

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: ARTT100 Introduction to Drawing

Dean: Deborah Preston

Distribution Area: ARTS

Date: 10-17-16

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Actions <i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i>
General Overview	While the discipline recognized that modification to the signature assignment were warranted, it concluded that it was important to go through one additional cycle of data collection using essentially the same approach to assessing competencies. Toward that end, the signature assignment was revised, with questions and student activities redefined to provide greater opportunities for student reflection, to reinforce student understanding of key concepts and learning outcomes and to enable students to make connections between those concepts, as well as connect class experiences with their experiences in other classes and beyond the classroom.	The revised signature assignment was introduced in all sections of ARTT100 Introduction to Drawing classes (as they were in all sections of Art discipline General Education courses) in the Spring 2016 semester. By using a comparable approach to the signature assignment as the Spring 2016 review, the ARTT100 instructors were able to compare student proficiency across the competencies with results that focused on changes in student achievement without being impacted by the use of a significantly different method of assessing those levels of student achievement.

Critical Analysis and Reasoning	Critical Analysis and Reasoning assessment activities were revised to reinforce student understanding of key course concepts and learning outcomes, and to relate those concepts to the creative problem solving process that is at the core of the studio experience.	Same as above
Information Literacy	Information Literacy assessment activities were revised to place additional emphasis on identifying resources for exploring approaches to visual communication, and to more thoroughly address issues pertaining to the ethical use of information.	Same as above
Technological Competency	Technological Competency assessment activities were revised to allow students to take advantage of Art Discipline tablet/laptop resources, both as part of the creative problem solving process and in directed avenues for student research.	Same as above
Arts and Aesthetic Awareness Proficiency	Arts and Aesthetic Awareness assessment activities were revised to better emphasize key course concepts and learning outcomes and to allow students to articulate their understanding of the connection between those key course concepts and learning outcomes and the art work created in class.	Same as above

PART II. CURRENT ASSESSMENT: 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. <i>In each category, we adopted as a "benchmark" the results from the 2013 assessment process. Because we were using the same structure for the signature assignment, we wanted to see if revisions to</i>	What common course action (s) will be taken to improve student success in competency?	Contact person for Planned Actions

	<i>the signature assignment resulted in improvements in student mastery of the competencies.</i>		
Critical Analysis and Reasoning	<p>Overall, student ratings were relatively high in this area with 82% of students rated “proficient” or “advanced.” We surpassed our 2013 rating of 75% of students rated as “proficient” and “advanced.” The students were strongest with their conclusions of drawing concepts, and weakest with identification and explanation of issues, although the range was quite small from 79%-82%. Students who placed at College Level in initial Accuplacer results had much higher ratings in the 82-88% range, compared to a 71-76% range for students “Not at College Level. This is in line with the difference observed across all of the competencies. The signature assignment addressed student learning outcomes across all of the areas of this competency and reflected the students’ appropriate grasp of concepts developed through multiple opportunities to enhance their skills in critical analysis and reasoning across a range of class projects. These involved both creative problem solving studio projects, and written and/or oral critique opportunities where students learned to articulate how key course concepts were reflected in their work and the work of others.</p>	<p>To address the weakest area of Identification and Explanation of Issues, we will reinforce students’ critical analysis and reasoning skills by creating more opportunities for student reflection on their creative processes and how they relate to specific concepts learnt in class. This can be achieved through written assignments and/or oral presentations. The drawing faculty will discuss various ways that students can practice identifying and explaining issues in drawing assignments at the next discipline meeting.</p>	
Information Literacy	<p>Overall, student ratings were high in this area with 86% of students rated “proficient” or “advanced.” We surpassed our 2013 rating of 78% of students rated as “proficient” and “advanced.” The students were strongest with</p>	<p>The discipline continues to offer multiple opportunities for students to practice evaluating and using gathered information. Tablet and laptop resources in the discipline may provide new and enhanced options for</p>	

	<p>identifying and accessing resources and weakest with the evaluation and use of gathered information, but the score range from 85%-88% (advanced/proficient) reflected very good student mastery across this competency. Students who placed at College Level in initial Accuplacer results had much higher ratings in the 89-94% range, compared to a 76-80% range for students “Not at College Level. This is in line with the difference observed across all of the competencies. The signature assignment addressed student learning outcomes across all of the areas of this competency and reflected the students’ appropriate grasp of concepts developed through multiple opportunities to enhance their skills with regard to information literacy across a range of class projects.</p>	<p>students to undertake directed and collaborative research as part of the class experience. The drawing course serves the College’s need for General Education courses that do not require College Level placement in English and Reading for student enrollment. Therefore, the weakest area of evaluation and use of gathered information is undoubtedly impacted by about 50% of students who are not college ready in those areas. The drawing faculty will discuss various ways that students can practice identifying and using information as part of the drawing assignment process at the next discipline meeting.</p>	
<p>Technological Competency</p>	<p>Overall, student ratings were very high in this area with 90% of students rated “proficient” or “advanced.” We surpassed our 2013 rating of 80% of students rated as “proficient” and “advanced.” Signature assignment activities were revised to allow students to take advantage of Art discipline tablet/laptop resources, both as part of the creative problem solving process and in directed avenues for student research, and these resources permitted much greater student involvement in mastering this competency.</p>	<p>The drawing course will continue to offer multiple opportunities for students to develop their skills with the use of the discipline’s tablet/laptop resources, which have proven to be a successful leaning resource.</p>	
<p>Arts and Aesthetic Awareness Proficiency</p>	<p>While this competency reflected the lowest scores, student ratings were still relatively high with 78% of students rated “proficient” or “advanced.” We surpassed our 2013 rating of 72% of students rated as “proficient” and</p>	<p>To address the weakest area of students’ knowledge and use of terminology, the drawing faculty will develop a common-use glossary of terms distributed to all students that will be reinforced in all course assignments. This will</p>	

	<p>“advanced.” The students were strongest in aesthetic judgment and weakest in their knowledge and use of art terminology with a score range of 75%-80%. However, the weakest area does reflect a noteworthy improvement compared to our 2013 rating of 68% of students rated as “proficient” and “advanced” in the use of art terminology. Students who placed at College Level in initial Accuplacer results had much higher ratings in the 83-85% range, compared to a 73-68% range for students “Not at College Level. This is in line with the difference observed across all of the competencies. This competency was the one most impacted by the gap in scores between student reading levels (College Level/Not at College level), due to the fact that it relied more heavily on reading and writing than did the other competency categories.</p>	<p>allow for multiple opportunities for students to familiarize themselves with the terms and their usage. These will subsequently be incorporated into the signature assignment.</p>	
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ADDITIONAL COMMENTS

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Tendai Johnson, Robin Meyer, Sumita Kim, Michael Booker

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: ARTT 102

Dean: Deborah Preston

Distribution Area: ARTD

Date: 2/07/2017

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Actions <i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i>
Design Studio – Two Dimensional assessed student mastery of three competencies (Critical Analysis and Reasoning; Information Literacy; and Technological Competency) and one proficiency (Arts and Aesthetic Awareness).	The discipline recognized that modifications to the signature assignment were warranted, but concluded that it was important to go through one additional cycle of data collection using essentially the same approach to assessing competencies. Toward that end, the signature assignment maintained the same basic structure but was revised. Questions and student activities were redefined to provide greater opportunities for student reflection, to reinforce student understanding of key course concepts and learning outcomes and to enable students to make connections between those concepts, and to connect class experiences with student experiences in other classes and beyond the classroom.	The revised signature assignment was introduced in all sections of Art discipline General Education courses in the Fall 2015 and Spring 2016 semesters. By using a comparable approach to the signature assignment as the 2013 review, the Art discipline was able to compare student proficiency across the competencies with results that focused on changes in student achievement without being impacted by the use of a significantly different method of assessing those levels of student achievement. The design area is using technology in ever greater breadth in all of our classes for research and project production. We have devised a new way to measure its specific use

	<p>While our assessment tool measured the competency and proficiency as intended, we think our discipline should continue to discuss other possibilities that might even better measure these specific components of the course. we think our assessment process should also devise a way to measure technology use that is specific to art studio courses and not just general technology use.</p>	<p>in each class. We had developed a new documenting tool to include with our current assessment form. We have finished the framework for this new documenting tool at our spring area meeting.</p>
Critical Analysis and Reasoning	<p>Critical Analysis and Reasoning assessment activities were revised to reinforce student understanding of key course concepts and outcomes, and to relate those concepts to the creative problem solving process that is at the core of the studio course experience.</p>	<p>Same as above</p>
Arts and Aesthetic Awareness	<p>Arts and Aesthetic Awareness assessment activities were revised to better emphasize key course concepts and outcomes and to allow students to articulate their understanding of the connection between those key course concepts and outcomes and the art work created in class.</p>	<p>Same as above</p>
Technology Competency	<p>Technological Competency assessment activities were revised to allow students to take advantage of Art discipline tablet/laptop resources, both as part of the creative problem solving process and in directed avenues for student research</p>	<p>Same as above</p>
Information Literacy	<p>Information Literacy assessment activities were revised to place additional emphasis on identifying resources for exploring approaches to visual communication, and to address issues connected to the ethical use of information.</p>	

PART II. CURRENT ASSESSMENT: REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
<p>General Education Competency <i>(Please list and discuss each competency assessed individually.)</i></p>	<p>Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. <i>In each category, we adopted as a “benchmark” the results from the 2013 assessment process. Because we were using the same structure for the signature assignment, we wanted to see if revisions to the signature assignment resulted in improvements in student mastery of the competencies.</i></p>	<p>What common course action (s) will be taken to improve student success in competency?</p>	<p>Contact person for Planned Actions</p>
<p><i>Critical Analysis and Reasoning</i></p>	<p>With a minor drop of 2% percentage points, we were pleased that 87% of students were at the Advance or Proficient level in this competency (proficiency) and our design program’s curriculum is aligned with the general education outcomes. The strength of this competency is due in part to the analysis and reasoning during the classroom critique, when students articulate the outcomes of their assignments. Our assessment tool does a very good job of assessing this competency. Discussing how faculty are organizing classroom critiques or individual critiques may be an area that</p>	<p>At 87% we have set a high benchmark during this assessment cycle. We plan to make no major changes to the curriculum but we have made changes to our signature assignment this spring as part of the General Education course recertification process. We had also discuss at our discipline meeting how our critique format can better reinforce student understanding of key course concepts and learning outcomes, enabling students to make connections beyond the classroom.</p>	<p>D. Krueger</p>

	we can discuss at our next discipline meeting.		
<i>Information Literacy</i>	Based on the assessment findings, approximately 85% of the students were assessed at the Proficient or Advanced level in this competency, aligning the design program's curriculum with the general education outcomes. We were pleased to see the high results for Information Literacy. We believe our design program's curriculum and student access to iPad and laptop technology is affording all students an opportunity to be proficient or advanced in this competency. Since the last assessment cycle we have added an academic ethic component to the current assessment which has afforded us a better measure of the students' understanding of art appropriation when using the internet.	At 85% we have set a high benchmark during this assessment cycle. We plan to make no major changes to the curriculum but we have made changes to our signature assignment this spring as part of the General Education course recertification process. We have also discussed at our discipline meeting how technology can better reinforce student understanding of key course concepts and learning outcomes, enabling students to make connections beyond the classroom.	D. Krueger
<i>Technological Competency</i>	The results for the Technological competency was a drop from 92% to 85%. This was a surprise as we have equated the equipping of iPad and laptops in all the design labs with access for all students. This is an area that we can improve and will devise a way to better measure this competency. We will have a closer look and discussion on	At 85% we have set a high benchmark during this assessment cycle. We plan to make no major changes to the curriculum but we have made changes to our signature assignment this spring as part of the General Education course recertification process. We also discussed at our spring discipline meeting how we can improve and reinforce student understanding of key course concepts and	D. Krueger

	<p>this competency at our next discipline meeting.</p>	<p>learning outcomes, enabling students to make connections beyond the classroom using classroom technology.</p>	
<p><i>Arts and Aesthetic Awareness</i></p>	<p>Based on our 2015/16 assessment findings, the overall percentage for Critical Analysis and Reasoning tended upward from 80% to 84%. We were pleased to see the raise in this competency and believe our design program's curriculum is aligned with the general education outcomes. The changes made to the past assessment tool by adding a common list of art terminology has been effective in affording students an opportunity to be proficient or advanced in this competency. Another strength of our design program and a factor in the raise in Aesthetic Judgment, Creative Progress and the Role of the Arts is the opportunities we have given student to attend field trips to art museums, local art exhibitions and artist talks on campus. These authentic experiences are supported by our pedagogies practiced in the classroom.</p>	<p>At 84 % we have set a high benchmark during this assessment cycle. We plan to make no major changes to the curriculum but we have made changes to our signature assignment this spring as part of the General Education course recertification process. We have discussed at our spring discipline meeting how authentic experiences can support and reinforce student understanding of key course concepts and learning outcomes, enabling students to make connections beyond the classroom.</p>	<p>D. Krueger</p>

ADDITIONAL COMMENTS

LIST OF FACULTY PARTICIPATING IN DISCUSSION

David Krueger, Amada Miller, Molly Nuzzo, & Katherine Knight

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: ARTT105 Color Theory and Application

Dean: Preston

Distribution Area: Arts

Date: 10/14/16

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment The discipline recognized that modifications to the signature assignment were warranted, but concluded that it was important to go through one additional cycle of data collection using essentially the same approach to assessing competencies. Toward that end, the signature assignment maintained the same basic structure but was revised. Questions and student activities were redefined to provide greater opportunities for student reflection, to reinforce student understanding of key course concepts and learning outcomes and to enable students to make connections between those concepts, and to connect class experiences with student experiences in other classes and beyond the classroom.	Update on Planned Actions <i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i> The revised signature assignment was introduced in all sections of Art discipline General Education courses in the Fall 2015 and Spring 2016 semesters. By using a comparable approach to the signature assignment as the 2013 review, the Art discipline was able to compare student proficiency across the competencies with results that focused on changes in student achievement without being impacted by the use of a significantly different method of assessing those levels of student achievement.
Arts and aesthetic awareness	Arts and Aesthetic Awareness assessment activities were revised to better emphasize key course concepts and outcomes and to allow students to articulate their understanding of the connection between those key course concepts and outcomes and the artwork created in class.	Same update on planned actions as above.

Critical Analysis and Reasoning	Critical Analysis and Reasoning assessment activities were revised to reinforce student understanding of key course concepts and outcomes, and to relate those concepts to the creative problem solving process that is at the core of the studio course experience.	Same update on planned actions as above.
Information Literacy	Information Literacy assessment activities were revised to place additional emphasis on identifying resources for exploring approaches to visual communication, and to address issues connected to the ethical use of information.	Same update on planned actions as above.
Technological Competency	Technological Competency assessment activities were revised to allow students to take advantage of Art discipline tablet/laptop resources, both as part of the creative problem solving process and in directed avenues for student research.	Same update on planned actions as above.

PART II. CURRENT ASSESSMENT: 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>	<p>Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc.</p> <p><i>In each category, we adopted as a "benchmark" the results from the 2013 assessment process. Because we were using the same structure for the signature assignment, we wanted to see if revisions to the signature assignment resulted in improvements in student mastery of the competencies.</i></p>	What common course action (s) will be taken to improve student success in competency?	Contact person for Planned Actions
Arts and Aesthetic awareness	From 2013 to 2016, student scores improved from 74% to 82% in the proficient or advanced rating for this competency. We think this is a result of the faculty focusing on course activities that exposed students to various style and cultural approaches to art to aid students' understanding of art's role	We plan to make no major changes to the curriculum or our signature assignment. We will discuss at our next discipline meeting how our critique format can better reinforce student understanding of key course concepts and learning outcomes, enabling students to make connections beyond the classroom.	Michael Sellmeyer

	<p>in the human experience. Furthermore, the revisions to the signature assignment more fully emphasized the connection of key course concepts and language of the arts to aspects of the creative problem solving process.</p>		
<p><i>Critical Analysis and Reasoning</i></p>	<p>From 2013 to 2016, student scores improved from 82% to 84% in the proficient or advanced rating for this competency. We think this is a result of the faculty focusing on course activities that require students to develop visual and content solutions to a wide variety of studio problems. In addition, the revisions to the signature assignment provided more opportunities for students to articulate their understanding of the connection of key course concepts to aspects of the creative problem solving process.</p>	<p>We plan to make no major changes to the curriculum or our signature assignment. We will discuss at our next discipline meeting how our critique format can better reinforce student understanding of key course concepts and learning outcomes, enabling students to make connections beyond the classroom.</p>	<p>Michael Sellmeyer</p>
<p><i>Information Literacy</i></p>	<p>From 2013 to 2016, student scores improved from 80% to 91% in the proficient or advanced rating for this competency. We think this is a result of the faculty focusing on course activities that require students to exercise critical thinking when analyzing research information that the students then use to develop content for their artwork. In addition, the revisions to the signature assignment placed additional emphasis on identifying resources for exploring approaches to visual communication, and the addressing of issues connected to the ethical use of information.</p>	<p>We plan to make no major changes to the curriculum or our signature assignment. We will discuss at our next discipline meeting how technology can be used to better reinforce student understanding of key course concepts and learning outcomes related to information literacy, enabling students to make connections beyond the classroom.</p>	<p>Michael Sellmeyer</p>

<p>Technological Competency</p>	<p>From 2013 to 2016, student score declined slightly from 89% to 86% in the proficient or advanced rating for this competency. This is a drop, but still a high percentage of our students are capable of using computer technology to effectively complete various tasks in the development of their artwork. . It may be that in asking our students to do considerably more with regard to this competency than we did in 2013 (simply the use of Microsoft Word) that students were far more challenged and this was reflected in the scoring. Overall, students continue to demonstrate that they are able to adapt to changing technology whether internet researching or merging old art media with digital means.</p>	<p>We plan to make no major changes to the curriculum or our signature assignment. We will discuss at our next discipline meeting how we can improve and reinforce student understanding of key course concepts and learning outcomes, while enabling students to make connections beyond the classroom, through the use of classroom technology. We do not feel this small percentage drop is enough to warrant a major change in how faculty requires students to use computer technology as a component of assignments.</p>	<p>Michael Sellmeyer</p>
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ADDITIONAL COMMENTS

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Michael Sellmeyer, Molly Nuzzo, David Carter, Robin Meyer

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: ARTT 112 – Digital Photography for Fine Arts I

Dean: Deborah Preston

Distribution Area: Arts

Date: October 17, 2016

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Actions <i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i>
Arts and aesthetic awareness	Arts and Aesthetic Awareness assessment activities were revised to better emphasize key course concepts and outcomes and to allow students to articulate their understanding of the connection between those key course concepts and outcomes and the art work created in class.	The revised signature assignment was introduced in all sections of Art discipline General Education courses in the Fall 2015 and Spring 2016 semesters. By using a comparable approach to the signature assignment as the 2013 review, the Art discipline was able to compare student proficiency across the competencies with results that focused on changes in student achievement without being impacted by the use of a significantly different method of assessing those levels of student achievement.

Critical Analysis and reasoning	Critical Analysis and Reasoning assessment activities were revised to reinforce student understanding of key course concepts and outcomes, and to relate those concepts to the creative problem solving process that is at the core of the studio course experience.	Same as above
Information Literacy	Information Literacy assessment activities were revised to place additional emphasis on identifying resources for exploring approaches to visual communication, and to address issues of connected to the ethical use of information.	Same as above
Technological Competency	Technological Competency assessment activities were revised to allow students to take advantage of Art discipline tablet/laptop resources, both as part of the creative problem solving process and in directed avenues for student research.	Same as above

PART II. CURRENT ASSESSMENT: 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. <i>In each category, we adopted as a “benchmark” the results from the 2013 assessment process. Because we were using the same structure for the signature assignment, we wanted to see if revisions to the signature assignment resulted in improvements in student mastery of the competencies.</i>	What common course action (s) will be taken to improve student success in competency?	Contact person for Planned Actions
Arts and aesthetic awareness	Over 86% of students ranked at Advanced or Proficient in this category. It is encouraging to see that the percentages for the “Role of the Arts” sub-category increased from 66% in 2013 to 91% in 2016.	Continued emphasis on these areas will be provided, and additional methods for increasing aesthetic awareness should be tried. Future course actions will include more integration of relevant readings and class	Mary Staley

	Signature assignment activities were revised to better emphasize key course concepts and outcomes and to allow students to articulate their understanding of the connection between those key course concepts and outcomes and the art work created in class, and there was increased emphasis on that topic during critiques and classroom discussions, both formal and informal.	discussions, with the intention of giving students more opportunities to practice terminology connected to the role of the Arts and Aesthetic Judgment.	
Critical Analysis and reasoning	90% of students ranked as Advanced or Proficient, which is a slight increase over the previous assessment. Although the majority of students are performing well in these areas, 10% are ranked as Novice or Not evident, indicating a continuing need for improvement for those individuals.	Students are expected to write about their work in regard to each major project, including critical analysis, the reasons for their choices, as well as issues related to aesthetic awareness. Some do not have the range of vocabulary or English language skills to effectively express themselves within this competency. More specific and thought-provoking questions within each assignment will be provided to help guide all students to a higher level of thought and communication.	
Information Literacy	Almost 88% of students ranked as Advanced or Proficient in this category. Although good, this is a slight decrease from 2013, possibly due to more sections and additional instructors. The lowest sub-category is in the evaluation of information, although, interestingly, there is minimal difference between those reading at college level and those not at college level.	Additional emphasis on the evaluation of information will be given during critiques and classroom discussions, both formal and informal.	
Technological Competency	Since this course is very technology based, the ranking of 92% in Advanced and	While the results in this competency are strong, discipline faculty have agreed to	

	<p>Proficient seems appropriate. Students are expected to work extensively with digital artwork. Some sections, especially the online section, are heavily reliant on the Blackboard platform for course delivery and interactions.</p>	<p>administer more frequent brief exercises to allow students to practice and refine technological skills.</p>	
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ADDITIONAL COMMENTS

Having the Instructor's Workstation at the back of the classroom on the TP/SS campus sometimes presents obstacles to direct interactions with students. While giving presentations or directing critiques, due to the room arrangement, the instructor is forced to talk to the back of students' heads, rather than looking at their faces and being able to read expressions and interact directly. Although plenty of other class time is spent walking throughout the room engaging in one-on-one interactions, I feel that something is lost in the classroom dynamics due to the configuration of the room, which may have a detrimental effect on student engagement.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Mary Staley and Grace Graham

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: ARTT 120 — Ceramics I

Dean: Deborah Preston

Distribution Area: ARTS

Date: October 14, 2016

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment While the discipline recognized that modification to the signature assignment were warranted, it concluded that it was important to go through one additional cycle of data collection using essentially the same approach to assessing competencies. Toward that end, the signature assignment was revised, with questions and student activities redefined to provide greater opportunities for student reflection, to reinforce student understanding of key concepts and learning outcomes and to enable students to make connections between those concepts, as well as connect class experiences with their experiences in other classes and beyond the classroom.	Update on Planned Actions <i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i> The revised signature assignment was introduced in all sections of Art discipline General Education courses in the Fall 2015 and Spring 2016 semesters. By using a comparable approach to the signature assignment as the 2013 review, the Art discipline was able to compare student proficiency across the competencies with results that focused on changes in student achievement without being impacted by the use of a significantly different method of assessing those levels of student achievement.
Arts and Aesthetic Awareness	Arts and Aesthetic Awareness assessment activities were revised to better emphasize key course concepts and outcomes and to allow	Same as above

	students to articulate their understanding of the connection between those key course concepts and outcomes and the art work created in class	
Critical Analysis and Reasoning	Critical Analysis and Reasoning assessment activities were revised to reinforce student understanding of key course concepts and learning outcomes, and to relate those concepts to the creative problem solving process that is at the core of the studio experience.	Same as above
Information Literacy	In 2013, information literacy was a notably weaker than the other competencies. We suggested faculty spend more time walking students through the process of information gathering and basic research. In the signature assignment, Information Literacy assessment activities were revised to place additional emphasis on identifying resources for exploring approaches to visual communication, and to more thoroughly address issues pertaining to the ethical use of information.	Faculty teaching ARTT 120 were encouraged to spend more time teaching students how to gather good information. Many faculty prepared lectures that deal specifically with gathering visual information, researching potential inspirations, and researching the history of ceramics. A number of faculty have also developed resource guides specific to ceramics. The ceramics faculty also worked with the library to create a LibGuide specifically for this course.
Technological Competency	Technological Competency assessment activities were revised to allow students to take advantage of Art Discipline tablet/laptop resources, both as part of the creative problem solving process and in directed avenues for student research.	See Planned Action comment for this category in Part II.

PART II. CURRENT ASSESSMENT: REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
<p>General Education Competency <i>(Please list and discuss each competency assessed individually.)</i></p>	<p>Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. In each category, we adopted as a "benchmark" the results from the 2013 assessment process. Because we were using the same structure for the signature assignment, we wanted to see if revisions to the signature assignment resulted in improvements in student mastery of the competencies.</p>	<p>What common course action (s) will be taken to improve student success in competency?</p>	<p>Contact person for Planned Actions</p>
<p>Arts and Aesthetic Awareness</p>	<p>We see significant improvements in the number of students who were rated proficient or advanced in this competency. The largest jump was in the Creative Process which had 92% rated proficient or advanced. This is well above any benchmark and significantly improved from 72% in 2013.</p> <p>We suspect this is due in part to faculty being more aware of the general education focus of the course after participating in the general education assessment process and the discussions that came about as a result. They have broadened their focus to include the creative process in addition to technical ceramics skills being taught in the course.</p>	<p>Continue to have discussions with new and returning faculty about the general education competencies and how they can be integrated into ARTT 120. Maintain a discussion of general education as part of the faculty onboarding process.</p>	<p>Megan Van Wagoner</p>
<p>Critical Analysis and Reasoning</p>	<p>The data for students rated proficient or advanced in the critical analysis and reasoning competencies is extremely high.</p>	<p>Continue to have discussions with new and returning faculty about the general education competencies and how they can be integrated</p>	<p>Megan Van Wagoner</p>

	<p>In each sub-category at least 98% of students were rated proficient or above. In the 2013 assessment each of these sub-categories had only 62–65% of students with this rating. We are unsure why there was such a significant increase in student success in this area other than the same reason given above, more faculty awareness.</p> <p>Anecdotally faculty are spending more time engaging students in discussions where identification and analysis are practiced. This was not a systematic change, but may have come about as a result of better awareness of the goals for ARTT 120 as they relate to General Education.</p>	<p>into ARTT 120. Maintain a discussion of general education as part of the faculty onboarding process.</p>	
Information Literacy	<p>In Information Literacy students' ratings exceeded benchmarks. Most sub-categories have 98% or more students rated proficient or advanced. The one notable exception was Ethics which only had 93% rated proficient or above, leaving 6.7% of students rated novice. This is important because of the consequences of not understanding the ethical issues. For example, not being able to determine what constitute plagiarism or copyright infringement.</p>	<p>Include College plagiarism tutorials and a discussion of copyright issues in the arts as part of the discussion of research, sources, and idea generation.</p>	<p>Megan Van Wagoner</p>
Technological Competency	<p>ARTT 120 is not a technology heavy course, but technology plays an important role in the research and presentation of ideas. Overall 89% of student rated proficient or</p>	<p>In this particular course, the best way that faculty can help students improve their technological comfort level is by directing them to other resources on campus. Since this class is</p>	<p>Megan Van Wagoner</p>

	<p>advanced in the technological competency. This leaves a notable 11% who were rated novice. This could be improved.</p>	<p>held in a room that is not friendly to digital technology, it is important that faculty know where students can easily access the technology needed to complete online research, gather and print images, design presentations, and type papers. Faculty should spend time at the beginning of the semester making students aware of these resources, even visiting the library and/or computer lab with their class.</p>	
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ADDITIONAL COMMENTS

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Megan Van Wagoner

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: ARTT123-Crafts

Dean: Deborah Preston

Distribution Area: Visual Arts

Date: 10/10/2016

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment The discipline recognized that modifications to the signature assignment were warranted, but concluded that it was important to go through one additional cycle of data collection using essentially the same approach to assessing competencies. Toward that end, the signature assignment maintained the same basic structure but was revised. Questions and student activities were redefined to provide greater opportunities for student reflection, to reinforce student understanding of key course concepts and learning outcomes and to enable students to make connections between those concepts, and to connect class experiences with student experiences in other classes and beyond the classroom.	Update on Planned Actions <i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i>
Arts and Aesthetic Awareness	Course curriculum and assignments are designed to give students an opportunity to demonstrate their understanding of the key concepts and outcomes of the course through the making of	Through the use of signature assignments, a comparison of student proficiencies between 2013 and 2016 were able to be studied. The approach used in 2013 is comparable to that of

	physical objects. The assessment of these activities (related to Arts and Aesthetic Awareness) continues to be revised to give students multiple opportunities and strategies to demonstrate their understanding.	the 2016 signature assignment, and as a result the data collected more accurately describes any shifts in student achievement as a result of course curriculum, key concepts, and learning outcomes.
Critical Analysis and Reasoning	Creative problem solving and critical thinking are continuously exercised in ARTT123. The assessment of these activities (related to Critical Analysis and Reasoning) continues to be revised to give students multiple opportunities reflect on their decisions as they relate to course work.	SAME
Information Literacy	The continued revision of Information Literacy assessment places an emphasis on exploring the ethical use of information and research strategies. In doing so the students review examples of effective communication with words or objects, and practice these skills through their course research and project making.	SAME
Technological Competency	Technological Competency assessment activities continue to be revised in order to give students more opportunities to utilize the tablet/laptop resources in the Art discipline. Students work with available technology to develop research for each project, present their research to the class, and in designing their projects.	SAME

PART II. CURRENT ASSESSMENT: 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

	<p><i>In each category, we adopted as a “benchmark” the results from the 2013 assessment process. Because we were using the same structure for the signature assignment, we wanted to see if revisions to the signature assignment resulted in improvements in student mastery of the competencies.</i></p>		
Arts and Aesthetic Awareness	<p>It appears that the students were able to achieve good results in this competency in 2013, but overall student scores increased from 79% advanced/proficient to 82% in 2016.. Our approach to engaging students focuses on contemporary examples, which help students to make connections between their own lives and the course work, and revisions to the signature assignment more fully emphasized the connection of key course concepts and language of the arts to aspects of the creative problem solving process.</p>	<p>Future course actions will include more integration of relevant readings and class discussions, with the intention of giving students more opportunities to practice terminology connected to the role of the Arts and Aesthetic Judgment.</p>	Lucy Derickson
Critical Analysis and Reasoning	<p>Students averaged high scores in Critical Analysis in 2013 (84%, 77%, 84%). In this round of assessments, the average scores ranged from 84%-86%. Overall, scores in this category improved from 81% in 2013 to 85% in 2016. Improvements were made in most areas, with the most significant being Identification and Explanation of Issues, which went from 77% to 85%.</p> <p>It is clear that the current curriculum has a greater focus on this competency. Reflection is a component of all work done in the course and was further emphasized in the revised signature assignment. Students are asked to analyze what was done well, fair, or poor and then to consider how to use this</p>	<p>Assignments will continue to be introduced that enable students to explore broad topics. This is a strategy that helps students work conceptually by making connections between contemporary culture and their personal lives. Students will be required to research the world around them, form opinions, and begin understanding how to make work that clearly communicates their ideas.</p>	Lucy Derickson

	<p>understanding in their next projects. Students learn from the successes and failures of their peers through discussion and critiquing of each other's work. Often, a student who struggled the most with the first project is able to turn that around based on the support of their peers. Course work is designed to link new projects to the previous ones. This allows students to practice what they've learned while merging it with new information.</p>		
Information Literacy	<p>Information Literacy is where there was a decrease in scores in some categories, however, but no category in this competency scored less than 88%. Overall, the scores for this category increased from 86% in 2013 to 89% in 2016. Despite the decreases in some categories, this still remains the strongest competency for ARTT123. As students understand the concepts and techniques used in ARTT123 (researching topics relevant to their lives, planning, problem solving, and developing hand skills) they begin to understand how practicing these processes are relevant to their coursework as well as their daily lives.</p>	<p>Student success is already very good in the Information Literacy, but improvements that will be made to provide students with more concrete connections showing how practice in this class is similar to how they practice in other classes. Additionally, showing more examples of how other professions use these skills will help non-art majors make connections between ARTT123 and their professional goals.</p>	Lucy Derickson
Technological Competency	<p>In Technical Competency there was a decrease of 2 percentage points, the advanced/proficient category score is still at 84%. Technology is being used more often in the curriculum than in previous years and students were asked to undertake assignments that utilized enhance technology.. Blackboard is used for class</p>	<p>In addition the technology that we have recently incorporated into the courses, classrooms have recently received a projector and camera station. As we learn this new equipment, it will certainly enhance the course. Demonstrations can be recorded or projected, and available for students for review.</p>	Lucy Derickson

	document sharing, assignments, and discussions. Students are also asked to make digital, oral presentations on their project research.		
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ADDITIONAL COMMENTS

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LIST OF FACULTY PARTICIPATING IN DISCUSSION

Lucy Derickson

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course(s): ARTT 127

Dean: Deborah Preston

Distribution Area: Arts

Date: 2-7-17 Revision

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Actions <i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i>
Arts and Aesthetic Awareness	Await results of another data collection cycle. Consider modifications to assessment instruments.	The same instruments were used in the recent data collection cycle. By using a comparable approach to assessment in both the 2013 and 2016 reviews, we were able to compare student proficiency across the competencies with results that focused on changes in student achievement without being impacted by the use of a different method of assessing those levels of student achievement. For future assessments cycles, we will work to reinforce student learning of key course concepts and art terminology (See discussion of data in Part II.)

Critical Analysis and Reasoning	Await results of another data collection cycle. Consider modifications to assessment instruments.	The same instruments were used in the recent data collection cycle. By using a comparable approach to assessment in both the 2013 and 2016 reviews, we were able to compare student proficiency across the competencies with results that focused on changes in student achievement without being impacted by the use of a different method of assessing those levels of student achievement.
Information Literacy	Await results of another data collection cycle. Consider modifications to assessment instruments.	See discussion of data in Part II. The same instruments were used in the recent data collection cycle. By using a comparable approach to assessment in both the 2013 and 2016 reviews, we were able to compare student proficiency across the competencies with results that focused on changes in student achievement without being impacted by the use of a different method of assessing those levels of student achievement.
Technological Competency	Increase access or availability of laptops and tablets for faculty and students.	Many faculty include at least one research project that requires use of Library Databases and other online sources and includes instruction on using these resources. To a great extent, students have access to devices such laptops, tablets, and smartphones to use in class. It still remains to coordinate specific activities in class that require this equipment.

PART II. CURRENT ASSESSMENT: 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>Arts and Aesthetic Awareness:</i>	In this area, roughly 77% of students rated “proficient” or “advanced”. The students were strongest the understanding the Role of the Arts, which is encouraging since several of our Course Outcomes emphasize cultural context and the Role of the Arts. Terminology results were weakest, suggesting that specialized art vocabulary needs more emphasis.	To reinforce the command of terminology, we will include terminology on review sheets and giving more attention to artistic language during exam review sessions. We will schedule at least one class field trip to an area museum.	Ken Jassie
<i>Critical Analysis and Reasoning:</i>	Overall, 73.5% of the students received “Proficient” or “advanced” on this competency. In this broadly introductory course, many faculty use short, inquiry-based assignments that allow the students to practice drawing their own conclusions about artwork using visual analysis and reasoning, often considering different interpretations or points of view.	To strengthen the Critical Analysis and Reasoning area, we will expand the use and collection of these smaller written assignments, in addition to the major paper and tests that are already assessed.	
<i>Information Literacy:</i>	Students performed on average better than 74% with this competency. Access was the highest rating skill (with 79%), while the evaluation of sources (with roughly 71% proficiency) was lowest. This indicates that students know how to find sources, but the skill of	Incorporating research into the analysis of art works helps to give a deeper understanding of the art in its time. To strengthen this area, we will use the MC Library Tutorial on Evaluating Sources and follow up quiz to ensure that students understand the concepts. Students may retake the tutorial and quiz until they earn a satisfactory score. Additionally, specific	

	evaluating sources may need to be strengthened.	assignments using of MC Library Databases and introduction of Open Education Resources will encourage independent research and help the students to gain more experience in this area.	
<i>Technological Competency:</i>	Overall, student ratings were high in this area with 77% of students rated “proficient” or “advanced”. Students have had multiple opportunities to use the technology (online research and other computer skills) to successfully complete Art Appreciation assignments.	Incorporating additional technology, such as tablets, in the classroom would be a welcome addition to explore, for instance, museum exhibitions with 3-D effects, class time permitting. This issue was discussed among Art Appreciation instructors. Students will use PowerPoint to create presentations that incorporate images, text, and video. Course materials, such as lecture images, review sheets, and assignments will be available through Blackboard.	

ADDITIONAL COMMENTS

While the scores for 2016 were lower compared to the 2013 scores, we believe that student scores in the 70-80% range (advanced and proficient) reflect good student mastery of the competencies and proficiencies for this level course. In retrospect, some of the scores in the 2013 results appear to be unusually high for a first time exposure to art course such as ARTT 127. This is particularly true when you consider that there are virtually no art or graphic design majors taking this course – students often come to it with no prior exposure to art but need a course that will fulfill the General Education Arts distribution.

After meeting as a discipline, Art 127 instructors have agreed to implement the following in all sections of 127: vocabulary review sheets, museum field trips, more small assignments throughout the semester, MC Library Tutorial on Evaluating Sources and follow up quiz, PowerPoint presentation assignments, the use of Blackboard for course materials.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Ken Jassie, Liz Melanson, Amanda Miller, Claudia Rousseau

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: ARTT 152 – Photographic Expression I

Dean: Deborah Preston

Distribution Area: ARTS

Date: Date: October 17, 2016

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Actions <i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i>
	While the discipline recognized that modification to the signature assignment were warranted, it concluded that it was important to go through one additional cycle of data collection using essentially the same approach to assessing competencies. Toward that end, the signature assignment was revised, with questions and student activities redefined to provide greater opportunities for student reflection, to reinforce student understanding of key concepts and learning outcomes and to enable students to make connections between those concepts, as well as connect class experiences with their experiences in other classes and beyond the classroom.	The revised signature assignment was introduced in all sections of Art discipline General Education courses in the Fall 2015 and Spring 2016 semesters. By using a comparable approach to the signature assignment as the 2013 review, the Art discipline was able to compare student proficiency across the competencies with results that focused on changes in student achievement without being impacted by the use of a significantly different method of assessing those levels of student achievement.
Arts and aesthetic awareness	Arts and Aesthetic Awareness assessment activities were revised to better emphasize key course concepts and outcomes and to allow students to articulate their understanding of the connection between those key course concepts	See above. In addition, the course will continue to place a significant amount of emphasis on arts and aesthetic awareness through classroom presentations as well as field trips to view artwork in museums and/or galleries, followed by

	and outcomes and the art work created in class.	classroom discussions.
Critical Analysis and reasoning	Critical Analysis and Reasoning assessment activities were revised to reinforce student understanding of key course concepts and outcomes, and to relate those concepts to the creative problem solving process that is at the core of the studio course experience.	See above. In addition, students will continue to be given homework assignments in which they prepare “talking points” related to specific questions or topics in preparation for classroom critiques and discussions.
Information Literacy	Information Literacy assessment activities were revised to place additional emphasis on identifying resources for exploring approaches to visual communication, and to address issues of connected to the ethical use of information.	See above
Technological Competency	Technological Competency assessment activities were revised to allow students to take advantage of Art discipline tablet/laptop resources, both as part of the creative problem solving process and in directed avenues for student research.	See above

PART II. CURRENT ASSESSMENT: 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. <i>In each category, we adopted as a “benchmark” the results from the 2013 assessment process. Because we were using the same structure for the signature assignment, we wanted to see if revisions to the signature assignment resulted in improvements in student mastery of the competencies.</i>	What common course action (s) will be taken to improve student success in competency?	Contact person for Planned Actions

<p>Arts and aesthetic awareness</p>	<p>Overall student ratings were high in this category, with over 98% rated as Advanced or Proficient. Since most students who enroll in ARTT152 are not art majors, the learning curve is steep. The data suggests that significant progress was made in terms of increasing students' awareness and understanding of issues related to art and aesthetics.</p>	<p>The instructor intends to continue offering field trips and having classroom discussions that relate to students' observations and analyses of photographs and other artworks.</p>	<p>Staley</p>
<p>Critical Analysis and reasoning</p>	<p>Student ratings in this category were also high, with 97% rated as Advanced or Proficient. This can be attributed to small group discussions on a variety of topics as well as guided evaluations of processes and results.</p>	<p>While student scores were very high, the discipline will continue to explore opportunities to reinforce students' critical analysis and reasoning skills by creating more opportunities for student reflection on their creative processes and how they relate to specific concepts learnt in class. This could be achieved through written assignments and/or oral presentations. The discipline faculty will discuss various ways that students can practice identifying and explaining issues in class assignments at the next discipline meeting.</p>	
<p>Information Literacy</p>	<p>98% of students ranked at Advanced or Proficient in this category. It is interesting to note that the highest ranking at the Advanced level in this category was for "Ethics." It is also interesting to note that only minor differences in the ranking were apparent</p>	<p>The discipline will continue to offer multiple opportunities for students to practice evaluating and using gathered information. Expanded tablet and laptop resources in the discipline may provide new and enhanced options for students to undertake directed and collaborative research as part of the class experience. Discipline faculty will discuss</p>	

	when comparing those students reading at College level and those not at College level. This can be attributed to small group discussions on a variety of topics as well as guided evaluations of processes and results.	various ways that students can practice identifying and using information as part of the drawing assignment process at the next discipline meeting.	
Technological Competency	Since the department acquired iPads and laptops for student use in the classroom, technology has become well integrated into the class. This is reflected in the score of 96% of students rated at Advanced or Proficient in this category.	The discipline will continue to offer multiple opportunities for students to develop their skills with the use of the discipline's tablet/laptop resources. In addition, the instructor has planned to a game-like assignment in which students hunt online for course-related information and sources. This assignment will address both the Information Literacy competency and the Technological competency, and possibly the other competencies as well.	

ADDITIONAL COMMENTS

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Mary Staley, Mieke Gentis (adjunct)

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course(s): ARTT 200

Dean: Deborah Preston

Distribution Area: ARTD

Date: 2-7-17 Revision

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Actions <i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i>
Arts and Aesthetic Awareness	Await results of another data collection cycle. Consider modifications to assessment instruments.	See discussion of data in Part II. The same instruments were used in the recent data collection cycle. By using a comparable approach to assessment in both the 2013 and 2016 reviews, we were able to compare student proficiency across the competencies with results that focused on changes in student achievement without being impacted by the use of a different method of assessing those levels of student achievement.
Critical Analysis and Reasoning	Await results of another data collection cycle. Consider modifications to assessment instruments.	See discussion of data in Part II. The same instruments were used in the recent data collection cycle.
Information Literacy	Await results of another data collection cycle. Consider modifications to assessment instruments.	See discussion of data in Part II. The same instruments were used in the recent data collection cycle.

Technological Competency	Increase access or availability of laptops and tablets for faculty and students.	Many faculty include at least one research project that requires use of Library Databases and other online sources and includes instruction on using these resources. To a great extent, students have access to devices such laptops, tablets, and smartphones to use in class. It still remains to coordinate specific activities in class that require this equipment.
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PART II. CURRENT ASSESSMENT: 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>Arts and Aesthetic Awareness:</i>	ARTT 200 students rated at least proficient 64-69% of the time in this category. Ideally, we would like the results to be closer to 75% proficient. The course is demanding, covering material over thousands of years and includes studying cultures across the globe. Students taking Art History for the first time are often unprepared to discuss art using the language of art. In addition, the course outcomes for ARTT 200 require students to learn names and dates, and explain the significance of a range of unfamiliar works. For some non-Art majors, taking Art Appreciation (ARTT 127) would be a better choice.	The discipline will explore more regular, shorter assignments (like weekly quizzes) could help students on pace with their progress. Reviving tutoring sessions before exams (something that has been tried in the past with some success) will also be explored. To reinforce the command of terminology, we will create vocabulary review sheets before the exam. We will schedule at least one class field trip to an area museum.	Ken Jassie

	Advising would be a helpful strategy to do this.		
<i>Critical Analysis and Reasoning:</i>	This competency is at the core of the teaching of Art History and also quite challenging, as it involves visual analysis prior to reasoning in written form. Success in this competency is dependent upon improved student performance in the other competencies as well. Students were proficient or better in Critical Analysis and Reasoning on average 61% of the time. Additional strategies will be explored to increase and better evaluate student learning in this and the other competencies.	Smaller sections and thus more individual attention would make a difference for many students. To achieve this, class size for ARTT 200 has been set at 25 students college-wide. The discipline will explore weekly quizzes and additional review sessions outside of class time to help keep students on pace with their progress, and to prepare for the midterm and final exams.	
<i>Information Literacy:</i>	Students performed on average at 68% with this competency. The evaluation of sources (with roughly 61% proficiency) was lowest, indicating the need to strengthen that skill. Strengthening methods and practices of research are certainly called for, and additional strategies will be explored to increase and better evaluate student learning in this and the other competencies.	Incorporating research into the analysis of art works helps to give a deeper understanding of the art in its time. Discussion among Art History faculty explored assigning an annotated bibliography (already done in some sections), as well as scheduled sessions in the library on research methods and resources. Based on these discussions a tutorial on research resources and methods, and/or an annotated bibliography assignment will be implemented in all sections.	

<p><i>Technological Competency:</i></p>	<p>ARTT 200 students have demonstrated the ability (69% proficiency) to use the technology (online research and other computer skills) to successfully complete Art History assignments. It would be desirable to bring that rate up to 75%, and additional strategies will be explored to increase and better evaluate student learning in this and the other competencies.</p>	<p>Incorporating additional technology, such as tablets in the classroom, would permit the ability to explore, for instance, museum exhibitions with 3-D effects, class time permitting. Ways of implementing these types of resources were discussed among Art History instructors as well as inviting library staff to discuss technology and research strategies. Based on these discussions, students will use PowerPoint to create presentations that incorporate images, text, and video. Course materials, such as lecture images, review sheets, and assignments will be available through Blackboard.</p>	
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ADDITIONAL COMMENTS

There is a marked difference between the scores for students taking ARTT 200 (Art History: Ancient to 1400) and ARTT 201 (Art History: 1400 to Present). Since ARTT 201 is a degree requirement, a number of students taking ARTT 201 have already taken ARTT 200 and are familiar with the format and methodology of an art history course. ARTT 200 is generally perceived to be the first course that needs to be taken in the art history survey sequence (even though the courses can be taken in either order), and typically attracts more students taking an art history course for the first time.

After meeting as a discipline, Art 200 instructors have agreed to implement the following in all sections of 200: vocabulary review sheets, museum field trips, a tutorial on research resources and methods, and/or an annotated bibliography assignment, PowerPoint presentation assignments, the use of Blackboard for course materials.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Ken Jassie, Liz Melanson, Amanda Miller, Claudia Rousseau

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course(s): ARTT 201

Dean: Deborah Preston

Distribution Area: AARTTTD

Date: 2-7-17 Revision

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Actions <i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i>
Arts and Aesthetic Awareness	Await results of another data collection cycle. Consider modifications to assessment instruments.	See discussion of data in Part II. The same instruments were used in the recent data collection cycle. By using a comparable approach to assessment in both the 2013 and 2016 reviews, we were able to compare student proficiency across the competencies with results that focused on changes in student achievement without being impacted by the use of a different method of assessing those levels of student achievement.
Critical Analysis and Reasoning	Await results of another data collection cycle. Consider modifications to assessment instruments.	See discussion of data in Part II. The same instruments were used in the recent data collection cycle.

Information Literacy	Await results of another data collection cycle. Consider modifications to assessment instruments.	See discussion of data in Part II. The same instruments were used in the recent data collection cycle.
Technological Competency	Increase access or availability of laptops and tablets for faculty and students.	Many faculty include at least one research project that requires use of Library Databases and other online sources and includes instruction on using these resources. To a great extent, students have access to devices such laptops, tablets, and smartphones to use in class. It still remains to coordinate specific activities in class that require this equipment.

PART II. CURRENT ASSESSMENT: 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>Arts and Aesthetic Awareness:</i>	ARTT 201 students rated at roughly 84% advanced or proficient in this category. The highest score was in understanding the Role of the Arts (88%), which is not surprising given that Art History focuses on discussing the function and meaning of art in society. The lowest score (though still considerable at 81%) occurred with terminology. The language of art does take some time to learn and apply.	The success of ARTT 201 students is in some measure due to their identifying with a subject (more modern art) that is somewhat familiar, even if not formally studied by them. Furthermore, since ARTT 201 is a degree requirement, a number of students taking ARTT 201 have already taken ARTT 200 and are familiar with the format and methodology of an art history course. To reinforce the command of terminology, we will include vocabulary review sheets in all sections and give more attention to artistic language during exam review sessions. We will schedule at least one class field trip to an area museum.	Ken Jassie

<p><i>Critical Analysis and Reasoning:</i></p>	<p>This competency is at the core of the teaching of Art History and also quite challenging, as it involves visual analysis, prior to reasoning in written form. Even so, students succeeded at a quite solid average rate of 76+%.</p>	<p>Critical analysis and reasoning skills develop particularly from work done in class as well as reading and writing. Encouraging students to take another class (e.g. a second art history survey) would undoubtedly permit students to develop these skills further.</p>	
<p><i>Information Literacy:</i></p>	<p>Students performed on average better than 80% with this competency. The use of sources (with roughly 75% proficiency) was lowest, indicating the need to strengthen that skill. This is not unexpected – students are able to access information fairly readily, but the appropriate use combines a range of skills that are in the more developmental stage in a course such as this.</p>	<p>Incorporating research into the analysis of art works helps to give a deeper understanding of the art in its time. Art History faculty discussed assigning an annotated bibliography (already done in some sections) and offering a tutorial (or schedule a session in the library) on research methods and resources. Based on those discussions, , a tutorial on research resources and methods and/or an annotated bibliography assignment will be implemented across all sections.</p>	
<p><i>Technological Competency:</i></p>	<p>ARTT 201 students have demonstrated significant ability (85+% proficiency) to use the technology (online research and other computer skills) to successfully complete Art History assignments. This again may reflect the higher presence of art/graphic design majors in this class, who are introduced to a range of technology tools and software as part of their majors.</p>	<p>Incorporating additional technology, such as tablets, in the classroom would be a welcome addition to explore, for instance, museum exhibitions with 3-D effects, class time permitting. The possible implementation of additional technology resources was discussed among Art History instructors. Based on those discussions, Students will use PowerPoint to create presentations that incorporate images, text, and video. Course materials, such as</p>	

		lecture images, review sheets, and assignments will be available through Blackboard.	
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ADDITIONAL COMMENTS

After meeting as a discipline, Art 201 instructors have agreed to implement the following in all sections of 201: vocabulary review sheets, museum field trips, a tutorial on research resources and methods and/or an annotated bibliography assignment, PowerPoint presentation assignments, the use of Blackboard for course materials.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Ken Jassie, Liz Melanson, Amanda Miller, Claudia Rousseau

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: ARTT 225 (formerly AR213) World Woodcut and Relief Traditions

Dean: Deborah Preston

Distribution Area: Arts & Humanities

Date: February 7, 2017 Revision

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency		Update on Planned Actions
Critical Analysis and Reasoning	The discipline recognized that modifications to the signature assignment were warranted, but concluded that it was important to go through one additional cycle of data collection using essentially the same approach to assessing competencies. Toward that end, the signature assignment maintained the same basic structure but was revised. Questions and student activities were redefined to provide greater opportunities for student reflection, to reinforce student understanding of key course concepts and learning outcomes and to enable students to make connections between those concepts, and to connect class experiences with student experiences in other classes and beyond the classroom.	The revised signature assignment was introduced in all sections of Art discipline General Education courses in the Fall 2015 and Spring 2016 semesters. By using a comparable approach to the signature assignment as the 2013 review, the Art discipline was able to compare student proficiency across the competencies with results that focused on changes in student achievement without being impacted by the use of a significantly different method of assessing those levels of student achievement.

		that focused on changes in student achievement without being impacted by the use of a significantly different method of assessing those levels of student achievement.
Arts and Aesthetic Awareness	Arts and Aesthetic Awareness assessment activities were revised to better emphasize key course concepts and outcomes and to allow students to articulate their understanding of the connection between those key course concepts and outcomes and the art work created in class.	The revised signature assignment was introduced in all sections of Art discipline General Education courses in the Fall 2015 and Spring 2016 semesters. By using a comparable approach to the signature assignment as the 2013 review, the Art discipline was able to compare student proficiency across the competencies with results that focused on changes in student achievement without being impacted by the use of a significantly different method of assessing those levels of student achievement.
Technology Competency	Technological Competency assessment activities were revised to allow students to take advantage of Art discipline tablet/laptop resources, both as part of the creative problem solving process and in directed avenues for student research.	The revised signature assignment was introduced in all sections of Art discipline General Education courses in the Fall 2015 and Spring 2016 semesters. By using a comparable approach to the signature assignment as the 2013 review, the Art discipline was able to compare student proficiency across the competencies with results that focused on changes in student achievement without being impacted by the use of a significantly different method of assessing those levels of student achievement.
Information Literacy	Information Literacy assessment activities were revised to place additional emphasis on identifying resources for exploring approaches to visual communication, and to address issues connected to the ethical use of information.	The revised signature assignment was introduced in all sections of Art discipline General Education courses in the Fall 2015 and Spring 2016 semesters. By using a comparable approach to the signature assignment as the 2013 review, the Art discipline was able to compare student proficiency across the competencies with results that focused on changes in student achievement without being impacted by the use of a significantly different method of assessing those levels of student achievement.

PART II. CURRENT ASSESSMENT: REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
<p>General Education Competency (Please list and discuss each competency assessed individually.)</p>	<p>Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. In each category, we adopted as a “benchmark” the results from the 2013 assessment process. Because we were using the same structure for the signature assignment, we wanted to see if revisions to the signature assignment resulted in improvements in student mastery of the competencies.</p>	<p>What common course action (s) will be taken to improve student success in competency?</p>	<p>Contact person for Planned Actions</p>
<p>Critical Analysis and Reasoning</p>	<p>Overall, student ratings were high in this area with 98% of students rated “proficient” or “advanced”. This is a 28% increase over the 2013 data. These scores are encouraging because Critical Analysis and Reasoning are emphasized throughout the course, from design decisions to interpretation and analysis of artwork, and revisions to the signature assignment provided more opportunities for students to articulate their understanding of the connection of key course concepts to aspects of the creative problem solving process.</p>	<p>In their coursework, students use critical analysis and reasoning through the steps of the creative process, including concept development, brainstorming and research, and decisions about materials and techniques. Critical analysis and reasoning are also applied in written and oral critiques, written reflections, and creation of an eportfolio. No actions are needed for this competency as percentages indicated solid growth in this area. We will continue to emphasize the critical analysis competency in our instruction and assignments.</p>	<p>John Carr</p>
<p>Arts and Aesthetic Awareness</p>	<p>Overall, student ratings were high in this area with 95% of students rated “proficient” or “advanced”. This is a 20% increase over the 2013 data. The Creative Process rated the highest, with nearly 89% of students rating Advanced, which is encouraging since the Creative Process is an important</p>	<p>Course content will be reviewed and revised to more fully address this competency, with emphasis on the Role of the Arts and Terminology. For the Terminology Competency, we will increase</p>	<p>John Carr</p>

	<p>emphasis in this studio course and its Course Outcomes. The Role of the Arts and Terminology were the lowest within this area, suggesting that these areas could use more emphasis.</p>	<p>the use of review sheets and quizzes to emphasize discipline-specific vocabulary. For the Role of Arts, plans for additional research on Woodcut in both historical and contemporary contexts should help to strengthen the Role of the Arts competency.</p>	
Technology Competency	<p>Overall, student ratings were high in this area with close to 95% of students rated “proficient” or “advanced”. This is a 17% increase over the 2013 data. Signature assignment activities were revised to allow students to take advantage of Art discipline tablet/laptop resources, both as part of the creative problem solving process and in directed avenues for student research, and these resources permitted much greater student involvement in mastering this competency.</p>	<p>Required course assignments include independent research, written reflection, scanning and editing images, and creation of an eportfolio, all of which prepare the students for assessment in the area of Technological Competency. We were pleased with the strong results and will continue to emphasize the technology competency through instruction and assignments. As part of the General Education course recertification process we will be considering ways in which a future signature assignment could better reflect discipline-specific use of technology, such as design and photo-editing software and the building of eportfolios.</p>	John Carr
Information Literacy	<p>Information Literacy scores were high (95% at Advanced or Proficient), representing a 14% increase over the 2013 data. We noticed that fewer students rated Advanced (73.4%),</p>	<p>Course content will be reviewed and revised to more fully address the Information Literacy Competency. Students do independent research to inform their design concepts, using a variety of sources. In order to strengthen the Information Literacy competency, we will</p>	John Carr

	<p>compared with other competencies. This could be attributed to the nature of the research done in class, which varies based on the needs of each student's proposed concept for a project.</p>	<p>include more directed research, such as a research project that requires use of Library Databases and other online sources and includes instruction on using these resources. To strengthen the Ethics, Evaluation, and Use of Resources, we will make use of the MC Library Tutorials on Evaluating Sources, Avoiding Plagiarism, and Citing Sources. The tutorials are paired with follow up quizzes to ensure that students understand the concepts, and Students may retake the tutorial and quiz until they earn a satisfactory score.</p>	
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ADDITIONAL COMMENTS

Two sections of ARTT225 have participated in the General Studies EPortfolio Pilot, and we will continue to explore the use of this format to strengthen the competencies. Though it is early in the Pilot, we are considering the possibility of using the Eportfolio as a future signature assignment, pending outcomes from the pilot and input from other faculty.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

John Carr
Amanda Miller

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: ARTT 247 – Weaving and Textiles

Dean: Deborah Preston

Distribution Area: ART

Date: Date: October 17, 2016

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Actions <i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i>
	While the discipline recognized that modification to the signature assignment were warranted, it concluded that it was important to go through one additional cycle of data collection using essentially the same approach to assessing competencies. Toward that end, the signature assignment was revised, with questions and student activities redefined to provide greater opportunities for student reflection, to reinforce student understanding of key concepts and learning outcomes and to enable students to make connections between those concepts, as well as connect class experiences with their experiences in other classes and beyond the classroom.	The revised signature assignment was introduced in all sections of Art discipline General Education courses in the Fall 2015 and Spring 2016 semesters. By using a comparable approach to the signature assignment as the 2013 review, the Art discipline was able to compare student proficiency across the competencies with results that focused on changes in student achievement without being impacted by the use of a significantly different method of assessing those levels of student achievement.
Arts and aesthetic awareness	Arts and Aesthetic Awareness assessment activities were revised to better emphasize key course concepts and outcomes and to allow students to articulate their understanding of the connection between those key course concepts	The initial assessment instrument was useful in setting the stage for classroom discussions throughout the semester related to arts and aesthetic awareness. It introduced students to broad concepts related to creativity and the role

	and outcomes and the art work created in class.	of the arts throughout history and cross-culturally.
Critical Analysis and reasoning	Critical Analysis and Reasoning assessment activities were revised to reinforce student understanding of key course concepts and outcomes, and to relate those concepts to the creative problem solving process that is at the core of the studio course experience.	Students were given assignments that require them to make connections to other disciplines, such as math, anthropology, and chemistry, leading them to realize that creativity in the arts is dependent on knowledge of other disciplines (and vice-versa.)
Information Literacy	Information Literacy assessment activities were revised to place additional emphasis on identifying resources for exploring approaches to visual communication, and to address issues of connected to the ethical use of information.	Students were required to research topics related to textiles from a particular culture and then “teach” their classmates about their topic. This not only gave them experience in selecting appropriate source materials, but also led to discussions comparing and relating to their own weaving projects (similarities of approaches and/or results) to those of weavings from various locations and time periods.
Technological Competency	Technological Competency assessment activities were revised to allow students to take advantage of Art discipline tablet/laptop resources, both as part of the creative problem solving process and in directed avenues for student research.	Since the previous assessment, iPads and laptop computers have become available for use in the classroom. After learning the traditional method of basic weave drafting on graph paper, students are able to use the “Weavelt” app on the iPads to explore color and pattern interactions in more advanced drafting. They are also able to explore tablet-weaving drafts and create their own patterns with online drafting tools much faster than on graph paper. Also, the new Instructor’s workstation allows immediate research capabilities for students and faculty. This has proven to be particularly useful when discussing textile artists as well as in exploring materials and sources.

PART II. CURRENT ASSESSMENT: REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
<p>General Education Competency (Please list and discuss each competency assessed individually.)</p>	<p>Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. In each category, we adopted as a “benchmark” the results from the 2013 assessment process. Because we were using the same structure for the signature assignment, we wanted to see if revisions to the signature assignment resulted in improvements in student mastery of the competencies. Please see Additional Comments below for an explanation of the 2016 percentages of students at the Advanced or Proficient level.</p>	<p>What common course action (s) will be taken to improve student success in competency?</p>	<p>Contact person for Planned Actions</p>
<p>Arts and aesthetic awareness</p>	<p>The majority of students in this course are not art majors. They enter the course with little to no understanding of the arts or aesthetics. By incorporating appropriate concepts, terminology, and hands-on activities, they develop insight into the creative process and range of possibilities. The revised assessment tool used provided increased opportunities for student reflections. They were able to recognize connections between their coursework and other aspects of their education and their lives.</p>	<p>Continued formal and informal discussions of these issues will be a major component of this course. The “pop-up” discussions are generally most effective in gradually leading students to increased awareness of the role of the arts in both historical and contemporary contexts.</p>	<p>Staley</p>
<p>Critical Analysis and reasoning</p>	<p>Basic information about color and design is introduced as students begin to plan their first projects. Through experimentation and observation of their own results and critiques of their</p>	<p>More examples from ArtsStor and other sources will be incorporated into presentations and discussions to illustrate the use of color and design in textiles from</p>	<p>Staley</p>

	<p>classmates' work they were able to expand that knowledge. Due to the close relationship between weaving and mathematics, students were able to see the relevance of math in situations other than just in the math classroom. Natural dyeing projects gave insights into the connections to chemistry.</p>	<p>various cultures.</p>	
<p>Information Literacy</p>	<p>Although approximately 2/3 of the students in the class were not reading at college level, all were successful at locating and utilizing the information needed for successful completion of the course requirements and the assessment instrument. The lowest percentages in this category were for "Use" which, in many cases related to weak writing skills and documentation of resources.</p>	<p>Although students successfully demonstrated the acquisition and use of information required for the course assignments, many appeared reliant on web-based sources that sometimes lack depth and breadth. Students will be given a "mini field trip" to the art library in the Cafritz building, with an introduction to the collection of printed materials and to the librarians, who also serve as valuable resources.</p>	<p>Staley</p>
<p>Technological Competency</p>	<p>The use of iPads and computers in the classroom have increased access to digital technology. Since weaving is considered a "primitive technology" there is ample opportunity to discuss the evolution of tools and methodologies. Also, with the presence of the Smart Workstation, students are able to present reports to their classmates with Powerpoint and other supportive applications.</p>	<p>Continued use of digital technology will be incorporated into the coursework, assignments and classroom environment.</p>	<p>Staley</p>

ADDITIONAL COMMENTS

High percentages in all areas for this course can be directly attributed to the small class size, due to the limited number of looms based on classroom space constraints. Students are provided a significant amount of one-on-one attention, but, more important, the small group dynamic is a forceful motivating factor for students to engage with each other and perform to the best of their abilities. A great deal of support exists between students and is encouraged by the instructor.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Mary Staley

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: ARTT 265

Dean: Deborah Preston

Distribution Area: ARTD

Date: 10/12/16

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Actions <i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i>
Arts and Aesthetic Awareness	Await results of another data collection cycle. Consider modifications to assessment instruments.	The same instruments were used in the recent data collection cycle. By using a comparable approach to assessment in both the 2013 and 2016 reviews, we were able to compare student proficiency across the competencies with results that focused on changes in student achievement without being impacted by the use of a different method of assessing those levels of student achievement. For future assessments cycles, we will work to reinforce student learning of key course concepts and art terminology (See discussion of data in Part II.)
Critical Analysis and Reasoning	Await results of another data collection cycle. Consider modifications to assessment	See discussion of data in Part II. The same instruments were used in the recent

	instruments.	data collection cycle.
Information Literacy	Await results of another data collection cycle. Consider modifications to assessment instruments.	See discussion of data in Part II. The same instruments were used in the recent data collection cycle.
Technological Competency	Await results of another data collection cycle. Consider modifications to assessment instruments.	Many faculty include at least one research project that requires use of Library Databases and other online sources and includes instruction on using these resources. To a great extent, students have access to devices such laptops, tablets, and smartphones to use in class. It still remains to coordinate specific activities in class that require this equipment.

PART II. CURRENT ASSESSMENT: 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
Arts and Aesthetic Awareness	ARTT265 students rated at 88% advanced or proficient in this category, with very similar scores in each of the four subcategories of understanding the role of the arts, aesthetic judgment, creative process and terminology. This is not surprising, because a majority of students are architecture majors and are actively engaged with the course material.	To improve in this area, the discipline will explore incorporating some modern and contemporary architecture into discussions of ancient and medieval history. This is the material with which architecture students are familiar, and might help them understand and engage with the course material (which covers architectural history from ancient times to 1400).	Ken Jassie

<p><i>Critical Analysis and Reasoning</i></p>	<p>ARTT265 students rated at 88% advanced or proficient in this category. The scores in each of the categories: analysis and evaluation, conclusions, and identification and explanation of issues were at 88% each.</p> <p>Again, we believe this result reflects the fact that a majority of students are architecture majors and are actively engaged with the course material.</p>	<p>To improve in this area, the discipline will explore giving students a quiz (one comparison question, identical to the format of the mid-term questions) after the completion of each chapter. We will discuss these questions in class and review the quizzes so that students will understand what is expected on the exams. The quizzes will serve as practice for the exam, and will encourage students to study continuously throughout the semester and keep pace with the material.</p>	
<p><i>Information Literacy</i></p>	<p>ARTT265 students rated at 87% advanced or proficient in this category.</p> <p>Again, we believe this result reflects the fact that a majority of students are architecture majors and are actively engaged with the course material.</p>	<p>To improve in this area, the discipline will explore assigning an annotated bibliography and research project with class time set aside for discussion of research resources, methods, and writing.</p>	
<p><i>Technological Competency</i></p>	<p>ARTT265 students rated at 92% advanced or proficient in this category.</p> <p>Again, we believe this result reflects the fact that a majority of students are architecture majors and are actively engaged with the course material.</p>	<p>The discipline will explore incorporating tablets, smartphones or computers into classroom activities. These might include short research sessions in class, interactive museum activities, in-class readings from websites, etc.</p>	

ADDITIONAL COMMENTS

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Ken Jassie, Liz Melanson, Amanda Miller, Claudia Rousseau

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course(s): ARTT 270 Survey of African Art

Dean: Deborah Preston

Distribution Area: ARTD

Date: 2-7-17 Revision

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Actions <i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i>
Arts and Aesthetic Awareness	The course was not previously assessed.	N/A
Critical Analysis and Reasoning	The course was not previously assessed.	N/A
Information Literacy	The course was not previously assessed.	N/A
Technological Competency	The course was not previously assessed.	N/A

PART II. CURRENT ASSESSMENT: 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>Arts and Aesthetic Awareness:</i>	<p>The number of students taking ARTT 270, who were rated as proficient or advanced was quite high: 88-100. Only the grasp of terminology is lower (75%), though respectable. Grasping unfamiliar artistic terminology seems to be something of challenge to students, which takes some time to learn and apply.</p>	<p>Art History courses, in general, give great attention to teaching an appreciation of art, its role and how it is made. To reinforce the command of terminology, the discipline agreed to develop vocabulary review sheets and discussed giving more attention to artistic language during exam review sessions (already done to some extent). The discipline agreed also to schedule at least one class field trip to an area museum.</p>	Ken Jassie
<i>Critical Analysis and Reasoning:</i>	<p>ARTT 270 students did overall quite well achieving and exceeding benchmarks for this core competency of Art History. The overall rate of success was almost 80% proficiency. The specific strengths were in Analysis, Evaluation, and Conclusions; less impressive was the Identification and Explanation of Issues.</p>	<p>Critical analysis and reasoning skills develop particularly from work done in class as well as reading and writing. Advising students to take another class (i.e. a second art history class) would undoubtedly permit students to develop these skills further. To improve the discussion of issues, the discipline discussed including some select readings and guided group discussions to help students identify and clarify the issues raised by the author.</p>	

<p><i>Information Literacy:</i></p>	<p>With the exception of accessing sources, students were not very successful in evaluating and using them properly. The average rate of 62.5% is below expectations, but the rather small sample size probably has an outsized effect on the results. Still, students in other Art History courses have shown some need for improvement in dealing with their research materials.</p>	<p>Incorporating research into the analysis of art works helps to give a deeper understanding of the art in its time. The discipline discussed assigning an annotated bibliography to go along with research papers (already done in some sections) and giving feedback throughout the process. as well as a tutorial (or schedule a session in the library) on research methods and resources. Based on those discussions a tutorial on research resources and methods and/or an annotated bibliography assignment will be implemented in all sections.</p>	
<p><i>Technological Competency:</i></p>	<p>ARTT 270 students have demonstrated significant ability (88% proficiency) to use the technology (online research and other computer skills) to successfully complete Art History assignments.</p>	<p>Incorporating additional technology, such as tablets, in the classroom will be explored-for instance, museum exhibitions with 3-D effects-class time permitting. Ways of potentially introducing these resources were discussed among Art History instructors. Based on those discussions, students will use PowerPoint to create presentations that incorporate images, text, and video. Course materials, such as lecture images, review sheets, and assignments will be available through Blackboard.</p>	

ADDITIONAL COMMENTS

After meeting as a discipline, Art 270 instructors have agreed to implement the following in all sections of 270: vocabulary review sheets, museum field trips, a tutorial on research resources and methods and/or an annotated bibliography assignment, PowerPoint presentation assignments, the use of Blackboard for course materials.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Ken Jassie, Liz Melanson, Amanda Miller, Claudia Rousseau

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: ARTT 275 Italian Renaissance

Dean: Deborah Preston

Distribution Area: ARTD

Date: 10/12/16

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Actions <i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i>
Arts and Aesthetic Awareness	Await results of another data collection cycle. Consider modification and coordination of assessment instruments.	See discussion of data in Part II. The same instruments were used in the recent data collection cycle. By using a comparable approach to assessment in both the 2013 and 2016 reviews, we were able to compare student proficiency across the competencies with results that focused on changes in student achievement without being impacted by the use of a different method of assessing those levels of student achievement.
Critical Analysis and Reasoning	Await results of another data collection cycle. Consider modification and coordination of assessment instruments.	See discussion of data in Part II. The same instruments were used in the recent data collection cycle.
Information literacy	Await results of another data collection cycle. Consider modification and coordination of assessment instruments.	See discussion of data in Part II. The same instruments were used in the recent data collection cycle.

Technological Competency	Assure access to computers, laptops and/or tablets for students.	Many faculty include at least one research project that requires use of Library Databases and other online sources and includes instruction on using these resources. To a great extent, students have access to devices such laptops, tablets, and smartphones to use in class. It still remains to coordinate specific activities in class that require this equipment.
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PART II. CURRENT ASSESSMENT: 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
Arts and Aesthetic Awareness	Overall, student ratings were high in this area with 85-100% of students taking this course rated at advanced or proficient. While this is a General Education course, the more narrowly focused subject matter tends to attract students with a particular interest in art history.	The success of students in ARTT 275 may, in some measure, be due to the fact that many of them have already taken ARTT 201 (and/or ARTT 200) and therefore some of the material is familiar to them. The particular context in this course takes some time to learn and apply. The discipline will explore supplemental materials that could be added to review sessions.	Ken Jassie
Critical Analysis and Reasoning	Student ratings in this category were consistently high at 100%, and surpassed results from the previous data collection. This competency is very much at the core of the discipline. Again, the more narrowly focused subject matter tends to attract students with a particular interest	Critical analysis and reasoning skills develop from work done in class as well as reading and writing. Art history requires visual analysis as well, prior to articulating that in written form. The discipline will be exploring ways to expand opportunities for practice in order to develop this	

	in art history.	competency in our students.	
Information Literacy	Students performed less well in this area. There was actually a drop in the area of Evaluation in this competency since the last data collection from 80% in 2013 to 62% in 2016. Still, overall the figure for all the aspects of this competency was 86%.	Discussion among art history faculty will be undertaken on how to encourage a greater ability to judge the value of research sources.	
Technological Competency	ARTT 275 students demonstrated significant ability (100%) to use technological resources to successfully complete art history research assignments. To some extent, this may be because many of them have already taken ARTT 200 and/or 201 and have learned some of these skills.	Helping students who have not learned these skills in previous classes with in-class demonstrations will be implemented. Also, students need to be encouraged to see these skills as fundamental to humanities courses, and to apply them to achieve success.	

ADDITIONAL COMMENTS

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Ken Jassie, Liz Melanson, Amanda Miller, Claudia Rousseau

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: ARTT 279

Dean: Deborah Preston

Distribution Area: ARTD

Date: 10/12/16

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Actions <i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i>
Arts and Aesthetic Awareness	Await results of another data collection cycle. Consider modification and coordination of assessment instruments.	The same instruments were used in the recent data collection cycle. By using a comparable approach to assessment in both the 2013 and 2016 reviews, we were able to compare student proficiency across the competencies with results that focused on changes in student achievement without being impacted by the use of a different method of assessing those levels of student achievement. For future assessments cycles, we will work to reinforce student learning of key course concepts and art terminology (See discussion of data in Part II.)

Critical Analysis and Reasoning	Await results of another data collection cycle. Consider modification and coordination of assessment instruments.	See discussion of data in Part II. The same instruments were used in the recent data collection cycle.
Information literacy	Await results of another data collection cycle. Consider modification and coordination of assessment instruments.	See discussion of data in Part II. The same instruments were used in the recent data collection cycle.
Technological Competency	Assure access to computers, laptops and/or tablets for students.	Many faculty include at least one research project that requires use of Library Databases and other online sources and includes instruction on using these resources. To a great extent, students have access to devices such laptops, tablets, and smartphones to use in class. It still remains to coordinate specific activities in class that require this equipment.

PART II. CURRENT ASSESSMENT: 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
Arts and Aesthetic Awareness	Overall, student ratings were high in this area with 100% of students taking this course rated at advanced or proficient. This continued a similar assessment result in 2013. It should be noted, however, that the student sample was very small – 4 students.	The success of students taking ARTT 279 may in some measure be due to the fact that many of them have already taken ARTT 201 (and/or ARTT 200) and therefore they are to some degree familiar with ideas about the Creative Process, the Role of the Arts in Society, and art historical terminology generally. In addition, 20 th century art may be more familiar or of particular interest to them. The particular context in this course takes some time to	Ken Jassie

		learn and apply. Materials that supplement this could be added to review sessions.	
Critical Analysis and Reasoning	Student ratings in this category were consistently high, continuing results from the previous data collection. This competency is very much at the core of the discipline.	Critical analysis and reasoning skills develop from work done in class as well as reading and writing. Art history requires visual analysis as well, prior to articulating that in written form. More of this kind of assignment, formal analysis, will be encouraged.	
Information Literacy	Students performed well in this area. The ratings represent a continued high rate of ability in this area in students who take ARTT 279.	Given the very extensive amount of source materials available in this area of art history, the discipline will explore strategies to provide students with continued guidance about how to evaluate various source materials that they find for research, and how to use them effectively	
Technological Competency	ARTT 279 students demonstrated significant ability (100%) to use technological resources to successfully complete art history research assignments. To some extent, this may be because many of them have already taken ARTT 200 and/or 201 and have learned some of these skills.	Strategies to help students who have not learned these skills in previous classes will be implemented with in-class demonstrations. Also, students need to be encouraged to see these skills as fundamental to humanities courses, and to apply them to achieve success.	

ADDITIONAL COMMENTS

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Ken Jassie, Liz Melanson, Amanda Miller, Claudia Rousseau

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: COMM108: Introduction to Human Communication

Dean: Dr. Monica Trent

Distribution Area: Humanities

Date: 21 March, 2017

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Actions <i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i>
Critical Analysis and Reasoning	We worked on a standard syllabus that specifically stated that all faculty members teaching COMM108 sections should assign two presentations, and one group problem-solving project to give students the opportunity to use critical thinking skills.	Faculty members reported that they were satisfied with students' progress in this area. Students used critical analysis and reasoning skills in both informative and persuasive presentations as well as group problem-solving project.
Information Literacy	All sections of the course require students to access information outside of the textbook to prepare the outlines for speeches, write the group project paper, and other course related assignments. Students are required to use three or more authoritative sources on their speeches, group project, and short papers.	Faculty members were satisfied with their students' performance.

Oral Communication	All sections use similar evaluation forms for both speeches and the group presentation.	All instructors saw a big improvement on students' performance on all presentations.
Written Communication	This area was NOT assessed in 2013.	Although it was not assessed, we continue to assign the full-sentence outline, the group project paper, and self-concept paper that require students to write at the college level.

PART II. CURRENT ASSESSMENT: 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>	When it comes to Critical Analysis and Reasoning, student ratings were high in this area with 80% of students rated “proficient” or “advanced”. This is above the 75% benchmark for students to be rated as “proficient” and “advanced.” The results show that students in COMM108 were strongest with identifying problems problem, solution options, and evaluation of the solutions presented.	Continue assigning the problem-solving group project, reflection papers, and self-concept paper. Faculty members will begin using TED Talk videos in class that come with our textbook and then answer questions after viewing each talk in order to reinforce their critical analysis and reasoning skills.	Chaaban

<p><i>Information Literacy</i></p>	<p>Approximately 85% of the students received proficient or advanced on this competency. We did exceed our benchmark of 70%. A review of the results showed that students are strong in the area of evaluating information for their speeches, their group project, and papers, including the self-concept paper, reflection papers, and speech outlines. and strongest with ethics. Faculty members were satisfied with the results. They strongly believe that these assignments are useful in providing ample opportunities to practice evaluating information.</p>	<p>All sections of the course will continue to require students to access information outside of the textbook to prepare the outlines for speeches, write the group project paper, and other course related assignments. Faculty members will continue to require students to identify and use 3-6 authoritative sources for the informative and persuasive speeches each, and for the group problem solving project.</p>	<p>Chaaban</p>
<p><i>Oral Communication</i></p>	<p>Faculty members were satisfied with the performance of students in this area. Approximately 83% of students received proficient or advanced on this competency. We did exceed our benchmark of 70%. After a careful received of the results, faculty members, it was evident that:</p> <ul style="list-style-type: none"> • Students are able to differentiate between the informative and persuasive speeches. • Students are able to use the extemporaneous delivery style. 	<p>Faculty members will continue to assign an informative and persuasive speech, group problem-solving sequence as well as project presentation, in-class mini presentations, including self-introductions and topic selection presentation.</p> <p>Faculty members will continue to use similar evaluation forms for the informative and persuasive speeches and the group presentation.</p>	<p>Chaaban</p>

	<ul style="list-style-type: none"> • Students are able to use effective nonverbal skills while presenting. *Students are able to delivery speeches with clarity, strong organization, strong introduction, and strong conclusion. 		
Written Communication	Overall, student ratings were high in this area with close to 85% of students rated “proficient” or “advanced”. Faculty members believed that we exceeded the 75% benchmark for students to be rated as “proficient” and “advanced.”	We will continue to assign the full-sentence outlines for both the informative and persuasive speeches, the group problem-solving paper, the self-concept paper, and reflection papers. This will give students the opportunity to improve their writing skills.	Chaaban

ADDITIONAL COMMENTS

All sections of COMM108 on all three campuses use the same book and a standardized syllabus to ensure consistency in all sections of the course.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Assessment was completed at our full-discipline meeting on Saturday. There were both full and part-time faculty members in attendance. The main faculty members that discussed the plan were: Nader Chaaban, Rose Piskapas, Rachel Bonaparte, Anestine Theophile-Lafond, Andree Betancourt, Stacey Peterson, Osmond Farrell, and others.

Dean Approval

Monica Parrish Trent, Ph.D.

Submission Date

3/21/2017

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: **COMM112: Business and Professional Communication**

Dean: **Dr. Monica Trent**

Distribution Area: **Humanities**

Date: **21 March, 2017**

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Actions <i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i>
Critical Analysis and Reasoning	Assign a group project and two speeches that require students to research and analyze topics and draw conclusions based on their findings.	Faculty members find the major assignments in COMM112, including the group project, the presentations, interview to be very helpful. They allow students to use their critical analysis and reasoning skills.
Information Literacy	All sections of the course required students to access information outside of the textbook to prepare the outlines for individual presentations, write the group problem solving paper, and other course related assignments.	Faculty members find the assignments to be very useful in helping students with information literacy.
Oral Communication	All sections use similar evaluation forms for both presentations and the group problem solving presentation.	Faculty members find the evaluation forms on all presentations to be helpful. Students know what they are expected to cover in their

		presentations. Also, there is consistency college-wide, in grading the assignments.
Written Communication	This area was NOT assessed in 2013.	Although it was not assessed, we continue to assign the full-sentence outline, the group project paper, and self-concept paper continue that require students to write at the college level.

PART II. CURRENT ASSESSMENT: 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>Although we met our benchmark of 75% in this category, the results showed that the numbers went down from the last time the assessment was done in 2013:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;">2013</td> <td style="text-align: center;">2016</td> </tr> <tr> <td>*conclusions</td> <td style="text-align: center;">89%</td> <td style="text-align: center;">76%</td> </tr> <tr> <td>*identification and explanation of Issues</td> <td style="text-align: center;">92%</td> <td style="text-align: center;">76%</td> </tr> <tr> <td>*overall</td> <td style="text-align: center;">90%</td> <td style="text-align: center;">77%</td> </tr> </table> <p>*analysis and evaluation</p>		2013	2016	*conclusions	89%	76%	*identification and explanation of Issues	92%	76%	*overall	90%	77%	<p>To address the weakest area of drawing conclusions, faculty members agreed to include assignments in which students will have to read articles for their speeches and group project and give conclusions based on the articles. Students will be provided with evaluation forms to assess the information for their project and speeches.</p> <p>When it comes to the identification and explanation of issues, faculty members will assign a mini class</p>	Chaaban
	2013	2016													
*conclusions	89%	76%													
*identification and explanation of Issues	92%	76%													
*overall	90%	77%													

	88%	80%	project to give students the opportunity to explain issues related to the group project.	
<i>Information Literacy</i>	This area was blank. It was not assessed.		Although this area was not assessed, we will continue to require students to access information outside of the textbook to prepare the outlines for presentation, write the group project paper, and other course related assignments.	Chaaban
<i>Oral Communication</i>	<p>Overall, student ratings were very high in this area with close to 93% of students rated “proficient” or “advanced”. We surpassed the 75% benchmark for students to be rated as “proficient” and “advanced.”</p> <p>The students were strongest with identifying issues, and not strong with organization. The instrument used for this class was easy for the students because they had several opportunities to practice the</p>		<p>All sections will continue to use similar evaluation forms for the following assignments:</p> <ol style="list-style-type: none"> 1. informative Speech 2. Persuasive Speech 3. Group Problem-Solving Project <p>Students will be given the extemporaneous delivery style evaluation form to check their “practice” presentations before they delivery them in class.</p>	Chaaban

	skills in the project, leading to high scores. Based on the results,		
<i>Written Communication</i>	Overall, student ratings were very low and we did not reach our benchmark. Students were not rated as “proficient” or “advanced”. The scores range from 56% - 72%. The weakest areas were: Style and Expression, Content, Mechanics, Organization, and Overall. Faculty members were not satisfied with the scores in this area.	<p>Since we did not meet our benchmark in this area, we have itemized the following needs in order to meet our benchmark</p> <ol style="list-style-type: none"> 1. Provide students with more writing assignments, including: two full-sentence outlines for the speeches, group problem-solving project, resume, reflection papers, and interview analysis. 2. Provide students with rubrics for each assignment mentioned above in order to give them the opportunity to evaluate their work before submitting them. 3. Provide students with the opportunity to submit written assignment before the due date for proofreading. 4. Give students an assignment the first day of class in order to evaluate their writing skills. Those who need help will be given extra writing assignments. 	Chaaban

ADDITIONAL COMMENTS

All sections of COMM112 on all three campuses use the same book and similar assignments which make help students to improve their skills in the following areas; Critical Analysis and reasoning, Information Literacy, Oral Communication, and Written Communication.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Assessment was completed at our full-discipline meeting on Saturday. There were both full and part-time faculty members in attendance. The main faculty members that discussed the plan were: Nader Chaaban, Rose Piskapas, Anestine Theophile-Lafond, Stacey Peterson, Osmond Farrell, and others.

Dean Approval

Monica Parrish Trent, Ph.D.

Submission Date

3/21/2017

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: DANC 100 Introduction to Dance

Dean: Deborah Preston

Distribution Area: ARTS

Date: 4/20/17

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Actions <i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i>
Critical Analysis and Reasoning	Previous assessment indicated that we need continued emphasis on this competency, especially on drawing conclusions. We decided that doing some shorter assignments dealing with different aspects of the assignment would prove helpful.	We have designed two to three short assignments, each focused on one part of the whole assignment: describing the dance, analyzing the components of the dance and their relationship to each other, and interpreting the dance, based on observation and analysis.
Information Literacy	Previous assessment indicated that we need to place more emphasis on this competency. Students need more direction in researching topics to improve motivation to find information from a variety of sources.	We have added a research requirement to the original assignment. This requires the student to cite sources appropriately using either MLA or APA style. The shorter assignments referenced above include instruction in how to apply the information they have gathered.

Technological Competence	Previous assessment indicates the need for continued requirements for use of technology as both research tool and presentation aid.	Assignments continue to require good organization, proper format, and appropriate use of technology to improve their written work
Arts and Awareness	Previous assessment showed an emphasis on dance as an art form mainly through critical analysis.	We developed a variety of assignments that integrate the academic and artistic aspects of dance., combining theory (writing) and practice (dancing)

PART II. CURRENT ASSESSMENT: 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	Data for this competency show 69% of students at the Proficient or Advanced level, just shy of the 70% benchmark. The strongest areas were Analysis and Evaluation, while the weakest area was in drawing conclusions. 29% of students were at the Novice level, not all that surprising since this is a first semester freshman level course. The data suggest that students know or can recognize the pieces but are weak in understanding the relationship of the pieces to each other and to the whole.	We have examined the current assignment to consider how to prepare students better to write a comprehensive paper. We will develop guided in-class assignments where students view dance, write what they observe, and then conduct discussions that will help them connect the various pieces of the dance to the critique guidelines.	Gail Minor-Smith

<p>Information Literacy</p>	<p>Data for this competency show 74% of students at the Proficient or Advanced level. The strongest area was user access, while the weakest area was evaluation of sources and ethics in their use. 23 % of students were at the Novice level. The data suggests that students must have explicit instruction and follow-up on research methods, the value of using more than one source, and the use of a style manual.</p>	<p>We have added a research component to the reading and journaling assignments in this class. We all plan to use the Princeton University OWL website as the standard for citation of sources, which will be required for such assignments.</p>	<p>Gail Minor-Smith</p>
<p>Technological Competency</p>	<p>Data for this competency show 71% of students the Proficient or Advanced level. The bulk of the students are at the Proficient level in determining what is being asked for this assignment in terms of subject matter, organization of paper, and technical concerns of presentation including grammar, mechanics, spelling, and general neatness. Students at the Novice level comprise 25% of the students in this class. Some students still do not understand that hand written papers are not acceptable.</p>	<p>All assignments are required to be typed, double-spaced, with correct grammar, spelling, and mechanics. These requirements are included in the grading rubric for each assignment.</p>	<p>Gail Minor-Smith</p>

Arts and Awareness	Data for this competency show 71% of students at the Proficient or Advance level. The strongest area is aesthetic judgment. The weak point for this competency is terminology. This suggests that more emphasis needs to be placed on vocabulary specific to dance as an art form. 22% are at the Novice level, suggesting that students have a rudimentary knowledge of dance and arts vocabulary that needs to be developed into an actual working vocabulary in class discussion.	We have determined several assignments that could include a movement section. Both written explanation and class discussion would require the use of appropriate language that is related to the act of dancing or making dances. We also have included references to other art forms that can be compared to the creative process of dance and can expand understanding of the role of arts in class and in the larger world. Such preparatory activities can help students to include them in their final gen ed assignment for this course.	Gail Minor-Smith
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ADDITIONAL COMMENTS

In our discussion, we examined each aspect of the critique assignment and its supporting in-class activities to see if they are relevant to the outcomes of the course. We agreed that the current assignment, a written critique, covers the competencies well, and that supplemental activities with an experiential component provide a broad understanding of dance as both an art form and a cultural form.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Gail Minor-Smith, Sandra Atkinson, Alice Howes, Lisa Traiger

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: ENGLISH 102: Critical Reading, Writing, and Research

Dean: Dr. Rodney Redmond

Distribution Area: English Foundation

Date: November 11, 2016

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Activities <i>(If not implemented, please also discuss.)</i>
About a third of the students scored novice in information literacy and written communication skills.	Provide more opportunities for students to find, evaluate, and use online resources. Locate more resources on grammar, etc. for students who need more review and support to use outside of class.	Collaboration between campus coordinators, with libraries, and with writing centers.

PART II. CURRENT ASSESSMENT: REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

Competency	Strengths and Weaknesses	Planned Actions	Contact Person
The Outcomes Assessment results for English 102 are overall extremely positive. Students in 2016 performed the same or better in all but two skills (and by one point, which seems statistically insignificant). In comparing results from 2013 to	There are some areas for improvement. 79% of students were proficient in <u>Critical Analysis and Reasoning</u> , compared to 81% in <u>Information Literacy</u> and 86% in <u>Technological Literacy</u> . The lowest area of proficiency was <u>Written Communication</u> , with almost 78%	The 102 coordinators have enhanced the course significantly. They created a Research Toolkit, a library course page built just for ENGL 102 and 103 students, and a master syllabus for all faculty to use. The Rockville and Takoma Park coordinators have co-planned and facilitated multiple	Matthew Decker Jamie Gillan Kateema Lee (102 coordinators)

<p>results from 2016, on average, there was a percent increase in every general education category. <u>Critical Reasoning and Analysis</u> rose by as much as 3%, <u>Information Literacy</u> by 2%, <u>Technological Competency</u> by 2%, and <u>Written Communication</u> by 3%. The course redesign of 2012-2013 has settled in and is continuing to yield solidly positive results</p>	<p>students proficient; the highest skill was <u>Academic Integrity</u> at 84% and the lowest <u>Mechanics and Style</u> and <u>Expression</u>, both at 73%.</p>	<p>professional development workshops for faculty teaching 102 across the college—assignment sequences, successful assignments, rubrics, and what the other core writing courses cover.</p> <p>Continue to build on these activities and resources, adding new linked dimensions with the writing centers and peer tutoring specifically for 102—to raise proficiency over 80% in all categories.</p> <p>Emphasize library instruction along with exercises focused on source evaluation. More stress in instruction on questioning “the truth” presented in multimedia sources.</p> <p>Continue norming sessions every semester; expand to college-wide norming for consistency of expectations.</p>	
<p>The difference in performance between students who took ENGL 102 face to face vs. online was big. The data provide strong evidence of the need to redesign aspects of the distance learning offering of 102.</p>	<p>In all four general education categories, students in DL 102 achieved proficiency by as much as 27% less than the face-to-face sections of 102. The most dramatic disparities were in Critical Analysis (by roughly 20%) and in Written Communication (by roughly 16%).</p>	<p>Revise the common DL course with new readings and essay prompts to engage students more. Create more spaces in the course for instructors to situate themselves within it (adding a module, for example) to make the course more personable. Examine pedagogy and assessment for the DL sections.</p> <p>Offer mandatory orientation BEFORE the semester begins to inform students so they realistically assess their chances at success; currently, orientation is offered during the first and second week of the semester.</p>	

		<p>Make sure counselors and students know the DL version is difficult and not recommended for a student new to online learning.</p> <p>Start college-wide norming of DL 102 essays.</p> <p>Increase frequency of evaluation of online instructors.</p> <p>Students who earn a C in AELP 940W should not be able to take DL 101. Students who earn a C in ENGL 101/A should not be able to take DL 102 or DL 103.</p>	
<p>The differences in performance between students who started MC needing to take developmental courses and those who started at college level were huge. For students who persevere through developmental coursework, perhaps there are so many "basics" to master that it is difficult to absorb Mechanics sufficiently by 102; and, for students who initially struggle to write a page and strive to write an essay, style would be addressed last. The difference of close to 10 percentage points would result in at least one letter lower for the final grade. Furthermore, if, as the data suggests, Written Communication followed by Information Literacy matters most</p>	<p>For Critical Analysis and Reasoning, the difference was 7-9 percentage points lower for the developmental students, and for Information Literacy, the difference was 7-9 points lower. There was a 7 point difference in Technological Competency. The greatest disparity appeared in Written Communication: originally developmental students achieved proficiency 7-17 percent less than college-ready students.</p>	<p>Start practice with critical analysis in the developmental courses. Short, accessible articles on current topics of interest could lead to discussions and brief written responses forcing students to think more deeply.</p> <p>Embed tutors in all sections of ENGL 101A to help all students reach the level of critical acumen required to succeed in ENGL 102.</p>	

to the final grade, it would be very difficult for the originally developmental student to earn an A.			
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ADDITIONAL COMMENTS

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Matthew Decker, Emily Rosado, Anna Deadrick, Jill Kronstadt, Trienne Glover, Jamie Gillan

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: ENGLISH 235: Film and Literature

Dean: Dr. Rodney Redmond

Distribution Area: ARTS

Date: November 11, 2016

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Activities <i>(If not implemented, please also discuss.)</i>
The previous assessment covered all 200 level literature courses.		
Critical Analysis and Reasoning	More demonstrations in class of how to analyze literature and hands-on practice writing brief analytical essays. Sharing models of critical essays written by students, not scholars, to give them a sense of what is possible and expected. Exposing students to multiple critical frameworks for interpreting literature to open up critical thinking. Have students work in small groups to brainstorm approaches and different interpretations.	Implemented by some faculty.
Information Literacy	Use library for literature instruction. Demonstrate throughout the semester how to find reviews and analyses in databases or Amazon or Goodreads or Google. Progressively increase the number of secondary sources to be integrated into the assignments.	
Written Communication	Use effective and clear grading rubrics.	

	Give students feedback on their writing. Show them samples of good student writing.	
Technological Competency	Provide individual guidance to novice students. Schedule occasional, focused computer lab sessions.	

PART II. CURRENT ASSESSMENT: REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

Competency	Strengths and Weaknesses	Planned Actions	Contact Person
Overall, the percent of students rated as proficient or advanced decreased in all categories compared to 2013, by as much as 12 percent. The small number of sections meant a small sample size, so a few points may not be statistically significant. One instructor or a few students could account for the difference. Oral Communication, Personal, Social, and Civic Responsibilities, and Written Communication were not assessed in 2013.	<p>“Weak/est areas” is a relative term as even those categories generally scored above 80%.</p> <p>There is a higher percentage of students rated “novice” in all categories in 2015.</p>	Reach out to the novice students more aggressively.	Kateema Lee Ellen Olmstead Efstathia Siegel (literature coordinators)
<u>Arts and Aesthetic Awareness</u> : The proficiency average = 85%.	Compared to 2013: “Weakest area” = terminology.	Students would not be familiar with the basic terminology for this course unless they’d taken an advanced literature course and a film course previously. Perhaps there is not a consistency in the use of terminology as part of the curriculum across sections. Students may understand the terminology in class activities but struggle to apply the terms in the integrated and complex final project (assessment tool), which they complete from beginning to end independently. Providing some models of final projects which successfully use the terms could	

		perhaps help students to better apply their learning to the task.	
<u>Critical Analysis and Reasoning</u> : The proficiency average = 88%.	Compared to 2013: "Weakest area" = analysis and evaluation.	In 235, students are required to "read" film and fiction on a deep level, which may feel strange or be beyond anything for which they've been prepared. Teaching and learning analysis and evaluation of texts, filmic or literary, takes time and practice. Moving students away from simple responses such as "That was great" and guiding them to deeper thinking and finding the words for those thoughts could be tackled by more frequent dissections of scenes from films and chapters from books by groups as opposed to lectures and full-class discussions. Defining, incorporating, and requiring basic terminology in responses would provide practical application of terms and greater depth to thinking.	
<u>Information Literacy</u> : The proficiency average = 86%.	Compared to 2013: "Weakest area" = use and ethics.	The research required to complete the final project (assessment tool) is complicated. It would be helpful to spend more time in class taking students through research activities related to the book or film scheduled for that class. Sorting students into groups to find answers to questions or reviews of films or books could also help.	
<u>Oral Communication</u> : The proficiency average = 89%.	"Weakest area" = listening behavior.	Students must listen carefully as they watch the films. So, this must refer to some students who are disruptive in class. Short, oral previews of what to watch for might stimulate greater focus.	

<p><u>Personal, Social, and Civic Responsibilities:</u> The proficiency average = 92%.</p>	<p>This area was not assessed in 2013, but it has the most consistently strong proficiency scores of any category.</p>	<p>The theme or focus of the section plays a large role in expanding students' perspectives, developing their empathy, challenging their beliefs, and motivating them to learn more and/or to take action. Since there are no common films or texts, hence no common themes or foci, the numbers for this competency may continue to vary. Additionally, instructors could have and probably will interpret this competency differently. Providing a few thematic commonalities among films and readings, e.g., social justice, might promote greater awareness and empathy.</p>	
<p><u>Technological Competency:</u> The proficiency average = 92%.</p>	<p>92% is a high score.</p>	<p>Generally, 235 is not scheduled in a computer lab. Perhaps reserving a lab for some class meetings would provide an opportunity for instructors to develop students' technological skills relevant to the course. For the most part, deal with lack of technological knowledge or skills on an individual basis as it is rare in this course.</p>	
<p><u>Written Communication:</u> The proficiency average = 87%.</p>	<p>Compared to 2013: "Weakest areas" = mechanics, style and expression, and academic integrity. Although previous required writing courses would have devoted time to grammar, mechanics, and punctuation as well as to academic integrity, it sometimes seems that students forget all of this as soon as they leave the writing classroom or that they don't think that the same writing rules apply in a literature</p>	<p>Perhaps instructors should share anonymous essays by previous students and have the class read, edit, and grade them, then discuss with the instructor their choices and the grade. Also, giving students the rubric for grading of the assignment in advance, even collecting drafts and providing some feedback could drive students and improve their performance. Showing students examples of</p>	

	<p>class. Most students at MC, in the process of improving their writing, manage to get to a functional level but do not have the time or capacity to take their writing to a higher level, i.e., crafting a style. There is little time in this course to develop students' style of writing.</p>	<p>articles which use and credit sources appropriately as well as sharing a sample student essay the MLA way may help remind or support students to maintain academic integrity.</p>	
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ADDITIONAL COMMENTS

Of the discipline's ARTS offerings, 235 draws more students who started in developmental. Perhaps these students are attracted to the idea of watching films but fail to notice in the description that heavy reading is an equal component of the course. There was a huge gap between students who were required to take non-credit reading classes students who did not place into developmental reading in the areas of Critical Analysis and Reasoning; Technological Competency; Information Literacy; Oral Communication; Written Communication. Clearly, students who entered MC with deficits continued disadvantaged beyond the required developmental reading and writing courses. Perhaps some of the skills measured in OA are not covered in developmental courses and not as strenuously as they should be in English 101/A, a prerequisite for the course. They would gain more experience in analyzing and writing in English 102/103 which could better prepare them. Perhaps the assessment tool does not effectively measure these competencies. Revisiting the prerequisites for the course and the assessment tool from this perspective may be beneficial.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Matthew Decker, Rebecca Eggenschwiler, Courtney Johnson, Ellen Olmstead, and John Wang

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: English 264/265 Creative Writing--Fiction

Dean: Dr. Rodney Redmond

Distribution Area: ARTS

Date: 11/4/2016

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Activities <i>(If not implemented, please also discuss.)</i>
The previous OA reflection did not follow this format. Nevertheless, it did note that Information Literacy was the weakest competency.	Information literacy didn't seem like the most natural fit in a creative arts course. Still, some instructors decided to show students how creative writing "works" in the "real world" by introducing students to poetry/sites online.	Scores for Information Literacy improved—the one competency where 2015 students outperformed those of 2013. The 2013 proficiency average was 79%; the 2016 average is 85%. So, instructors should continue with the planned action. Instructors should share strategies for using online resources and other technology to continue to improve students' information literacy.
In all areas, a small number of students tested as novice. One factor may be that there are two very different types of students in this course. Some students take 264/265 to fulfill the Gen Ed ARTS requirement while others aim to continue writing and publishing their creative work.	Instructors should try to reach out to novice students.	Not sure if/how that happened, but data suggests there is room for improvement. Two of the weakest areas for students who tested novice were Written Communication and Oral Communication. Students who started in developmental Reading performed at a lower level in all competencies, the most dramatic differences being in Oral Communication and Written Communication.

PART II. CURRENT ASSESSMENT: REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

Competency	Strengths and Weaknesses	Planned Actions	Contact Person
<p>Overall, the percent of students rated as proficient or advanced in three categories was slightly lower than in 2013, down by as much as 2-13 percent. Yet, the small sample size probably doesn't indicate something statistically significant. Information Literacy improved. Oral Communication and Written Communication were not assessed in 2013.</p>			<p>Kateema Lee Ellen Olmstead Efstathia Siegel (literature coordinators)</p>
<p><u>Oral Communication:</u> The proficiency average = 83%.</p>		<p>264/265 is about reading and writing short stories. Except for class discussions, there are no occasions for public speaking. Therefore, it's difficult to think of what to do to improve "content."</p>	
<p><u>Personal, Social, and Civic Responsibilities:</u> The proficiency average = 88%.</p>	<p>Strengths and Weaknesses "Weakest area" = connection between behavior and consequences and connection with course content.</p> <p>There was a greater disparity for Personal, Social, and Civic Responsibilities, where the ratio of advanced to proficient was almost 3:1. Perhaps this course attracts a certain profile of student; a student who gravitates to this course may be more sensitive or socially aware.</p>	<p>When writing fiction, the students are tasked with confronting issues and conflicts that inhere in the human condition. They are asked to be empathetic to their characters and to imagine various scenarios with ethical and moral dilemmas. The process itself is one of personal, social, and civic responsibility. Historically, creative writing has attracted students who are interested in analyzing culture, society, and human nature. The increase or decrease in proficiency in this competency probably has more to do with a few students than with the pedagogy and curriculum.</p>	
<p><u>Written Communication:</u> The proficiency average = 94%</p>	<p>The majority of the students who typically register for a creative writing course come with an</p>	<p>Perhaps re-examine the portfolio requirements for the course. Instructors for 272/273 changed the</p>	

<p><u>Arts and Aesthetic Awareness:</u> The proficiency average = 86%.</p> <p><u>Critical Analysis and Reasoning:</u> The proficiency average = 87%.</p> <p><u>Information Literacy:</u> The proficiency average = 85%.</p> <p><u>Technological Competency:</u> The proficiency average = 91%.</p>	<p>enthusiasm for and practice in writing, though few want to pursue writing as a profession. The majority of the students take the course to satisfy a Gen Ed in a “fun” way. Finding a way to motivate these students would raise the proficiency scores.</p>	<p>textbook, revised the literary analysis essay to require more depth of analysis of others’ writing. These changes resulted in gains in Critical Analysis and Information Literacy.</p>	
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ADDITIONAL COMMENTS

The class size for 264/265 has grown from 2013 to 2015. The smaller size in previous years was more conducive to a creative workshop. The larger, maxed-out class size now leaves little time for spending time on writing exercises, trying out different styles of writing, and workshopping more stories. In a large class, where every student must workshop her/his story with every other student, the students spend more time editing instead of creating/writing. There is less time to go over other aspects of writing as an art and a craft. Barring a reduction in class size, perhaps reducing the number of classmates who must read (workshop) each other’s story could provide more time for other activities.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Michael LeBlanc, Ellen Olmstead, Jarvis Slacks, John Wang

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: English 272/273: Creative Writing--Poetry

Dean: Dr. Rodney Redmond

Distribution Area: ARTS

Date: 11/4/2016

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Activities <i>(If not implemented, please also discuss.)</i>
Previous reflection did not address each competency. The assessment experience made the instructors more conscious of their course designs. All instructors wanted to focus on supporting students to take the creative process more seriously/studiously, to raise their artistic awareness, and to develop their critical thinking skills more. Instructors felt the arts awareness competency was especially important as this aspect is what distinguishes a creative writing course from a literature course.	<p>Changing the textbook to one which provides more terminology and more models of published poets and analysis of their techniques.</p> <p>Revising the literary analysis essay to require more depth of analysis of others' poems.</p> <p>Asking students to do more in depth analysis of their own poems as part of their portfolio.</p>	<p>Some instructors switched textbooks, but not all used the same book.</p> <p>Some instructors made the literary analysis essay more rigorous, but some did not.</p> <p>All devoted more time to asking students to analyze their poems the same way the students were asked to analyze published poets' work.</p>

PART II. CURRENT ASSESSMENT: REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

Competency	Strengths and Weaknesses	Planned Actions	Contact Person
Overall, the percent of students rated as proficient or advanced increased in all categories compared to 2013, up by as much as 22 percent in one category. Oral Communication and	"Weak/est areas" is a relative term as even those categories generally scored above 90%. The lowest score on any item was for mechanics—83% (Written Communication).	The mechanics score reflects the focus of the course. Instructors do not focus on formal punctuation because they are more concerned with creativity. In other words,	Kateema Lee Ellen Olmstead Efstathia Siegel (literature coordinators)

<p>Written Communication were not assessed in 2013. <u>Oral Communication</u> The proficiency average = 93%. <u>Written Communication</u> The proficiency average = 95%</p>		<p>instructors don't feel it imperative to shift the focus to mechanics and punctuation.</p>	
<p><u>Personal, Social, and Civic Responsibilities</u> The proficiency average = 86%.</p>	<p>In comparing performance between 2013 and 2015, the lowest scores overall fell in the Personal, Social, and Civic Responsibilities area. This area was not assessed in 2013, and it has the lowest proficiency scores of any category. Of all of the competencies, there was a greater disparity for Personal, Social, and Civic Responsibilities, where the ratio of advanced to proficient was 3:1. So, most students were advanced!</p>		
<p><u>Information Literacy</u> The proficiency average = 98%. <u>Technological Competency</u> The proficiency average = 97%. <u>Critical Analysis and Reasoning</u> The proficiency average = 97%. <u>Arts and Aesthetic Awareness</u> The proficiency average = 96%.</p>	<p>It appears that the changes that were implemented after the last OA cycle have improved students' proficiency in these competencies.</p>	<p>Continue with plans from previous assessment.</p>	

ADDITIONAL COMMENTS

Across the board, students who were required to take non-credit reading classes performed as well or better than students who did not place into developmental reading. This was a refreshing surprise as, generally, the originally developmental students do not perform equal to originally non-developmental students.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Robert Giron, Jill Kronstadt, Ellen Olmstead

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: GDES 120 Intro to Digital Art

Dean: Deborah Preston

Distribution Area: ARTS

Date: October 6th 2016

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Actions
	<p>While the discipline recognized that modification to the signature assignment were warranted, it concluded that it was important to go through one additional cycle of data collection using essentially the same approach to assessing competencies. Toward that end, the signature assignment was revised, with questions and student activities redefined to provide greater opportunities for student reflection, to reinforce student understanding of key concepts and learning outcomes and to enable students to make connections between those concepts, as well as connect class experiences with their experiences in other classes and beyond the classroom.</p>	<p><i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i></p> <p>The revised signature assignment was introduced in all sections of Art discipline General Education courses in the Fall 2015 and Spring 2016 semesters. By using a comparable approach to the signature assignment as the 2013 review, the Art discipline was able to compare student proficiency across the competencies with results that focused on changes in student achievement without being impacted by the use of a significantly different method of assessing those levels of student achievement.</p> <p>GDES 120 will be phased out of the curriculum in Spring 2017</p>

PART II. CURRENT ASSESSMENT: REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
<p>General Education Competency <i>(Please list and discuss each competency assessed individually.)</i></p>	<p>Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc.</p>	<p>What common course action (s) will be taken to improve student success in competency?</p>	<p>Contact person for Planned Actions</p>
<p><u>Arts and Aesthetic Awareness:</u></p> <p>This particular portion of the assessment was broken down into four components: aesthetic judgment, creative process, role of arts, and terminology. The highest ranking area within this proficiency was the creative process. A significant factor that led our group to believe that the creative process ranked so high was that the creative process itself remains the same independent of whatever program or platform you are using. Idea generation is the first step in every artist’s journey and therefor is one of the most critical elements that students must be aware of if they are to be successful in the course.</p> <p>The results from every category of the</p>	<p>The methods used to introduce information and process do not necessarily differ greatly from one competency to another. All competencies were introduced using common pedagogical practices including: lecture, lab, hands on guided learning, and individual and group demonstrations. The very nature of the set up of GDES 120 Introduction to Digital Art highlights each of the four competencies in the process of completing each project. The student learns and grows based on their success or shortcomings of a previous project. As there a very few quizzes utilized (some professors use none at all), leaning is experiential and is called upon routinely every class period as it is crucial for successfully completing the creative process of making a work of art.</p>	<p>GDES 120 will be phased out of the curriculum in Spring 2017. There are no specific recommendations for changes to be implemented in this course since there are no plans to offer it in the future.</p> <p>One recommendation applicable to all digital arts courses is for faculty to be readily accessible to students. Faculty should encourage students to interact one-on-one with their instructor, asking questions both during and outside of class time. This will help students become active problem solvers both within a specific program, as well as, in their own art making process.</p> <p>While this recommendation is extremely broad, it translates to any course as it is a major goal of any professor: to get a student to think critically and</p>	<p>Jeff Golden</p> <p>Robert Helsley</p> <p>Anne Benolken</p>

<p>assessment tool ranked within six percent of one another. A majority, seventy percent or more of students, ranked within the proficient classification for each of the four proficiencies. On average about twenty to twenty-eight percent of students were classified as advanced. The novice ranked students fluctuated the most based on the four proficiency categories being as low as one percent to as high as seven percent.</p> <p>The novice ranked students often were the students with the lowest grades and the lowest amount of class participation.</p> <p>As expected in all of the competencies, a student's course grade corresponded directly with the student's performance when completing the assessment tool. This observation came as no surprise to the group, as student effort (which correlates, nine times out of ten, to a higher grade) generates the experience needed to succeed in the class and successfully complete the projects which are designed to utilize all of the aspects present in the current assessment tool.</p>	<p>Overall, as a group, we found that with a few exceptions students performed well in all the categories. What could be improved upon is getting students ranked as Novices into the Proficient group and potentially students ranked in the Proficient group into the Advanced group/rating.</p> <p>GDES 120 intro to digital art is an introductory course, so having a majority of our students successfully rank in the proficient category can be seen as a quite a positive aspect. For many students this will be their only art course, so the fact that they invested a significant amount of their time, applied a fair amount of effort, and were able to complete the course's projects is a definitive plus. There will always be room for improvement. Improving the classroom environment, the very nature of projects, and how students are presented information is something every professor strives to make better. However, to our group, the effort is best applied by the professor in the general set up of the class and how projects are introduced and made to utilize the competencies outlined in the course goals and in the assessment tool.</p>	<p>problem solve.</p>	
<p><u>Critical Analysis and Reasoning:</u></p> <p>Critical analysis was broken down further into three categories: analysis and evaluation, conclusions, and identifications and explanation of issues.</p> <p>Similar to the other areas of the assessment tool, all of the rankings were within two to four percent of one another.</p> <p>Closely following the high ranking of the</p>	<p>The strengths related to student learning are experiential and often rely on the student slowly become more comfortable with applying the vocabulary they learn in the information literacy and technological competency aspects of the course.</p> <p>The critique and reflection process allow for a huge amount of growth for a student. Students need a bit of guidance, so it is integral to make this process as hands on as possible. The</p>		

<p>creative process from the previous category was analysis and evaluation. Analysis and evaluation are elements that are independent of a platform or set of tools. The critical reflection skills utilized to successfully analyze and evaluate a piece of art are skills that each professor in our group focused on again and again. Each project had a critiquing process that made sure students had to break down the elements of a piece, how it was created, and what made it successful or unsuccessful in their eyes. Once these observations were noted, students then had to provide constructive criticism for the work of others making them integrate and articulate their observations and interpretations.</p>	<p>weakness of this process comes from a student being unwilling to participate and get the hands on experience they need to grow.</p>		
<p><u>Information Literacy:</u></p> <p>Information literacy was broken down into five categories: access, ethics, evaluate, know, and use. Based on our reflection these aspects were the most abstract to try and assess using the assessment tool. The course's projects work in these five components naturally. The nature of the assessment tool is limited in this capacity as it is a simplified form trying to gather a complex set of data from a few questions. As a group, we saw no better way of assessing these five components than what was created in and for the assessment device itself. However, when entering the data, we (the group of GDES 120 professors), made sure to take into account students' ability to successfully complete projects and create their own steps for working through the creative process.</p>	<p>Information literacy touches on every aspect of the course's pedagogical practices from lecture to lab to hands on experiences. A success in this area means that a student has completed a project and made improvements in their skill set.</p> <p>As this is quite a nebulous process, the weakness lies in the fact that students often get left behind when they are unsure what a project's goal is. Providing student examples prior to a student starting a project, as well as, implementing assessment techniques and review lectures based on the assessed trouble areas, seems to help avoid this pitfall.</p>		

<p>Overall, all five categories within this competency ranked comparably with one another, with no significant standout among the group.</p>			
<p><u>Technological Competency:</u></p> <p>While all four competencies ranked similarly, technological competency ranked slightly higher. Based on the outcomes for the GDES 120 course, this result makes perfect sense as the digital tools themselves make up such a critical component of this class. If students are unable to use the tools they cannot complete the projects. Based on the discussion of the group, all three of us spent a significant portion of our lectures addressing and emphasizing the importance of technological proficiency.</p>	<p>As technology is constantly shifting and evolving being able to keep up with current trends and advancements is daunting, but is nonetheless a huge part of teaching digital art.</p> <p>Keeping students up to date with application specific updates and changes can create issues with student success as it often leads to frustration on the student's part. However, this issue is one that digital artists work with on a constant basis and is part of the process. If students are taught the basics of a program and how to troubleshoot the issues they have with it (investigate the what and why of the issue they have) they tend to be quite successful at overcoming the difficulty a change in a program presents.</p>		

ADDITIONAL COMMENTS

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Jeff Golden, Robert Helsley, and Anne Benolken

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: HLTH 105

Dean: Angie Pickwick

Distribution Area: HLTH

Date: 10/14/2016

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Actions <i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i>
Critical analysis and reasoning	No planned action.	No action taken.
Personal, social and civic responsibilities	No planned action.	No action taken.
Technological competency	No planned action.	No action taken.
Written communication	Faculty could provide a second academic integrity assignment.	In the online sections of HLTH 105, a new and more detailed academic integrity assignment was created and implemented.

PART II. CURRENT ASSESSMENT: 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>Students improved in all 4 areas of critical analyses and reasoning, with the lowest area being conclusions with a ranking of 90% proficient or advanced.</p> <p>It would appear as if the changes that were made to the general education assignment were clear for both the instructors and the students.</p>	<p>This year will bring additional changes to the general education assignment. The identification of a course facilitator, and the creation of a course handbook, should help to clearly convey information to the instructors about the general education assignment, and this information can be passed on to the students.</p>	Dr. Milstein
Personal, social and civic responsibilities	<p>Students improved in all 4 areas of personal, civic and social responsibilities, with the lowest area being connection between individual and community, with a ranking of 92% proficient or advanced.</p> <p>It would appear as if the changes that were made to the general education assignment were clear for both the instructors and the students.</p>	<p>This year will bring additional changes to the general education assignment. The identification of a course facilitator, and the creation of a course handbook, should help to clearly convey information to the instructors about the general education assignment, and this information can be passed on to the students.</p>	Dr. Milstein
Technological competency	<p>Students improved slightly in the 2 of technological competence, with both scores being 88%.</p> <p>It would appear as if students need</p>	<p>This year will bring additional changes to the general education assignment. The identification of a course facilitator, and the creation of a course handbook, should help to clearly convey information to the</p>	Dr. Milstein

	<p>some more guidance in this area, and it might be helpful for faculty to identify available college resources for the students.</p>	<p>instructors about the general education assignment, and college resources, and this information can be passed on to the students.</p>	
<p>Written communication</p>	<p>Students improved in all 4 areas of written communication, with the lowest area being mechanics, with a ranking of 86% proficient or advanced.</p> <p>It might be helpful for instructors to remind students of the writing centers that are available on all three campuses for help with mechanics and other aspects of written communication.</p>	<p>This year will bring additional changes to the general education assignment. The identification of a course facilitator, and the creation of a course handbook, should help to clearly convey information to the instructors about the general education assignment, and this information can be passed on to the students.</p> <p>Additionally, it would be helpful for instructors to remind students of the availability of the writing centers.</p>	<p>Dr. Milstein</p>

ADDITIONAL COMMENTS

There need to be additional efforts made to ensure that common course sections of HLTH 105 are being run the same way.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Dr. Milstein

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: HLTH 121 Nutrition for Fitness and Wellness

Dean: Angie Pickwick

Distribution Area: Health Foundation

Date: 10/12/16

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Actions <i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i>
Critical Analysis and Reasoning	No planned action	No action taken
Personal, Social, and Civic Responsibilities	Instructors may need to use more examples or have more discussions with students about the role our nutrition and eating habits has on our community. The discipline has agreed to have more in-class discussions/activities and the online classes are going to ensure the 3 out of the 8 discussion board topics will focus on nutrition and the community. Include more activities designed to link the importance of nutrition/healthy eating and its role in the community.	There have been several changes in leadership for this course, which may have led to some miscommunication about expectations of HLTH 121 faculty with regards to planned actions for this section of the assignment.

Technological Competency	No planned action	No action taken
Written Communication	Currently, this assignment is offered during the first 1/3 of the semester, the instructors have agreed to rearrange the current schedule so that this assignment is completed during the second 1/3 of the semester. This will ensure that students have had more time with the content and have had a chance to submit and receive feedback on assignments from the faculty.	Moving the assignment in the second 1/3 of the semester allowed students to have more time with class content and opportunity for feedback.

PART II. CURRENT ASSESSMENT: 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	Overall, 83.6% of the students rated “proficient” or “advanced” in this area of competency. The assignment was designed to enable students to analyze their eating behaviors and draw conclusions about their strengths and weaknesses of their diet. The design of the assignment and focus of the class might explain why students are so proficient in this area.	It is evident that this assignment and the faculty directions are allowing students to complete the critical analysis and reasoning that is expected for this assignment.	LaKisha Nickens-Gaither
Personal, Social, and Civic Responsibilities	Overall, 75.9 % of the students were rated “proficient” or “advanced” in this area of competency. It is surprising that the students declined in the connection between behavior and consequences because the instructors spend a lot of time teaching about the relationship between dietary behaviors and health outcomes. In addition, students are still below 70% in making the connection between the individual and the community.	To address this area of weakness, we will break the assignment into smaller segments to help students be more successful in making the connections between dietary behaviors and consequences. In addition, we will implement an assignment that specifically focuses on the link between individual dietary habits and the effect on the community. This assignment will help the students obtain a greater understanding of the connection between individual eating habits and the current community.	LaKisha Nickens-Gaither
Technological Competency	Overall, we had a 7% decrease from 95% to 88% in this area of competency. The results from this section were unexpected because students are given clear instructions on how to complete the assignment. Despite the fact	Faculty will continue to provide clear instructions on how to complete and submit the assignment.	LaKisha Nickens-Gaither

	there was a decline in performance, 88% percent of the students rated “advanced” or proficient”		
Written Communication	Overall, 85.1% of the students received “proficient” or “advanced” in this area of competency. There has been a significant increase in Academic Integrity, style and expression, and mechanics.	Faculty will continue to implement the Academic Integrity Tutorial and encourage students to use the writing center for help.	LaKisha Nickens-Gaither

ADDITIONAL COMMENTS

HLTH 121 instructors need to consistently meet each semester to ensure each instructor has a clear understanding of the assignment and rubric. Additionally, there will be more detailed instructions on the assignment and the rubric in the course handbook.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

LaKisha Nickens-Gaither, Christine Harrison, Tonya Seed, and Dianne Hagan

Dean Approval

Submission Date

General Education
Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: HLTH 125

Dean: Angie Pickwick

Distribution Area: Health Foundation

Date: 10/06/2016

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Actions <i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i>
Crit. Analysis and Reason	Assignments leading up to the Gen Ed assessment assignment must have more critical analysis and reasoning to improve this competency	Instructors met and developed common core assignments that enhanced critical analysis and reasoning
Written and Oral Comm	Require all students to complete the library tutorial for both Academic Integrity and APA citation and earn an 8 out of 10 on the quiz.	All instructors provided information on their syllabus regarding the writing center. Also, instructors discussed the benefit of using the center during class. Instructor used Blackboard to provide the link to the tutorials.
Tech Comp	Use a class for Technology training that will be used for this course	Used the first day of class to discuss and demonstrate the technology used for this class.
Personal, Social and Civic Awareness	Develop assignments that connect behavior and consequences with the individual and community	Instructors met and developed common core assignments to connect behavior and consequences with the individual and community

PART II. CURRENT ASSESSMENT: 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
Crit. Analysis and Reason	Overall, the students enrolled in HLTH 125 continue to be closely distributed in advanced, proficient, and novice in the criteria for critical analysis and reasoning competency (advance 35%, Proficiency 35.9%, Novice 28.3%). The results indicated that the students were weaker at identifying and explaining issues.	Instructor must continue to build assignments that develop critical analysis and reasoning (goal setting for health assessments, lifestyle assessment, and labs used to develop critical analysis and reasoning.	Beth Ridings and Keith McKelphin
Written and Oral Comm	There has been a slight improvement in the area of Written Communication. Students continue to show some proficiency in the content with 40% advanced and 39.3 proficient. Despite the effort by instructors to include the Academic Integrity Tutorial Quiz and encourage the writing center students still fell below 70% in Academic Integrity, style and expression, and mechanics.	Instructors need to continue to have students complete the Academic Integrity Tutorial and recommend students to use the writing center to improve their writing skills.	Beth Ridings and Keith McKelphin
Tech Comp	Overall, this competency showed the greatest improvement, with an overall increase of 13%. Many of the students received proficient or advance, whereas only 7.3% of the students were rated as "Novice." The results indicated the effectiveness of the using the first day of class to discuss and	Continue to utilize the first class to introduce students to technology such as, Blackboard, Office 365, and other technology used in the course.	Beth Ridings and Keith McKelphin

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	demonstrate technology used in the course.		
Personal, Social and Civic Awareness	Personal, Social, and Civic Responsibilities results have been consistent with 82.1 % of the students rated “proficient” or “advanced.” The results indicate that the assignments given by the instructors are helping the students to make connections with the course content, behavior and consequence, and individual and community.	Instructors continue to develop assignments that connect behavior and consequences with the individual and community (Assignment about culture, environment, social wellness are used to connect behavior and consequences.)	Beth Ridings and Keith McKelphin

ADDITIONAL COMMENTS

The data continues to show that most students have a great deal of technological competency. In addition, the data is showing that HLTH 125 students are connecting the -behavior and consequences with the individual and community.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Karen Thomas, Keith McKelphin, AJ “Tito” Baca, LaKisha Nickens-Gaither, Kim Yost

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: HLTH 131

Dean: Angie Pickwick

Distribution Area: HLTH

Date: 10/14/2017

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Actions <i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i>
Critical analysis and reasoning	No planned action.	No action taken.
Personal, social and civic responsibilities	A change in the directions for students that more clearly outlined what is expected in the section on personal, civic and social responsibility	In the online sections of HLTH 131, the directions were changed for the general education assignment.
Technological competency	No planned action.	No action taken.
Written communication	No planned action.	No action taken.

PART II. CURRENT ASSESSMENT: REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
<p>General Education Competency <i>(Please list and discuss each competency assessed individually.)</i></p>	<p>Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc.</p>	<p>What common course action (s) will be taken to improve student success in competency?</p>	<p>Contact person for Planned Actions</p>
<p>Critical analysis and reasoning</p>	<p>Students improved in all 4 areas of critical analyses and reasoning, with the lowest area being conclusions with a ranking of 86% proficient or advanced.</p> <p>It would appear as if the changes that were made to the general education assignment were clear for both the instructors and the students.</p>	<p>This year will bring additional changes to the general education assignment. The identification of a course facilitator, and the creation of a course handbook, should help to clearly convey information to the instructors about the general education assignment, and this information can be passed on to the students.</p>	<p>Dr. Milstein</p>
<p>Personal, social and civic responsibilities</p>	<p>Students improved tremendously in all 4 areas of personal, civic and social responsibilities, with the lowest area in the overall category, with a ranking of 90% proficient or advanced.</p> <p>This was an increase by at least 30% in each subcategory.</p> <p>It would appear as if the changes that were made to the general education assignment were clear for both the instructors and the students.</p>	<p>This year will bring additional changes to the general education assignment. The identification of a course facilitator, and the creation of a course handbook, should help to clearly convey information to the instructors about the general education assignment, and this information can be passed on to the students.</p>	<p>Dr. Milstein</p>

<p>Technological competency</p>	<p>Students improved slightly in the 2 of technological competence, with both scores being 89%.</p> <p>It would appear as if students need some more guidance in this area, and it might be helpful for faculty to identify available college resources for the students.</p>	<p>This year will bring additional changes to the general education assignment. The identification of a course facilitator, and the creation of a course handbook, should help to clearly convey information to the instructors about the general education assignment, and college resources, and this information can be passed on to the students.</p>	<p>Dr. Milstein</p>
<p>Written communication</p>	<p>Students improved in all 4 areas of written communication, with the lowest area being organization, with a ranking of 78% proficient or advanced.</p> <p>It might be helpful for instructors to remind students of the writing centers that are available on all three campuses for help with mechanics and other aspects of written communication.</p>	<p>This year will bring additional changes to the general education assignment. The identification of a course facilitator, and the creation of a course handbook, should help to clearly convey information to the instructors about the general education assignment, and this information can be passed on to the students.</p> <p>Additionally, it would be helpful for instructors to remind students of the availability of the writing centers.</p>	<p>Dr. Milstein</p>

ADDITIONAL COMMENTS

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Dr. Milstein

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: HLTH 150

Dean: Angie Pickwick

Distribution Area: Health Foundation (BSSD)

Date: 10/18/2016

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Actions <i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i>
Critical Analysis and Reason	Develop assignments in the course to utilize current and valid research to bring awareness of health and fitness	Utilize the most current information from sources such as the Center for Disease Control (CDC) incorporated in the lectures to analyze and evaluate current health and fitness information
Written and Oral Communication	Add in a college-wide assignment to improve and reach the benchmark with a specific focus on academic integrity to improve from 67%	Taking an online library academic tutorial for the students improved their written communication
Technology and Oral Communication	Developing more hands on activities with technology	Working with updated technology that track health and fitness.
Personal, Social, and Civic Awareness	Add a community service component to current assessment such as a grocery store shopping assignment, community fitness, club evaluation, or volunteer with community organization.	The incorporation of these assignments brought an increased connection between behavior and consequences.

PART II. CURRENT ASSESSMENT: 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 Reason	Overall student’s ratings were high with an average of 88% in this category keeping students in the proficient or advanced in each competency or trait. Identification and explanation did stay at the same percentage while all other subcategories increased in rating of proficient and advanced of 7-8%.	The assignments will continue to be rooted in the foundations of the course of evaluating personal, social, and community health.	Kim Yost
Written and Oral Communication	Overall ratings went from a 79% to an 82% rating still in advance or proficient. Students rating increased from 67% to 85% in the academic tutorial subcategory identified as the weakest.	Continue to utilize the library tutorials to promote increase knowledge of written communication. The tutorial used for this course has dramatically improved students communication.	Kim Yost
Technology and Oral Communication	This overall was rated the weakest area of evaluation for students with a decrease in competence by 13%. However we still met and exceeded the benchmark by 4% showing an understanding in this area leaving room to improve.	Utilizing blackboard and modern technology such as apps and online tracking of Food Intake and Physical activity. Health behaviors such as tracking sleep and hydration can also increase awareness.	Kim Yost

<p>Personal, Social, and Civic Awareness</p>	<p>Students overall ratings in this area leaped into 90%'s with the high improved from 69% in connection between individuals and community to 90%. The addition of community service component to assignments really boasted awareness and proficiency.</p>	<p>Continuing to have students build community with what is available to them in relation to health and fitness. (Farmer's markets, gym visitations, and comparing grocery store information and products.</p>	<p>Kim Yost</p>
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ADDITIONAL COMMENTS

The students have shown improvements in connecting individual to community health components. The next focus will be on technology competency. Due to the large range of categories there can be misinterpretation of ratings.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Karen Thomas, Keith McKelphin, Beth Ridings, Odella Dianne Hagan, Kimberly Yost

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: Health 160 Science and Theory of Health

Dean: Angie Pickwick

Distribution Area: BSSD

Date: 9/28/2016

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Actions <i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i>
Critical Analysis and Reasoning	Improve percentage of students proficient or advanced in this area .	Assignments have been changed to reflect application, assessment and evaluation of community health initiatives to help students improve in this area.
Personal, Social and Civic Responsibilities	This area needed improvement in previous assessment.	Students appeared to have difficulty understanding civic responsibility in 2013, although the improvements were small, they were noted (90% in 2013 to 93% in 2016). Due to the small sample size, however it is difficult to know if this is accurate. Continue to assess.

Technological Competency	This area was improving at last assessment.	MC has added blackboard shells for each course. With more consistent blackboard use, technological deficiencies have been identified in student understanding and use of learning technology.
Written Communication	Increase the use of online writing tools.	As safe assign was used to assess academic integrity, more issues were identified in areas where improvement is needed.

PART II. CURRENT ASSESSMENT: 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 can utilize critical analysis and reasoning, but it must be included in a more deliberate way into the curriculum. Students fell short in their ability to draw conclusions by 6 % (94% to 87%) between 2013 and 2016. 25% of students were advanced, 65% were proficient and 2.5 % were not evident in this proficiency.	Additional assignments have been added in 2016 to help students create a community initiative through which they assess and examine community strengths and weaknesses, and plan an initiative.	O. Dianne Hagan
Personal, Social and Civic Responsibilities	Students were able to improve in all areas of this competency, from 90% to 93%. 32% of students were advanced, 60%	Assignment to continue improvement in this area involves direct community engagement.	O. Dianne Hagan

	<p>were proficient and 2% were categorized as not evident.</p>		
<p>Technological Competency</p>	<p>Tasks were put in place to direct students to utilize blackboard modules, but overall scores did not reflect improvement. The change between 2013 and 2016 was 6%. (94% to 88%).</p> <p>32% were advanced, 61% were proficient with 2% not evident in this proficiency.</p>	<p>Students are now required to use blackboard for note taking assignments, drop box, quiz taking and discussion to improve scores. They are also provided with instruction in the use of the online library for research where discussion of peer reviewed research is required.</p>	<p>O. Dianne Hagan</p>
<p>Written Communication</p>	<p>A drop in scores from 90% to 82%, reflects the addition of academic integrity tools such as Safe- Assign that were put in place.</p> <p>Although the proficiency scores were high in advanced and proficient categories, 25% advanced and 70% proficient, expectations for understanding of academic integrity remain high.</p>	<p>Continue to stress academic integrity through in class practice. Students will continue to be required to use safe assign as a tool for learning to utilize correct citation methods and paraphrasing skills.</p>	<p>O. Dianne Hagan</p>

ADDITIONAL COMMENTS

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Odella Dianne Hagan

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: HLTH 200

Dean: Angie Pickwick

Distribution Area: HLTH

Date: 10/14/2016

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Actions <i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i>
Critical analysis and reasoning	No planned action.	No action taken.
Personal, social and civic responsibilities	No planned action.	No action taken.
Technological competency	No planned action.	No action taken.
Written communication	Students should be required to complete the Academic Integrity Tutorial prior to submitting written work.	In some sections, a new Academic Integrity Tutorial was created and implemented. While it is part of the student's final grade, it is not required, in that students can still complete the course without having completed the tutorial.

PART II. CURRENT ASSESSMENT: 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>The percentage of students who rated proficient or advanced decreased in all 4 areas of critical analyses and reasoning.</p> <p>It would appear as if there needs to be changes made so that instructors are more aware of expectations, and can explain these better to the students.</p>	<p>This year will bring additional changes to the general education assignment. The identification of a course facilitator, and the creation of a course handbook, should help to clearly convey information to the instructors about the general education assignment, and this information can be passed on to the students.</p>	Dr. Milstein
Personal, social and civic responsibilities	<p>Student rankings were variable in this area when compared to the last reflection. Although, all areas ranked at either 84 or 85% proficient or advanced.</p> <p>It would appear as if there needs to be changes made so that instructors are more aware of expectations, and can explain these better to the students.</p>	<p>This year will bring additional changes to the general education assignment. The identification of a course facilitator, and the creation of a course handbook, should help to clearly convey information to the instructors about the general education assignment, and this information can be passed on to the students.</p>	Dr. Milstein
Technological competency	<p>Students' ratings decreased slightly in the 2 of technological competence, with both scores being 84%.</p> <p>It would appear as if students need</p>	<p>This year will bring additional changes to the general education assignment. The identification of a course facilitator, and the creation of a course handbook, should help to clearly convey information to the</p>	Dr. Milstein

	some more guidance in this area, and it might be helpful for faculty to identify available college resources for the students.	instructors about the general education assignment, and college resources, and this information can be passed on to the students.	
Written communication	<p>Student rankings were variable in this area when compared to the last reflection. Although in all 4 areas of written communication, the lowest ranking was 78% proficient or advanced.</p> <p>It might be helpful for instructors to remind students of the writing centers that are available on all three campuses for help with mechanics and other aspects of written communication.</p>	<p>This year will bring additional changes to the general education assignment. The identification of a course facilitator, and the creation of a course handbook, should help to clearly convey information to the instructors about the general education assignment, and this information can be passed on to the students.</p> <p>Additionally, it would be helpful for instructors to remind students of the availability of the writing centers.</p>	Dr. Milstein

ADDITIONAL COMMENTS

Since the last round of reflection, this course has moved from a 100 level to a 200 level course. Since writing is an important component in this class, it might be beneficial if the students had more proficiency in writing than they do now with the ENGL 101 assessment level.

Because of the specialized nature of the content of this course, it is recommended that the qualifications for faculty who are teaching it be reexamined and modified if necessary.

It would also be more beneficial if the College as a whole worked in creating a culture where it was understood that academic integrity infractions are serious, and the consequences were more substantial.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Dr. Milstein

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: HLTH 212- Controlling Stress and Tension

Dean: Pickwick

Distribution Area: Health

Date: 9/23/2016

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Actions <i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i>
Critical Analysis and Reasoning	Assign all students to complete orientation task including library tutorials (Academic Integrity, APA citations) and increased recommendation for students to use the Writing Centers	implemented
Written and Oral Communication	Assign all students to complete orientation task including library tutorials (Academic Integrity, APA citations) and increased recommendation for students to use the Writing Centers	implemented
Technological Competency	Assign all students to complete orientation task on the Blackboard sites which include practice assignments and quizzes	implemented
Personal, Social, and Civic Awareness	Assignments instructions were revised to further explain the need to apply the concepts of Personal, Social, and Civic Awareness	implemented

PART II. CURRENT ASSESSMENT: REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
<p>General Education Competency <i>(Please list and discuss each competency assessed individually.)</i></p>	<p>Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc.</p>	<p>What common course action (s) will be taken to improve student success in competency?</p>	<p>Contact person for Planned Actions</p>
<p>Critical Analysis and Reasoning</p>	<p>The comparison of the data from 2012-2013 to 2015-2016 indicates improvement in all areas of this competency. There is positive correlation between reading levels and the rating of proficient or advanced as well as the students' grade for HLTH212. There does seem to be aberrant data for the students earning the grade of F</p>	<p>The assignment instructions and orientation assignments will continually evaluated and possible revised to help clarify student understand and increase practice opportunities</p>	<p>Karen Thomas</p>
<p>Written and Oral Communication</p>	<p>The comparison of the data from 2012-2013 to 2015-2016 indicates improvement in all areas of this competency. There is positive correlation between reading levels and the rating of proficient or advanced as well as the students' grade for HLTH212. There does seem to be aberrant data for the students earning the grade of F.</p>	<p>The assignment instructions and orientation assignments will continually evaluated and possible revised to help clarify student understand and increase practice opportunities</p>	<p>Karen Thomas</p>

Technological Competency	The comparison of the data from 2012-2013 to 2015-2016 indicates improvement in all areas of this competency. There is positive correlation between reading levels and the rating of proficient or advanced as well as the students' grade for HLTH212. There does seem to be aberrant data for the students earning the grade of F	The orientation assignments will continually evaluated and possible revised to help clarify student understand and increase practice opportunities. This includes the recommendation for students to complete the Distance Learning training concerning how to use Blackboard.	Karen Thomas
Personal, Social, and Civic Awareness	The comparison of the data from 2012-2013 to 2015-2016 indicates improvement in all areas of this competency. There is positive correlation between reading levels and the rating of proficient or advanced as well as the students' grade for HLTH212. There does seem to be aberrant data for the students earning the grade of F.	The assignment instructions and orientation assignments will continually evaluated and possible revised to help clarify student understand and increase practice opportunities	Karen Thomas

ADDITIONAL COMMENTS

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Karen Thomas, Diane Hagan, Chris Harrison

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: HLTH 215 Women's Health

Dean: Angie Pickwick

Distribution Area: Former health foundation current IR

Date: September 6, 2016

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Actions <i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i>
Critical Analysis and Reasoning	Assist students in analyzing the process by which data is collected in the study of women's health, identify appropriate sources of data and engage in decision making based on cogent data.	Plan was implemented via analysis of "Health Literacy" assignment.
Personal, Social and Civic Responsibility	Helping students to understand that individual behavioral choices impact the society in which they live.	Plan was implemented via analysis of "Health Literacy" assignment.
Technological Competency	Hold students responsible for basic word processing skills.	Plan was implemented via analysis of "Health Literacy" assignment.
Written Communication	Make students aware that they are responsible for proper utilization of basic English grammar, spelling and punctuation in health classes.	Plan was implemented via analysis of "Health Literacy" assignment.

PART II. CURRENT ASSESSMENT: 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	According to the data collected in 2015, students are able to improve their analytic and reasoning skills if the course content is utilized to reinforce these skills. Students did not seem to generalize from one class to another in terms of critical thinking. They had to be assisted to value and utilize these skills in health content courses.	The discipline will continue to use the “Health Literacy” assignment which requires students to locate and analyze current content specific health information thereby reinforcing critical analysis and reasoning skills.	Maureen Edwards
Personal, Social and Civic Responsibility	From an examination of data from the previous evaluation cycle it appears that students grasp the importance of personal choice and individual responsibility for health status but they do not always understand the link between one’s personal choices and responsibility to society at large. We need to continue helping students to understand and appreciate how individual behavior impacts availability of resources, healthcare costs etc.	Upon analysis of previous data, it was obvious that students needed to be directed to explore the relationship between personal behavior and responsibility to society at large. Discussion of the concept of “social/civic responsibility” familiarized students with the definition of these conceptions while the addition of a question pertaining to social/civic responsibility allowed students to demonstrate the level of mastery of the concept. The discipline will continue this practice.	Maureen Edwards

<p>Technological Competency</p>	<p>Holding students accountable for the formatting of assignments as well as the content has enabled them to more efficiently and effectively utilize hard and software technologies.</p>	<p>Including “technological competency” in the grading rubric for the assignment helped students to understand the importance of formatting and presentation in the “Health Literacy” assignment. The discipline will continue to inform students of the writing requirements for all assignment and hold them accountable for mastering these skills.</p>	<p>Maureen Edwards</p>
<p>Written Communication</p>	<p>Holding students consistently accountable for the mechanics of writing, grammar, spelling and punctuation has provided students with the practice necessary to master fundamental written communication skills.</p>	<p>Including grammar, spelling and punctuation in the grading rubric for the “Health Literacy” assignment as well as other course assignments helped students to understand that writing is important across disciplines, not just in English class. The discipline will continue this practice.</p>	<p>Maureen Edwards</p>

ADDITIONAL COMMENTS

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Maureen Edwards, Dianne Hagan

Dean Approval

Submission Date

General Education

Course Reflection on Assessment Results

Submit completed form to Outcomes@montgomerycollege.edu

Course: HLTH 225 Introduction to Health Behavior

Dean: Angie Pickwick

Distribution Area: Former health foundation, current BSSD.

Date: 9/7/2016

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Actions <i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i>
Critical Analysis and Reasoning	Provide opportunities for students to practice critical analysis and reasoning.	Students were required to locate and analyze content appropriate information in “Health Literacy” assignment.
Personal, Social and Civic Responsibilities	Include instruction on the relationship between personal behavior and social consequences in course content.	Students were directed to discuss the relationship between personal choice and social/civic responsibility in the “Health Literacy” assignment.
Technological Competency	Hold students accountable for proper formatting of assignments and use of technology. Include in grading rubric.	Students were graded on formatting and appropriate use of technology on all assignments.
Written Communication	Hold students accountable for the fundamentals of written communication; grammar, spelling and punctuation. Include in grading rubric.	Students were graded on the fundamentals of written communication on all assignments.

PART II. CURRENT ASSESSMENT: 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	The assessment indicated that students benefitted from the opportunity to practice critical analysis and reasoning and the application of this competency to discipline specific content.	The discipline will continue to provide students with the opportunity to practice critical analysis and reasoning via the updated general education assessment assignment.	Maureen Edwards
Personal, Social and Civic Responsibilities	The assessment clearly indicated that students must be guided in their examination of the link between personal behavior and social responsibility.	The discipline will continue to provide students with the opportunity to explain the relationship between individual behavior and social responsibility by including this concept in the updated general education assessment.	Maureen Edwards
Technological Competency	Once again, the data indicated that holding students responsible for appropriate use of technology by making it part of the grade improved performance.	The discipline will continue to hold student accountable for appropriate use technology in all assignments.	Maureen Edwards
Written Communication	Clearly indicating to students that they are accountable for the fundamentals of written communication via inclusion in the grading rubric improved	The discipline will continue to hold student accountable for appropriate use of the fundamentals of written communication.	Maureen Edwards

	performance.		
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ADDITIONAL COMMENTS

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LIST OF FACULTY PARTICIPATING IN DISCUSSION

Maureen Edwards

Dean Approval

Submission Date
