make use of study groups outside of class to facilitate learning and reinforcement of new material. Share resources among all instructors to have consistency.</p> <p>The assessment tool did not match the categories very well. Either omit some lines in the rubric when recording data or modify the assessment.</p>	
<i>Technological Competency</i>	<p>Excellent results.</p>	<p>Continue current program.</p>	

ADDITIONAL COMMENTS

The main problem throughout resulted from distribution of the detailed rubric AFTER the assessment tools were submitted and run. Most often the assessment tool didn't match the categories we were asked to score. For example, we asked a reasoning question but did not specifically ask for a written hypothesis. So scoring this was nearly meaningless. This is true throughout. The reality is that we really need to redo the assessment tools to match the rubric. However, we don't have confidence that the rubric won't change between now and the next assessment cycle.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Susan Bontems
Howard Dobres

Dean Approval

James Long, Ph.D.

Submission Date

9/21/2015

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: Econ 105

Dean: Kathy Michaelian

Distribution Area: Social Sciences

Date: 8/27/15

REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	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
<i>Critical Analysis and Reasoning</i>	Students exceeded faculty expectations. 82% of students scored advanced or proficient compared with our expectations of 60%. However, the percentage of students at the novice level (15%) was still significant.	We plan to encourage MC Econ instructors to provide more opportunities for students to practice the analysis and interpretation of economic data.	David Youngberg
<i>Information Literacy</i>	Students exceeded faculty expectations. Over 89% of students scored advanced or proficient compared with our expectations of 60%. No major weaknesses were identified.	We will encourage instructors to show students how to use the MC Economics Website to identify appropriate data sources and other resources.	David Youngberg
<i>Technological Competency</i>	Students far exceeded faculty expectations. (Nearly 90% scored	No actions are planned.	David Youngberg

	advanced or proficient.) No weaknesses were identified.		
<i>Written Communication</i>	Students exceeded faculty expectations. About 77% of students scored advanced or proficient compared with our expectations of 60%. Students met our novice level expectations. However, we believe lower percentages at the novice level are achievable.	We will encourage Econ faculty to direct students at the novice level to visit and employ a MC Writing Center.	David Youngberg

ADDITIONAL COMMENTS

None.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Madariaga, Mehrabi, Grinath, Youngberg, Venkatachalam, Das

Dean Approval

Kathy Michaelian 9/22/15

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: Econ201

Dean: Kathy Michaelian

Distribution Area: Economics

Date: September 7, 2015

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
1. <i>Critical Analysis and Reasoning</i> 2. <i>Information Literacy</i> 3. <i>Technological Competency</i> 4. <i>Written Communication</i>	Strengths <i>Critical Analysis and Reasoning: With 72.1% students achieving proficient or advanced, our students exceeded our expectations.</i> <i>Information Literacy: About 81.2% achieved proficient or advanced</i> <i>Technological Competency: About 90.7% achieved proficient or advanced</i> <i>Written Communication: With 77% of students achieving proficient or advanced, our students exceeded our expectations.</i>	Critical Analysis and Reasoning: Encourage instructors to provide more opportunities for the students to practice analysis and interpretation of economic data Information Literacy: Students are doing well; encourage faculty to direct students to MC's economics website where they will find appropriate data sources Technological Competency: No recommended actions Written Communication: Students are doing well; encourage faculty to direct	Satarupa Das, Professor, Economics Takoma Park Campus

	<p>Weakness</p> <p>Critical Analysis and Reasoning: A small percentage of students continue to have difficulty with this competency requirement. Slightly too many students (23.3%) were rated at a novice level.</p> <p>Information Literacy: A small percentage of students used subpar websites for accessing data</p> <p>Technological Competency: None</p> <p>Written Communication: Students met our expectation for the novice level. Though we expected 20% for that level, we feel more students can achieve a higher category.</p>	students to seek help at the Writing Center	

ADDITIONAL COMMENTS

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Satarupa Das, Bruce Madariaga, Arthur Grinath, Shah Mehrabi, Padma Venkatachalam and David Youngberg

Dean Approval

Kathy Michaelian 9/22/15

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: Econ 202

Dean: Kathy Michaelian

Distribution Area: Social Sciences

Date: 8/27/15

REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	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
<i>Critical Analysis and Reasoning</i>	Students exceeded faculty expectations. 75% of students scored advanced or proficient compared with our expectations of 60%. However, the percentage of students at the novice level (23%) was still significant.	We plan to encourage MC Econ instructors to provide more opportunities for the students to practice analysis and interpretation of economic data.	Bruce Madariaga
<i>Information Literacy</i>	Students exceeded faculty expectations. Over 80% of students scored advanced or proficient compared with our expectations of 60%. No major weaknesses were identified.	We will encourage instructors to show students how to use the MC Economics Website to identify appropriate data sources and other resources.	Bruce Madariaga
<i>Technological Competency</i>	Students far exceeded faculty expectations. (Nearly 90% scored	No actions are planned.	Bruce Madariaga

	advanced or proficient.) No weaknesses were identified.		
<i>Written Communication</i>	Students exceeded faculty expectations. Over 80% of students scored advanced or proficient compared with our expectations of 60%. Students met our novice level expectations. However, we believe lower percentages at the novice level are achievable.	We will encourage Econ faculty to direct students at the novice level to employ the Writing Center.	Bruce Madariaga

ADDITIONAL COMMENTS

A few errors in the results provided to the Econ faculty were identified, though these errors did not affect the primary results or our assessment and recommendations:
Where the results are presented by grade, it was reported that students receiving F's typically scored advanced or proficient 100% of the time. This cannot be correct.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Madariaga, Mehrabi, Grinath, Youngberg, Venkatachalam, Das

Dean Approval

Kathy Michaelian 9/22/15

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: GEOL 101

Dean: Dr. Muhammad Kehnemouyi

Distribution Area: Natural Science Distribution with lab

Date: 12/21/2015

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	109 students participated in the assessment. Advanced: benchmark was 10%; assessment result 4.3%. Benchmark not met. Proficient: benchmark was 40%; assessment result 59.9%. Benchmark surpassed. Novice: benchmark was 50%; assessment result 35.8%. Lower than benchmark due to high "Proficient" score.	Continue current efforts. Develop activities that offer more of a challenge to advanced students.	Cutler

	<p>Not evident: benchmark was 0%; assessment result 0%. Benchmark met.</p> <p>Conclusion: In general, students performed better than expected, as seen in the high percentage of “Proficient” students. The lower than expected “Advanced” score may indicate that the exercise was not challenging enough to motivate advanced students to do their best work.</p>		
Information literacy	<p>111 students participated in the assessment.</p> <p>Advanced: benchmark was 10%; assessment result 15.1%. Benchmark exceeded.</p> <p>Proficient: benchmark was 40%; assessment result 73%. Benchmark greatly exceeded.</p> <p>Novice: benchmark was 50%; assessment result 9.5%. Far lower than benchmark due to high “Advanced” and “Proficient” scores.</p> <p>Not evident: benchmark was 0%; assessment result 1.8%. Slightly worse than predicted.</p> <p>Conclusion: Students performed much better than expected, despite slightly</p>	Continue current efforts. The assignment this assessment was based on (searching for minerals used to make smartphones) is popular with the students. We should develop other similar assignments that explicitly connect with students’ lives.	Cutler

	high “Not evident” scores.		
Scientific reasoning	<p>109 students participated in the Scientific Reasoning assessment. Data for 59 students appears for Quantitative Reasoning, even though this was not included in the assessment plan.</p> <p>Advanced: benchmark was 10%; assessment result 4.6%. Benchmark not met.</p> <p>Proficient: benchmark was 40%; assessment result 55.2%. Benchmark exceeded.</p> <p>Novice: benchmark was 50%; assessment result 40.2%. Lower than benchmark due to high “Proficient” score.</p> <p>Not evident: benchmark was 0%; assessment result 0%. Benchmark met.</p> <p>Conclusion: In general, students performed better than expected, as seen in the high percentage of “Proficient” students. The lower than expected “Advanced” score may indicate that the exercise was not challenging enough to motivate advanced students to do their best work.</p>	Continue current efforts. Develop activities that offer more of a challenge to advanced students.	Cutler

Technological competency	<p>109 students participated in the assessment.</p> <p>Advanced: benchmark was 10%; assessment result 3.7%. Benchmark not met.</p> <p>Proficient: benchmark was 40%; assessment result 91.7%. Benchmark greatly exceeded.</p> <p>Novice: benchmark was 50%; assessment result 4.6%. Far lower than benchmark due to high and “Proficient” scores.</p> <p>Not evident: benchmark was 0%; assessment result 0%.</p> <p>Conclusion: In general, students performed better than expected, as seen in the high percentage of “Proficient” students. The lower than expected “Advanced” and “Novice” scores are likely because the exercise presented only moderate technological challenges, few opportunities to either excel or fail.</p>	Continue current efforts to use technology in ways that help students master geological concepts.	Cutler

ADDITIONAL COMMENTS

For future assessments we should fine-tune the assessment instruments to more accurately distinguish the different competency levels among the students. In some cases, the competency scores were inconsistent with the students' overall performance in the course. For example, bright students scored "Novice" in some cases. This may be because they were insufficiently challenged and put little effort into the exercise. Hopefully, we can improve the assessments in the future. For the present, these results should be interpreted with caution.

Also, "Quantitative Reasoning" and "Written Communication" were not part of the assessment plan, but data for these competencies appear in the results. Whether due to entry error or processing error, this anomaly compromises the integrity of the data.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Cutler, Khourey

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: GEOL 102

Dean: Dr. Muhammad Kehnemouyi

Distribution Area: Natural Science Distribution with lab

Date: 12/21/2015

REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	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
<i>Critical analysis and reasoning</i>	11 students participated in the assessment. Advanced: benchmark was 10%; assessment result 18.2%. Benchmark exceeded. Proficient: benchmark was 40%; assessment result 36.4%. Slightly lower than benchmark due to high "Advanced" scores. Novice: benchmark was 50%; assessment result 45.5%. Slightly lower than benchmark due to high "Advanced" scores.	Continue current efforts. Develop new activities that help students develop this competency.	Cutler

	<p>Not evident: benchmark was 0%; assessment result 0%. Benchmark met.</p> <p>Conclusion: Students performed better than expected.</p>		
<i>Information literacy</i>	<p>11 students participated in the assessment.</p> <p>Advanced: benchmark was 10%; assessment result 0.0%. Benchmark not met.</p> <p>Proficient: benchmark was 40%; assessment result 92.7%. Benchmark greatly exceeded.</p> <p>Novice: benchmark was 50%; assessment result 7.3%. Much lower than benchmark due to high “Proficient” scores.</p> <p>Not evident: benchmark was 0%; assessment result 0.0%. Benchmark met.</p> <p>Conclusion: In general, students performed better than expected (very high “Proficient” score), but there was a disappointing absence of “Advanced” students.</p>	Continue current efforts. Develop new activities that require students to gather and evaluate scientific information.	Cutler
<i>Scientific reasoning</i>	9 students participated in the assessment.	Continue current efforts. Develop new activities that require scientific reasoning	Cutler

	<p>Advanced: benchmark was 10%; assessment result 0.0%. Benchmark not met.</p> <p>Proficient: benchmark was 40%; assessment result 44.4%. Benchmark slightly exceeded.</p> <p>Novice: benchmark was 50%; assessment result 44.4%. Slightly lower than benchmark.</p> <p>Not evident: benchmark was 0%; assessment result 11.1%. Worse than benchmark. Because of small sample size, this represents one student.</p> <p>Conclusion: Results are somewhat worse than expected, though sample size is small.</p>	and analysis.	
<i>Technological competency</i>	<p>10 students participated in the assessment.</p> <p>Advanced: benchmark was 10%; assessment result 0.0%. Benchmark not met.</p> <p>Proficient: benchmark was 40%; assessment result 100%. Benchmark greatly exceeded.</p> <p>Novice: benchmark was 50%; assessment result 0%. Much lower than benchmark due to high “Proficient” scores.</p>	Continue current efforts.	Cutler

	<p>Not evident: benchmark was 0%; assessment result 0.0%. Benchmark met.</p> <p>Conclusion: Students performed better than expected, as seen in the high percentage of “Proficient” students (100%). The lower than expected “Advanced” and “Novice” scores are likely because the exercise presented only moderate technological challenges few opportunities to either excel or fail.</p>		

ADDITIONAL COMMENTS

Because of the small sample size, these results should be interpreted with caution. Also, the assessment instrument need to be fine-tuned to more accurately distinguish the different competency levels among the students. Finally, “Quantitative Reasoning” was not part of the assessment plan, but data for this competency appears in the results. Whether due to entry error or processing error, this anomaly compromises the integrity of the data.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Cutler

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: PHYS 161

Dean: Dr. Muhammad Kehnemouyi

Distribution Area: Natural Sciences Distribution with lab

Date: 11/02/2015

REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	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	168 students participated in the assessment Advanced category: benchmark was 10%; assessment result 19.8%. Benchmark surpassed! Proficient category: benchmark was 40%; assessment result 38.5%. Benchmark met. Novice category: benchmark was 40%; assessment result 31.3%. Under the benchmark! Very nice! Not Evident category: benchmark was 10%; assessment result 10.3%. Well predicted! Conclusion: students performed better than we were hoping for with our benchmarks!	Continue current efforts, including active-learning pedagogies, balance between conceptual training and problem-solving training, tracking of student performance.	Benmouna

Information Literacy	<p>Unfortunately the results from this assessment are unreliable because they were contaminated by entries which did not follow the agreed upon assessment. Only standards 1, 2, and 3 were supposed to be assessed, yet there are data for the two other standards as well (less than the first three, but this still contaminates the good data).</p> <p>No conclusions can be drawn from the results.</p>		Benmouna
Scientific Reasoning	<p>110 students participated in the assessment</p> <p>Advanced category: benchmark was 20%; assessment result 20%. Benchmark met.</p> <p>Proficient category: benchmark was 40%; assessment result 51.2%. Benchmark surpassed!</p> <p>Novice category: benchmark was 40%; assessment result 25.5%. Under the benchmark! Very nice!</p> <p>Not Evident category: benchmark was 0%; assessment result 3.3%. Within uncertainty.</p> <p>Conclusion: students performed better than we were hoping for with our benchmarks!</p>	Continue current efforts, including active-learning pedagogies, balance between conceptual training and problem-solving training, tracking of student performance.	Benmouna
Technological Competency	<p>110 students participated in the assessment</p> <p>Advanced category: benchmark was 40%; assessment result 15.5%. Below benchmark.</p> <p>Proficient category: benchmark was 50%; assessment result 55.5%. Benchmark met.</p> <p>Novice category: benchmark was 10%; assessment</p>	Continue discussions ways to supplement course with a laboratory component.	Benmouna

	<p>result 24.5%. Benchmark exceeded, in this category this is an issue.</p> <p>Not Evident category: benchmark was 0%; assessment result 4.5%. Problematic.</p> <p>Conclusion: students performed worse than are identified benchmarks for this competency.</p>		
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ADDITIONAL COMMENTS

Assessment plan did not include “Quantitative Reasoning” and “Written Communication”, yet there are data entered for these competencies. Although the student participation numbers are lower compared to the other competencies, this is still problematic as it compromises the integrity of the data.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Nawal Benmouna, Arya Akmal, Catalina Cetina, Hollis Williams, Kris Lui, Max Nam, Hailu Bantu

Dean Approval

Submission Date

M.H.Kehmemouyi

General Education

Course Reflection on Assessment Results

Submit completed form by **November 2nd, 2015** to to Outcomes@montgomerycollege.edu

Course: PHYS 203

Dean: Dr. Muhammad Kehnemouyi

Distribution Area: Natural Sciences Distribution with Lab

Date:

REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	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
<i>Critical Analysis and Reasoning</i>	Nearly 90% of the students were rated advanced (82.9%) or proficient (6.3%) on the assessment. The data sample was very small (37 students) compared to the number of sections (8) offered in the Spring 2015 semester throughout all three campuses with an average enrollment of 19 students per section.	Those students who have taken the assessment appeared to do well in the assessment.	
<i>Information Literacy</i>	Nearly 86.3% of the students were rated as advanced or proficient in the information literacy competency. The data sample was very small (38 students) compared to the number of sections (8) offered in the Spring 2015 semester throughout all three campuses with an average enrollment of 19 students per section.	Those students who have taken the assessment appeared to do well in the assessment. There appears no evidence of cheating or plagiarism from the results of the data.	

<i>Quantitative Reasoning</i>	<p>About 82% of the students were rated as advanced in this competency while 8% were rated as proficient.</p> <p>The data sample was very small (36 students) compared to the number of sections (8) offered in the Spring 2015 semester throughout all three campuses with an average enrollment of 19 students per section.</p>	Those students who have taken the assessment appeared to do well in the assessment.	
<i>Scientific Reasoning</i>	<p>About 67.5% of the students were rated as advanced and 26.3% were rated as proficient. Compared to other standards in the scientific reasoning competency, the students rated novice in data interpretation and evaluation were the highest at 18.4%.</p> <p>The data sample was very small (38 students) compared to the number of sections (8) offered in the Spring 2015 semester throughout all three campuses with an average enrollment of 19 students per section.</p>	While the students who have taken the assessment appeared to do well in the assessment, improvements can be suggested by additional reinforcement on data interpretation and evaluation.	
<i>Technological Competency</i>	<p>The students were highly rated as advanced (78.9%) or proficient (18.4%) in this competency.</p> <p>The data sample was very small (38 students) compared to the number of sections (8) offered in the Spring 2015 semester throughout all three campuses with an average enrollment of 19 students per section.</p>	Those students who have taken the assessment did well in this competency.	

ADDITIONAL COMMENTS

Usefulness of the results of the assessment for this cycle is suspect due to the very small number of submissions and the inclusion of competencies that were not included in the assessment. Additional implementation of the assessment with a better communication of the assessment to all of the faculty teaching PHYS 203 hopefully will lead to a larger data sample and somewhat more useful instrument for analysis. For example, data with results such as 2 to 3% generally referred to a single student. It is also possible that the students that are included in "Not Evident" could refer to students who have failed to drop

the course but were counted since a data submission was required in order to complete the data entry.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form by **November 2nd, 2015** to to Outcomes@montgomerycollege.edu

Course: PHYS 204

Dean: Dr. Muhammad Kehnemouyi

Distribution Area: Natural Sciences Distribution with Lab

Date:

REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	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
<i>Critical Analysis and Reasoning</i>	Nearly 90% of the students were rated advanced (81.1%) or proficient (15.3%) on the assessment. About 7.2% were rated as novices. The rest (4.5%) were rated as not evident. While most of the instructors appeared to have submitted the data, the overall data sample was very small (37).	Those students who have taken the assessment appeared to do well in the assessment.	
<i>Information Literacy</i>	Nearly 94% of the students were rated as advanced or proficient in the information literacy competency. The data submission was inconsistent for the Standard 5 (Ethics) information literacy competency. Only 26 submissions were made while 37 submissions were made for the other standards in the information literacy category.	Those students who have taken the assessment appeared to do well in the assessment.	

<i>Quantitative Reasoning</i>	In the result, 44.4% of the students were rated advanced while 50.0% were rated proficient. There were only 6 students who completed the quantitative reasoning assessment.	Further assessment is required on the quantitative reasoning data to make a more comprehensive interpretation of the data.	
<i>Scientific Reasoning</i>	Over 90% of the students were rated either advanced or proficient in scientific reasoning competency. The total data was very small (37 students).	The students appeared to have done well in scientific reasoning aspect of the assessment.	
<i>Technological Competency</i>	The students were highly rated as advanced (75.7%) or proficient (18.9%) in this competency.	Those students who have taken the assessment did well in this competency.	

ADDITIONAL COMMENTS

Usefulness of the results of the assessment for this cycle is suspect due to the very small number of submissions and the inclusion of competencies that were not included in the assessment. Additional implementation of the assessment would be helpful in creating a larger data set for analysis.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

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Dean Approval

Submission Date

General Education
Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: PHYS 262

Dean: Dr. Muhammad Kehnemouyi

Distribution Area: Natural Sciences Distribution with lab

Date: 11/02/2015

REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	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	103 students participated in the assessment Advanced category: benchmark was 10%; assessment result 19.7%. Benchmark surpassed! Proficient category: benchmark was 40%; assessment result 48.5%. Benchmark surpassed! Novice category: benchmark was 40%; assessment result 20.1%. Under the benchmark! Very nice! Not Evident category: benchmark was 10%; assessment result 11.7%. Within uncertainty of measurements. Conclusion: students performed better than predicted by benchmarks.	Continue current efforts, including active-learning pedagogies, balance between conceptual training and problem-solving training, tracking of student performance.	Akmal

Information Literacy	<p>Unfortunately the results from this assessment are unreliable because they were contaminated by entries which did not follow the agreed upon assessment. Only standards 1, 2, and 3 were supposed to be assessed, yet there are data for the two other standards as well (less than the first three, but this still contaminates the good data).</p> <p>No conclusions can be drawn from the results.</p>		Akmal
Scientific Reasoning	<p>86 students participated in the assessment</p> <p>Advanced category: benchmark was 20%; assessment result 29.6%. Benchmark surpassed.</p> <p>Proficient category: benchmark was 40%; assessment result 50.0%. Benchmark surpassed.</p> <p>Novice category: benchmark was 40%; assessment result 18.8%. Below benchmark. Very good.</p> <p>Not Evident category: benchmark was 0%; assessment result 1.5%. Benchmark well predicted.</p> <p>Conclusion: students performed better than predicted with the set benchmarks.</p>	Continue current efforts, including active-learning pedagogies, balance between conceptual training and problem-solving training, tracking of student performance.	Akmal
Technological Competency	<p>103 students participated in the assessment</p> <p>Advanced category: benchmark was 40%; assessment result 45.8%. Benchmark surpassed.</p> <p>Proficient category: benchmark was 50%; assessment result 47.2%. Benchmark met within measurement uncertainty.</p>	Continue use of technology in the laboratory component of the course.	Akmal

	<p>Novice category: benchmark was 10%; assessment result 6.9%. Below benchmark. Good.</p> <p>Not Evident category: benchmark was 0%; assessment result 0%. Benchmark met.</p> <p>Conclusion: students met benchmark set by the discipline for this competency.</p>		
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ADDITIONAL COMMENTS

Assessment plan did not include “Quantitative Reasoning” and “Written Communication”, yet there are data entered for these competencies. Although the student participation numbers are lower compared to the other competencies, this is still problematic as it compromises the integrity of the data.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Nawal Benmouna, Arya Akmal, Catalina Cetina, Hollis Williams, Kris Lui, Max Nam, Hailu Bantu

Dean Approval

M.H.Kehmemouyi

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: POLI101 – American Government

Dean: Sharon Fechter

Distribution Area: BSSD

Date: 27 October 2015

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
<i>Critical Analysis and Reasoning</i>	Students who placed below college level when entering MC outperformed their counterparts on this competency, and <i>significantly</i> outperformed them on developing conclusions. ("Conclusions" was the weakest category of the entire assessment.)	Invite a faculty member from the developmental reading member to a Political Science discipline meeting to model specific activities used in developmental reading courses to help students develop conclusions and synthesize content from reading assignments.	Haydel
<i>Information Literacy</i>	Students performed better on ethics and academic integrity than on the evaluation and use of sources. (Evaluation was by far the weakest category.)	Faculty are effectively addressing concerns about plagiarism and teaching students how to cite sources. However, faculty are less deliberate about teaching students to choose reliable and valid sources. The Political Science faculty should attend ELITE workshops focused on teaching techniques for evaluating sources and/or work with	Haydel

		the library instruction teams to help students learn the CRAAP test. Faculty may also wish to compile a shared list of stories where evaluating sources correctly mattered in American Government , such as incorrect and misleading graphs in congressional hearings.	
<i>Technological Competency</i>	This was by far the strongest category for students, with 73.1% performing at the advanced level.	No action necessary.	n/a
<i>Written Communication</i>	Students who placed at college level when entering MC significantly outperformed their counterparts on written communication	Encourage and incentivize student use of college writing centers. Consider including writing center information on assignment handouts.	Haydel

ADDITIONAL COMMENTS

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Jennifer Haydel, Nathan Zook, Aram Hessami, and Greg Sember

Dean Approval
Sharon Fechter

Submission Date
11/2/15

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: POLI105 – Introduction to Political Science

Dean: Sharon Fechter

Distribution Area: BSSD

Date: 30 October 2015

REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	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
<i>Critical Analysis and Reasoning</i>	Overall, students perform well in the Critical Analysis/Reasoning, but there is a dramatic performance drop between those reading at college level & those not reading at college level.	Invite a faculty member from the developmental reading area to a Political Science discipline meeting to model activities used in developmental reading to help students develop conclusions and synthesize content from assignments. Faculty should discuss our emphasis on the importance of readings & verify students are actually purchasing the text.	Sember
<i>Quantitative Reasoning</i>	About half or more students scored as a novice or as not evident in Quantitative Reasoning.	Instructors will re-evaluate the assessment to ensure its synthesis with other social science courses & will discuss integration of quantitative reasoning for POLI105. No action is necessary at this point, but this	Sember

<i>Scientific Reasoning</i>	About half or more students scored as a novice or as not evident in Scientific Reasoning.	<p>statistical trend should be noted. This may simply be scientific reasoning is not necessarily required in an Introduction to Political Science course.</p> <p>Faculty should discuss integration of Scientific Reasoning & see if there are similar statistical trends with Scientific Reasoning in other Political Science courses.</p>	Sember
<i>Information Literacy</i>	Students who were not at the college level in math consistently outperformed students who were classified as performing as at the college level in math.	<p>The data appears to be skewed by an overrepresentation of students who did not perform at college level in math. This is area which should be monitored as the data becomes more representative.</p> <p>Faculty should discuss our use & presentation of statistics & quantitative information to our classes.</p>	Sember

ADDITIONAL COMMENTS

Math may not be a prerequisite, but the application of Math & statistics should be part of any well-prepared Political Science course. If students performing at college level for math are not performing as expected, this could reflect a need for better explanation & integration of statistics in the course.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Jennifer Haydel, Nathan Zook, & Greg Sember

<i>Critical Analysis & Reasoning</i> <i>Information Literacy</i> <i>Scientific Reasoning</i>	Students who were not at the college level in math consistently outperformed students who were classified as performing as at the college level in math.	No action is necessary at this point because the data appears to be skewed by an overrepresentation of students who did not perform at college level in math. This is area which should be monitored as the data becomes more representative.	Sember

ADDITIONAL COMMENTS

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Jennifer Haydel, Lee Annis, & Greg Sember

Dean Approval
Sharon Fechter

Submission Date
11/2/15

General Education
Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: POLI203 – International Relations

Dean: Sharon Fechter

Distribution Area: BSSD

Date: 30 October 2015

REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	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
<i>Critical Analysis and Reasoning</i>	Students perform well on identification of issues and on analysis, but underperform on drawing conclusions. Significantly, there is a large gap in performance between A/B and C/D/F groupings.	Exchange effective assignment examples.	Haydel
<i>Information Literacy</i>	The weakest category was the <i>use</i> of sources.	Exchange best practices on helping students incorporate their research effectively into final products (papers, simulations, videos, etc.)	Haydel
<i>Technological Competency</i>	Student performance on technological competency was weakest in the International Relations and Politics of the Developing World classes.	Provide students with information about accessing computer labs. Consider including computer lab information on assignment handouts.	Haydel

		Faculty should exchange ideas about incorporating technological competency exercises into the POLI203 course.	
<i>Written Communication</i>	There is a marked difference in student performance on academic integrity vs. writing mechanics, organization, content, and style/expression. It is possible that the underperformance in writing communication may be related to a higher proportion of students with English as a second language.	<p>Encourage and incentivize student use of college writing centers. Consider including writing center information on assignment handouts.</p> <p>To draw on the diversity of languages in the classroom and build upon student strengths, incentivize student use of source material in languages other than English as well.</p>	Haydel

ADDITIONAL COMMENTS

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Nathan Zook and Jennifer Haydel

Dean Approval
Sharon Fechter

Submission Date

11-2-15

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: POLI 211 – Comparative Politics

Dean: Sharon Fechter

Distribution Area: BSSD

Date: 10/28/2015

REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	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
<i>Critical Analysis and Reasoning</i>	Students who earned A's did better than those earning B's. Those earning B's did better than those earning C's, etc. A surprising finding was that those without college level reading did better than those who were assessed at college level reading in terms of achieving advanced status. Students were slightly more advanced at developing conclusions than at engaging in analysis and evaluation.	Instructors will encourage students to provide more analysis that matches the attention they give to drawing conclusions.	Nathan Zook
<i>Information Literacy</i>	The weakest category was on Use of information. Ethics was the strongest category. It seems like instructors have succeeded in emphasizing the ethical	Students can be encouraged to strengthen the quality of their use of information. Instructors will discuss with students that in addition to citing sources, it is important	Nathan Zook

	components of information literacy in terms of encouraging students to avoid plagiarism.	to choose quality, scholarly sources. Instructors will direct students to scholarly library databases such as JSTOR.	
<i>Technological Competency</i>	74.2% of students performed at the advanced level making this the strongest category. Many of the students taking this course were in an online course, so they already were predisposed toward technological competency.	Continue current practices and monitor to ensure ongoing high performance.	N/A
<i>Written Communication</i>	Students who did not meet the college reading assessment were more likely to be advanced than those who did meet the assessment. Students earning A's were more likely to be advanced than those earning B's. Students earning D's were more likely to be advanced than those earning C's, however. This could be due to the fact that the assessment just covers one assignment in the course and many other grade components are not factored into the assessment. The weakest category was the mechanics of written communication.	Instructors will make students aware of their ability to use the writing center for assistance in the mechanics of writing.	Nathan Zook

ADDITIONAL COMMENTS

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Nathan Zook, Jennifer Haydel, Greg Sember, Karl Smith, Aram Hessami

Dean Approval
Sharon Fechter

Submission Date
11-2-15

General Education
Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: POLI221 – Western Political Thought

Dean: Sharon Fechter

Distribution Area: BSSD

Date: November 2 2015

REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	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
<i>Critical Analysis and Reasoning</i>	It seems that there is not a significant difference between A students and C and D students in this category. B students are within 88 percentile whereas C & D students in 100% in all 3 categories within this Competency.	I would look at the methodology of assessment and re-evaluate the Data gathering first before any other explanation and/or recommendation are provided.	Hessami
<i>Information Literacy</i>	Again, the same sort of problem exists here. D students are equal to A students. In Access, Ethics, Evaluate, Know and Use. It does not make sense, unless the grading does not really reflect these abilities. There are also other possibilities: for example, B students are	Look at the collected data more carefully and again the sample size must be increased to warrant any type of generalization. I think this may also be due to professors' grading; so I recommend a consultation session and an agreement on grading this type of competency in this course.	Hessami

	not better than D students in this category; this may be explained better if we had a larger sample to see whether or not getting a D had more to do with dropping out or not taking the Final Exam or submitting the term-paper as opposed to not knowing the subject-matter.	We definitely want to have a larger sample size to increase the validity of our analysis and our conclusions about the data.	
<i>Quantitate Reasoning</i>	<p>Student performance on Quantitative Reasoning is quite problematic along the same lines:</p> <p>There seem to be no difference at all among A, B, & C students they are in the 100% level.</p>	I recommend increasing the sample size in 2 or 3 consecutive semesters. This course is an advanced course and has not been offered due to the lack of enrollment in both of the Rockville and the Germantown campuses. Also, we need to look how this competency was actually measured.	Hessami
<i>Scientific Reasoning</i>	<p>Here again, we have the same problem: The data seem to suggest that the persistence of the same problem—no differentiation between A, B, and C students.</p> <p>This is a concern and I believe may be the direct result of the small sample. Also grading in these categories may be part of the explanation.</p>	<p>Here again, I would make the same recommendation:</p> <p>Increasing the sample size in 2 or 3 consecutive semesters. This course is an advanced course and has not been offered due to the lack of enrollment in both of the Rockville and the Germantown campuses. Also, we need to look how this competency was actually measured.</p>	Hessami
<i>Written Communication</i>	Here, there is again there is no difference between A and D students	I recommend increasing the sample size in 2 or 3 consecutive semesters. This course	

	<p>whatsoever. Although, there is a variation between C and B students, it is still the same problem.</p> <p>We may have to change our criteria so that we can tell why students actually receive the D or F to take into accounts the dropouts, and incomplete assignment s.</p>	<p>is an advanced course and has not been offered due to the lack of enrollment in both of the Rockville and the Germantown campuses. Also, we need to look how this competency was actually measured.</p> <p>We may have to change our criteria so that we can tell why students actually receive the D or F to take into accounts the dropouts, and incomplete assignment s.</p>	Hessami

ADDITIONAL COMMENTS

Collect at data from at least 40-50 students in this Course. This should definitely be repeated to include an appropriate sample size and the instrument should be carefully examined. The discipline should do some inter-rater reliability, given the concerns expressed here. SAF

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Aram Hessami

Dean Approval
Sharon Fechter

Submission Date

11-2-15

General Education
Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: POLI 256 – Politics of the Developing World

Dean: Sharon Fechter

Distribution Area: BSSD

Date: 10/28/2015

REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	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
<i>Critical Analysis and Reasoning</i>	Students earning A's did better than those earning B's, C's, or D's. 73.1% achieved advanced or proficient status in the identification and explanation of issues. This could be due to students' reading political content in journalistic media rather than academic sources.	Instructors will require the students to model their writing on analytical sources rather than the more sensational media sources.	Nathan Zook
<i>Information Literacy</i>	Students earning A's did significantly better than those earning B's, C's, or D's. Access was the strongest category and Use and Evaluate were the weakest categories.	Instructors will place more emphasis on evaluating information. This will be done in conjunction with the encouragement to model writing on more analytical sources.	Nathan Zook
<i>Technological Competency</i>	Over 60% of students achieved proficiency, but 0% achieved advanced	Instructors will re-evaluate the assessment to ensure that advanced standing is	Nathan Zook

	status. Perhaps the standard for advanced status has been set too high considering that this is not a computer science course.	possible and in line with other social science courses.	
<i>Written Communication</i>	The strongest areas were in content and organization. Improvement is desired in content and style and expression.	Instructors will encourage students to pursue quality writing through campus writing centers. In addition, students will be encouraged to read various writings in the discipline that illustrate the importance of clearly expressing the main point without sacrificing content.	

ADDITIONAL COMMENTS

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LIST OF FACULTY PARTICIPATING IN DISCUSSION

Nathan Zook, Jennifer Haydel, Aram Hessami, Greg Sember, Karl Smith

Dean Approval
Sharon Fechter

Submission Date
11-2-15

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: PSYC 102

Dean: Campen

Distribution Area: BSSD

Date: September, 2015

REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	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	Strength- percentage of students who were proficient and advanced in all subcategories Weakness- need to continue to help students who are novice to become proficient and/or advanced	Need multiple opportunities to practice Critical analysis needs to be presented early and often to students All faculty will be provided a list of resources to facilitate	Melissa McCeney
Information Literacy	Strength- percentage of students who were proficient and advanced in all subcategories Weakness- how evaluated and used Weakness- need to continue to help students who are novice to become proficient and/or advanced	Require students to connect with library as tool to locate appropriate articles and evaluate in some way List of resources to be provided to faculty	Alejandra Piccard

Technical Competency	<p>Strength- percentage of students who were proficient and advanced in all subcategories</p> <p>Weakness- need to continue to help students who are novice to become proficient and/or advanced</p>	<p>Continue to integrate with other competencies</p> <p>Provide links and phone number(s) in syllabi for campus technical assistance resources and training such as:</p> <ul style="list-style-type: none"> ▪ Information Technology Institute (ITI) courses (240-567-5188) http://cms.montgomerycollege.edu/iti/courseobjectives.html ▪ Online Learning Pre-Assessment Tool http://cms.montgomerycollege.edu/distance/before/preassessment/ 	All faculty

<p>Written Communication</p>	<p>Strength- percentage of students who were proficient and advanced in all subcategories</p> <p>Weakness- need to continue to help students who are novice to become proficient and/or advanced</p>	<p>Require students to complete plagiarism tutorial through MC Library (addresses academic integrity)</p> <p>Identify writing weaknesses early and encourage students to utilize writing center</p> <ul style="list-style-type: none"> ▪ Provide smaller writing tasks from early on in the course to build competency ▪ Provide links and phone number(s) for writing resources in syllabi such as: <ul style="list-style-type: none"> ○ Academic Success Center which offers Virtual Tutoring for all three campuses (240-567-3888) http://cms.montgomerycollege.edu/humanities/asc/ ○ Writing, Reading, & Language (WRL) Centers <ul style="list-style-type: none"> ▪ Germantown: (240-567-1802) http://cms.montgomerycollege.edu/edu/departments.aspx?id=16341 ▪ Takoma Park: (240-567-1556) http://cms.montgomerycollege.edu/EDU/Department.aspx?id=28729 ▪ Rockville: (240-567-4160) http://cms.montgomerycollege.edu/edu/departments.aspx?id=74419 ▪ Require students to complete the APA-style tutorial through MC Library 	<p>All faculty</p>
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ADDITIONAL COMMENTS

To be discussed for consideration:

It seems that preparedness across the competency areas would be better supported by ENGL 102 (Critical Reading, Writing, & Research), than ENGL 101 (Introduction to College Writing). Consider ENGL 102 eligibility as the enrollment standard for PSYC 102. Potential negative impacts on enrollment in PSYC 102 could be offset by pairing ENGL 102 with PSYC 102, perhaps in learning communities. Also, MLA rather than APA-style writing may be a focus in ENGL 101, 102. The psychology faculty position is to follow APA educational competencies and standards. Proficiencies for writing in the social sciences also better support students who transfer to major in psychology.

Challenges include working with the English Department and other involved departments to achieve these ends.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Denise Dewhurst, Heather Delpino, Fran Raphael-Howell, Joanne Bagshaw, Sam Bergmann, Melissa McCeney, Brett Pelham, Alejandra Piccard, Deborah Stearns, Jessica McLaughlin, Eric Benjamin, Andrew Herst

Dean Approval Darrin Campen

Submission Date 09/23/15

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: SOCY 100, Introduction to Sociology

Dean: Dr. Darrin Campen

Distribution Area: BSSD

Date: 10/15/15

REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	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	<ul style="list-style-type: none">• More students were ranked advanced in this competency area than expected.• As fits with the hierarchy of knowledge, there was a higher percentage of students ranked advanced in “identification and explanation of issues” than “analysis and evaluation” and “conclusions”.• More than 80% of all students were proficient or advanced in these areas.	<ul style="list-style-type: none">• Sociology faculty will continue to emphasize critically examining sociological issues in our classes.• The discipline will continue the practice of discussing the assessment tools in order to ensure that there is a rigorous and consistent expectation for students for these higher order level competencies.	Tracie Witte M. Bess Vincent Benedict Ngala
Information Literacy	<ul style="list-style-type: none">• Most students were ranked advanced or proficient in this area.• There were just under 6% of the students who were assessed for whom the “ethics” category (citation/academic	<ul style="list-style-type: none">• The discipline is doing well in this area and should continue to encourage each faculty member to find unique ways to incorporate the skills associated with the Information	Tracie Witte M. Bess Vincent Benedict Ngala

	<p>integrity) was not evident.</p> <ul style="list-style-type: none"> Each of the novice categories fell below our expected benchmark, with the categories of “evaluate” and “use” having the higher percentage of novices at around 17% than the other categories. 	<p>Literacy competency into his/her class.</p> <ul style="list-style-type: none"> Faculty will point students to resources such as the library and the writing center for help with these skills. Faculty will refer students to library resources, including tutorials, on academic integrity. 	
Technological Competency	<ul style="list-style-type: none"> The majority of the students were ranked either advanced or proficient, with only 6.5% categorized as a novice. The tool itself was weak. This is an area in which, for the discipline, it makes more sense to rank this as a dichotomous variable with only “proficient” and “novice” categories. 	<ul style="list-style-type: none"> When the discipline is next tasked with gathering data on technological competency, the measurement should be changed to include only the categories of “proficient” or “novice”. 	<p>Tracie Witte M. Bess Vincent Benedict Ngala</p>
Written Communication	<ul style="list-style-type: none"> More than 80% of our students ranked proficient or advanced in this category. There were about 3% of the students for whom the “academic integrity” category was not evident. 	<ul style="list-style-type: none"> Faculty will provide information to students on the writing center, the library, and will encourage students to take advantage of these, and other, resources when needed. Faculty will refer students to library resources, including tutorials, on academic integrity. 	<p>Tracie Witte M. Bess Vincent Benedict Ngala</p>

ADDITIONAL COMMENTS

Some faculty voiced concern that the rubric provided by the college had some weaknesses and overlap between categories. The next time the discipline needs to gather statistics on assessment, we would like to explore creating our own rubric that would more adequately reflect how these four competencies are taught within our discipline.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Professor Daniel Wilson, Chair
Dr. Tracie Witte, Rockville Coordinator
Dr. M. Bess Vincent, TP/SS Coordinator
Dr. Benedict Ngala, Germantown Coordinator
Professor Vincent Clincy
Professor Shinta Hernandez
Dr. Takiko Mori-Saunders
Dr. Daniel Santore
Dr. Rachel Sullivan
Dr. Charlotte Twombly

Dean Approval

Darrin Campen

Submission Date

10/15/15

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: SOCY 105, Social Problems and Issues

Dean: Dr. Darrin Campen

Distribution Area: BSSD

Date: September 30, 2015

REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	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
<i>Critical Analysis and Reasoning</i>	<ul style="list-style-type: none">• More than half of the students were assessed at either the advanced or proficient levels, with more than 70% who were advanced or proficient at the “identification and explanation of issues” category within this competency area.• About 40% of the students were ranked as novices in this competency area. More than half of all students were assessed as novices in the “conclusion” category of this area.	<ul style="list-style-type: none">• Faculty will continue to find unique ways to integrate critical thinking skills into the course material, with particular focus on analysis of social problems and issues and drawing conclusions.	Tracie Witte Benedict Ngala M. Bess Vincent
<i>Information Literacy</i>	<ul style="list-style-type: none">• Most students ranked as proficient in this area.• One area of concern is the “evaluation” of information sources in which over 50% ranked as “novice”.	<ul style="list-style-type: none">• Faculty should continue to encourage students to take advantage of the resources at the college, such as the libraries, Writing Centers, etc., that can help with the skills associated with information literacy.• Faculty are encouraged to use different strategies in class to help students find ways to evaluate the credibility/authoritativeness of information.	Tracie Witte Benedict Ngala M. Bess Vincent

<i>Technological Competency</i>	<ul style="list-style-type: none"> Fully 100% of students were ranked as proficient or advanced in this category. The tool itself was weak. 	<ul style="list-style-type: none"> When the discipline is next tasked with gathering data on technological competency, the measurement should be changed to include only the categories of “proficient” or “novice”. 	Tracie Witte Benedict Ngala M. Bess Vincent
<i>Written Communication</i>	<ul style="list-style-type: none"> The assessment tool reflected the benchmark “predictors”, with more than 65% of all students being assessed at the advanced or proficient levels. Only just over 7% of the students ranked as “advanced” on the academic integrity portion of this competency area, while almost 36% were ranked as novices in this same category. 	<ul style="list-style-type: none"> Faculty will refer students to library resources, including tutorials, on academic integrity. Faculty will provide information to students on the writing center, the libraries, and will encourage students to take advantage of these, and other, resources when needed. 	Tracie Witte Benedict Ngala M. Bess Vincent

ADDITIONAL COMMENTS

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Dr. Tracie Witte, Rockville Coordinator
Dr. Benedict Ngala, Germantown Coordinator
Dr. Vicky Dorworth
Professor Vincent Clincy

Dean Approval

Darrin Campen

Submission Date

10/15/15

General Education
Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: SOCY208 Sociology of Gender

Dean: Dr. Darrin Campen

Distribution Area: BSSD

Date: September 16, 2015

REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	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
<i>Technical Competency</i>	<ul style="list-style-type: none">● Nearly all students ranked as Proficient or Advanced.● This should be a dichotomous measure. Multiple categories carry little meaning with the current assessment tool.	<ul style="list-style-type: none">● In the future, when the discipline gathers data on technological competency, the measurement will include only the categories of “proficient” or “novice”.	M. Bess Vincent Benedict Ngala Tracie Witte
<i>Critical Analysis and Reasoning</i>	<ul style="list-style-type: none">● The majority of students were proficient or advanced.● When considering our benchmark expectations, fewer students ranked as advanced in “Analysis and Evaluation”.	<ul style="list-style-type: none">● Faculty will continue to provide opportunities for students to practice analysis and evaluation of gender issues.● Faculty will continue to challenge students to interpret their analyses on gender inequalities in a neutral and meaningful way.	M. Bess Vincent Benedict Ngala Tracie Witte
<i>Written and Oral Communication</i>	<ul style="list-style-type: none">● The majority of students were proficient or advanced.	<ul style="list-style-type: none">● Faculty will emphasize style guides covering HOW to cite.	M. Bess Vincent Benedict Ngala Tracie Witte

	<ul style="list-style-type: none"> ●When considering Academic Integrity and how to cite materials, more students were assessed as novices than the benchmark expectations. ●While many students are proficient in responding to Content requirements of the assignment, more students were ranked as novices than we expected. 	<ul style="list-style-type: none"> ●Faculty will point students to resources such as the library and the writing center for help with these skills. ●Faculty will refer students to library resources, including tutorials, on academic integrity. ●Faculty will spend ample time discussing content requirements. 	
<i>Information Literacy</i>	<ul style="list-style-type: none"> ●The majority of students were proficient or advanced. ●In considering evaluation of Information, more students were ranked as novices than anticipated. 	<ul style="list-style-type: none"> ●Faculty will guide students to online plagiarism tutorials available through our library. ●Faculty will continue to incorporate opportunities into the course for students to practice evaluating information in responsible ways. 	M. Bess Vincent Benedict Ngala Tracie Witte

ADDITIONAL COMMENTS

LIST OF FACULTY PARTICIPATING IN DISCUSSION

M. Bess Vincent, Daniel Santore, Takiko Mori-Saunders, Shinta Hernandez

Dean Approval

Darrin Campen

Submission Date

10/15/15

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: SOCY214 Sociology of Family

Dean: Dr. Darrin Campen

Distribution Area: BSSD

Date: October 5, 2015

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
<i>Technical Competency</i>	<ul style="list-style-type: none">● Nearly all students ranked as Proficient or Advanced.● This should be a dichotomous measure. Multiple categories carry little meaning with the current assessment tool.	<ul style="list-style-type: none">● In the future, when the discipline gathers data on technological competency, the measurement will include only the categories of “proficient” or “novice”.	M. Bess Vincent Benedict Ngala Tracie Witte
<i>Critical Analysis and Reasoning</i>	<ul style="list-style-type: none">● The majority of students were proficient or advanced.● With regard to identification and explanation of issues, assessments matched benchmark expectations.● When considering our benchmark expectations, fewer students ranked as advanced in “Analysis and Evaluation” and “Conclusions”.	<ul style="list-style-type: none">● Faculty will continue to incorporate opportunities for students to practice analysis and evaluation of family issues.● Faculty will continue to challenge students to draw meaningful conclusions about family studies.	M. Bess Vincent Benedict Ngala Tracie Witte

<i>Written and Oral Communication</i>	<ul style="list-style-type: none"> ●The majority of students were proficient or advanced. ●With regard to organization and style and expression, assessments matched benchmark expectations. ●When considering Academic Integrity and how to cite materials, too many students are novices or failed to cite any materials. ●While many students are proficient in responding to Content requirements of the assignment, more students were ranked as novices than we expected. 	<ul style="list-style-type: none"> ●Faculty will emphasize style guides covering HOW to cite. ●Faculty will point students to resources such as the library and the writing center for help with these skills. ●Faculty will refer students to library resources, including tutorials, on academic integrity. ●Faculty will spend ample time discussing content requirements. 	M. Bess Vincent Benedict Ngala Tracie Witte
<i>Information Literacy</i>	<ul style="list-style-type: none"> ●The majority of students were proficient or advanced. ●In considering access, evaluation, and use of Information, more students were ranked as novices than anticipated. ●When considering Ethics and when to cite materials, too many students are novices or failed to cite any materials. 	<ul style="list-style-type: none"> ●Faculty will guide students to online plagiarism tutorials available through our library. ●Faculty will continue to incorporate opportunities into the course for students to practice accessing, evaluating, and using information in responsible ways. 	M. Bess Vincent Benedict Ngala Tracie Witte

ADDITIONAL COMMENTS

LIST OF FACULTY PARTICIPATING IN DISCUSSION

M. Bess Vincent, Tracie Witte, Daniel Santore

Dean Approval

Darrin Campen

Submission Date

10/15/15

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: SOCY 233 Race and Ethnic Relations

Dean: Dr. Darrin Campen

Distribution Area: BSSD

Date: 10/07/2015

REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	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	<ul style="list-style-type: none">• Fewer than half of the students were ranked advanced in this overall competency area.• Even though half of the students ranked advanced in “analysis and evaluation” and “identification and explanation of issues”, only 32% ranked advanced in “conclusions”.	<ul style="list-style-type: none">• Sociology faculty will continue to emphasize critically examining racial/ethnic conflicts and discrimination in our classes.• Sociology faculty will also continue to work on improving students’ abilities to consider recommendations for racial/ethnic discrimination issues.	Tracie Witte Benedict Ngala M. Bess Vincent
Information Literacy	<ul style="list-style-type: none">• Most students (71%) were ranked proficient in this overall competency area, and 15% were ranked advanced.	<ul style="list-style-type: none">• Faculty will continue to inform students of the different types of credible sources appropriate for this particular assignment, such as major newspapers and magazines.• Faculty will continue to direct students to resources such as the library and the	Tracie Witte Benedict Ngala M. Bess Vincent

		<p>writing center for help with these skills.</p> <ul style="list-style-type: none"> • Faculty will refer students to library resources, including tutorials on academic integrity. 	
Technological Competency	<ul style="list-style-type: none"> • The majority of the students were ranked either advanced or proficient, with only 7.5% categorized as a novice. • The assessment tool used was somehow weak. 	<ul style="list-style-type: none"> • When the discipline is next tasked with gathering data on technological competency, the measurement should be changed to include only the categories of “proficient” or “novice”. 	<p>Tracie Witte Benedict Ngala M. Bess Vincent</p>
Written Communication	<ul style="list-style-type: none"> • More than 77% of our students ranked proficient or advanced in this overall competency area. • Just one student was ranked as not evident in the category “academic integrity.” 	<ul style="list-style-type: none"> • Faculty will continue to encourage students to take advantage of the writing center, library, and other resources. • Faculty will refer students to library resources, including tutorials on academic integrity. 	<p>Tracie Witte Benedict Ngala M. Bess Vincent</p>

ADDITIONAL COMMENTS

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LIST OF FACULTY PARTICIPATING IN DISCUSSION

<p>Professor Vincent Clincy Professor Shinta Hernandez Dr. Benedict Ngala</p>

Dean Approval

Darrin Campen

Submission Date

10/15/15

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: SOCY240: Sociology of Age and Aging

Dean: Dr. Darrin Campen

Distribution Area: BSSD

Date: October 4th, 2015

REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	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 did better in “identification and explanation of issues,” whereas they did poorly in “analysis and evaluation” and “conclusions.”	<ul style="list-style-type: none">• Sociology faculty will continue to emphasize critical thinking and continue to design the course to develop critical thinking skills.• Sociology faculty will create opportunities for students to interpret their analyses and draw a conclusion in a meaningful way.	Tracie Witte Benedict Ngala M. Bess Vincent
Information Literacy	Although in most categories students outperformed the expectations, one important concern is in the category of “evaluate.” About half was “novice.” This is correlated to the competency of “Critical Analysis and Reasoning.” Some	<ul style="list-style-type: none">• There is no quick way to fix the problem of weak reading skills. Sociology faculty will continue to assign good readings other than the textbook. Students tend to perceive textbooks as the “right source” of information and knowledge.	Tracie Witte Benedict Ngala M. Bess Vincent

	weak students chose an op/ed type piece. Those students tended to accept the author's claim without criticizing. Information literacy is deeply related to reading skills.		
Technological Competency	Students did well in this area. A large majority was "proficient." Partly because the course is fully online, students who are not technologically competent do not take the course.	<ul style="list-style-type: none"> • Sociology faculty will continue to give assignments in which technological practice is built. The rubric category could be changed into dichotomous categories or the rubric itself may be modified in the future. 	Tracie Witte Benedict Ngala M. Bess Vincent
Written Communication	More students than expected were "proficient," whereas fewer students were "advanced" than expected. The high number of "proficient" could be attributed to the relatively high number of students with a degree. They have a bachelor's or even a Masters or a doctoral degree and trying to change their career to nursing.	<ul style="list-style-type: none"> • Faculty will provide information to students on the writing center, the library, and will encourage students to take advantage of these resources when needed. • The basics of academic writing will be constantly emphasized and discussed in class. 	Tracie Witte Benedict Ngala M. Bess Vincent

ADDITIONAL COMMENTS

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Takiko Mori-Saunders; Tracie Witte

Dean Approval

Darrin Campen

Submission Date

October 15, 2015

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: SOCY 243 – Sociology of Sport

Dean: Dr. Darrin Campen

Distribution Area: BSSD

Date: 9/10/2015

REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	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
<i>Critical Analysis and Reasoning</i>	In this, as in all competency areas, students outperformed expectations. This might be due to the upper-level course designation drawing stronger students. But, as an area of improvement, there were twice as many “novice” students when it came to drawing conclusions and connecting several ideas from the course’s entirety. This is an analytical issue.	Because students more ably described and identified the <u>presence</u> of key concepts in the articles, as opposed to showing poorer performance in <u>analysis</u> and <u>conclusions</u> , instructors should make sure (during lecture and discussion) to return to key concepts in subsequent course topics. The goal is to have students see the same concepts applied (analytically) to several different scenarios over weeks and months in class.	Tracie Witte Benedict Ngala M. Bess Vincent
<i>Information Literacy</i>	There are two areas of concern here, in spite of good overall rates of proficiency and advanced performance. One is the <u>evaluation</u> of information sources; in	The strategy for this competency centers on improving evidence-based argument skills. Instructors should, perhaps through in-class group work, examine stronger and	Tracie Witte Benedict Ngala

	<p>some cases, inappropriate, opinion-based articles were chosen by students. The second area of concern is <u>use</u> of information sources – at times, students did not capitalize on the supporting evidence found in their chosen articles. There was more in the articles than what they drew upon.</p>	<p>weaker samples of written argumentation – i.e., stronger and weaker examples of specific evidence being used to bolster scientific and other types of arguments. There also may be need to include stronger encouragement of writing center visits for students.</p>	<p>M. Bess Vincent</p>
<p><i>Technological Competency</i></p>	<p>Students submitted electronic and hardcopies of their properly formatted work and news sources. There was no justifiable way to classify students as more than proficient in this area, though they all certainly satisfied the competency area.</p>	<p>In the next assessment period, the rating choices for data entry should be split into only two options (acceptable/not acceptable, or complete/incomplete). There are no needed pedagogical steps at this time.</p>	<p>Tracie Witte Benedict Ngala M. Bess Vincent</p>
<p><i>Written Communication</i></p>	<p>Although students demonstrated excellent performance in the organization of their written arguments/descriptions, in terms of style – both tone and grammatical usage – there were large minorities of novices. Informal tone and incorrect usage was too common.</p>	<p>The types of tone and grammatical errors made by students might be helped by an easy-to-reference handout/online document listing the most common tonal and grammatical missteps made by students. While not a writing class, SOCY 243 could certainly create some class-time to discuss these common missteps in person. And again here, there may be need to include stronger encouragement of writing center visits for students.</p>	<p>Tracie Witte Benedict Ngala M. Bess Vincent</p>

ADDITIONAL COMMENTS

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Daniel Santore; Daniel Wilson

Dean Approval

Submission Date

Darrin Campen

10/15/15
