### GE-ASLP100

#### Critical Analysis and Reasoning

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**UPDATE FROM PREVIOUS ASSESSMENT**

**Planned Actions from Previous General Education Assessment**

- Although the majority of students did well with this competency, we will provide additional resources and consider an activity to improve competency in all areas.

**Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.**

- The cultural project explanation was reviewed and simplified with a clear calendar of assignments so students can easily complete each task by its respective deadline.

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**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

**Discuss Strengths and Weaknesses and Meaning of Results within Context of Course**

- The data show good results as the majority of students were deemed proficient: 52.7% in analysis and evaluation, 58.9% in conclusions, 50.5% in identification and explanation of issues, while approximately 33% were deemed advanced in the above mentioned areas.

**Planned Actions Based on Assessment Results**

- Although the majority of students did well with this competency, we will continue providing students with resources, such as weblinks accessible through the course common Blackboard site with activities and/or examples to improve competency in all areas.

**Contacts for Planned Actions**

- Cristina D. Butler

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**OVERALL COMMENTS**

**Provide any additional comments about the assessment process or results.**

**Dean:** Please provide any comments here.

**Information Literacy**

<table>
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<th>This Goal was:</th>
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**UPDATE FROM PREVIOUS ASSESSMENT**

**Planned Actions from Previous General Education Assessment**

- We will work on the weaker areas of evaluate and use by providing more materials and resources online or through the library and Writing Center. (Sic)
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The ASL discipline has standardized the use of the college’s MLA Citation and Plagiarism quizzes for all ASLP100 courses. This practice has increased students’ awareness of appropriate ways of handling information, whether written or visual.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The data show that 92.1% of students were deemed to be advanced or proficient. The data show considerable overall improvement from 2013 to 2016 in most areas under the information literacy category.

Planned Actions Based on Assessment Results

The ASL discipline will continue its current standardized use of MLA Citation and Plagiarism quizzes in ASLP100 and providing students with information and resources to enhance this competency.

Contacts for Planned Actions

Cristina D. Butler

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Oral Communication

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

N/A

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

N/A

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The majority of students were deemed within the proficient and advanced range. Within the listening area (receptive skills) 55.4% of students were deemed advanced.

Planned Actions Based on Assessment Results

The discipline will continue providing students with resources such as tutoring, and ASL mentoring (while Perkins Grant is in effect) and other resources in the Language Lab as well as through the course common Blackboard site.

Contacts for Planned Actions

Cristina D. Butler
OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
N/A
Dean: Please provide any comments here.

Technological Competency
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
We will share additional resources with students such as trainings held through the Writing Center or library regarding the use of technology for presentations.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.
ASL faculty scheduled shared resources with students in the Language Lab to guide them through the use of different technologies used in the class (Blackboard, GoReact or YouTube). This show and practice approach allowed students to learn to create and submit videos using the mentioned technologies.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
The data reflect that 67.4% of students were deemed to be advanced and 29.3% were considered proficient. As much emphasis has been placed in the use of technology for ASL classes, the efforts made by the ASL faculty to provide students with the necessary resources to master the technology used (GoReact, YouTube, Blackboard) are highly noted.

Planned Actions Based on Assessment Results
The ASL discipline will share additional resources with students such as online tutorials and handouts for GoReact and/or YouTube instructions to upload videos and handouts and videos for Blackboard link submissions and uploads.

Contacts for Planned Actions
Cristina D. Butler

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
N/A
Dean: Please provide any comments here.

Written Communication
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
**Planned Actions from Previous General Education Assessment**

Signning skills especially in ASLP100 need more practice through online videos or ASL tutors. We may be able to set up an activity in the language lab that would implement the signing skills competency.

**Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.**

Although the ASL discipline concentrated most efforts on the acquisition of signing skills, it incorporated writing assignments throughout the course as well as within the signature assignment, in order to enhance students’ written competency.

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

**Discuss Strengths and Weaknesses and Meaning of Results within Context of Course**

The data reflect that 94.2% students were deemed to be advanced or proficient, which exceeds the combined 90% collegewide benchmark set for these two categories for the ASLP100 course.

**Planned Actions Based on Assessment Results**

Because good interpreters need to be good communicators, and have both good oral and written communication skills, the data collected is important, because it reflects that most students assessed had good writing skills. The ASL discipline also seeks to emphasize the importance of enhancing and assessing signing skills in this level. The ASL discipline will continue providing students resources such as tutoring, ASL mentoring (while Perkins Grant funds are available) and will continue working on setting up different activities in the language lab that will implement the signing skills competency.

**Contacts for Planned Actions**

Cristina D. Butler
OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Integrative Learning

No Data
GE-ASLP110

Critical Analysis and Reasoning

This Goal was:
UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The data show that 84.7% of students were deemed as proficient or advanced in the analysis and evaluation area; 48.2% were considered proficient or advanced in conclusions, while in the same category 20.4% were deemed novice and 31.5% not evident. Also, under the identification and explanation of issues area 85.4% were deemed as advanced or proficient.

Planned Actions Based on Assessment Results

The discipline will provide students with resources, such as weblinks accessible through the course common Blackboard site with activities and/or examples to improve competency in all areas. The discipline will also create examples to model use of good “conclusions” for students.

Contacts for Planned Actions
Cristina D. Butler

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Information Literacy

This Goal was:
UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment

Information was not available.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

N/A

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The data show that in the area of access only 28.6% of students were deemed to be advanced or proficient; while 22.4% was deemed novice and 49% not evident. The data show considerable decrease from 2013 to 2016 in the access area of this competency. Equally, the data show higher percentage of novice and not evident in the areas of evaluate, know and use.

Planned Actions Based on Assessment Results

Although the discipline has standardized the use of the MLA Citation and Plagiarism quizzes as a practice in the ASLP110 courses, the data show that we need to play closer attention to the use of information literacy in both, written and visual form. The ASL discipline will work on this area of evaluation by exploring ways to model and educate students on the use of appropriate access and evaluation of sources.

Contacts for Planned Actions

Cristina D. Butler

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Oral Communication

This Goal was: UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Information was not available.

N/A

N/A

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The majority of students were deemed proficient in the content, delivery, interpersonal skills and listening behavior (receptive skills). In the organization area, 50% students were deemed novice.

Planned Actions Based on Assessment Results

The discipline will continue providing students with resources to improve their signing skills, such as tutoring, and ASL mentoring (while Perkins Grant is in effect) and other resources in the Language Lab as well as through the course common Blackboard site.
OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Technological Competency
This Goal was:
UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

N/A
Information was not available.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
The data reflect that 43.7% of students were deemed to be advanced or proficient, while 56.2% was considered either novice or not evident.

Planned Actions Based on Assessment Results
The ASL discipline will work on imbedding technological assistance for students in the ASLP100 courses, through tutoring sessions, ASL mentoring, videos and handouts and other available resources.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Written Communication
This Goal was:
UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

N/A
Information was not available.

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Contacts for Planned Actions
Cristina D. Butler
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The data reflect that in the area of academic integrity 82.2% students were deemed to be advanced or proficient; in the content area 95.2% were deemed advanced or proficient, and in the area of mechanics 82.6% were deemed advanced or proficient.

Planned Actions Based on Assessment Results

Because good interpreters need to be good communicators, and have both good oral and written communication skills, the data collected is important, because it reflects that most students assessed had good writing skills. The ASL discipline also seeks to emphasize the importance of enhancing and assessing signing skills in this level. The ASL discipline will continue providing students resources such as tutoring, ASL mentoring (while Perkins Grant funds are available) and will continue working on setting up different activities in the language lab that will implement the signing skills competency.

Contacts for Planned Actions

Cristina D. Butler

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.
GE-CHIN101
Critical Analysis and Reasoning

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment

The department will review the parameters of this part of the cultural presentation in order to ensure that this level is attained. In addition, the faculty members can review what constitutes an advanced/proficient level of critical analysis with students in ensure understanding of this competency.
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The cultural project explanation was reviewed and simplified with a clear calendar of assignments so students can easily complete each task by its respective deadline. However, there still appears to be a need to clarify what is “proficient” or “advanced” since some faculty believe that it means proficient relative to the 101 (beginner) level, while others may use it to mean proficient relative to all students including native speaker

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Students were assessed at attaining a very high level of Identification and explanation of issues (97%), and analysis and evaluation (91%) in Chinese 101 courses. The weakest skill was “conclusions” (14%) which dramatically affected the overall percentage of this competency.

Planned Actions Based on Assessment Results

“Conclusion” may need to be added back to the Assessment Instrument and Rubric in order for it to get students’ attention. Faculty can also encourage students to make sure there is a conclusion in their presentation and writing summary.

Contacts for Planned Actions

Monica Zhang

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Information Literacy

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

The department can work with The Writing Centers and the libraries on each campus to ensure that tutorials/workshops are offered to students in order to increase the % of students reaching this competency.
The WL discipline implemented the library’s “Academic Integrity and Avoiding Plagiarism” and “MLA Citations” tutorials and quizzes as an integral piece for this portion of the assessment instrument. We also informed students of workshops related to information literacy held through the WRLC and the Academic Success Centers. This has been an effective means for students to learn about academic integrity and how to evaluate and cite resources appropriately.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Students were assessed at attaining a very high level of knowledge and application of information literacy. Overall, 83% of the students were evaluated at advanced/proficient. The weakest aspect was “ethics” with only 53%, while all other aspects exceeded 83%. This may be due to the lack of reference to “ethics” in the Assessment Instrument or Rubric.

Planned Actions Based on Assessment Results

The WL discipline will more widely advertise workshops held by the WRLC or Student Success Centers related to information literacy. The faculty will be encouraged to emphasize the importance of “ethics” in research and presentation. Language related to Ethics may need to be put back in the Rubric and Assessment Instrument (current simplified version only lists “citation”).

Contacts for Planned Actions

Monica Zhang

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

N/A

Dean: Please provide any comments here.

Oral Communication

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment

More in class oral communication activities need to be part of an action plan in order to ensure the high % of proficient/advanced for this competency. In addition, the department can offer tutorials on elements of oral communication presentations in order to continue this high trend for this competency.

WL organized workshops on learning a language with the emphasis on learning strategies for written and oral communication in the target language. The workshops were advertised and well attended.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

WL organized workshops on learning a language with the emphasis on learning strategies for written and oral communication in the target language. The workshops were advertised and well attended.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

A very high 85% of students were assessed as advanced/proficient in oral communication.

Planned Actions Based on Assessment Results

As this competency met the collegewide benchmark of 75%, the WL discipline will continue using its current best practices to maintain this level of student success. WL Discipline may also need to clarify with faculty what is “proficient/advanced” so that there is consistency in the data.

Contacts for Planned Actions

Monica Zhang

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

N/A

Dean: Please provide any comments here.

Technological Competency

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

The department can work to develop tutorials or workshops on using different forms of technology used in presentations. By offering said tutorials/workshops, the percentage of students attaining a proficient/advanced level in this competency will increase.
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The WL discipline worked with the WRLC to provide workshops on PowerPoint and Prezi. As this interest broadened, we collaborated with Ed Cunningham where the digital learning centers now regularly provide a PowerPoint Basics Workshop. This allowed students to get help as needed, including one-on-one assistance putting the elements of their research into a PPT.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

94% of students reached the levels of advanced/proficient, a dramatic increase indicating student progress in mastering this skill.

Planned Actions Based on Assessment Results

The WL discipline will continue to publicize the PowerPoint workshops and other relevant workshops to our students.

Contacts for Planned Actions

Monica Zhang

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Written Communication

N/A

This Goal was:

Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Although a very high level of the students reach the levels of advanced/proficient, all can benefit from more in-class writing activities prior to the cultural presentations. Thus, the department can assign more in-class writing assignments prior to the cultural presentations in order to address this competency.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The discipline incorporated writing activities in class and homework activities. WL organized workshops on learning a language with the emphasis on learning strategies for written and oral communication in the target language. The workshops were advertised and well attended.
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

82% of students were assessed as advanced/proficient in written communication overall. All aspects are high except for “academic integrity,” which the new rubric and assessment instrument downplayed.

Planned Actions Based on Assessment Results

The WL discipline may need to discuss whether we wish to increase the grading percentage of the academic integrity area in the rubric.

Contacts for Planned Actions

Monica Zhang

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Integrative Learning

No Data
GE-CHIN102
Critical Analysis and Reasoning N/A

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

The department will review the parameters of this part of the cultural presentation in order to ensure that this level is attained. In addition, the faculty members can review what constitutes an advanced/proficient level of critical analysis with students in ensure understanding of this competency.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The cultural project explanation was reviewed and simplified with a clear calendar of assignments so students can easily complete each task by its respective deadline. However, there still appears to be a need to clarify what is “proficient” or “advanced” since some faculty believe that it means proficient relative to the 102 (high beginner) level, while others may use it to mean proficient relative to all students including native speakers.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

An average of 84% of students taking Chinese 102 was assessed at the advanced/proficient level, with “conclusions” being the lowest (75%).
Planned Actions Based on Assessment Results

“Conclusion” may need to be added back to the Assessment Instrument and Rubric in order for it to get students’ attention. Faculty can also encourage students to make sure there is a conclusion in their presentation and writing summary.

Contacts for Planned Actions

Monica Zhang

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Information Literacy

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

The department can work with The Writing Centers and the libraries on each campus to ensure that tutorials/workshops are offered to students in order to increase the % of students reaching this competency.

The WL discipline implemented the library’s “Academic Integrity and Avoiding Plagiarism” and “MLA Citations” tutorials and quizzes as an integral piece for this portion of the assessment instrument. We also informed students of workshops related to information literacy held through the WRLC and the Academic Success Centers. This has been an effective means for students to learn about academic integrity and how to evaluate and cite resources appropriately.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Students were assessed at attaining a very high level of knowledge and application of information literacy. Overall, 91% of the students were evaluated at advanced/proficient.
Planned Actions Based on Assessment Results

The WL discipline will more widely advertise workshops held by the WRLC or Student Success Centers related to information literacy. The faculty will be encouraged to emphasize the importance of “ethics” in research and presentation. Language related to Ethics may need to be put back in the Rubric and Assessment Instrument (current simplified version only lists “citation”).

Contacts for Planned Actions

Monica Zhang

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Oral Communication

This Goal was:
Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

More in class oral communication activities need to be part of an action plan in order to ensure the high % of proficient/advanced for this competency. If it holds true that a very % of students continue to attain the level of advanced/proficient, faculty may want to consider challenging students with more in-depth themes for presentation topics. Thus, students’ oral communication will improve while developing new vocabulary and grammar.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

WL organized workshops on learning a language with the emphasis on learning strategies for written and oral communication in the target language. The workshops were advertised and well attended. Faculty teaching this class indeed gave more challenging assignments (alternative assignments) to those students who were more advanced to help them improve even further in oral communication.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

A very high 95% of students taking Chinese 102 were assessed as advanced/proficient in oral communication.
Planned Actions Based on Assessment Results

As this competency met the collegewide benchmark of 75%, the WL discipline will continue using its current best practices to maintain this level of student success. WL Discipline may also need to clarify with faculty what is “proficient/advanced” so that there is consistency in the data.

Contacts for Planned Actions

Monica Zhang

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

N/A

Technological Competency

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

The department can work to develop tutorials or workshops on using different forms of technology used in presentations. By offering said tutorials/workshops, the percentage of students attaining a proficient/advanced level in this competency will be ensured.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The WL discipline worked with the WRLC to provide workshops on PowerPoint and Prezi. As this interest broadened, we collaborated with Ed Cunningham where the digital learning centers now regularly provide a PowerPoint Basics Workshop. This allowed students to get help as needed, including one-on-one assistance putting the elements of their research into a PPT.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

91% of students reached the levels of advanced/proficient, a 6% increase indicating student progress in mastering this skill.

Planned Actions Based on Assessment Results

The WL discipline will continue to publicize the PowerPoint workshops and other relevant workshops to our students.

Contacts for Planned Actions

Monica Zhang

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

N/A

Written Communication
This Goal was: Met

**UPDATE FROM PREVIOUS ASSESSMENT**

**Planned Actions from Previous General Education Assessment**

Although more than 90% of the students reach the levels of advanced/proficient, all can benefit from more in-class writing activities prior to the cultural presentations. Thus, the department can assign more in-class writing assignments in order to address this competency. If it holds true that a very % of students continue to attain the level of advanced/proficient in this competency, faculty may want to consider challenging students with more in-depth themes for compositions/writing assignments. Thus, students’ written communication will improve while developing new vocabulary and grammar.

**Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.**

The discipline incorporated writing activities in class and homework activities. WL organized workshops on learning a language with the emphasis on learning strategies for written and oral communication in the target language. The workshops were advertised and well attended. Faculty teaching this class indeed gave more challenging assignments to those students who were more advanced to help them improve even further in written communication.

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

**Discuss Strengths and Weaknesses and Meaning of Results within Context of Course**

94% of students taking Chinese 102 were assessed as advanced/proficient in written communication overall.

**Planned Actions Based on Assessment Results**

The WL faculty will continue to provide differentiated teaching and variety of opportunities to improve written communication.

**Contacts for Planned Actions**

Monica Zhang
OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Integrative Learning | No Data
GE-CHIN202

### Critical Analysis and Reasoning

**This Goal was:** Met

**UPDATE FROM PREVIOUS ASSESSMENT**

Planned Actions from Previous General Education Assessment: N/A

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective: N/A

### ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

**Discuss Strengths and Weaknesses and Meaning of Results within Context of Course**

An average of 98% of students taking Chinese 202 was assessed at the advanced/proficient level.

**Planned Actions Based on Assessment Results**

As this competency met the collegewide benchmark of 75%, the WL discipline will continue using its current best practices to maintain this level of student success. WL Discipline may also need to clarify with faculty what is “proficient/advanced.”

**Contacts for Planned Actions**

Monica Zhang

### OVERALL COMMENTS

**Provide any additional comments about the assessment process or results.**

Dean: Please provide any comments here. N/A

### Information Literacy

**This Goal was:**

**UPDATE FROM PREVIOUS ASSESSMENT**

Planned Actions from Previous General Education Assessment: N/A

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective: N/A
ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Students were assessed at attaining an extremely high level of knowledge and application of information literacy. 100% of the students were evaluated at advanced/proficient.

Planned Actions Based on Assessment Results

As this competency met the collegewide benchmark of 75%, the WL discipline will continue using its current best practices to maintain this level of student success. WL Discipline may also need to clarify with faculty what is “proficient/advanced.”

Contacts for Planned Actions

Monica Zhang

OVERALL COMMENTS

Provide any additional comments about the assessment process or results. N/A

Dean: Please provide any comments here.

OVERVIEW COMMENTS

Planned Actions from Previous General Education Assessment N/A

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective. N/A

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

100% of students taking Chinese 202 were assessed as advanced/proficient in oral communication.

Planned Actions Based on Assessment Results

As this competency met the collegewide benchmark of 75%, the WL discipline will continue using its current best practices to maintain this level of student success. WL Discipline may also need to clarify with faculty what is “proficient/advanced.”

Contacts for Planned Actions

Monica Zhang

OVERALL COMMENTS

Provide any additional comments about the assessment process or results. N/A

Dean: Please provide any comments here.

Technological Competency

This Goal was:
UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment  N/A
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.  N/A

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course  100% of students reached the levels of advanced/proficient

Planned Actions Based on Assessment Results  The WL discipline will continue to publicize the PowerPoint workshops and other relevant workshops to our students. As this competency met the collegewide benchmark of 75%, the WL discipline will continue using its current best practices to maintain this level of student success. WL Discipline may also need to clarify with faculty what is “proficient/advanced.”

Contacts for Planned Actions  Monica Zhang

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Written Communication

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment  N/A
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.  N/A

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course  100% of students taking Chinese 202 were assessed as advanced/proficient in written communication overall.

Planned Actions Based on Assessment Results  As this competency met the collegewide benchmark of 75%, the WL discipline will continue using its current best practices to maintain this level of student success. WL Discipline may also need to clarify with faculty what is “proficient/advanced.”
OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Integrative Learning
No Data
This Goal was: Met

**UPDATE FROM PREVIOUS ASSESSMENT**

**Planned Actions from Previous General Education Assessment**

Coordinators continue to develop current pedagogical practices for faculty to use. With the recent General Education revision, coordinators have already begun sharing best practices around critical analysis and reasoning. In looking at student levels of proficiency from 2013, 2016, we are seeing higher numbers of students reach proficiency in the most recent data report. This indicates that faculty are already making use of the general education recertification of ENGL 122 in the area of critical analysis and reasoning. We will continue to seek ways to improve identification and explanation of issues.

**Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.**

This is in progress since recertification was only recently granted.

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

**Discuss Strengths and Weaknesses and Meaning of Results within Context of Course**

We are pleased to see that students in ENGL 122 are achieving proficiency in critical analysis and reasoning above the 80% mark. Drawing conclusions remains an area where growth should be seen. The nature of a literature course demands student critical analysis, and drawing conclusions can be one of the more complicated intellectual pursuits. However, 80% proficiency is much better than the 77% from the previous assessment cycle.
Planned Actions Based on Assessment Results

Coordinators and faculty will continue to brainstorm ways to focus scaffolding practices around drawing conclusions. The new General Education recertification addresses the need and offers potential solutions. These will be developed during AY 2019.

Contacts for Planned Actions

Effie Siegel
Kateema Lee

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Information Literacy

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Teachers and coordinators will use the General Education recertification forms to update the teaching of information literacy in ENGL 122. With coordinators meeting twice a semester (by conference call or face to face), they can work carefully to maintain the high proficiency rates of the students in ENGL 122. With information literacy such a top priority in the technological age, new pedagogical practices in the General Education recertification can continue to support student learning in swiftly changing times.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Complete.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The area of information literacy remained largely the same from the previous outcomes assessment. We were please to see the same numbers in access and information literacy overall. However, we saw small percentage point movement in a few areas: Ethics moved up with greater students proficient. Use moved up by one percentage point. However, we saw a reduction in proficiency in both evaluation and "know." These percentage falls, however, small, are worth noting.
Planned Actions Based on Assessment Results

With slight reduction in "evaluate" and "know," literature coordinators will target their meetings with faculty on these two areas. In addition, coordinators will seek ways to move "access" in a more positive direction. The new General Education recertifications will also lead the way on improving these areas. New pedagogies discussed in the General Education recertifications will be addressed in AY 2019.

Contacts for Planned Actions

Effie Siegel Kateema Lee

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Technological Competency

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Teachers have continued to implement strategies around utilizing technology in the classroom. Teachers have used various modes of technology, such as Blackboard and the Smart Stations to effectively plan class sessions and communicate with students. Faculty have committed to various forms of student presentations as evidenced in the student engagement in the Humanities Conference this past spring.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Complete.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Students in ENGL 122 showed tremendous progress in the area of technological competence, moving from 87% proficiency in 2013 to 91% proficiency in 2016.

Planned Actions Based on Assessment Results

It does not appear that work needs to be done in this area. If anything, coordinators will continue to support the good work teachers are doing in the area of technological competence, varying instructional practices and continuing to incorporate various modes of writing, reading and presenting in the classroom.
OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Written Communication
This Goal was: Partially Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The literature coordinators will continue to work with faculty on the writing process. Students will continue to engage in pre-writing, drafting, peer-reviewing, and revising.

The General Education recertification application addressed written communication. However, with new implementation measures in place for AY 2019, coordinators will need to focus efforts on written communication.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
Beginning in fall 2016, instructors implemented a new standarized assessment tool, a signature assignment whose increased rigor required a higher proficiency of written communication. The assignment required a comparison-contrast structure and the incorporation of outside ideas, two new areas of writing skills development. As a result, academic integrity improved by 5% to 91% overall. Additionally, students in ENGL 122 showed proficiency above 80% in academic integrity and content. However, students fell below the previous assessment levels in all of the other areas, with the weakest area being style and expression. The two areas that lost more than 10 percentage points were content and organization. Content proficiency was still at/above 80%, but the decrease is noteworthy.
Planned Actions Based on Assessment Results

ENGL literature coordinators will focus instructional efforts on written communication. Literature coordinators will regularly meet each semester (by phone or face to face). One of the key priorities of these conversations will involve written communication in this class. In literature committee meetings, coordinators will develop "best practices" around the writing process as it is used and can be used in 100-level literature courses, specifically ENGL 122. With the majority of students succeeding in high numbers, this is not a grave concern; however, given the number of decreases in percentage points from the previous assessment to this one, attention must be given to written communication in ENGL 122. Coordinators will work in conjunction with instructors to disseminate this information and these practices, both online, by phone, and/or face-to-face as needed.

Contacts for Planned Actions

Effie Siegel Kateema Lee

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Integrative Learning

No Data

NA
Critical Analysis and Reasoning
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment

Overall, students are successful in this competency. In order to improve on these successes, we should look at teaching practices and assignments that correlate with higher percentages in the "advanced" category and consider developing a handbook and/or a pool of model assignments.

Among the several sections of 190 taught, common signature assignments were implemented; faculty are currently developing a pool of model assignments and considering the feasibility of creating a common handbook.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.
ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The percentage of students who were successful ranged from 73% to 77%. These numbers, unfortunately, were down by approximately ten percentage points. Students were strongest in identification and explanation of issues, around 77%. Student reports seemed to drop more significantly for analysis and evaluation and conclusions. It is important to note that the N for students enrolled in ENGL 190 has dropped drastically. In 2013, approximately 220 students were enrolled in ENGL 190. The N for this assessment cycle is 64. There may be no correlation between N and students who are labeled proficient or advanced; however, the N should be noted.

Planned Actions Based on Assessment Results

Overall, students are successful in this competency, but they have shown a downturn in performance. In order to improve on these areas, we should look at assignments that focus on conclusions and analysis and evaluation. The literature coordinators who meet with faculty regularly will devise some sample assignments targeting analysis and evaluation as well as conclusions.

Contacts for Planned Actions

Kateema Lee Effie Siegel

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Information Literacy

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Determine how ENGL190 faculty currently incorporate information literacy into their courses. Develop a pool of sample assignments appropriate for an ENGL101 assessment level.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The signature assignment created requires competency in several areas of Information Literacy.
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The percentage of students who were proficient or above ranged from 79% to 87%. In the 2016 assessment, students ranged highest in the area of ethics. They ranged the lowest in "use." The biggest improvement occurred in two areas—ethics and evaluation. It should be noted that evaluation of materials is quite hard for students (as noted in critical analysis and reasoning). In this area, it is clear that teaching assignments in the area of information literacy targeted analysis and evaluation of materials, a very important skill for students.

Planned Actions Based on Assessment Results

Since all but one area saw student improvement, the planned action will center on "know." Teachers who may have taken for granted summary information, will now need to instruct on "knowing" or summarizing information. Literature coordinators will work with reading faculty on supporting student learning in this area of information literacy. With one department, English and Reading, this area will undoubtedly benefit from reading teacher expertise in information literacy.

Contacts for Planned Actions

Kateema Lee Effie Siegel

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Technological Competency
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment

Determine how ENGL190 faculty currently incorporate technological competency into their courses. Develop a pool of sample assignments appropriate for an ENGL101 assessment level.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

A signature assignment was created to assess technological competency, and that assignment is basically common to all ENGL190 faculty. Current efforts are underway to produce a pool of model assignments that assess technological competency at the ENGL101 level.
ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

In this assessment of ENGL 190, students were exceedingly proficient at technological competency. With 97% students assessed at proficient or advanced, we are well on our way to student capabilities at the intersection of literature and technology.

Planned Actions Based on Assessment Results

Teachers are currently incorporating technology in lesson planning, assignments and multi-media presentations. They will continue these efforts to keep students at this high level of academic achievement.

Contacts for Planned Actions

Kateema Lee  Effie Siegel

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Written Communication

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Determine how ENGL190 faculty currently incorporate written communication into their courses. Develop a pool of sample assignments appropriate for an ENGL101 assessment level.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Among the sections of ENGL190 taught, a signature assignment was created, and a pool of model assignments is being developed.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

On average, 77% of students were proficient in written communication, down 5 percentage points from the last assessment cycle. One area of improvement was academic integrity, moving the needle six percentage points. Having lost points in all of the other areas, we have some work to do. The area that lost the most number of percentage points was organization.
Planned Actions Based on Assessment Results

Literature coordinators will lead targeted sessions on written communication, focusing on content and organization. Working on discrete skills like paragraphing and outlining will support improvement in this important area of studying literature.

Contacts for Planned Actions

Kateema Lee Effie Siegel

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Integrative Learning
No Data
GE-ENGL201
Critical Analysis and Reasoning

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment
Hands-on activities in class Models of critical essays written by students Multiple critical frameworks

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.
Teachers have received training on and students have received hands-on activities; models of critical essays; and multiple critical frameworks.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
Student scores on critical analysis and reasoning in ENGL 201 indicate great strides. Each area--analysis and evaluation, conclusions, identification and explanation of issues--indicated over 90% proficiency. The least advanced area was in identification and explanation of issues.

Planned Actions Based on Assessment Results
Literature coordinators will continue to lead workshops each semester. In these workshops, coordinators will be sure to report to faculty the findings of this assessment cycle, including those of ENGL 201 critical analysis and reasoning.

Contacts for Planned Actions
Effie Siegel Kateema Lee

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.
### Information Literacy

**This Goal was:**

**Met**

**UPDATE FROM PREVIOUS ASSESSMENT**

**Planned Actions from Previous General Education Assessment**

- Demonstrate how to use the literary databases
- Comparing/contrasting literary criticisms with popular reviews
- Gradually increase the number of secondary sources used in their research papers

**Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.**

Teachers received training on use of literary databases. Faculty provided students literary criticisms and popular reviews, so that students could be aware of the differences between the two genres in terms of style and content. Faculty also increased the number of secondary sources for their research assignments.

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

**Discuss Strengths and Weaknesses and Meaning of Results within Context of Course**

Students who were assessed this cycle in ENGL 201 continue to demonstrate mastery. All scores were in the 90% or above range except for "use" which landed at 89%. All scores raised by twenty or more percentage points from the previous assessment.

**Planned Actions Based on Assessment Results**

- Literature coordinators will continue to meet and hold faculty workshops that focus on using the MC library databases for literary research.

**Contacts for Planned Actions**

Kateema Lee Effie Siegel

**OVERALL COMMENTS**

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

### Technological Competency

**This Goal was:**

**Met**

**UPDATE FROM PREVIOUS ASSESSMENT**

**Planned Actions from Previous General Education Assessment**

- Provide individual assistance and guidance to students during faculty office hours.

**Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.**

Teachers went above and beyond the planned action. In addition to working with students in their office hours, they have incorporated more technology into the literature general education recertification process for each course.
ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Technological competency demonstrated by students is at 100% proficient. However, since this statistic does not seem to be representative of the technological skills of the MC student population, we cannot comment.

Planned Actions Based on Assessment Results

Literature coordinators will continue to discuss ways to improve technological skills for students taking ENGL 201. At their workshops, coordinators will discuss varied ways teachers use and teach technology in the classroom.

Contacts for Planned Actions

Kateema Lee Effie Siegel

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Written Communication

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Clear rubrics Collaborative activities Models of good techniques in writing Discuss sociopolitical and historical contexts for literary works

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Students have been provided clear rubrics. Students have been given examples of student work so they can begin to understand the expectations of literary analysis and essay writing. Students participate in guided small group and class discussions relating to the sociopolitical and historical contexts for literary works Assign group activities, demonstrating the relevance of ancient literature to the modern world

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The area of written communication for ENGL 201 is strong. Each area-- academic integrity, content, mechanics, organization, style and expression-- improved by roughly 20 or more percentage points. The area that saw the most growth was academic integrity.
Planned Actions Based on Assessment Results

Planned action will include additional workshops for literature teachers on content understanding and development in ENGL 201. Since the other areas have seen such marked improvement, literature coordinators will focus on collaborative activities and writing tasks that involve a focus on content.

Contacts for Planned Actions

Kateema Lee Effie Siegel

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Integrative Learning

No Data
**Critical Analysis and Reasoning**

This Goal was: Met

**UPDATE FROM PREVIOUS ASSESSMENT**

<table>
<thead>
<tr>
<th>Planned Actions from Previous General Education Assessment</th>
<th>Hands-on activities models of critical essays written by students (not scholarly articles) sharing multiple critical frameworks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.</td>
<td>Each item (above) was addressed. Teachers received training from literature coordinators, and courses were augmented through the general education recertification process.</td>
</tr>
</tbody>
</table>

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The areas of critical analysis and reasoning saw marked improvement. Each area, analysis and evaluation, conclusions, identification and explanations of issues, each improved by ten or more percentage points.

Planned Actions Based on Assessment Results

Literature coordinators will continue to hold workshops and meetings. At these meetings, they will collaborate with faculty to create activities to improve conclusions, the most needed area of improvement.

Contacts for Planned Actions

Kateema Lee Effie Siegel

**OVERALL COMMENTS**

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Information Literacy

This Goal was: Met
UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment
library instruction compare/contrast literary criticism increase the number of secondary sources

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.
Met. Literature coordinators met with faculty during workshops. Students received improved activities, resources and instruction.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
Students in ENGL 202 showed marked improvement in ENGL 202 information literacy. Each area saw improvement with the exception of access that dropped from 96% to 93%, not enough to matter. So much of the efforts made to increase student access to the library, librarians, and databases has proven helpful when literature students are utilizing information literacy. The area that saw the most improvement was Ethics, gaining 16 points. A real emphasis was placed on ethical analysis of literature.

Planned Actions Based on Assessment Results
Literature coordinators will continue efforts to meet with literature faculty. Results will be reviewed and teachers will be encouraged to continue the analytic skills they are teaching via information literacy.

Contacts for Planned Actions
Kateema Lee Effie Siegel

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.
Technological Competency
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment
Student one on one instruction during office hours as needed.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.
Met.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Technological competence continues to be a strength for ENGL 202 students. Based on the data, either 100% of students are proficient or the technology is not used in the course so do real assessment can be made. Either way, the data appears to indicate positive student skill ability.

Planned Actions Based on Assessment Results

Teachers will continue facilitate technological competency by meeting with students one on one during office hours.

Contacts for Planned Actions

Kateema Lee Effie Siegel

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Written Communication

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Utilization of clear grading rubrics, giving feedback on writing and showing examples of good student writing.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

New rubrics were included in the General Education literature recertification. Met.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Students achieved proficiency in written communication in high numbers. Each of the five assessment areas increased by at least three percentage points. Mechanics continues to be an area that English and Reading teachers are discussing. However, with 87% of students proficient in mechanics, students exhibit that they are receiving strong instruction.

Planned Actions Based on Assessment Results

Literature coordinators will hold meetings and workshops to discuss effective writing instruction. These sessions will focus a bit of extra attention on mechanics. Overall, literature coordinators will continue to facilitate these workshops using some of the assessment data as a template for determining course goals for the next academic year.

Contacts for Planned Actions

Kateema Lee Effie Siegel
OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Integrative Learning
No Data
Critical Analysis and Reasoning

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Teachers agreed to use more hands-on-practice techniques or active learning techniques to support skill acquisition of critical analysis and reasoning. Teachers used different critical frames to guide students to more in-depth analysis.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Met. The more hands-on approach is evident in the general education recertification.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Students scored in the proficient or advanced range in critical analysis and reasoning in ENGL 208. At a rate of 90% or above, students showed mastery of this assessment criteria.

Planned Actions Based on Assessment Results

Literature coordinators will continue to reinforce the good practices these teachers are already utilizing. They may spend part of the next semester of literature meetings and workshops on analysis and evaluation as that seems to be the lowest percentage at 93%.

Contacts for Planned Actions

Kateema Lee Effie Siegel

OVERALL COMMENTS

Dean: Please provide any comments here.

Information Literacy

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment

Instructors will demonstrate how to use MC library databases how to access journals and multimedia resources several times during the semester. Instructors will demonstrate how to compare and contrast literary criticism, and require the use of secondary sources in assignments.

Our assessment numbers for Information Literacy showed a decrease in students who were advanced/ proficient. The plan is to have instructors facilitate library database skill development. In addition, an emphasis will be placed on citations/documentation formatting and utilization of the Reading, Writing, and Language Lab.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Students demonstrated proficiency in all areas of this assessment. The lowest area included only 73% proficient in "know." This area was down significantly from the previous assessment. Other areas all saw improvement with 90% or more students demonstrating proficiency.

Planned Actions Based on Assessment Results

Coordinators will need to review the definition of "know" and prepare workshops/meetings around this assessment criteria. It seems to be a significant drop so coordinators must find ways to support instruction that will improve this area.

Contacts for Planned Actions

Kateema Lee Effie Siegel

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Technological Competency

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Faculty agreed to support technological competency by offering office hours and one-on-one instruction.
Since our numbers have declined, in addition to continuing to offer office hours and one-on-one conferences, instructors will be more specific and intentional about document formatting. Instructors will also recommend the Reading, Writing, and Language Lab for additional assistance as needed.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

This area saw considerable decline in ENGL 208. From 96% proficient to 76%. This area is one of the troubling ones we have reviewed.

Planned Actions Based on Assessment Results

During the last assessment cycle, teachers offered students additional office hours to gain skills in technological competence. It does not appear that this strategy worked. Therefore, literature coordinators will discuss at their workshops and meetings embedded strategies that can help students will in the classroom. The strategy of having students come to office hours needs to continue with more emphasis on class-time for skill building.

Contacts for Planned Actions

Kateema Lee Effie Siegel

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Written Communication

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Using effective grading rubrics, instructors will give students feedback on their writing and show them examples of good student writing models, emphasizing expectations for written communication at the 200-level.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

This competency was demonstrated successfully in all categories as the proficient/advanced numbers either increased or stayed the same--above 93%.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Students in ENGL 208 showed strong written communication skills. Each area, from the last assessment, either stayed the same or improved. Not surprisingly, mechanics saw the lowest area with 93% proficient.

Utilize the general education recertification application to continue to hold students to high standards in written communication.

Kateema Lee Effie Siegel
GE-ENGL211
Critical Analysis and Reasoning
This Goal was: Partially Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment

More demonstrations of how to analyze literature and more hands-on practice (In-class activities and brief essays or frequent paragraphs) in analyzing literature would be helpful. Sharing with the class some models of critical essays written by students (not literary criticism published in scholarly journals) and comparable to what is expected for the given assignments would be helpful, too. Exposing students to multiple critical frameworks for interpreting literature is essential to promoting critical thinking in literature, and this approach will be recommended to the discipline.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Quantifying the progress is difficult given the small sample size, the discipline will continue to promote these actions.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Critical analysis and reasoning showed strong skills in conclusions for ENGL 211. The other areas for this assessment showed less than 80% proficiency. However, there are only 8 students in this assessment; that should be considered when reviewing strengths and weaknesses of this course.
Planned Actions Based on Assessment Results

Teachers need to review the general education recertification for ways to augment critical analysis and reasoning. According to this assessment, identification and analysis lost the most number of percentage points, so instructors will meet to discuss how to promote engagement with relevant topics earlier in the course. Instructors can also discuss ways to model critical engagement with texts throughout the course. More demonstrations of how to analyze literature and more hands-on practice (in-class activities and brief essays or frequent paragraphs) in analyzing literature would be helpful. Sharing with the class some models of critical essays written by students (not literary criticism published in scholarly journals) and comparable to what is expected for the given assignments would be helpful, too. Exposing students to multiple critical frameworks for interpreting literature is essential to promoting critical thinking in literature, and this approach will be recommended to the discipline.

Contacts for Planned Actions

Kateema Lee Effie Siegel Michael LeBlanc Rebecca Eggenschwiler

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Information Literacy

This Goal was: Partially Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment

Information literacy continues to be an important area for ENGL 211 students. Teachers met and crafted general education recertifications that included specific ways to help students gain and demonstrate competency in information literacy. Recommendation will be made for more use of the library for literature instruction. Demonstrating several times throughout the semester how to use Montgomery College library databases to access journals and multimedia resources would be helpful. Comparing and contrasting literary criticisms obtained through the library databases with online "reviews" and "advertisements" on Amazon or Goodreads or Google (for specific literary text read in class) would be interesting as well as helpful for students. Another recommendation for faculty would be to progressively increase the number of secondary sources to be integrated into assignments as the course progresses.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Quantifying the progress is difficult given the small sample size, the discipline will continue to promote these actions.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Recognizing that there are only 8 students in this assessment, we reflect cautiously on the outcomes. The overall percentages of students earning proficiency dropped by roughly ten percentage points. The lowest percentages were in use, evaluate and access at 75% each. It seems students have less experience using and incorporating academic sources in formal writing.
Planned Actions Based on Assessment Results

Literature coordinators need to seek ways to increase these three areas (above). Coordinators will consult with faculty to develop materials that provide information specific to how information literacy works in literature courses. Encouraging frequent use of these materials will help students in 211 evaluate and access sources more effectively. Recommendation will be made for more use of the library for literature instruction. Demonstrating several times throughout the semester how to use Montgomery College library databases to access journals and multimedia resources would be helpful. Comparing and contrasting literary criticisms obtained through the library databases with online "reviews" and "advertisements" on Amazon or Goodreads or Google (for specific literary text read in class) would be interesting as well as helpful for students. Another recommendation for faculty would be to progressively increase the number of secondary sources to be integrated into assignments as the course progresses.

Contacts for Planned Actions

Kateema Lee Effie Siegel Michael LeBlanc Rebecca Eggenschwiler

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Technological Competency

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The assessment for this competency shows that 75% of the students (n = 8) were proficient in technology. Because of the low n, this number cannot really be analyzed very well. It does show a reduction from the previous assessment, from 94% proficiency to 75%.

Planned Actions Based on Assessment Results

Literature coordinators will work with teachers who teach ENGL 211 to be sure students are receiving appropriate training. One-on-one office hours instruction may help some students, but more targeted, in-class support may be warranted.

Contacts for Planned Actions

Kateema Lee Effie Siegel Michael LeBlanc Rebecca Eggenschwiler

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Written Communication

This Goal was: Partially Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Using effective and clear grading rubrics, giving students feedback on their writing and showing them samples of good student writing models are good techniques for showing what sorts of expectations we have for written communication at the 200 level. Quantifying the progress is difficult given the small sample size, the discipline will continue to promote these actions.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

ENGL 211 students performed well on written communication, showing strength in academic integrity and mechanics. Seventy-five percent or more were successful in each area. This is a decrease since the last assessment, but considering the sample size, the data cannot be studied very deeply.
Planned Actions Based on Assessment Results

ENGL literature coordinators will continue to hold meetings and workshops on written communication. Faculty who teach ENGL 211 will be provided specific strategies for written communication as seen in the general education recertification forms. Specifically, coordinators will recommend instructors provide students with sample essays to help with organization and integration of text into literary research essays.

Contacts for Planned Actions

Effie Siegel Kateema Lee Michael LeBlanc Rebecca Eggenschwiler

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Integrative Learning

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

NA (not assessed)

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Not assessed.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Planned Actions Based on Assessment Results

NA

Contacts for Planned Actions

NA

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.
GE-ENGL212

Critical Analysis and Reasoning

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment: None.
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Met. Continued workshops targeting assessment criteria will be offered.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

ENGL 212 students showed great strength in analysis and evaluation. Consistently at 92%, students demonstrated proficiency in each area.

Planned Actions Based on Assessment Results

Literature coordinators will continue to lead workshops and meetings to discuss the general education recertification forms and their emphasis on analysis and reasoning.

Contacts for Planned Actions

Kateema Lee Effie Siegel

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Information Literacy

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

None. Met.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

None. Met.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Information literacy showed some inconsistencies among ENGL 212 students. The strongest areas were ethics and access. The weakest area was evaluate at 83%. Students were largely proficient in these areas.

Planned Actions Based on Assessment Results

Coordinators will continue to hold workshops and meetings. In these meetings, they will focus on best practices around evaluation criteria, process, and resources such as librarians and library databases.

Contacts for Planned Actions

Effie Siegel Kateema Lee

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.
**Technological Competency**

This Goal was:

**UPDATE FROM PREVIOUS ASSESSMENT**

Planned Actions from Previous General Education Assessment

In the previous cycle, 100% of students were found to have technological competency. Still, faculty provided additional support to students during office hours as needed.

Complete.

**Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.**

In the previous cycle, 100% of students were found to have technological competency. Still, faculty provided additional support to students during office hours as needed.

Complete.

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Of the 12 students surveyed, 100% showed proficiency in technology. Students met this goal in the previous cycle and have done so again during this cycle.

Planned Actions Based on Assessment Results

Faculty will continue efforts to meet student technological needs. Faculty will, again, focus on individual student support during office hours as needed.

Contacts for Planned Actions

Kateema Lee Effie Siegel

**OVERALL COMMENTS**

Provide any additional comments about the assessment process or results.

NA

Dean: Please provide any comments here.

**Written Communication**

This Goal was:

**UPDATE FROM PREVIOUS ASSESSMENT**

Planned Actions from Previous General Education Assessment

In the previous cycle, faculty committed to setting up clear grading rubrics, giving effective feedback and showing students model writing assignments/essays. Expectations were to be clearly articulated.

This goal was met. Faculty engaged in effective grading practices. Faculty effectively articulated course writing expectations.

**Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.**

In the previous cycle, faculty committed to setting up clear grading rubrics, giving effective feedback and showing students model writing assignments/essays. Expectations were to be clearly articulated.

This goal was met. Faculty engaged in effective grading practices. Faculty effectively articulated course writing expectations.

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

During this assessment cycle, students showed similar proficiency in the area of written communication as they did during the previous 2013 cycle. Holding steady above 90% proficient, students continue to exhibit strength in the ENGL 212 class. During this cycle, gains were made in academic integrity and mechanics. However, content, organization, and style/expression saw some lower scores. However, in all areas, more than 83% of students were proficient.

Planned Actions Based on Assessment Results

Coordinators will continue to offer professional development opportunities/workshops to focus on content, organization, and style/expression including specific examples to demonstrate expectations. Faculty will identify learning needs of students early in the semester and will provide early intervention to help students recognize and improve areas needing particular attention.

Contacts for Planned Actions

Kateema Lee Effie Siegel

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Integrative Learning

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment
NA. (Not Assessed)

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.
NA

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

NA (Not Assessed)

Planned Actions Based on Assessment Results
NA

Contacts for Planned Actions
NA

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.
GE-ENGL213

Critical Analysis and Reasoning
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
Unfortunately, ENGL 213 was not assessed in 2013. Due to literature courses being cancelled for low enrollment, this course was likely cancelled.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.
Not applicable.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
Students in ENGL 213 (n = 12) saw great strength in critical analysis and reasoning during this assessment cycle. All of the areas assessed were above 90%. The area with the highest percentage was identification and explanation of issues at 100%. There were really no areas of concern regarding ENGL 213 and critical analysis and reasoning.

Planned Actions Based on Assessment Results
ENGL literature coordinators hold regular meetings and workshops and will work as a team to create more scaffolding for the signature assignment, such as library research exercises and a required draft of the signature assignment to improve identification and explication of issues. In addition, the signature assignment will be revised to include a self-reflection component. Overall, ENGL 213 will be shared as a course that achieved high levels of proficiency. Literature coordinators will share the syllabus with other literature faculty and gather a panel of ENGL 213 teachers to discuss ways the course can be replicated.

Contacts for Planned Actions
Christina Devlin Kateema Lee Effie Siegel

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.
Information Literacy
### This Goal was:

**UPDATE FROM PREVIOUS ASSESSMENT**

<table>
<thead>
<tr>
<th>Planned Actions from Previous General Education Assessment</th>
<th>Unfortunately, ENGL 213 was not assessed in 2013.</th>
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</thead>
<tbody>
<tr>
<td>Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.</td>
<td>Not applicable.</td>
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</table>

### ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

#### Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

| ENGL 213 students saw great success in the areas of information literacy. Each competency showed students earning very high marks. Information literacy continues to be emphasized in all of our EN//RD courses, and this is no exception. There are no weaknesses to report on these 12 students and the demonstration of proficiency in ENGL 213. |

#### Planned Actions Based on Assessment Results

| Literature coordinators will review the ENGL 213 syllabus for emphasis on information literacy. They will share these best practices with faculty at workshops and coordinator meetings. Literature teachers of other courses can benefit from the examples that are in the ENGL 213 syllabus. English 213 faculty will work as a team to create more scaffolding for the signature assignment, such as library research exercises and a required draft of the signature assignment to move more students from proficiency to advanced knowledge in access, evaluation, and use of sources to improve information literacy. |

#### Contacts for Planned Actions

| Christina Devlin Kateema Lee Effie Siegel |

### OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.
ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
All 12 students demonstrated proficiency in technological competence. With only 12 students, this area of assessment cannot really be fully evaluated. Perfect percentage and only 12 students seems to indicate strength, but it could also be erroneous to place too much emphasis on the scores in this section.

Planned Actions Based on Assessment Results
Literature coordinators will share the syllabus of 213 and see where technological competence plays a part. If the results are accurate and all 12 students were 100% proficient then a conversation should be had to share what activities and pedagogical strategies are utilized in the classroom.

Contacts for Planned Actions
Kateema Lee Effie Siegel

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Written Communication
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
ENGL 213 was not assessed in 2013. Therefore, there are no planned action updates.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.
Not applicable.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
Each area of written communication received 100% proficiency leaving little room for discussion. With only 12 students assessed, the data is not particularly reliable.
Planned Actions Based on Assessment Results

English 213 faculty will work as a team to create more scaffolding for the signature assignment including a required draft of the signature assignment so that students receive feedback to improve from proficient to advanced level in academic integrity, mechanics of writing about literature, and style/expression in literary analysis. In addition, the signature assignment will be revised to include a self-reflection component.

Contacts for Planned Actions

Christina Devlin Kateema Lee Effie Siegel

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Integrative Learning

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Not Assessed.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

NA

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Planned Actions Based on Assessment Results

NA

Contacts for Planned Actions

NA

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.
**GE-ENGL220**

**Critical Analysis and Reasoning**

| This Goal was: | Met |

**UPDATE FROM PREVIOUS ASSESSMENT**

**Planned Actions from Previous General Education Assessment**

During the previous cycle, faculty committed to demonstrate analysis of literature, share models of critical essays, and expose students to multiple critical frameworks.
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

This course saw 8 students assessed, one class of students. The teacher from this class met the planned actions, helping students critically analyze literature, showing models of critical essays, and discussing multiple critical frameworks with students.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

In the area of critical analysis and reasoning, 100% of the students demonstrated proficiency. Only 8 students were surveyed so results of this specific area cannot really be generalized. However, this does show improvement in each of the areas: analysis and evaluation, conclusions, and identification and explanation of issues.

Planned Actions Based on Assessment Results

Literature coordinators will continue to hold literature workshops and course group meetings. During these meetings, coordinators and faculty will share best practices. In addition, teachers will continue to bring critical analysis and reasoning skills into the classroom via the practice of sharing models of critical essays.

Contacts for Planned Actions

Kateema Lee Effie Siegel

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Information Literacy

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Students were instructed on effective Montgomery College library use including database searches, literary criticism collection and review, seeking secondary sources, and learning to integrate them into essays.

The faculty member teaching this course met this goal.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

In this category, 68% of students earned proficiency status. The areas of improvement from the previous cycle included access, evaluate, and know. Areas that saw decreases in proficiency were ethics and use. Even though only 8 students were assessed, it is important to note that this course may need some attention in terms of information literacy.

Planned Actions Based on Assessment Results

ENGL literature coordinators will continue to hold workshops and course group meetings. Faculty will engage in these meetings with an eye, for this course, on what is shared regarding information literacy. Faculty will also continue to promote effective use of strategies including hands-on activities that the library offers. Taking students to the library or instructing them in class will have an impact on information literacy; therefore, at least part of one class session will be dedicated to information literacy.

Contacts for Planned Actions

Kateema Lee Effie Siegel

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Technological Competency

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

In the previous cycle, faculty committed to individual support to students via office hour sessions on technological competence. The faculty member met with students during office hours and supported student technological competence as needed.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

All of the students assessed demonstrated proficiency in the area of technological competence.

Planned Actions Based on Assessment Results

Faculty members will continue to be responsive to student needs via office hours.

Contacts for Planned Actions

Kateema Lee Effie Siegel

OVERALL COMMENTS
**Written Communication**

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<th>This Goal was:</th>
<th>Met</th>
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**Planned Actions from Previous General Education Assessment**

- In the last cycle, faculty agreed to provide effective/clear grading practices including sufficient feedback as well as showing students samples of strong writing.

- Faculty members met this goal. Faculty members augmented their grading practices by offering feedback and writing samples to help guide student writing and revision where applicable.

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

**Discuss Strengths and Weaknesses and Meaning of Results within Context of Course**

- During this cycle, students in ENGL 220 showed improvement in academic integrity, content, mechanics, and style and expression. Students saw a decline in ethics and use. Overall, 68% of the students demonstrated proficiency.

**Planned Actions Based on Assessment Results**

- During literature committee meetings and workshops, literature coordinators will need to zero in on ethics and use for this course. In addition, faculty members teaching the course will continue to utilize effective grading practices, such as rubrics and effective feedback, to show students what ethics and use are and how to demonstrate proficiency.

**Contacts for Planned Actions**

Kateema Lee Effie Siegel

**Integrative Learning**

<table>
<thead>
<tr>
<th>This Goal was:</th>
<th>Met</th>
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**Planned Actions from Previous General Education Assessment**

- Not Assessed (NA)

**Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.**

NA
ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of NA Results within Context of Course

Planned Actions Based on Assessment Results NA

Contacts for Planned Actions NA

OVERALL COMMENTS
Provide any additional comments about the assessment process or results. NA
Dean: Please provide any comments here.
Critical Analysis and Reasoning

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

This course was not assessed.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

NA

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

In this cycle, students in ENGL 227 showed 93% proficiency in each area: analysis, conclusions, and identification and explanation of issues.

Planned Actions Based on Assessment Results

Literature coordinators will continue to hold course group meetings and workshops for literature courses. In these sessions, they will discuss best ways to help students analyze literature, share models of effective critical writing, and discuss multiple frameworks. When taking the information back to the classroom, teachers of ENGL 227 will focus on each area of critical analysis and reasoning. Although students met expectations in high numbers, each area, being the same level of proficiency, should continue to see equivalent attention in the classroom.

Contacts for Planned Actions

Kateema Lee Effie Siegel Ellen Olmstead

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

NA
ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Information Literacy

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

This course was not assessed.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

In this area, more than 80% of students achieved proficiency. The area with the highest percentage points was "know" at 100%. The lowest area was "use" at 80%. Three areas that were assessed showed 90% of students meeting proficiency ratings.

Planned Actions Based on Assessment Results

Literature coordinators will continue to hold workshops and course group meetings to support faculty learning in areas such as information literacy. Faculty will continue to take students to libraries and instruct on research strategies.

Contacts for Planned Actions

NA.

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Technological Competency

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

NA. This course was not assessed.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

NA.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

During this cycle, 87% of students met technological competence.
Planned Actions Based on Assessment Results

Literature coordinators will continue to hold workshops and course group meetings. Faculty will meet one on one with students during office hours to respond to technological questions. With the important place of technology in learning, faculty members will need to be keenly aware of student weaknesses and address them early within the first few weeks of the course.

Contacts for Planned Actions

Kateema Lee Effie Siegel Ellen Olmstead

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Written Communication

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

NA

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

This course saw 87% proficiency overall for written communication. The highest area of written communication was academic integrity. The lowest area was style and expression.

Planned Actions Based on Assessment Results

Faculty will continue to use effective grading practices including feedback and rubrics. Literature coordinators will continue to hold workshops and course group meetings at which faculty share best practices, such as helpful, clear rubrics and effective feedback strategies.

Contacts for Planned Actions

Kateema Lee Effie Siegel Ellen Olmstead

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Integrative Learning

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Not assessed.

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ALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Not assessed.

Planned Actions Based on Assessment Results

Not assessed.

Contacts for Planned Actions

Kateema Lee Effie Siegel Ellen Olmstead

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

NA

Dean: Please provide any comments here.
Critical Analysis and Reasoning
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment
Faculty members committed offering students hands on practice with analyzing literature, providing models of critical essays written by students, and sharing multiple critical frameworks with students.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.
Coordinators led literature workshops and meetings and shared best practices. Faculty members provided means for analysis, models of essays and critical frameworks to help students navigate and show their own best critical analytic and reasoning skills.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Students achieved high numbers of proficiency in critical analysis and reasoning. The highest level of achievement in conclusions; the lowest levels were in analysis and evaluation. Overall, the assessment shows that 76% of students were proficient. However, this number does not add up when looking at the specific measures, all above 82%. We question the data computation, as the overall average of 76% cannot be accurate given that the Analysis and Evaluation score is 82% and the Conclusion score is 95%.

Planned Actions Based on Assessment Results

Literature coordinators will hold workshops and course group meetings to share best practices around critical analysis and reasoning. The area of analysis and evaluation, demonstrating the lowest level of proficiency, will be addressed at these workshops. Faculty will introduce various literary critical approaches to enhance student analysis and evaluation.

Contacts for Planned Actions

Kateema Lee Effie Siegel

OVERALL COMMENTS

Provide any additional comments about the assessment process or results. Dean: Please provide any comments here.

Information Literacy

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Faculty will support teaching and learning of information literacy through library instruction on databases, comparing and contrasting literary criticism with article or book reviews, instruction on secondary source material use in essay writing about literature.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Literature coordinators met with faculty and addressed areas within information literacy during workshops and course group meetings. Faculty members included lessons on databases, literary criticism and secondary sources in the classroom.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

During this evaluation cycle, students met information literacy competencies at a rate of about 90%. The highest percentage was found in ethics and the lowest area in evaluate. Overall, this course saw improvement (plus 3% points) in information literacy.

Planned Actions Based on Assessment Results

Literature coordinators will continue to hold workshops for literature courses. Information literacy will be addressed by coordinators and best practices shared among faculty. Students will continue to work with library databases to augment the information they gather for and potentially include in their own critical essays. Faculty will upload additional resources on the course Blackboard site.

Contacts for Planned Actions

Effie Siegel Kateema Lee

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Technological Competency

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Faculty members will provide technological competence via one on one conferencing during office hours as needed.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Faculty members met with students during office hours to support their development in the area of technological competence.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

At a rate of 95%, students met the technological competency section of the last OA cycle. One percentage point down from the prior cycle (previous n = 49; current n = 38), this area is still holding strong for students enrolled in ENGL 233.

Planned Actions Based on Assessment Results

Faculty will continue to offer one on one guidance during office hours. Faculty will provide models of properly formatted essays and documentation style.

Contacts for Planned Actions

NA

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

**Written Communication**

This Goal was: Met

**UPDATE FROM PREVIOUS ASSESSMENT**

Planned Actions from Previous General Education Assessment

Faculty agreed to use effective rubrics, thorough feedback measures and exemplar essays to support student writing.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Faculty members teaching ENGL 233 utilized rubrics, feedback measures and exemplar essays to instruct students on effective written communication.

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Students demonstrated competency in the area of written communication for ENGL 233. The highest level of competence was demonstrated in the area of academic integrity at 97% of students showing they were successful. Eighty-two percent of students showed proficiency in the area of style and expression. This area saw some decline from the previous assessment by three percentage points. However, students still hovered at 89% for overall written communication competency.

Planned Actions Based on Assessment Results

Faculty will continue to incorporate effective writing strategies in the classroom. Faculty will use rubrics, thorough feedback and samples of good writing to reinforce with students the importance of written communication. Faculty will review drafts and allow opportunities for revision.

Contacts for Planned Actions

Kateema Lee Effie Siegel

**OVERALL COMMENTS**

Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

**Integrative Learning**

This Goal was: Met

**UPDATE FROM PREVIOUS ASSESSMENT**

Planned Actions from Previous General Education Assessment

NA (not assessed at this time)
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Planned Actions Based on Assessment Results

Contacts for Planned Actions

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.
GE-FREN101

Critical Analysis and Reasoning

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

We planned to develop a more guided checklist to help students identify and analyze content.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The Cultural Presentation Instructions were simplified to provide a clear method for students to prepare and analyze their project selections.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Overall, 94% of students scored at the proficient or advanced levels. This was up from 2013, which was at 88%. As expected, higher scores correlated with higher grades; however, students with the highest number of credits show a drop in their competency scores.

Planned Actions Based on Assessment Results

We will continue to provide direction on how to implement the critical analysis requirements for the Cultural Project.

Contacts for Planned Actions

Valerie Tanner

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.
Information Literacy

This Goal was:  
Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

We planned to offer more trainings.

The WL discipline implemented the library’s “Academic Integrity and Avoiding Plagiarism” and “MLA Citations” tutorials and quizzes as a project requirement. We also inform students of info literacy workshops on all 3 campuses. This has increased student awareness of academic integrity and citation methods.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Overall, 92% of students scored at the proficient or advanced levels. This was up from 2013, which was at 89%. As expected, higher scores correlated with higher grades; however, students with the highest number of credits show a drop in their competency scores.

Planned Actions Based on Assessment Results

We will continue to require the Academic Integrity and MLA tutorials and quizzes.

Contacts for Planned Actions

Valerie Tanner

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Oral Communication

This Goal was:  
Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

We planned to add a marker in our rubric to more accurately assess vocabulary & basic structures.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The WL discipline offered workshops on learning strategies for both oral and written communication. The Cultural Project Instructions were edited to provide additional guidance for oral preparation. Both steps have been well received and effective.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Data showed a slight increase overall, with 88% of students scoring at the proficient or advanced levels. As expected, higher scores correlated with higher grades; however, students with the highest number of credits show a drop in their competency scores.

Planned Actions Based on Assessment Results

We will provide additional opportunities for practice speaking, and meet as a group to develop ways to further this competency.

Contacts for Planned Actions

Valerie Tanner

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Technological Communication

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment n/a

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Written Communication

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment n/a
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Students were successful in this competency.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Overall, 90% of students scored at the proficient or advanced levels. This was up from 2013, which was at 87%. As expected, higher scores correlated with higher grades; however, students with the highest number of credits show a drop in their competency scores.

Planned Actions Based on Assessment Results

We will continue to require writing assignments in class, and encourage students to take advantage of the Tutoring Hours and Review Sessions. We will also create a tip sheet for getting started with writing assignments.

Contacts for Planned Actions

Valerie Tanner

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Integrative Learning

No Data
GE-FREN102
Critical Analysis and Reasoning
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
We planned to develop a more guided checklist to help students identify and analyze content.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.
The Cultural Presentation Instructions were simplified to provide a clear method for students to prepare and analyze their project selections.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
Overall, 100% of students scored at the proficient or advanced levels. This was up from 2013, which was at 99%.
Planned Actions Based on Assessment Results
To maintain this outcome, we will continue to provide direction on how to implement the critical analysis requirements for the Cultural Project.

Contacts for Planned Actions
Valerie Tanner

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Information Literacy
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
We planned to offer more trainings.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.
The WL discipline implemented the library’s “Academic Integrity and Avoiding Plagiarism” and “MLA Citations” tutorials and quizzes as a project requirement. We also inform students of information literacy workshops on all 3 campuses. This has increased student awareness of academic integrity and citation methods.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
Overall, 100% of students scored at the proficient or advanced levels. This was up from 2013, which was at 96%.

Planned Actions Based on Assessment Results
We will continue to require the Academic Integrity and MLA tutorials and quizzes.

Contacts for Planned Actions
Valerie Tanner

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Oral Communication
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
We planned to add a marker in our rubric to more accurately assess vocabulary & basic structures.
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The WL discipline offered workshops on learning strategies for both oral and written communication. The Cultural Project Instructions were edited to provide additional guidance for oral preparation. Both steps have been well received and effective.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
Overall, 100% of students scored at the proficient or advanced levels. This was an increase from 2013, which was at 95%.

Planned Actions Based on Assessment Results
To maintain this outcome, we will provide additional opportunities for practice speaking.

Contacts for Planned Actions
Valerie Tanner

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Technological Competency
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
n/a

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

n/a

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
Overall, 100% of students scored at the proficient or advanced levels. This was up from 2013, which was at 98%.

Planned Actions Based on Assessment Results
To maintain this outcome, we will continue to encourage student attendance of the PowerPoint/Prezi workshops.

Contacts for Planned Actions
Valerie Tanner

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Written Communication
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

n/a

Students were successful in this competency.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Overall, 100% of students scored at the proficient or advanced levels. This was up from 2013, which was at 96%.

Planned Actions Based on Assessment Results

To maintain this outcome, we will continue to require writing assignments in class, and encourage students to take advantage of the Tutoring Hours and Review Sessions.

Contacts for Planned Actions

Valerie Tanner

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Integrative Learning
No Data
**GE-FREN201**

**Critical Analysis and Reasoning**

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**UPDATE FROM PREVIOUS ASSESSMENT**

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<td>Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.</td>
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**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

**Discuss Strengths and Weaknesses and Meaning of Results within Context of Course**

Overall, 94% of students scored at the proficient or advanced levels. This was down slightly from 2013. Drawing conclusions was weakest at 91%; analysis and evaluation was strongest. As expected, students with more credits and higher grades scored better.

**Planned Actions Based on Assessment Results**

We will continue to emphasize direction on how to implement the critical analysis requirements for the Cultural Project. We will meet as a group to develop an additional reasoning /conclusion exercise.

**Contacts for Planned Actions**

Valerie Tanner
OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Information Literacy
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment n/a
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective. n/a

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
Overall, 95% of students scored at the proficient or advanced levels. This was down slightly from 2013. Know/Use were weakest at 91%; Ethics was strongest at 100%, perhaps as a result of our academic integrity measures. Students with more credits scored higher; this is likely due to previous familiarity with the competency.

Planned Actions Based on Assessment Results
We will continue to require the Academic Integrity and MLA tutorials and quizzes.

Contacts for Planned Actions
Valerie Tanner

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Technological Competency
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment n/a
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective. n/a

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Overall, 77% of students scored at the proficient or advanced levels. Oddly, students with fewer credits scored much better, but conversely, students with higher grades scored better. The overall % was down 22% from 2013. Since tech knowledge tends not to diminish, it seems worthwhile to examine our assessment process.

Planned Actions Based on Assessment Results

We will emphasize the importance of student attendance of the PowerPoint/Prezi workshops, and will provide Lab Hours credit for that attendance. We will also show anonymous examples of successful past presentations to our classes.

Contacts for Planned Actions

Valerie Tanner

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Written Communication

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

We planned to create more assignments researching media and publications, and news and cultural events. French faculty increased writing assignments, at home and in class, on a variety of current topical issues. We also implemented the new Cultural Presentation Guidelines, which provide specific instructions on how to more effectively approach the essay format. Both steps have been effective in building students’ writing skills.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Overall, 97% of students scored at the proficient or advanced levels. There is no appreciable change from 2013.

Planned Actions Based on Assessment Results

To maintain this outcome, we will continue to require writing assignments in class, and encourage students to take advantage of the Tutoring Hours, as needed.

Contacts for Planned Actions

Valerie Tanner

OVERALL COMMENTS
Oral Communication

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

We planned to create more assignments, exposing students to oral communication, like cinema, news, critical analysis and reading.

French faculty created assignments exposing students to outside sources of oral communication. We implemented the new Cultural Presentation Guidelines, which provide specific instructions on how to approach the oral presentation. Both steps have been effective in building students’ oral communication skills.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

This competency experienced a 12% drop overall, with 84% of students scoring at proficient or advanced levels. The only trait to increase was Organization. The most substantial drops were in Listening and Delivery.

Planned Actions Based on Assessment Results

We will meet to discuss and create new assignments and/or activities that are designed to build this competency, with a specific emphasis on Listening and Delivery.

Contacts for Planned Actions

Valerie Tanner

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Integrative Learning

No Data
GE-FREN202

Critical Analysis and Reasoning

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

N/A

N/A
**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

**Discuss Strengths and Weaknesses and Meaning of Results within Context of Course**

The data shows that almost all of these students “were deemed to be advanced”.

**Planned Actions Based on Assessment Results**

Given the advanced level in this class, this is a reasonable outcome. However, we should think on how the work can be improved. We maybe should include more opportunity for metacognitive reflection, so that students will be able to make stronger connections between what they learn, how do they learn it and most importantly how will they apply the skills or techniques in an other areas of life.

**Contacts for Planned Actions**

Kately Demougeot

**OVERALL COMMENTS**

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

**Information Literacy**

This Goal was:

**UPDATE FROM PREVIOUS ASSESSMENT**

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

**N/A**

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

**Discuss Strengths and Weaknesses and Meaning of Results within Context of Course**

The data shows that almost all of these students “were deemed to be advanced”.

**Planned Actions Based on Assessment Results**

Given the advanced level in this class, this is a reasonable outcome. Maybe we should have an increase in practice in researching topics and analyzing them. These will students obtain a deeper thinking in the answer of specific questions. I may suggest an integrative communication, wherein students would conduct an ethical research, write the report and also present an oral summary of their findings (which could include PPT or graphic representation of their research).

**Contacts for Planned Actions**

Kately Demougeot
OVERALL COMMENTS
Provide any additional comments about the assessment process or results. N/A
Dean: Please provide any comments here.

Oral Communication
This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment N/A
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective. N/A

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
The data shows that almost all of these students were deemed to be advanced

Planned Actions Based on Assessment Results
Given the advanced level in this class, this is a reasonable outcome.

Contacts for Planned Actions
Kately Demougeot

OVERALL COMMENTS
Provide any additional comments about the assessment process or results. N/A
Dean: Please provide any comments here.

Technological Competency
This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment N/A
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective. N/A

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course N/A

Planned Actions Based on Assessment Results N/A

Contacts for Planned Actions N/A
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Written Communication
This Goal was:
UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

N/A
N/A
N/A

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
The data shows that almost all of these students "were deemed to be advanced".

Planned Actions Based on Assessment Results
Given the advanced level in this class, this is a reasonable outcome. Maybe we should do more research. We should also practice in class how to write short paragraphs and focus on organization, style and expression.

Contacts for Planned Actions
Kately Demougeot

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Integrative Learning
No Data
GE-FREN207

Critical Analysis and Reasoning  N/A

This Goal was:  Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment  N/A

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.  N/A

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The data shows that almost all of these students “were deemed to be advanced”. 
Planned Actions Based on Assessment Results

Given the advanced level in this class, this is a reasonable outcome. However, we should think on how the work can be improve. We maybe should include more opportunity for metacognitive reflection, so that students will be able to make stronger connections between what they learn, how do they learn it and most importantly how will they apply the skills or techniques in an other areas of life.

Contacts for Planned Actions

Kately Demougeot

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Information Literacy

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

N/A

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

N/A

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The data shows that almost all of these students “were deemed to be advanced”.

Planned Actions Based on Assessment Results

Given the advanced level in this class, this is a reasonable outcome. Maybe we should have an increase in practice in researching topics and analyzing them. These will students obtain a deeper thinking in the answer of specific questions. I may suggest an integrative communication, wherein students would conduct an ethical research, write the report and also present an oral summary of their findings (which could include PPT or graphic representation of their research. Maybe we should increase the research that they have to do in the library. We should include more work around the offerings of the library.

Contacts for Planned Actions

Kately Demougeot

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

**Technological Competency**

This Goal was: Met

**UPDATE FROM PREVIOUS ASSESSMENT**

Planned Actions from Previous General Education Assessment N/A

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective. N/A

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Planned Actions Based on Assessment Results

Contacts for Planned Actions

**OVERALL COMMENTS**

Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

**Written Communication**

This Goal was: Met

**UPDATE FROM PREVIOUS ASSESSMENT**

Planned Actions from Previous General Education Assessment N/A

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective. N/A

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The data shows that almost all of these students “were deemed to be advanced”.

Planned Actions Based on Assessment Results

Given the advanced level in this class, this is a reasonable outcome. Maybe we should do more research. We should also practice in class how to write short paragraphs and focus on organization, style and expression. We also can ask them to deconstruct a text and to write it over according to
their own interpretation of the text.
OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Oral Communication
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
N/A

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.
N/A

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
The data shows that almost all of these students were deemed to be advanced

Planned Actions Based on Assessment Results
Given the advanced level in this class, this is a reasonable outcome. I may suggest that maybe an increase in the recording from the student in order to practice the language so they become more proficient. Maybe the students should reflect in French on the following questions Why did you chose your subject What did you learn about the subject How do you think it can help you in life? At that level maybe we should give more research paper to do and also more oral presentation to do in class so they can feel more confident in the language.

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Integrative Learning
No Data
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Critical Analysis and Reasoning

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

More efforts to educate students to distinguish facts from opinions and/or conclusions, to view events from a variety of perspectives, and to raise questions; more detailed instructions for assignments; more guidance for underperforming students.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

About a third of the students had difficulties in distinguishing facts from opinions and/or conclusions and conceptualizing and evaluating information. More actions are needed to make an improvement.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Overall, students’ ratings were low in this area with 38.5% rated “novice.” While the previously planned actions remain very useful, new strategies need to be designed to raise the percentage of students rated “advanced” and “proficient” to 75% or higher.

Planned Actions Based on Assessment Results

Continue to make efforts to educate students to distinguish facts from opinions and/or conclusions, to view events from a variety of perspectives, and to raise questions; Use the first writing assignments and discussions to help students develop their skills in critical analysis and identify students who may need additional assistance; encourage students, both in class discussions and in their assignments, to question basic assumptions and critically evaluate their own beliefs about what is prudent, appropriate, or possible.

Contacts for Planned Actions

Shuping Wan

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.
## Information Literacy

**This Goal was:** Met

### UPDATE FROM PREVIOUS ASSESSMENT

**Planned Actions from Previous General Education Assessment**

More use of primary and secondary sources to facilitate students to synthesize information from a variety of sources, and to draw inferences from historical evidence; more guidance for those who have difficulty in information access/education/knowledge/use.

### Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

While the planned action was workable, a new strategy needs to be designed, as some students still had difficulties in synthesizing information from a variety of sources and distinguishing secondary sources from primary sources.

### ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

**Discuss Strengths and Weaknesses and Meaning of Results within Context of Course**

Overall, students’ ratings were average in this area with 30% of students rated “novice.” More efforts are needed to lower the percentage of students rated “novice” to 25% or lower.

**Planned Actions Based on Assessment Results**

Continue to use primary and secondary sources to facilitate students to synthesize information from a variety of sources, and to draw inferences from historical evidence; more guidance for those who have difficulty in information excess, knowledge and use. Plan to assess students’ knowledge of the required information at the beginning of the semester. This may help to get a feel for which students need more dedicated attention, and which students will probably be fine on their own.

### Contacts for Planned Actions

Shuping Wan

## Technological Competency

**This Goal was:** Met

### UPDATE FROM PREVIOUS ASSESSMENT

**Planned Actions from Previous General Education Assessment**

Incorporation of technology into assignments.

### OVERALL COMMENTS

Please provide any comments here.
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Technology was integrated into assignments, but additional actions need to be implemented.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

While the vast majority of our students are good at using e-devices, about a third of them had difficulties to appropriately integrate educational technology into their learning process.

Planned Actions Based on Assessment Results

Plan a workshop to model the use of technology in the first week of the class, and use writing assignments to facilitate students’ skills in technological competency.

Contacts for Planned Actions

Shuping Wan

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Written Communication

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

More clarification and guidance of written assignments to increase the percentage of advanced competency and to help underperforming students move to a higher level; more education on academic integrity; more guidance for students whose mother tongue is not English.

Among the 27% of students rated “novice,” their ability to organize their ideas the weakest components of written communication components. The percentage of ESL students was relatively high in this class, and some of them might need more tutoring in writing.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Overall, students’ ratings were average in this area with 27% of students rated “novice.” More efforts are needed to implement planned actions and to design new strategies.
Planned Actions Based on Assessment Results
Use a writing sample to help students better understand the requirements; continue to provide more clarification and guidance of written assignment; encourage students, especially ESL students, to use the learning center.

Contacts for Planned Actions
Shuping Wan

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Integrative Learning
No Data
GE-HIST114

Critical Analysis and Reasoning

This Goal was: Partially Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Faculty planned to create activities that would help students practice interpreting historical sources.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Instructors developed smaller in-class and/or out-of-class assignments that enabled students to practice interpreting historical sources before major signature assignment. However, overall Critical Analysis and Reasoning declined slightly, from 74 to 70 percent proficient or advanced (though Conclusions improved to 76 from 73 percent).

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Although 70 percent of students rated proficient or advanced in the Overall Critical Analysis and Reasoning Competency, this is a 4-point decline from the previous testing period. Identification and Explanation of Issues showed the largest decline, with 68 percent achieving a rating of proficient or advanced, down from 75 percent in 2013. Students who had taken fewer than 30 credits rated only 62 percent overall, suggesting that more attention should be paid to helping first-year students develop these skills in Analysis and Evaluation (rated 59 percent), as well as Identification and Explanation of Issues (rated 59 percent).
Planned Actions Based on Assessment Results

Instructors will use an in-class historical source analysis exercise to help students develop their skills in critical analysis and reasoning. The first out-of-class writing assignment will be used to identify students who need additional assistance. At-risk students will be encouraged to seek additional help from instructors during office hours, as well as to use the tutoring and writing assistance available at the Learning Centers. Special attention will be paid to identifying and assisting first-year students who have less experience with historical analysis.

Contacts for Planned Actions

Michelle Moran

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Information Literacy

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Faculty planned to expand lessons on information literacy with special focus on plagiarism and proper citation.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Instructors encouraged students to take MC Library’s “Academic Integrity and Avoiding Plagiarism” online tutorial; correspondingly, “Ethics” area of Information Literacy improved significantly, from 41 to 88 percent. Overall, Information Literacy improved from 66 to 73 percent proficient or advanced.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The overall rating for Information Literacy improved, with 73 percent rated as proficient or advanced in 2016 compared to 66 in 2013. Improvements in Ethics (88 v. 41) and Evaluation (87 v. 75) were most pronounced, though declines were noted in Access (down 4 percentage points to 68 percent) and Know (down 6 points to 67 percent). While the focus on educating students about plagiarism has yielded positive results, the lower numbers in the Access and Know categories suggests that students’ ability to locate appropriate source material requires further attention.

Planned Actions Based on Assessment Results

Instructors will continue to offer students multiple opportunities to hone their skills in information literacy through focused assignments on identifying, accessing, and evaluating source material leading to the signature assignment. Students will be encouraged to view the MC Libraries online “Begin Your Research” and “Evaluating Information” tutorials.

Contacts for Planned Actions

Michelle Moran

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Technological Competency

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Faculty planned to potentially develop workshop with Library and ELITE for students. Though a workshop was not planned, faculty modeled use of technology in face-to-face classes and offered increased guidelines on how to use technology in online classes. This area experienced a dramatic increase, from 42 to 75 percent proficient or advanced.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The benchmark in this category was reached, with 75 percent of students achieving a rating of 75 percent for Technological Competency. Only 67 percent of students with fewer than 30 hours were rated as proficient or advanced, however, suggesting that faculty need to pay attention to first-year students who have less experience in the area of Technological Competency.

Planned Actions Based on Assessment Results

Instructors will continue to use writing assignments to provide students with the opportunities to develop their skills in technological competency. In-class modeling before the first assignments will help first-year students become more familiar with methods of using technology to communicate their written ideas.

Contacts for Planned Actions

Michelle Moran

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Written Communication

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Faculty planned to provide frequent opportunities to practice written communication through both writing assignments and essay questions on exams, with focus on avoiding plagiarism and using proper citations.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Faculty encouraged students to use Learning Centers, with new virtual tutoring program promoted (though use was not mandated). Faculty provided many opportunities for writing before the signature assignment through smaller assignments, essays on tests, and written discussion posts (for distance learning classes). This area showed dramatic improvement, with all areas of Written Communication showing increases in proficiency; the Overall Written Communication figure rose from 74 to 88 percent proficient or advanced.
ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

An impressive 88 percent of students achieved a rating of proficient or advanced in the overall Written Communication category in 2016, a significant increase from 74 percent in 2013. However, only 42 students were rated in this category, while more than 100 students were rated in the other three categories. Significant improvement was noted in the area of Academic Integrity (90 v. 77 percent), suggesting the focus on educating students about plagiarism (as discussed above) has been productive. Content also saw a marked improvement (91 v. 77 percent).

Planned Actions Based on Assessment Results

Instructors will continue to encourage students to use the Learning Centers for writing assistance. Faculty will also work to develop a Writing for History style sheet to offer common guidelines for writing across the sections of the course. Instructors will also be reminded to complete all categories of Assessment to avoid future anomalies.

Contacts for Planned Actions

Michelle Moran

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean:  Please provide any comments here.

Integrative Learning

No Data
### GE-HIST116
#### Critical Analysis and Reasoning

<table>
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<tr>
<th>This Goal was:</th>
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#### UPDATE FROM PREVIOUS ASSESSMENT

**Planned Actions from Previous General Education Assessment**

Faculty planned to create activities that would help students practice interpreting historical sources.

**Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.**

Instructors developed smaller in-class and/or out-of-class assignments that enabled students to practice interpreting historical sources before major signature assignment. Overall Critical Analysis and Reasoning improved slightly, from 69 to 70 percent proficient or advanced.
ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Although the percent of students rated proficient or advanced in the Overall Critical Analysis and Reasoning Competency rose, this was only by 1 percent from the previous testing period. Students who had taken fewer than 30 credits actually performed higher than students who had taken between 30-59 credits, with those taking over 60 performing at 100 percent. The drop in proficiency for the 30-59 credit group could have to with course load and class demands as students take more difficult courses overall and, therefore, have less time for writing that reflects critical analysis and reasoning.

Planned Actions Based on Assessment Results

Instructors will continue to use the first writing assignments and discussions to help students develop their skills in critical analysis and identify students who need additional assistance. At-risk students will be encouraged to seek additional help from instructors during office hours, as well as to use the tutoring and writing assistance available at the Learning Centers. Special attention will be paid to students who might be experiencing more stress in their second year as they work through the transfer process and more high level courses. This can be especially true for courses that have a large amount of reading and writing, such as history courses. Faculty will observe the second year students to see if they exhibit more stress than first year students.

Contacts for Planned Actions

Kelly Rudin

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Information Literacy

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Faculty planned to expand lessons on information literacy with special focus on plagiarism and proper citation.
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Instructors encouraged students to take MC Library’s “Academic Integrity and Avoiding Plagiarism” online tutorial; correspondingly, “Ethics” area of Information Literacy improved from significantly from 80 to 96 percent. Overall, Information Literacy improved from 80 to 84 percent proficient or advanced.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The overall rating for Information Literacy improved, with 84 percent rated as proficient or advanced in 2016 compared to 80 in 2013. Improvements in Ethics (80 vs. 96) and Access (78 vs. 89) were most pronounced, though declines were noted in Evaluate (down from 74 to 71 percent) and Know (down from 84 to 79 percent). Use remained the same at 82%. Having students use the Plagiarism Tutorial seemed to have been successful and may have also contributed to the rise of Access, as students who are already familiar with how to get onto the Library’s “Student” pages to take the Plagiarism Tutorial are more likely to learn how to locate appropriate source material on other parts of the library and its database. The decline in Evaluate and Know indicate that students, although able to access material, still need to know how to evaluate what is important and how to learn the basic knowledge needed in order to interpret and communicate about the history that they are learning.
Planned Actions Based on Assessment Results

Instructors will continue to offer students multiple opportunities to hone their skills in information literacy through focused assignments on identifying, accessing, and evaluating source material leading to the signature assignment. Students will be encouraged to view all of the MC Libraries online tutorials “Begin Your Research” and especially emphasizing the “Evaluating Information” tutorials. To improve the Know statistic, Instructors will use short quizzes on assigned readings in order to get students to read more effectively and retain specific information.

Contacts for Planned Actions

Kelly Rudin

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Technological Competency

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Faculty planned to potentially develop workshop with Library and ELITE for students. Though a workshop was not planned, faculty modeled use of technology in face-to-face classes and offered increased guidelines on how to use technology in online classes. This area experienced a dramatic increase, from 86 to 100 percent proficient or advanced.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The Overall and Content rating for this category rose from 86 percent in 2013 to an impressive 100 percent. Students across the credit hour spectrum did equally well.

Planned Actions Based on Assessment Results

Instructors will continue to use writing assignments to provide students with the opportunities to develop their skills in technological competency. Continued in-class modeling before the first assignments will help first-year students become more familiar with methods of using technology to communicate their written ideas.

Contacts for Planned Actions

Kelly Rudin
OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Written Communication
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
Faculty planned to provide frequent opportunities to practice written communication through both writing assignments and essay questions on exams, with focus on avoiding plagiarism and using proper citations.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.
Faculty encouraged students to use Learning Centers, with new virtual tutoring program promoted (though use was not mandated). Faculty provided many opportunities for writing before the signature assignment through smaller assignments, essays on tests, and written discussion posts (for distance learning classes). This area showed dramatic improvement, with all areas of Written Communication showing increases in proficiency; the Overall Written Communication figure rose from 66 to 81 percent proficient or advanced.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
81 percent of students achieved a rating of proficient or advanced in the overall Written Communication category in 2016, a significant increase from 66 percent in 2013. There was significant improvement all areas indicating that combining all of the actions listed in 2013 resulted in better overall Written Communication.

Planned Actions Based on Assessment Results
Instructors will continue give short writing assignments and to encourage students to use the Learning Centers for writing assistance. Faculty will also work to develop a Writing for History style sheet to offer common guidelines for writing across the sections of the course.

Contacts for Planned Actions
Kelly Rudin
OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Integrative Learning
No Data
**GE-HIST117**

**Critical Analysis and Reasoning**

This Goal was: Met

**UPDATE FROM PREVIOUS ASSESSMENT**

Planned Actions from Previous General Education Assessment

Faculty planned to create activities that would help students practice interpreting historical sources.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Instructors developed smaller in-class and/or out-of-class assignments that enabled students to practice interpreting historical sources before major signature assignment. Overall Critical Analysis and Reasoning dropped from 92 to 81 percent proficient or advanced.

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The percent of students rated proficient or advanced in the Overall Critical Analysis and Reasoning Competency dropped, by 11 percent from the previous testing period. Across the board, students who had taken 30 or fewer credit hours did significantly worse than students who had taken 30-59 credit hours and students who had taken over 60 credit hours rated 100 percent proficient or advanced. This seems to indicate that this course is one where students who have had an opportunity to practice all of their skills in other courses pull things together, in terms of Critical Analysis and Reasoning in history. This makes sense since history courses are very interdisciplinary and students learn best when they have been exposed to many different subjects and learning/teaching styles.
Planned Actions Based on Assessment Results  
Instructors will continue to use the first writing assignments and discussions to help students develop their skills in critical analysis and identify students who need additional assistance. Instructors will vary assessment, reading, and writing assignments in order to access different learning strategies that may replicate how they learn in other classes. At-risk students will be encouraged to seek additional help from instructors during office hours, as well as to use the tutoring and writing assistance available at the Learning Centers and the Library Tutorials.

Contacts for Planned Actions  
Kelly Rudin

OVERALL COMMENTS  
Provide any additional comments about the assessment process or results.  
Dean: Please provide any comments here.

Information Literacy  
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT  
Faculty planned to expand lessons on information literacy with special focus on plagiarism and proper citation.

Planned Actions from Previous General Education Assessment  
Instructors encouraged students to take MC Library’s “Academic Integrity and Avoiding Plagiarism” online tutorial; however, most areas of Information Literacy dropped with the Overall percentage dropping from 88 to 86 percent from 2013 to 2016.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The percent of students rated proficient or advanced in the Overall Information Literacy dropped from 88 to 86 percent from the previous testing period (Ethics: 100 to 97 percent, Evaluate: 83 to 78 percent, Know: 93 to 91 percent, Use 80 to 75 percent). Only in Access was there an increase between 2013 and 2016 from 85 to 90 percent. Except for the category of Ethics, students who had taken 30 or fewer credit hours did significantly worse than students who had taken 30-59 credit hours and students who had taken over 60 credit hours rated 100 percent proficient or advanced. This seems to reflect that the more courses students take the more their Information Literacy will improve. (The exception to the decrease in Information Literacy with more courses being taken was with Ethics, where there was a drop of 100 to 97 percent between testing periods. Students who had taken under 30 credit hours scored 100 percent.) Overall, the decreases in percentages were not dramatic with no category dropping more than 5 percentage points and the students did do better with the number of credit hours that they had taken.

Planned Actions Based on Assessment Results

Instructors will continue to offer students multiple opportunities to hone their skills in information literacy through focused assignments on identifying, accessing, and evaluating source material leading to the signature assignment. Students will be encouraged to view all of the MC Libraries online tutorials “Begin Your Research” and especially emphasizing the “Evaluating Information” tutorials, especially as the percentage for Access had increased, possibly due to more familiarity with the library facilities. To help students improve in all categories of Information Literacy instructors will vary the assignments given through the library which will help replicate the success indicated by students taking increased numbers of credit hours.

Contacts for Planned Actions

Kelly Rudin

OVERALL COMMENTS
Technological Competency

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Faculty planned to potentially develop workshop with Library and ELITE for students.

Though a workshop was not planned, faculty modeled use of technology in face-to-face classes and offered increased guidelines on how to use technology in online classes. This area dropped from 98 to 88 percent between 2013 and 2016.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The Overall and Content rating for this category dropped from 98 to 88 percent in both content and Overall. Only 38 percent of students who had taken under 30 credit hours tested as Proficient or Advanced; 95 percent who had between 30-59 tested at that level and 100 percent who had taken more than 60 credit hours tested at Proficient or Advanced. This seems to be another case of students who have taken more courses doing better in this particular history course.

Planned Actions Based on Assessment Results

Instructors will continue to use writing assignments to provide students with the opportunities to develop their skills in technological competency. Continued in-class modeling before the first assignments will help first-year students become more familiar with methods of using technology to communicate their written ideas. Instructors will vary assignments and assessments to access knowledge and skills learned from other courses.

Contacts for Planned Actions

Kelly Rudin

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Written Communication

This Goal was: Met
UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Faculty planned to provide frequent opportunities to practice written communication through both writing assignments and essay questions on exams, with focus on avoiding plagiarism and using proper citations.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Faculty encouraged students to use Learning Centers, with new virtual tutoring program promoted (though use was not mandated). Faculty provided many opportunities for writing before the signature assignment through smaller assignments, essays on tests, and written discussion posts (for distance learning classes). Even with these actions, most areas of Written Communication showing decreases in proficiency; the Overall Written Communication figure dropped from 94 to 85 percent proficient or advanced. The only area that showed improvement was Content which rose from 85 to 93 percent between 2013 and 2016

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

85 percent of students achieved a rating of proficient or advanced in the overall Written Communication category in 2016, a decrease from 94 percent in 2013. There was a significant drop in all areas except Content (Academic Integrity: 100 to 90 percent, Mechanics: 95 to 81 percent, Organization: 95 to 76 percent, Style and expression: 95 to 76 percent). Except for Academic Integrity and Content students who had taken more credit hours did better in each category.

Planned Actions Based on Assessment Results

Instructors will continue give short writing assignments and to encourage students to use the Learning Centers for writing assistance. Faculty will also work to develop a Writing for History style sheet to offer common guidelines for writing across the sections of the course. Instructors will vary assignments and assessments to access knowledge and skills learned from other courses.

Contacts for Planned Actions

Kelly Rudin
OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Integrative Learning
No Data
**GE-HIST146**

**Critical Analysis and Reasoning**

This Goal was: Partially Met

**UPDATE FROM PREVIOUS ASSESSMENT**

**Planned Actions from Previous General Education Assessment**

Instructors planned to use more in-class examples of primary sources analysis.

**Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.**

A single exercise was used in class, although the same skills were required for several homework assignments. The numbers of proficient/advanced were static (64-68%) over the cycle. The action may be effective but should probably be duplicated later in the class.

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

**Discuss Strengths and Weaknesses and Meaning of Results within Context of Course**

Just under two-thirds of the students scored proficient/advanced in critical analysis and reasoning, slightly below benchmark with numbers generally even across faculties. Decline of 5% in identification and explanation of issues. There are several homework assignments testing these skills to allow for improvement.

**Planned Actions Based on Assessment Results**

Time must be made for in-class demonstrations of source analysis and critique. Perhaps some more abstract analyses or reasoning exercises can also be applied. Greater feedback on source analysis will be provided.

**Contacts for Planned Actions**

Joseph Stumpf

**OVERALL COMMENTS**

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Information Literacy

This Goal was: Partially Met

**UPDATE FROM PREVIOUS ASSESSMENT**

**Planned Actions from Previous General Education Assessment**

More refined questions regarding online material.

In class demonstrations.
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

A more significant drop in this area than any other. Although the sample size is relatively small (56), this is disconcerting. A relatively small decline in ethics (92 to 82%) but declines generally from 85-92% down to 55-66%. Plainly questions of both access and evaluating, understanding and using information still linger. Questions were refined to be more specific, but in class demonstrations were not implemented due to time constraints.

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

**Discuss Strengths and Weaknesses and Meaning of Results within Context of Course**

The overall decline in percentages is troubling, although the sample size, especially in 2013-14 was small, 26 students. Ethics (at 82%) remains strong, with virtually no plagiarism, but access, knowledge and use of information has dropped into the 63-66% range. Most troubling is the 30% drop (85-55%) in evaluating information. This ties into the critical analysis skills above.

**Planned Actions Based on Assessment Results**

An in-class demonstration of legitimate research sources and data bases (like JSTOR). If it can be tailored to history, also a library tutorial on research and avoiding “fake news”. Evaluation of material, as the weakest point here, will benefit from the in-class analysis critical reasoning exercise.

**Contacts for Planned Actions**

Joseph Stumpf

**OVERALL COMMENTS**

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

2016 sample size is twice that of 2013, so per cent changes may be exaggerated.

**This Goal was:**

**Not Met**

**UPDATE FROM PREVIOUS ASSESSMENT**

**Possible alternative models on request for projects involving computer applications.**

**No such projects implemented, but the student proficient/advanced rate remains very good (91%).**

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Overall technological competency is at 91%, well above benchmark.

Planned Actions Based on Assessment Results

At least in the case of these two cycles, technological hurdles seem to be minimal. No additional action perceived necessary.

Contacts for Planned Actions

Joseph Stumpf

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Written Communication

2016 sample size is twice that of 2013 so per cent changes may be exaggerated.

This Goal was:

Partially Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Further writing assignments prescribed to gauge student abilities. Grammatical style sheet recommended.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Essay questions reintroduced on exams in addition to written source evaluations. Academic integrity is above benchmark (80%) but only slight improvements in mechanics and organization and still below where they should be (46 and 48% respectively). A better jump in style and expression (to 50%), but unfortunately a noticeable decline in content from 76 to 66%. The initial impression is that students are writing slightly better, but doing less quality research/information extraction.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Although academic integrity is refreshingly high (80%) and content is passable (66%), the basics of conveying information through writing are barely in evidence. Mechanics, organization, style and expression are all between 46 and 50%. I suspect the content number has actually been brought down by the others – in other words, students who know something but cannot convey the information.
Planned Actions Based on Assessment Results

Increased referral to the writing center, especially after the midterm (which features essays). A grammar and style sheet will be issued as part of the syllabus, or else with the research paper assignment. Grading short answer assignments on grammar/syntax in addition to content. This will probably lower grades slightly, but improve their a/p ratio.

Contacts for Planned Actions

Joseph Stumpf

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Integrative Learning
No Data
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Instructors planned to use more in-class examples of primary source analysis.

A single exercise was used in class, although the same skills were required for several homework assignments. The numbers of proficient/advanced remained good (around 80%) with a slight uptick in the ability of the students to draw conclusions (84%).

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

All categories are now above 80% - the evaluation assignments seem to be working well.

Planned Actions Based on Assessment Results

Interacting with primary sources is a must – an introductory primer in this skill, probably in the first couple days of class should help keep the numbers high.

Contacts for Planned Actions

Joseph Stumpf

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Information Literacy

This Goal was: Partially Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Short methodological assignments or demonstrations on the evaluation of material; possible library tutorial.

Library tutorial was not tried; methodological demonstrations made to individual students in need but not class-wide because of time constraints. The numbers remain gratifyingly high with information literacy overall at 83 % (down slightly from 86 %). A more noticeable drop in information access from 87 to 78 %. Meanwhile, the ethics component rose slightly to 92 %. I am unsure of how much importance I should place on these adjustments.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Plainly, information literacy as a whole has been a strong point for this class and I am not sure why it is repeatedly better than the companion class, History 146. An improvement in citations and an understanding of plagiarism has improved the ethics numbers to 92 %. Access numbers dropped a bit from 87 to 78 %.

Planned Actions Based on Assessment Results

To insure consistency with Hist 146 and to raise access numbers, a similar demonstration of databases and online resources will be made, though, again for unknown reasons, this class’s students seem to generally be more info-literate.

Contacts for Planned Actions

Joseph Stumpf

OVERALL COMMENTS
To repeat, the reasons for Hist 147’s superior performance vis a vis Hist 146 is unclear. Variables such as class time and textbook may provide some clues. Also many students start with 146 and then move on to 147 which would naturally show improvement. But 147 may also appeal to a more advanced student.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Overall technological competency is at 91 %, well above benchmark and an improvement of 13 %.

Planned Actions Based on Assessment Results

At least in the case of this last cycle, technological hurdles seem to be minimal. No additional action perceived necessary.

Contacts for Planned Actions

Joseph Stumpf

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

To repeat, the reasons for Hist 147’s superior performance vis a vis Hist 146 is unclear. Variables such as class time and textbook may provide some clues. Also many students start with 146 and then move on to 147 which would naturally show improvement. But 147 may also appeal to a more advanced student.

Planned Actions from Previous General Education Assessment

Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Vary the nature of the assignments; utilizing hand-out to outline effective writing techniques. Promoting the Writing Center.
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Writing Center promoted but not required; assignments have been altered to some extent and hand-out passed out. Notable improvements in all aspects of written communication (overall percentage up from 70 to 85%). Mechanics, style and expression up over 20%. Improvements seem more substantial than the changes made, to be honest.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Again the contrast in both cycles with Hist 146 is remarkable. There were some slight improvements in that class but here improvements across the board, especially in mechanics, style, and organization which all rose to over 80 percent proficient/advanced. This class appears to attract more practiced writers. Even the content bumped up past 80% and the integrity numbers reveal a thorough understanding of acceptable citation and plagiarism.

Planned Actions Based on Assessment Results

A grammar and style sheet will be issued as part of the syllabus, or else with the research paper assignment. The writing center will continue to be promoted. The current essay questions seem to be bringing out the best in the students, but they’ll have to eventually be altered.

Contacts for Planned Actions

Joseph Stumpf

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Integrative Learning

No Data
To repeat, the reasons for Hist 147's superior performance vis a vis Hist 146 is unclear. Variables such as class time and textbook may provide some clues. Also many students start with 146 and then move on to 147 which would naturally show improvement. But 147 may also appeal to a more advanced student.
Planned Actions from Previous General Education Assessment

Instructors continued emphasis on assignments and exams that require analytic skills. Assignments included critical essays and research papers. Exams are essays that required historical analysis.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The Faculty covered critical analysis and reasoning as planned. The number of advanced and proficient students increased from 84 to 95%.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The majority of students (95%) were rated as either “advanced” or “proficient” at identifying and explaining issues, analysis and reasoning, and drawing conclusions. These numbers are extremely encouraging. The instruments used to measure outcomes in this course clearly gave students multiple opportunities to demonstrate strengths and learn from earlier mistakes.

Planned Actions Based on Assessment Results

Instructors will continue place an emphasis on emphasis on assignments and exams that require analytic skills with the expectation that these methodologies will continue to help our students achieve success.

Contacts for Planned Actions

Kurt Borkman

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Data for this assessment was generated from only two sections of HIST148 over two years. It should also be noted that assessment was completed by same Professor for each section.
ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
Overall, students performed well in this competency – 86% were rated as either “advanced” or “proficient,” while just over 4.5% were rated as “novice.” The results suggest that the instrument used to measure outcomes is well-tuned to detect information literacy.

Planned Actions Based on Assessment Results
Instructors will continue to teach students how to evaluate primary source material, formulate sophisticated research topics, and conduct both online and on site research.

Contacts for Planned Actions
Kurt Borkman

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Data for this assessment was generated from only two sections of HIST148 over two years. It should also be noted that assessment was completed by same Professor for each section.

Dean: Please provide any comments here.

Technological Competency
This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
Faculty planned to continue to incorporate technological competency into coursework in a manner consistent with maintaining this outcome.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.
The faculty covered technological competency as planned. The number of advanced and proficient students in this category increased from 91 to 98%.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
Approximately 98% of respondents were judged to be “advanced” or “proficient” in technological competency. The instrument used for this course was relatively easy because it is similar to the instruments used in other courses that require a lot of writing.
Planned Actions Based on Assessment Results

Instructors will continue to emphasize quality presentation in all writing assignments, making it clear to students that a single standard of excellence exists across all college courses. Instructors will also continue to stress importance of “cross-fertilization” with other college disciplines, especially English.

Contacts for Planned Actions

Kurt Borkman

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Data for this assessment was generated from only two sections of HIST148 over two years. It should also be noted that assessment was completed by same Professor for each section.

Dean: Please provide any comments here.

Written Communication

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Faculty planned to continue to model coursework in a way that facilitates fulfillment of the written communication competency, such as relying heavily on written assignments and tests throughout the semester that required college level writing skills.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The faculty covered written communication as planned. The number of advanced and proficient students in this category advanced from 87 to 95%.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Overall, 95% of the respondents were judged to be “advanced” or “proficient” in written communication. I am pleased to report that 100% of students who were not reading at a college level were judged to be “advanced” or “proficient” in written communication.

Planned Actions Based on Assessment Results

Instructors will create writing assignments designed to identify students who may not be performing at a college level so they can be directed to Writing Centers, tutors, and other resources designed to help.

Contacts for Planned Actions

Kurt Borkman
OVERALL COMMENTS
Provide any additional comments about the assessment process or results.

Data for this assessment was generated from only two sections of HIST148 over two years. It should also be noted that assessment was completed by same Professor for each section.

Dean: Please provide any comments here.

Integrative Learning
No Data
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<td>Technological Competency</td>
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<td>Written Communication</td>
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<td>Integrative Learning</td>
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</table>
Instructors planned to identify and enhance learning outcomes for at risk students earlier in the semester. While professors are free to pursue their own strategies, early testing (or pretesting) is one possible option. The actions — early testing and pretesting — appear to have been successful; the percentage of students rated “advanced” or “proficient” at identifying and explaining issues, analysis and reasoning, and drawing conclusions increased from 73 to 77 percent over the two-year period.
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The majority of students (77%) were rated as either “advanced” or “proficient” at identifying and explaining issues, analysis and reasoning, and drawing conclusions. While these numbers are encouraging, just under 19 percent of students were rated as “novices” in these competencies (4.5% did not complete the assignments). The instruments used to measure outcomes in this course gave students multiple opportunities to demonstrate strengths and learn from earlier mistakes.

Planned Actions Based on Assessment Results

Instructors will identify at risk students earlier in the semester by engaging in more in-class discussions that are designed to measure their ability to identify and explain complex issues, as well as analyze and evaluate information. Professors may also offer early writing assignments designed to measure these same skill sets. Instructors may also offer more written assignments to measure these same competencies.

Contacts for Planned Actions

Joseph C. Thompson/Lee Annis/John Riedl/Michelle Moran/Vincent Intondi

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Information Literacy

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Faculty planned to continue to educate students in information literacy basics such as source identification and citation.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The faculty covered information literacy basics as planned. The number of advanced and proficient students in this category dropped slightly from 83 to 80%.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Overall, students performed well in this competency -- 80% were rated as either “advanced” or “proficient,” while just over 14% were rated as “novice.” The results suggest that the instrument used to measure outcomes is well-tuned to detect information literacy.

Planned Actions Based on Assessment Results

Instructors will continue to teach students how to evaluate primary source material, formulate sophisticated research topics, and conduct both online and on site research.

Contacts for Planned Actions

Joseph C. Thompson/Lee Annis/John Riedl/Michelle Moran/Vincent Intondi

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Technological Competency

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Faculty planned to continue to incorporate technological competency into coursework in a manner consistent with maintaining this outcome.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The faculty covered technological competency as planned. The number of advanced and proficient students in this category dropped from 93 to 87%.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Approximately 87% of respondents were judged to be “advanced” or “proficient” in technological competency. The instrument used for this course was relatively easy because it is similar to the instruments used in other courses that require a lot of writing.

Planned Actions Based on Assessment Results

Instructors will continue to emphasize quality presentation in all writing assignments, making it clear to students that a single standard of excellence exists across all college courses.

Contacts for Planned Actions

Joseph C. Thompson/Lee Annis/John Riedl/Michelle Moran/Vincent Intondi

OVERALL COMMENTS
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<th><strong>Written Communication</strong></th>
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<td><strong>This Goal was:</strong></td>
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<td><strong>UPDATE FROM PREVIOUS ASSESSMENT</strong></td>
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<td><strong>Planned Actions from Previous General Education Assessment</strong></td>
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<tr>
<td>Faculty planned to continue to model coursework in a way that facilitates fulfillment of the written communication competency, such as relying heavily on written assignments and tests throughout the semester. Faculty also planned to make greater use of writing labs.</td>
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<tr>
<td><strong>Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.</strong></td>
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<tr>
<td>The faculty covered written communication as planned. The number of advanced and proficient students in this category dropped significantly from 80 to 69%.</td>
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**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

<table>
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<th><strong>Discuss Strengths and Weaknesses and Meaning of Results within Context of Course</strong></th>
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<tr>
<td>Overall, 68% of the respondents were judged to be “advanced” or “proficient” in written communication, two percentage points below our 70% benchmark. However, 78% of students who entered Montgomery College with the ability to read at a college level were judged to be “advanced” or “proficient.” These results suggest the instrument used to measure outcomes needs to be fine-tuned to better serve students in developmental courses.</td>
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<tr>
<th><strong>Planned Actions Based on Assessment Results</strong></th>
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<tr>
<td>Instructors will create writing assignments designed to identify students who may not be performing at a college level so they can be directed to Writing Centers, tutors, and other resources designed to help.</td>
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<th><strong>Contacts for Planned Actions</strong></th>
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<tr>
<td>Joseph C. Thompson/Lee Annis/John Riedl/Michelle Moran/Vincent Intondi</td>
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**OVERALL COMMENTS**

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

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<th><strong>Integrative Learning</strong></th>
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GE-HIST201
Critical Analysis and Reasoning
This Goal was:

**UPDATE FROM PREVIOUS ASSESSMENT**

**Planned Actions from Previous General Education Assessment**

Instructors planned to identify and enhance learning outcomes for at risk students earlier in the semester. While professors are free to pursue their own strategies, early testing (or pretesting) is one possible option.

**Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.**

The faculty covered critical analysis and reasoning as planned. The percentage of students rated “advanced” or “proficient” decreased slightly from 78 to 77 percent over the two-year period.

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

**Discuss Strengths and Weaknesses and Meaning of Results within Context of Course**

The majority of students (77%) were rated as either “advanced” or “proficient” at identifying and explaining issues, analysis and reasoning, and drawing conclusions. While these numbers are encouraging, just under 19 percent of students were rated as “novices” in these competencies (4.8% did not complete the assignments). The instruments used to measure outcomes in this course gave students multiple opportunities to demonstrate strengths and learn from earlier mistakes.

**Planned Actions Based on Assessment Results**

Instructors will identify at risk students earlier in the semester by engaging in more in-class discussions that are designed to measure their ability to identify and explain complex issues, as well as analyze and evaluate information. Professors will also offer early writing assignments designed to measure these same skill sets.

**Contacts for Planned Actions**

Joseph C. Thompson, Lee Annis, John Riedl, Michelle Moran, and Vincent Intondi

**OVERALL COMMENTS**

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Information Literacy

This Goal was:

**UPDATE FROM PREVIOUS ASSESSMENT**
Planned Actions from Previous General Education Assessment

Faculty planned to continue to educate students in information literacy basics such as source identification and citation.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The faculty covered information literacy basics as planned. The number of advanced and proficient students in this category dropped slightly from 82 to 77%.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Overall, students performed well in this competency -- 77% were rated as either “advanced” or “proficient,” while just over 18.9% were rated as “novice.” The results suggest that the instrument used to measure outcomes is well-tuned to detect information literacy.

Planned Actions Based on Assessment Results

Instructors will continue to teach students how to evaluate primary source material, formulate sophisticated research topics, and conduct both online and on site research.

Contacts for Planned Actions

Joseph C. Thompson, Lee Annis, John Riedl, Michelle Moran, and Vincent Intondi

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Technological Competency

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Faculty planned to continue to incorporate technological competency into coursework in a manner consistent with maintaining this outcome.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The faculty covered technological competency as planned. The number of advanced and proficient students in this category dropped from 94 to 88%.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Approximately 88% of respondents were judged to be “advanced” or “proficient” in technological competency. The instrument used for this course was relatively easy because it is similar to the instruments used in other courses that require a lot of writing.

Planned Actions Based on Assessment Results

Instructors will continue to emphasize quality presentation in all writing assignments, making it clear to students that a single standard of excellence exists across all college courses.

Contacts for Planned Actions

Joseph C. Thompson, Lee Annis, John Riedl, Michelle Moran, and Vincent Intondi

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Written Communication

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Faculty planed continue to model coursework in a way that facilitates fulfillment of the written communication competency, such as relying heavily on written assignments and tests throughout the semester. Faculty also planned make greater use of writing labs.

The faculty covered written communication as planned. The number of advanced and proficient students in this category dropped significantly from 80 to 75%.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Overall, 75% of the respondents were judged to be “advanced” or “proficient” in written communication. However, 81% of students who entered Montgomery College with the ability to read at a college level were judged to be “advanced” or “proficient.” These results suggest the instrument used to measure outcomes needs to be fine-tuned to better serve students in developmental courses.
Planned Actions Based on Assessment Results

Instructors will create writing assignments designed to identify students who may not be performing at a college level so they can be directed to Writing Centers, tutors, and other resources designed to help.

Contacts for Planned Actions

Joseph C. Thompson, Lee Annis, John Riedl, Michelle Moran, and Vincent Intondi

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Integrative Learning

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<td><strong>GE-HIST205</strong></td>
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<tr>
<td>Critical Analysis and Reasoning</td>
<td>No Data</td>
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<tr>
<td>Information Literacy</td>
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<tr>
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<td>Written Communication</td>
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GE-HIST228
Critical Analysis and Reasoning
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

There was no previous General Education Assessment.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

A startling high 100 percent of students were rated Advanced (39.6) or Proficient (60.4) in the overall area of Critical Analysis and Reasoning. While this number is heartening and suggests that the signature assignment is effectively aligned with the competency, the small sample size and limited data (no reports provided on placement, number of hours, etc.) cautions against complacency.
Planned Actions Based on Assessment Results

Instructors will continue to use frequent writing assignments and in-class exercises that emphasize skills of interpreting historical evidence and drawing reasonable conclusions from it.

Contacts for Planned Actions

Michelle Moran

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Information Literacy

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Overall, 100 percent of students achieved a Proficient or Advanced rating in Information Literacy. While this is clearly an impressive result, again, the small sample size and limited data available limits the conclusions that can be drawn. The numbers do suggest that there is room for improvement in the area of Ethics, with 94.4 achieving a rating of Proficient, and only 5.6 percent Advanced.

Planned Actions Based on Assessment Results

Instructors will continue to offer students multiple opportunities to hone their skills in information literacy through both in-class discussions and out-of-class writing assignments. Students will be required to complete the MC Library “Academic Integrity and Avoiding Plagiarism” tutorial to help students learn to access and use information ethically and legally.

Contacts for Planned Actions

Michelle Moran

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Technological Competency
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

There was no previous General Education Assessment.

All students achieved a rating of either Proficient (77.8) or Advanced (22.2) in Technological Competency. Again, the limited sample size cautions against complacency, but the numbers suggest that the Signature Assignment is well-aligned with this competency, allowing students to demonstrate their success in using software appropriate for the discipline.

Planned Actions Based on Assessment Results

Instructors will continue to use out-of-class writing assignments to provide students with the opportunities to develop their skills in technological competency. Instructors will provide in-class modeling before the first assignment to help first-year students become more familiar with methods of using technology to communicate their written ideas.

Contacts for Planned Actions

Michelle Moran

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Written Communication

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Overall, 100 percent of students achieved a rating of Proficient (38.9) or Advanced (61.1) in Written Communication, though the small sample size and limited data again caution against asserting a case for complete success in this area. Lower numbers achieved the highest rating of Advanced in the areas of Academic Integrity (27.8 percent) and Mechanics (33.3 percent) than in other areas. Still, the strong numbers suggest that the Signature Assignment was well-aligned with this competency.

Planned Actions Based on Assessment Results

Instructors will continue to offer multiple opportunities for students to practice their skills in Written Communication through in-class and out-of-class writing exercises and assignments. As mentioned above, students will be required to take the “Academic Integrity and Avoiding Plagiarism” tutorial, to emphasize appropriate academic use of sources and documentation. Students will also be encouraged to visit the Learning Center for further assistance with proper U.S. English mechanics and effective written expression.

Contacts for Planned Actions

Michelle Moran

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Integrative Learning
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<td>Information Literacy</td>
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**UPDATE FROM PREVIOUS ASSESSMENT**

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Planned Actions Based on Assessment Results

Contacts for Planned Actions

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

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<td>Integrative Learning</td>
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GE-HIST235
Critical Analysis and Reasoning
This Goal was:
UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

N/A

N/A

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The majority of students (80%) were rated as either “advanced” or “proficient” at identifying and explaining issues, analysis and reasoning, and drawing conclusions. While these numbers are encouraging, just under 10.1 percent of students were rated as “novices” in these competencies (10% did not complete the assignments). The instruments used to measure outcomes in this course gave students multiple opportunities to demonstrate strengths and learn from earlier mistakes.
Planned Actions Based on Assessment Results

Instructors will identify at risk students earlier in the semester by engaging in more in-class discussions that are designed to measure their ability to identify and explain complex issues, as well as analyze and evaluate information. Professors will also offer early writing assignments designed to measure these same skill sets. Smaller assignments will be incorporated earlier throughout the semester. For example, students will read short articles and slave memoirs and write short papers on each. Moreover, in class discussion about what it means to think critically and how to analyze a document, followed by examples/exercises will help determine who needs extra help in this area.

Contacts for Planned Actions

Vincent Intondi

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Information Literacy

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

N/A

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Overall, students performed well in this competency -- 83% were rated as either “advanced” or “proficient,” while just over 9.3% were rated as “novice.” The results suggest that the instrument used to measure outcomes is well-tuned to detect information literacy.
Planned Actions Based on Assessment Results

Instructors will continue to teach students how to evaluate primary source material, formulate sophisticated research topics, and conduct both online and on site research. Professors will highly encourage students to work with library staff and the academic success center. Professors will also dedicate class time just to teaching students how to use academic databases.

Contacts for Planned Actions

Vincent Intondi

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Technological Competency

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

N/A

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Approximately 85.5% of respondents were judged to be “advanced” or “proficient” in technological competency. The instrument used for this course was relatively easy because it is similar to the instruments used in other courses that require a lot of writing.

Planned Actions Based on Assessment Results

Instructors will continue to emphasize quality presentation in all writing assignments, making it clear to students that a single standard of excellence exists across all college courses. Professors can encourage students to attend free workshops on technology as well as review in class. For example, professor in class and/or one-on-one can show students how to insert footnotes.

Contacts for Planned Actions

Vincent Intondi

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.
Analysis of General Education Assessment Results

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Overall, 70.9% of the respondents were judged to be “advanced” or “proficient” in written communication. However, 81% of students who entered Montgomery College with the ability to read at a college level were judged to be “advanced” or “proficient.” These results suggest the instrument used to measure outcomes needs to be fine-tuned to better serve students in developmental courses.

Planned Actions Based on Assessment Results

Instructors will create writing assignments designed to identify students who may not be performing at a college level so they can be directed to Writing Centers, tutors, and other resources designed to help. In addition, professors can assign small, inexpensive books like Robert Frakes, “Writing College History,” to help students with their writing, encourage students to turn in rough drafts, offer writing workshops, meet more one-on-one with students to help with their writing.

Contacts for Planned Actions

Vincent Intondi

Overall Comments

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.
Critical Analysis and Reasoning

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment

38.9-44.4% of students were assessed as novice, and 1 student, (5.6%) was assessed as “not evident” in the four measured categories of critical analysis and reasoning. In striving toward moving all students toward proficient or advanced, professors will:

Work with students to ensure they pay close attention to detail—following directions remains a problem for many adults. Work with students to avoid procrastination—rushed work is always diminished, and does not represent the student’s full potential or abilities. Consistently seek out struggling students and identify options through dialogue (and appropriate referrals).

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The faculty covered critical analysis and reasoning as planned. The percentage of students rated “advanced” or “proficient” decreased from 81 to 67% over the two-year period.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The majority of students (67%) were rated as either “advanced” or “proficient” at identifying and explaining issues, analysis and reasoning, and drawing conclusions. While these numbers are encouraging, just under 15.1 percent of students were rated as “novices” in these competencies (17.8% did not complete the assignments). The instruments used to measure outcomes in this course gave students multiple opportunities to demonstrate strengths and learn from earlier mistakes.
Planned Actions Based on Assessment Results

Instructors will identify at risk students earlier in the semester by engaging in more in-class discussions that are designed to measure their ability to identify and explain complex issues, as well as analyze and evaluate information. Professors will also offer early writing assignments designed to measure these same skill sets. Smaller assignments will be incorporated earlier throughout the semester. For example, students will read short articles and slave memoirs and write short papers on each. Moreover, in class discussion about what it means to think critically and how to analyze a document, followed by examples/exercises will help determine who needs extra help in this area.

Contacts for Planned Actions

Vincent Intondi

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Information Literacy

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Identify students who need to enhance their information literary skills and make the appropriate referrals. Perhaps increased coordinating with the library would be beneficial as well.

The faculty covered information literacy basics as planned. The number of advanced and proficient students in this category dropped from 88 to 72%.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Planned Actions Based on Assessment Results

Contacts for Planned Actions

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.
Technological Competency

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Work closely with the few students who lack the necessary background to perform these tasks with ease. No students were assessed as “not evident,” which is a positive outcome.

The faculty covered technological competency as planned. The number of advanced and proficient students in this category dropped significantly from 94 to 68%.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The majority of students (67%) were rated as either “advanced” or “proficient” at identifying and explaining issues, analysis and reasoning, and drawing conclusions. While these numbers are encouraging, just under 15.1 percent of students were rated as “novices” in these competencies (17.8% did not complete the assignments). The instruments used to measure outcomes in this course gave students multiple opportunities to demonstrate strengths and learn from earlier mistakes.

Planned Actions Based on Assessment Results

Instructors will identify at risk students earlier in the semester by engaging in more in-class discussions that are designed to measure their ability to identify and explain complex issues, as well as analyze and evaluate information. Professors will also offer early writing assignments designed to measure these same skill sets. Smaller assignments will be incorporated earlier throughout the semester. For example, students will read short articles and slave memoirs and write short papers on each. Moreover, in class discussion about what it means to think critically and how to analyze a document, followed by examples/exercises will help determine who needs extra help in this area.

Contacts for Planned Actions

Vincent Intondi

OVERALL COMMENTS
Written Communication

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Faculty should coordinate to make sure that their assessments of outcomes are similar. I have never had 1/3 of a class show no evidence of academic integrity, and struggle to understand it. To help students who do not reach the level of proficiency, faculty will:

Make sure that students fully understand the expectations for an assignment as explained in guidelines and rubrics. Post tip sheets on good writing practices. Check with our English department and Writing & Reading Center (WRC) to identify materials that can be distributed to my students. Here too, procrastination is a major problem. Perhaps structuring major assignments so they have multiple, incremental deadlines or due dates would improve the quality of the final product.

The faculty covered written communication as planned. The number of advanced and proficient students in this category dropped from 79 to 64%.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Planned Actions Based on Assessment Results

Contacts for Planned Actions

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Integrative Learning

No Data
GE-HIST240
Critical Analysis and Reasoning
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment

40.9-42.2% of students were advanced in the three measured categories of critical analysis and reasoning. In a perfect world that would be 100%. The students who need the most help are the 11.1-18.1% who fall into the categories of “Novice” or the dreaded “Not Evident.” In striving toward moving all students toward proficient or advanced:

Work with students to ensure they pay close attention to detail—following directions remains a problem for many adults. Work with students to avoid procrastination—rushed work is always diminished, and does not represent the student’s full potential or abilities. Consistently seek out struggling students and identify options through dialogue (and appropriate referrals).

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

These actions have been implemented and, based on the limited data pool, appear to have been effective. Clear directions, proffered in a lucid and methodical manner, assist students in fully grasping the expectations of any assignment. Students who struggle with completing the first long-term class project (almost always due to procrastinating) have been encouraged to submit the second long-term project in stages, creating multiple, smaller deadlines. Students who are struggling are sought out for one-on-one meetings, and referred to the Writing Center and History tutoring services as appropriate. In 2013, 86% of students were rated as proficient or advanced in this category. In 2016 that number was 99%.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

99% of students were rated as proficient or advanced in this competency in 2016 results. Obviously, that is an excellent outcome. However, only 36 students completed the assessed assignment. Since the submitter of this data was also the instructor of this course, it can be reported from personal observation and years of experience that this was a particularly strong cohort of students. Hence more data will need to be collected to ensure that this is a consistent outcome.

Planned Actions Based on Assessment Results

There is not much room for improvement here. However, we should strive for 100% proficient or advanced, and there were a couple students who did not reach that threshold. Therefore, the strategies that have been implemented should be diligently continued, with special attention to the most at-risk students—those most likely to end up in the DFW category. To that end, instructors will continue to work closely with students to pay close attention to detail, avoid procrastination, and utilize the WRC and History tutor program.

Contacts for Planned Actions

John Riedl

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

No additional comments

Dean:  Please provide any comments here.

Information Literacy

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

11.6-21.9% of students fall into the novice or not evident categories in at least one aspect of Information Literacy. Faculty will identify those students who need to enhance their information literary skills and make the appropriate referrals. Perhaps increased coordinating with the library would be beneficial as well.
These actions have been implemented. After the first test and/or the first writing assignments, faculty have met with students one on one. Multiple students have been referred to the Writing, Reading and Language Center. 97% of the students who completed the assessment were rated as proficient or advanced. With the repeated caveat that more data is needed, these implemented actions appear to have been effective.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Overall, 97% of the small number of students who completed the assessment were rated as proficient or advanced in this competency. That is a strong outcome, its significance mitigated by the small N. For courses that have only one or two sections, data could be charted across multiple semesters to more clearly know whether effective strategies or students’ varying skills sets account for this rise.

Planned Actions Based on Assessment Results

Instructors will seek to maintain this high level of student success. Instructors will continue to teach students how to evaluate primary source material, formulate sophisticated research topics, and conduct both online and on site research. Continued referrals to the WRLC for supplemental skill development are important here as well.

Contacts for Planned Actions

John Riedl

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

No additional comments.

Technological Competency

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Not everyone has those skills in place. Faculty will work closely with those students who lack the necessary background to perform these tasks with ease. 18.1% of students were assessed as novice or not evident in this regard.
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

These actions have been implemented. Faculty have worked with the small number of students who are lacking technological competency. 97% of students were rated as proficient or advanced in this competency.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

97% of the 36 students who completed the assessment were rated as proficient or advanced in this competency. This is a strong outcome, which could be indicative of highly effective one-on-one counseling and advising with students who lack technological skills. As noted throughout, it could also be the result of a particularly strong cohort of students during the semester under evaluation.

Planned Actions Based on Assessment Results

Instructors will continue to meet with students who lack technological competency, directing them to helpful resources online and on campus. More data, collected across multiple semesters, could confirm that these strategies are broadly successful.

Contacts for Planned Actions

John Riedl

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

No additional comments

Dean: Please provide any comments here.

Written Communication

This Goal was:

Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Make sure that students fully understand the expectations for an assignment as explained in guidelines and rubrics. Post tip sheets on good writing practices. Check with our English department and Writing & Reading Center (WRC) to identify materials that can be distributed to my students. Here too, procrastination is a major problem. Perhaps structuring major assignments so they have multiple, incremental deadlines or due dates would improve the quality of the final product.
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

These actions have been implemented, in the main. Instructors have worked to make sure that expectations are explicated as clearly as possible in assignments and rubrics. The addition of a checklist might partially account for the improvement noted here. Instructors have provided students with tips on good college writing practices. Instructors have referred students to the WRLC for assistance. Instructors have created smaller writing assignments that help students develop their skills. These strategies appear to be effective, as 99% of students were rated as proficient or advanced in this evaluation cycle.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

99% of students were rated as proficient or advanced in this competency. As noted multiple times, the author of this report suspects that this exemplary outcome is, to some extent, the product of a very strong group of students evaluated in this cycle. Nevertheless, all strategies in place should be diligently maintained.

Planned Actions Based on Assessment Results

Instructors will continue all strategies in place to attempt to maintain this strong level of performance. Despite the strong overall numbers here, there is room for improvement. Looking more closely at the data, only 44% were rated as advanced in organization, the weakest outcome in one of the subcategories. Additional materials that assist students in planning and structuring a major writing assignment should be helpful in this regard.

Contacts for Planned Actions

John Riedl

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Integrative Learning

No Data
GE-HIST252

Critical Analysis and Reasoning

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

There was no previous General Education Assessment.

There was no previous General Education Assessment.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

72 percent of students were rated Proficient or Advanced in the overall area of Critical Analysis and Reasoning. A strong 75 percent achieved those ratings in the areas of Conclusions and Identification and Explanation of Issues. However, a lower 67 percent of students achieved a rating of Proficient or Advanced in Analysis and Evaluation. Furthermore, students with fewer than 30 hours clearly struggled with this competency, with only 56 percent achieving a rating of Proficient or Advanced overall, and a sobering 33 percent achieving those ratings in the area of Analysis and Evaluation.

Planned Actions Based on Assessment Results

An in-class primary source analysis assignment will be developed to help all students practice their skills in analyzing and evaluating historical evidence in a setting that will allow instructors to identify problem areas and encourage student collaboration. In addition, special attention will be paid to first-year students. The first take-home writing assignment will be used to identify at-risk students, who will be required to meet with the instructor during office hours and/or seek additional help from the Learning Center.

Contacts for Planned Actions

Michelle Moran and Lee Annis
OVERALL COMMENTS
Provide any additional comments about the assessment process or results.

Since there is generally only one section of this course to run each year (but it plays a significant role in the International Relations certificate), it is proposed that the section be assessed annually to provide a larger pool of data for analysis.

Dean: Please provide any comments here.

Information Literacy

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

There was no previous General Education Assessment.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

 ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Overall, 70 percent of students achieved a Proficient or Advanced rating in Information Literacy, with students particularly strong in the areas of Ethics (75 percent) and Use (75 percent). However, areas of Access (67 percent) and Know (67 percent) reflect the need to develop more opportunities for students to hone such skills. Students with fewer than 30 hours struggled with this competency, particularly in the areas of Access (33 percent), Ethics (33 percent), Evaluate (33 percent), and Know (33 percent), with only 40 percent achieving a rating of Proficient or Advanced.

Planned Actions Based on Assessment Results

Instructors will continue to offer students multiple opportunities to hone their skills in information literacy through both in-class and writing assignments, but all will be encouraged to view the MC Libraries online “Evaluating Information” tutorials to help students with identifying and locating appropriate sources. In addition, a history style guide to finding appropriate online sources will be developed and distributed. As noted above, the first out-of-class writing assignment will also be used to identify at-risk students who need additional assistance.
OVERALL COMMENTS
Provide any additional comments about the assessment process or results.

Since there is generally only one section of this course to run each year (but it plays a significant role in the International Relations certificate), it is proposed that the section be assessed annually to provide a larger pool of data for analysis.

Dean: Please provide any comments here.

Technological Competency
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
There was no previous General Education Assessment.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.
There was no previous General Education Assessment.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
Students were high-achieving in this area, with 83 percent of students achieving a rating of Proficient or Advanced. This appears to be another area in which students with more college experience show greater competency, as students with fewer than 30 hours achieved a rating of 67 percent, while all (100 percent) with more than 60 hours achieved a rating of Proficient or Advanced.

Planned Actions Based on Assessment Results
Instructors will continue to use both in-class activities and frequent out-of-class writing assignments to provide students with the opportunities to develop their skills in technological competency. Instructors will provide in-class modeling before the first assignments to help first-year students become more familiar with methods of using technology to communicate their written ideas.

Contacts for Planned Actions

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Written Communication
There are no further comments about this competency.
This Goal was: Met

**UPDATE FROM PREVIOUS ASSESSMENT**

**Planned Actions from Previous General Education Assessment**

**Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.**

There was no previous General Education Assessment.

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

**Discuss Strengths and Weaknesses and Meaning of Results within Context of Course**

Overall, 70 percent of students achieved a rating of Proficient or Advanced, slightly under the benchmark of 75 percent. While students achieved a rating of 83 percent in Academic Integrity, reflecting a positive outcome in a focus on combating plagiarism, only 67 percent achieved a Proficient or Advanced rating in the areas of Content, Mechanics, Organization, and Style and Expression. Once again, students with fewer than 30 hours struggled in this area, with only 47 percent achieving a Proficient or Advancing rating overall.

**Planned Actions Based on Assessment Results**

Recognizing that students might not enter the college with substantial experience with writing, instructors will pay more attention to issues of writing mechanics, organization, and style in the writing assignments that precede the signature assignment, helping students identify problem areas and providing opportunities to practice these skills. Instructors will continue to encourage students to use the Learning Centers for further writing assistance. Faculty will also work to develop a Writing for History style sheet to offer common guidelines for the discipline.

**Contacts for Planned Actions**

Michelle Moran and Lee Annis

**OVERALL COMMENTS**

Provide any additional comments about the assessment process or results.

Since there is generally only one section of this course to run each year (but it plays a significant role in the International Relations certificate), it is proposed that the section be assessed annually to provide a larger pool of data for analysis.

Dean: Please provide any comments here.
Integrative Learning

No Data
**Critical Analysis and Reasoning**

**This Goal was:** Met

**UPDATE FROM PREVIOUS ASSESSMENT**

**Planned Actions from Previous General Education Assessment**

The planned actions included the continuation of sequencing of assignments to build up skills in writing and thinking.

**Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.**

In 2016-17 approximately 50% were rated proficient or advanced overall in critical analysis and reasoning with analysis being the weakest within that and identification, explanation and conclusions being the strongest. More steps need to be implemented to encourage a greater proportion of students becoming proficient or advanced in these areas. Sequencing of assignments in itself does not appear enough to achieve this.

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

**Discuss Strengths and Weaknesses and Meaning of Results within Context of Course**

While over half the students were rated as proficient or advanced, the remaining were rated novice with those who were sophomores (who had taken over 30 credits at the college) faring significantly better (two-thirds were rated proficient or advanced). This demonstrates the course is being taught as an upper level course but should also lead to more attention to students who fall into the below 30 credit category.
Planned Actions Based on Assessment Results

Instructors will use writing assignments and discussions (in online and face-to-face sections) to build up skills in analysis and reasoning; will identify students with problems in these areas as soon as possible in the semester and will encourage them to seek extra help during office hours and from college resource centers such as the Writing Centers and history tutoring. Instructors should pay particular attention to identifying and helping students who are in their first year at the college.

Contacts for Planned Actions

Ed Furgol; Ron Cole; Mary Furgol; Lee Annis

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Information Literacy

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The planned actions included the continuation of sequencing of assignments to build up skills in research/use of sources.

In 2016-17 approximately 60% were rated proficient or advanced overall in information literacy with use being the weakest within that and access and evaluation being the strongest. More steps need to be implemented to encourage a greater proportion of students becoming proficient or advanced in these areas. Sequencing of assignments in itself does not appear enough to achieve this.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Approximately 60% of students were rated as proficient or advanced in this area. Once again, those who were sophomores (who had taken over 30 credits at the college) fared significantly better (90% were rated proficient or advanced). This demonstrates the course is being taught as an upper level course but should also lead to more attention to students who fall into the below 30 credit category.
Planned Actions Based on Assessment Results

Instructors will continue to encourage students to build their information literacy skills in order to evaluate primary source material and conduct research for their signature assignment. Instructors will work with the librarians to help students build up their research skills.

Contacts for Planned Actions

Ed Furgol; Ron Cole; Mary Furgol; Lee Annis

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Technological Competency

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The planned actions included the continuation of sequencing of assignments to build up skills in this area including students being encouraged to develop their own websites.

In 2016-17 43% were rated proficient or advanced overall in both content and technological competency overall. More steps need to be implemented to encourage a greater proportion of students becoming proficient or advanced in these areas. Sequencing of assignments in itself does not appear enough to achieve this.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Surprisingly, this appears to be the weakest area. Once again, those who were sophomores (who had taken over 30 credits at the college) fared significantly better (100% were rated proficient or advanced as opposed to 25% of those who had below 30 credits). This demonstrates the course is being taught as an upper level course but should also lead to more attention to students who fall into the below 30 credit category.

Planned Actions Based on Assessment Results

Instructors will use writing assignments, discussions and presentations to build up skills in technological competency.

Contacts for Planned Actions

Ed Furgol; Ron Cole; Mary Furgol; Lee Annis

OVERALL COMMENTS
**Written Communication**

This Goal was:

**UPDATE FROM PREVIOUS ASSESSMENT**

**Planned Actions from Previous General Education Assessment**

Encourage more use of the Writing Center early in the semester for students who have demonstrated weaknesses in mechanics and style.

**Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.**

In 2016-17 approximately 60% were rated proficient or advanced overall in written communication with mechanics, organization and style being the weakest within that and academic integrity being the strongest (100%). More steps need to be implemented to encourage a greater proportion of students becoming proficient or advanced in these areas. Sequencing of assignments in itself does not appear enough to achieve this.

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**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

**Discuss Strengths and Weaknesses and Meaning of Results within Context of Course**

Approximately 60% of students were rated as proficient or advanced in this area. Once again, those who were sophomores (who had taken over 30 credits at the college) fared significantly better (over 90% being rated proficient or advanced). This demonstrates the course is being taught as an upper level course but should also lead to more attention to students who fall into the below 30 credit category. In both the under-30 and over-30 credit group, written content was less of a problem than mechanics, organization and style which indicates the need for even more students to use the Writing Centers.

**Planned Actions Based on Assessment Results**

Instructors will encourage even more use of the Writing Center and History tutoring hours.

**Contacts for Planned Actions**

Ed Furgol; Ron Cole; Mary Furgol; Lee Annis

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**OVERALL COMMENTS**

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

**Integrative Learning**

No Data
Critical Analysis and Reasoning
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.
The planned actions included the continuation of sequencing of assignments to build up skills in writing and thinking. In 2016-17 approximately 60% were rated proficient or advanced overall in critical analysis and reasoning with analysis being the weakest within that and identification, explanation and conclusions being the strongest. More steps need to be implemented to encourage a greater proportion of students becoming proficient or advanced in these areas. Sequencing of assignments in itself does not appear enough to achieve this.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
60% of the students were rated as proficient or advanced with no appreciable difference between those with fewer than 30 credits and those with more than 30 credits. However, the data includes widely varying number of students – some competencies being measured for as few as 45, some for as many as 60. This makes more general conclusions difficult.

Planned Actions Based on Assessment Results
Instructors will use writing assignments and discussions (in online and face-to-face sections) to build up skills in analysis and reasoning; will identify students with problems in these areas as soon as possible in the semester and will encourage them to seek extra help during office hours and from college resource centers such as the Writing Centers and history tutoring. Instructors should pay particular attention to identifying and helping students who are in their first year at the college. More consistency is needed in entering data for every category for each student.

Contacts for Planned Actions
Ed Furgol; Ron Cole; Mary Furgol; Lee Annis

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

**Information Literacy**

This Goal was: Met

**UPDATE FROM PREVIOUS ASSESSMENT**

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The planned actions included the continuation of sequencing of assignments to build up skills in research/use of sources.

In 2016-17 approximately 30% were rated proficient or advanced overall in information literacy with use being the weakest within that and access and evaluation being the strongest. More steps need to be implemented to encourage a greater proportion of students becoming proficient or advanced in these areas. Sequencing of assignments in itself does not appear enough to achieve this.

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

30% of the students were rated as proficient or advanced with no appreciable difference between those with fewer than 30 credits and those with more than 30 credits. However, the data includes widely varying number of students – some competencies being measured for as few as 27, some for as many as 63. This makes more general conclusions difficult.

Planned Actions Based on Assessment Results

Instructors will continue to encourage students to build their information literacy skills in order to evaluate primary source material and conduct research for their signature assignment. Instructors will work with the librarians to help students build up their research skills. More consistency in entering data for each student.

Contacts for Planned Actions

Ed Furgol; Ron Cole; Mary Furgol; Lee Annis

**OVERALL COMMENTS**

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

**Technological Competency**

This Goal was: Met
UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The planned actions included the continuation of sequencing of assignments to build up skills in this area including students being encouraged to develop their own websites. In 2016-17 28% were rated proficient or advanced overall in both content and technological competency overall. More steps need to be implemented to encourage a greater proportion of students becoming proficient or advanced in these areas. Sequencing of assignments in itself does not appear enough to achieve this.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Surprisingly, this appears to be the weakest area. 28% of the students were rated as proficient or advanced with no appreciable difference between those with fewer than 30 credits and those with more than 30 credits.

Planned Actions Based on Assessment Results

Instructors will use writing assignments, discussions and presentations to build up skills in technological competency. More consistency is needed in entering data for every category for each student.

Contacts for Planned Actions

Ed Furgol; Ron Cole; Mary Furgol; Lee Annis

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Written Communication

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Encourage more use of the Writing Center early in the semester for students who have demonstrated weaknesses in mechanics and style.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

In 2016-17 approximately 90% were rated proficient or advanced overall in written communication with mechanics, organization and style being the weakest within that and academic integrity being the strongest (100%). This strategy appears to have worked well.
ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

This is the strongest area overall - over 90% of the students were rated as proficient or advanced with no appreciable difference between those with fewer than 30 credits and those with more than 30 credits. However, the data includes varying number of students – some competencies being measured for as few as 12, one (Content) for as many as 25. Interestingly, it is the Content area that is much weaker (43%) with the other areas being 100%. This makes more general conclusions difficult.

Planned Actions Based on Assessment Results

Instructors will encourage even more use of the Writing Center and History tutoring hours. More consistency is needed in entering data for every category for each student.

Contacts for Planned Actions

Ed Furgol; Ron Cole; Mary Furgol; Lee Annis

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Integrative Learning

No Data
GE-HIST260
Critical Analysis and Reasoning
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.
Faculty were to devote more attention to teaching analysis of primary sources. Faculty have placed more attention upon analyzing primary sources. Some have even assigned either online primary sources or supplemental texts of primary sources. The outcomes seem to indicate some success.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
Data from both the original assessment and the most recent one indicate that HIST 260 students, perhaps because most have taken college level history courses prior to this one, are fairly adept at historical reasoning.
Planned Actions Based on Assessment Results

Instructors will continue to have students assess varying interpretations of historical phenomena, a practice that should lead to students more readily developing their own well-reasoned interpretations of those developments.

Contacts for Planned Actions

Lee Annis

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Information Literacy

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

HIST 260 Faculty were to devote more time to training students to analyze primary sources, evaluate conflicting interpretations of the phenomena under study, and develop their own interpretations of the material they have examined.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Faculty did take the steps prescribed and data indicate substantial student improvement since the previous assessment.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Information literacy jumped considerably amongst HIST 260 students between 2013 and 2016.

Planned Actions Based on Assessment Results

Instructors of HIST 260 will continue to emphasize research online and in libraries both from primary and secondary historical sources.

Contacts for Planned Actions

Lee Annis

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Technological Competency

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Our students are competent enough technologically that we recommended merely continuing to monitor student proficiency.
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Our students remain proficient technologically, but we will continue to monitor their skills.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

More than 90 percent of students were proficient in both samples.

Planned Actions Based on Assessment Results

HIST 260 students are quite proficient technologically. We will monitor any changes, but no remedial action is warranted.

Contacts for Planned Actions

Lee Annis

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Written Communication

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

In keeping with a prior emphasis from the college’s Writing Across the Curriculum initiative, we recommended that faculty teaching 260 give more writing assignments.

Faculty have assigned more writing in HIST 260. As reflected in scoring from this exercise, students appear to be performing better.

Planned Actions Based on Assessment Results

Results from a larger sample indicate a much higher degree of proficiency in 2016 than in 2013. Regardless, instructors of HIST 260 will continue to emphasize writing, not just in this or any other prescribed or signature assignment, but throughout the course.

Contacts for Planned Actions

Lee Annis

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Integrative Learning
No Data
Critical Analysis and Reasoning

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Faculty planned to create activities that would help students practice interpreting historical sources.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Because there was no data from 2013 there were no planned actions.
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The percent of students rated proficient or advanced in the Overall Critical Analysis and Reasoning Competency is 53 percent with Analysis and Evaluation at 56 percent, Conclusions at 53 and Identification and Explanation of Issues at 50 percent in the only tested period of 2016. The percent achieving proficient or advanced ratings go up an average of 13 percentage points when they have taken over 30 credit hours but drops again to 50% when over 60 credit hours are taken. This seems to indicate that this course is one where students who have had an opportunity to practice all of their skills in other courses pull things together, in terms of Critical Analysis and Reasoning in history. This makes sense since history courses are very interdisciplinary and students learn best when they have been exposed to many different subjects and learning/teaching styles. The relatively low scores may stem from the fact that when instructors, either full or part time do not teach a class consistently, it is much more difficult to develop both the content and the pedagogy necessary to adequately teach the complex historical material. If this course were offered by the same faculty consistently, the action plans that work in other classes would probably be able to work here.

Planned Actions Based on Assessment Results

Instructors will use the first writing assignments and discussions to help students develop their skills in critical analysis and identify students who need additional assistance. Instructors will vary assessment, reading, and writing assignments in order to access different learning strategies that may replicate how they learn in other classes. At-risk students will be encouraged to seek additional help from instructors during office hours, as well as to use the tutoring and writing assistance available at the Learning Centers and the Library Tutorials. This course should be taught consistently by the same instructors so that they can develop content and pedagogy that will help their students achieve higher competency levels.

Contacts for Planned Actions

Kelly Rudin
OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Information Literacy
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
Faculty planned to expand lessons on information literacy with special focus on plagiarism and proper citation.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.
Because there was no data from 2013 there were no planned actions.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
The percent of students rated proficient or advanced in the Overall Information Literacy is 62 percent in the 2016 test (Access: 64 percent, Ethics: 60 percent, Evaluate: 53 percent, Know: 64 percent, Use 63 percent). Except for the category of Ethics, which stayed the same between students taking 30 or less credits and students taking 30-59 credits, students who had taken 30 or fewer credit hours did significantly worse than students who had taken 30-59 credit hours. Percentages improved with number of credits in Access (17 percent), Evaluate (11%), Know (17%) and Use (13%). This seems to reflect that the more courses students take the more their Information Literacy will improve. In all categories the percent testing at proficient or advanced levels drop again when the students have taken more than 60 credit hours. This is probably an anomaly and is not statistically important. The key factor here is that up to 60 credit hours, the more courses students have taken, the better their Information Literacy becomes.
Planned Actions Based on Assessment Results

Instructors will offer students multiple opportunities to hone their skills in information literacy through focused assignments on identifying, accessing, and evaluating source material leading to the signature assignment. Students will be encouraged to view all of the MC Libraries online tutorials “Begin Your Research” and especially emphasizing the “Evaluating Information” tutorials. To help students improve in all categories of Information Literacy instructors will vary the assignments given through the library which will help replicate the success indicated by students taking increased numbers of credit hours. This course should be taught consistently by the same instructors so that they can develop content and pedagogy that will help their students achieve higher competency levels.

Contacts for Planned Actions

Kelly Rudin

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Technological Competency

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Faculty planned to potentially develop workshop with Library and ELITE for students. Because there was no data from 2013 there were no planned actions.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The Overall and Content rating for this category is 53% percent in both Content and Overall with both categories going up by 5 percentage points with students who had taken over 30 credit hours. This seems to be another case of students who have taken more courses doing better in this particular history course.
**Planned Actions Based on Assessment Results**

Instructors will use writing assignments to provide students with the opportunities to develop their skills in technological competency. In-class modeling before the first assignments will help first-year students become more familiar with methods of using technology to communicate their written ideas. Instructors will vary assignments and assessments to access knowledge and skills learned from other courses. This course should be taught consistently by the same instructors so that they can develop content and pedagogy that will help their students achieve higher competency levels.

**Contacts for Planned Actions**

Kelly Rudin

**OVERALL COMMENTS**

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

**Written Communication**

This Goal was: Met

**UPDATE FROM PREVIOUS ASSESSMENT**

Planned Actions from Previous General Education Assessment

Faculty planned to provide frequent opportunities to practice written communication through both writing assignments and essay questions on exams, with focus on avoiding plagiarism and using proper citations.

**Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.**

Because there was no data from 2013 there were no planned actions.

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

There are no general percentages for this category in the data. By looking at the breakdown of specific ratings we see that no students achieved Advanced. Proficiency was achieved by 15 percent in Academic Integrity, 12.5 percent in Content, and 5 percent in Mechanics, Organization, and Style and Expression. 11 percent of students who had taken 30 or fewer credits achieved Advanced or Proficient in all categories. In Academic Integrity the percent went up to 22 percent with 30-59 credit hours and in Content that group went up to 17%.

Planned Actions Based on Assessment Results

Instructors will give short writing assignments and encourage students to use the Learning Centers for writing assistance. Faculty will also work to develop a Writing for History style sheet to offer common guidelines for writing across the sections of the course. Instructors will vary assignments and assessments to access knowledge and skills learned from other courses. This course should be taught consistently by the same instructors so that they can develop content and pedagogy that will help their students achieve higher competency levels.

Contacts for Planned Actions

Kelly Rudin

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Integrative Learning
No Data
GE-ITAL101
Critical Analysis and Reasoning
This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

We will plan an activity to improve proficiency on all components.
The cultural project explanation was reviewed and simplified with a clear calendar of assignments so students can easily complete each task by its respective deadline.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

No data was available for this competency.

Planned Actions Based on Assessment Results

As no data was available, the WL discipline will continue its current best practices to maintain and promote student success.

Contacts for Planned Actions

Christina Gentile

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Information Literacy

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

We will plan workshops on information literacy through the library or the WRLC.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The WL discipline implemented the library’s “Academic Integrity and Avoiding Plagiarism” and “MLA Citations” tutorials and quizzes as an integral piece for this portion of the assessment instrument. We also informed students of workshops related to information literacy held through the WRLC and the Academic Success Centers. This has been an effective means for students to learn about academic integrity and how to evaluate and cite resources appropriately.
Planned Actions from Previous General Education Assessment

We will publicize workshops held in English for strategies on completing an oral presentation and for strategies on presenting in a foreign language.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

WL organized workshops on learning a language with the emphasis on learning strategies for written and oral communication in the target language. The workshops were advertised and well attended.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The student ratings were 83% advanced and proficient. The students exceeded the collegewide benchmark of 75%.

Planned Actions Based on Assessment Results

As this competency met and exceeded the collegewide benchmark of 75%, the WL discipline will continue using its current best practices to maintain this level of student success.

Contacts for Planned Actions

Christina Gentile

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Technological Competency

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Workshops to improve this competency will be available but not required as this competency was met well.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The WL discipline worked with the WRLC to provide workshops on PowerPoint and Prezi. As this interest broadened, we collaborated with Ed Cunningham where the digital learning centers now regularly provide a PowerPoint Basics Workshop. This allowed students to get help as needed, including one-on-one assistance putting the elements of their research into a PPT.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

No data was available for this competency.
Planned Actions Based on Assessment Results

As no data was available, the WL discipline will continue its current best practices to maintain and promote student success.

Contacts for Planned Actions

Christina Gentile

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Written Communication

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment

We will publicize workshops addressing the individual components to improve proficiency. We will also plan specific lessons to focus on improvement of content, mechanics and style and expression.

The discipline incorporated writing activities in class and homework activities. WL organized workshops on learning a language with the emphasis on learning strategies for written and oral communication in the target language. The workshops were advertised and well attended.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The student ratings were 75% advanced and proficient. The students met the collegewide benchmark for students rated as “advanced” and “proficient”.

Planned Actions Based on Assessment Results

As this competency met the collegewide benchmark of 75%, the WL discipline will continue using its current best practices to maintain this level of student success.

Contacts for Planned Actions

Christina Gentile

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Integrative Learning

No Data
This Goal was:  Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment

An activity may be made available but it is not necessary for this competency as it was well met.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The cultural project explanation was reviewed and simplified with a clear calendar of assignments so students can easily complete each task by its respective deadline.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The student rating was 77.8% advanced and proficient. The students met and exceeded the collegewide benchmark for student to be rated 75% “advanced” and “proficient”.

Planned Actions Based on Assessment Results

As this competency met the collegewide benchmark of 75%, the WL discipline will continue using its current best practices to maintain this level of student success.

Contacts for Planned Actions

Christina Gentile

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Information Literacy

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

We will plan workshops on information literacy through the library or the WRLC.

The WL discipline implemented the library’s “Academic Integrity and Avoiding Plagiarism” and “MLA Citations” tutorials and quizzes as an integral piece for this portion of the assessment instrument. We also informed students of workshops related to information literacy held through the WRLC and the Academic Success Centers. This has been an effective means for students to learn about academic integrity and how to evaluate and cite resources appropriately.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The student rating is slightly below the 75% benchmark. This is surprising as the instrument incorporates the library tutorials and quizzes as an integral step to completing the assessment.

Planned Actions Based on Assessment Results

The WL discipline will more widely advertise workshops held by the WRLC or Student Success Centers related to information literacy. We will investigate the creation of a lib guide to help clarify the standards of this competency.

Contacts for Planned Actions

Christina Gentile

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Oral Communication

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

We will publicize workshops held in English for strategies on completing an oral presentation and for strategies on presenting in a foreign language.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

WL organized workshops on learning a language with the emphasis on learning strategies for written and oral communication in the target language. The workshops were advertised and well attended.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The student ratings were 68.3% advanced and 28.3% proficient totaling 96.6%. The students excelled in this competency and well exceeded the collegewide benchmark of 75%. The strongest areas were academic integrity, content, listening behavior and organization.

Planned Actions Based on Assessment Results

As this competency exceeded the collegewide benchmark of 75%, the WL discipline will continue using our current best practices to maintain this level of student success.

Contacts for Planned Actions

Christina Gentile

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.
Technological Competency

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Workshops to improve this competency will be available but not required as this competency was met well. The WL discipline worked with the WRLC to provide workshops on PowerPoint and Prezi. As this interest broadened, we collaborated with Ed Cunningham where the digital learning centers now regularly provide a PowerPoint Basics Workshop. This allowed students to get help as needed, including one-on-one assistance putting the elements of their research into a PPT.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The student ratings were 62.5% advanced and 18.8% proficient. With a total of 81.3% rated advanced and proficient, the students met and exceeded the benchmark for this competency.

Planned Actions Based on Assessment Results

The WL discipline will continue to advertise the PowerPoint workshops and other relevant workshops to our students. As this competency was met well, there is no need for additional action.

Contacts for Planned Actions

Christina Gentile

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Written Communication

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

We will publicize workshops addressing the individual components to improve proficiency. We will also plan specific lessons to focus on improvement of content, mechanics and style and expression.
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The discipline incorporated writing activities in class and homework activities. WL organized workshops on learning a language with the emphasis on learning strategies for written and oral communication in the target language. The workshops were advertised and well attended.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Students totaled 96.7% as advanced and proficient, ranking 65% advanced and 31.7% proficient. The strongest areas were academic integrity, content and organization.

Planned Actions Based on Assessment Results

As this competency exceeded the collegewide benchmark of 75%, the WL discipline will continue using its current best practices to maintain this level of student success.

Contacts for Planned Actions

Christina Gentile

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Integrative Learning

No Data
**Critical Analysis and Reasoning**

This Goal was:

**UPDATE FROM PREVIOUS ASSESSMENT**

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Examine parameters of cultural project to be sure this outcome is sustained. Parameters of cultural project were fine-tuned to make sure this outcome is achieved and sustained. (implemented; effective)

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Overall, student ratings in this area were high with over 95% of students rated “proficient” or “advanced”. Students were equally strong in all areas. This rating may have resulted due to step-by-step guidance by the instructor to give students opportunities to get organized, to evaluate their progress and to practice necessary skills for the project.
Planned Actions Based on Assessment Results
To sustain this outcome, if not raise it, we will continue to give step-by-step guide for the signature project. We will also check students’ progress throughout the process to make sure they are on the right track.

Contacts for Planned Actions
Jin Choi

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Information Literacy
This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
Work through the WL department to plan workshops on information literacy through the library or language lab as the need arises.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.
Students were required to complete “Academic Integrity & Avoiding Plagiarism Tutorial” and “MLA Citations Tutorial” through the library.
(implemented; effective)

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
Over 95% of students rated “proficient” or “advanced” in this area. Students were equally strong in all areas. Requiring tutorials through the library have helped students in developing skills ethics for using resources, evaluating information and how to use them in doing the project.

Planned Actions Based on Assessment Results
We will continue to require students to complete tutorials through the library.

Contacts for Planned Actions
Jin Choi

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Oral Communication
This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
Work through the WL department to plan workshops on skills for oral presentation to assure that this outcome is repeated.
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Workshops are offered to students. Also, individual and/or group presentation assistance was given during office hours and tutoring sessions by appointments. (implemented; effective)

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

96% of students were deemed “advanced” or “proficient”. Outside assistance for group presentation greatly helped with pronunciation. However, among all the areas ‘delivery’ was the weakest with 11.4% rated “novice”.

Planned Actions Based on Assessment Results

We will continue to offer individual and/or group presentation assistance during office hours and tutoring sessions. And offer assistance with delivery skills by offering practice run of presentation a week before the due date.

Contacts for Planned Actions

Jin Choi

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Technological Competency

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Work through the WL department to plan workshops on technological competence through the library or language lab to assure that this outcome is repeated.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Each semester, several PPT workshops were offered through Digital Learning Center to assist students in preparing presentations. (implemented; effective)

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Almost 100% of students rated “proficient” or “advanced” in this area. Students were equally strong in all areas. Thanks to PPT workshops, students acquired skills necessary to effectively communicate using technology.
Planned Actions Based on Assessment Results

We will continue to encourage students to attend PPT workshops and offer language lab hour credit for attending the workshop.

Contacts for Planned Actions

Jin Choi

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Written Communication

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

- Work with the Korean faculty to focus composition lessons on these areas.
- Korean faculty increased writing in class and provided outside assistance through office hours and tutoring sessions. (implemented; effective)

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Overall, student ratings in this area were high with over 90% of students rated “proficient” or “advanced”. However, it showed that students were weakest in written mechanics and style & expression with ratings of about 80% being “proficient” or “advanced”. This is due to the fact that since this course starts out with learning the basic characters (like English alphabet) and with very different grammar structure, many continue to struggle with writing mechanics and structures until the end of the semester.

Planned Actions Based on Assessment Results

In order to address the weakest areas of written mechanics for this level course, we will require students to submit presentation materials a week in advance and will be checked for mechanics so students can understand their mistakes and make corrections. Also, to help with style and expressions, a tip sheet will be provided with useful yet simple phrases and expressions which can be used for the project.

Contacts for Planned Actions

Jin Choi

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

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<th>Integrative Learning</th>
<th>No Data</th>
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</table>
GE-KORA102
Critical Analysis and Reasoning

This Goal was:

**UPDATE FROM PREVIOUS ASSESSMENT**

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Examine parameters of cultural project to be sure this outcome is sustained.
Parameters of cultural project were fine-tuned to make sure this outcome is achieved and sustained.
(Implemented; effective)

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

**Discuss Strengths and Weaknesses and Meaning of Results within Context of Course**

Overall, student ratings in this area were high with 95% of students rated “proficient” or “advanced”. Students were equally strong in all areas. This rating may have resulted due to step-by-step guidance by the instructor to give students opportunities to get organized, to evaluate their progress and to practice necessary skills for the project.

**Planned Actions Based on Assessment Results**

To sustain this outcome, if not raise it, we will continue to give step-by-step guide for the signature project. We will also check students’ progress throughout the process to make sure they are on the right track.

**Contacts for Planned Actions**

Jin Choi

**OVERALL COMMENTS**

Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Information Literacy

This Goal was:

**UPDATE FROM PREVIOUS ASSESSMENT**

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Work through the WL department to plan workshops on information literacy through the library or language lab as the need arises.
Students were required to complete “Academic Integrity & Avoiding Plagiarism Tutorial” and “MLA Citations Tutorial” through the library.
(Implemented; effective)
ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Over 90% of students rated “proficient” or “advanced” in this area. Students were the strongest in the area of ‘Ethics’ with 100% but were found to be weakest in the area of ‘Use’ with 89%. Requiring tutorials through the library helped students in developing skills ethics for using resources and evaluating information.

Planned Actions Based on Assessment Results

We will continue to require students to complete tutorials through the library. To assist students with effectively using gathered information, we will provide a tip sheet for this area.

Contacts for Planned Actions

Jin Choi

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Oral Communication

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Oral Communication was not included in the data set returned for evaluation.

No planned actions.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

100% of students were deemed “advanced (89.6%)” or “proficient (10.4%)”. Outside assistance for group presentation greatly helped with pronunciation. However, among all the areas ‘delivery’ was the weakest with 63% being advanced and 37% proficient.

Planned Actions Based on Assessment Results

We will continue to offer individual and/or group presentation assistance during office hours and tutoring sessions. And offer assistance with delivery skills by offering practice run of presentation a week before the due date.

Contacts for Planned Actions

Jin Choi

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

**Technological Competency**

This Goal was:

**UPDATE FROM PREVIOUS ASSESSMENT**

Planned Actions from Previous General Education Assessment

*Work through the WL department to plan workshops on technological competence through the library or language lab to assure that this outcome is repeated.*

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

*Each semester, several PPT workshops were offered through Digital Learning Center to assist students in preparing presentations. (implemented; effective)*

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Close to 95% of students rated “proficient” or “advanced” in this area. Students were equally strong in all areas. Thanks to PPT workshops, students acquired skills necessary to effectively communicate using technology.

Planned Actions Based on Assessment Results

We will continue to encourage students to attend PPT workshops and offer language lab hour credit for attending the workshop.

Contacts for Planned Actions

Jin Choi

**OVERALL COMMENTS**

Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

**Written Communication**

This Goal was:

**UPDATE FROM PREVIOUS ASSESSMENT**

Planned Actions from Previous General Education Assessment

*Work with the Korean faculty to focus composition lessons on these areas.*

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

*Korean faculty increased writing in class and provided outside assistance through office hours and tutoring sessions. (implemented; effective)*

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

100% of students rated “proficient” or “advanced” in this area. Students were requested to submit presentation materials ahead of time for progress check at which time, it was screened for minor mistakes and errors. Additional assistance during the office hours and tutoring helped with this process. Students were also awarded with language lab hour credit for receiving this assistance.

Planned Actions Based on Assessment Results

To assure this outcome is repeated, we will continue to increase writing in class and provide outside assistance through office hours and tutoring sessions.

Contacts for Planned Actions

Jin Choi

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Integrative Learning

No Data
Critical Analysis and Reasoning

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Continue to develop thorough exercises and assessments where students must compare, contrast, and decide between two or more options and justify their decisions by graphical analysis, numerical analysis, and writing.

All of the planned actions have been implemented.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Students who are CR were rated as “proficient or advanced” between 8% and 19% higher than NCR students for critical analysis and reasoning skills. Overall, there is no significant difference in percent “proficient or advanced” from 2013 to 2016. In 2016, there is an upward trend from “not evident” to “advanced” (13%, 20%, 32%, & 35%), and the data shows students are weaker in both analysis and evaluation and conclusions categories than that of the identification and explanation category. Note: The term "NCR" refers to all students who were evaluated at a reading level of "Not College Ready" based on the student's initial Accuplacer result for reading. Similarly, “CR” refers to those deemed “College Ready.”

Planned Actions Based on Assessment Results

Continue to develop thorough exercises and assessments where students must compare, contrast, and decide between two or more options and justify their decisions by graphical analysis, numerical analysis, and writing. Continue to require students to link the computation and analysis of quantitative summary measures and the study of sampling variability to formulating inferences and testing of hypotheses. Students must also consider the units of the values they are analyzing within the context of the problems.

Contacts for Planned Actions

Rachel Saidi

OVERALL COMMENTS
We have decided that it is time to revisit the course-wide assessment questions in the signature assignment, and we will update this before the next cycle of data collecting. It will require use of technology to perform calculations and the expectation of specific wording from students as they analyze and draw inferences in the context of the problem. GAISE (Guidelines for Assessment and Instruction in Statistics Education) from the ASA (American Statistical Association) encourage faculty to teach with fewer formulas and tables, use multivariable data visualizations, and provide realistic data for deeper investigation and analysis. These guidelines will be considered in the incorporation of course-wide assessment questions, just as they are for the course itself. Statistics demands mastery of skills not typically found in other courses offered by the department. Students and the broader college community must understand that these skills are expected in order for students to be successful in the course. Students who are NCR appear to experience a greater challenge in MATH 117, and NCR students attain proficient or advanced scores at lower rates than their CR peers. As the Math and Statistics Department revises the pathways for students to enroll in MATH 117, it will be important to consider the above information.

Dean: Please provide any comments here.

Quantitative Reasoning

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Link computation and analysis of quantitative summary measures (e.g. mean, test statistic, etc.) and the study of sampling variability to the making of decisions and other critical analysis tasks.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

All of the planned actions have been implemented.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

For quantitative reasoning skills, CR students have higher rates of success than NCR students by 11% and 19%. Overall, there is no significant difference in the percent of students rated as “proficient or advanced” from 2013 to 2016. In 2016, although there is an upward trend from “not evident” to “advanced” (15%, 19%, 22%, & 44%), the data shows that students are weaker in communication than the other two parts of quantitative reasoning. There appears to be a general upward trend in percent rated as “proficient or advanced” in 2016 as the number of credits accumulated from “under 30” to “90 and over.”

Planned Actions Based on Assessment Results

Continue to incorporate graphs, plots, and curve sketches to compare and contrast and make decisions between two or more options. Continue to require students to interpret probabilities in order to formulate analyses and inferences.

Contacts for Planned Actions

Rachel Saidi

OVERALL COMMENTS
We have decided that it is time to revisit the course-wide assessment questions in the signature assignment, and we will update this before the next cycle of data collecting. It will require use of technology to perform calculations and the expectation of specific wording from students as they analyze and draw inferences in the context of the problem. GAISE (Guidelines for Assessment and Instruction in Statistics Education) from the ASA (American Statistical Association) encourage faculty to teach with fewer formulas and tables, use multivariable data visualizations, and provide realistic data for deeper investigation and analysis. These guidelines will be considered in the incorporation of course-wide assessment questions, just as they are for the course itself. Statistics demands mastery of skills not typically found in other courses offered by the department. Students and the broader college community must understand that these skills are expected in order for students to be successful in the course. Students who are NCR appear to experience a greater challenge in MATH 117, and NCR students attain proficient or advanced scores at lower rates than their CR peers. As the Math and Statistics Department revises the pathways for students to enroll in MATH 117, it will be important to consider the above information.

Dean: Please provide any comments here.

Technological Competency

This Goal was: Met

Update from Previous Assessment

Planned Actions from Previous General Education Assessment

Provide in-class exercises and participatory demonstrations using built-in statistics functions of TI calculators and statistics software.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

All of the planned actions have been implemented.
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

For the subcategory of calculation, analysis, and assumptions within quantitative reasoning, those who are rated as CR are likely to have a 32% better chance of attaining proficiency than NCR students (relative risk = 1.32). Overall, there is downward trend from 2013 to 2016 in technological competency for students attaining “proficient” or “advanced”. In 2016, there appears to be a general upward trend in percent rated as “proficient or advanced” as the number of credits accumulated from “under 30” to “90 and over.” Note: The term “NCR” refers to all students who were evaluated at a reading level of “Not College Ready” based on the student’s initial Accuplacer result for reading. Similarly, “CR” refers to those deemed “College Ready.”

Planned Actions Based on Assessment Results

Continue to provide in-class and participatory demonstrations / labs using built-in statistics functions of TI calculators and statistics software. Students then practice using this technology outside of class in homework assignments or projects. Instructors may create and/or share questions that require students to use statistical technology in order to calculate correct solutions.

Contacts for Planned Actions

Rachel Saidi

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Written Communication

This Goal was:
Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

In all subcategories of written communication, with the exception of academic integrity, including content, mechanics, organization, style and expression, students who are rated CR exhibit between 26% and 46% higher rates of attaining proficiency than NCR students (relative risks = 1.30, 1.26, 1.46, and 1.30 respectively). Overall, there appears to be a downward trend in “proficient or advanced” from 2013 to 2016 in the area of written communication, though there appears to be a general upward trend in percent rated as “proficient or advanced” in 2016 as the number of credits accumulated from “under 30” to “90 and over.” Based on the initial Accuplacer results, reading at college level is important factor to be successful in statistics course. Note: The term "NCR" refers to all students who were evaluated at a reading level of "Not College Ready" based on the student’s initial Accuplacer result for reading. Similarly, “CR” refers to those deemed “College Ready.”

Planned Actions Based on Assessment Results

Continue current requirements for writing per analysis of data. Develop an increased presence in evaluations where students are required to meaningfully communicate and interpret their calculations. Language such as “interpret your results in the context of the problem” require students to restate the intent of the original question and analyze the mathematical result.

Contacts for Planned Actions

Rachel Saidi

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Integrative Learning
No Data
We have decided that it is time to revisit the course-wide assessment questions in the signature assignment, and we will update this before the next cycle of data collecting. It will require use of technology to perform calculations and the expectation of specific wording from students as they analyze and draw inferences in the context of the problem. GAISE (Guidelines for Assessment and Instruction in Statistics Education) from the ASA (American Statistical Association) encourage faculty to teach with fewer formulas and tables, use multivariable data visualizations, and provide realistic data for deeper investigation and analysis. These guidelines will be considered in the incorporation of course-wide assessment questions, just as they are for the course itself. Statistics demands mastery of skills not typically found in other courses offered by the department. Students and the broader college community must understand that these skills are expected in order for students to be successful in the course. Students who are NCR appear to experience a greater challenge in MATH 117, and NCR students attain proficient or advanced scores at lower rates than their CR peers. As the Math and Statistics Department revises the pathways for students to enroll in MATH 117, it will be important to consider the above information.

This Goal was:
**Met**

**UPDATE FROM PREVIOUS ASSESSMENT**

**Planned Actions from Previous General Education Assessment**

**Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.**

[not done]

[not done]
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

All categories within this competency are meeting or exceeding the benchmarks set by the course workgroup. However, there was a decline in the percentage amounts in all categories, especially in analysis and evaluations.

Planned Actions Based on Assessment Results

Instructors of MATH 130 will be required to include at least one problem on every test for which students are required to explain their problem solving process and justify their procedures and conclusions.

Contacts for Planned Actions

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Quantitative Reasoning

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

[not done]

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

[not done]

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

All categories within this competency are meeting or exceeding the benchmarks set by the course workgroup. However, there was a decline in the percentage amounts in all categories, especially in communication.

Planned Actions Based on Assessment Results

Instructors of MATH 130 will be required to include at least one problem on every test for which students are required to organize their calculations, effectively interpret the results appropriately in the context of the problem, and explain its importance in relation to the problem being solved.

Contacts for Planned Actions

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Technological Competency
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment [not done]

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective. [not done]

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Ninety-three percent of students ranked proficient or advanced this assessment cycle up from 73% in the last assessment cycle. This exceeds the 60% benchmark chosen by the workgroup. For the most part, this competency was measured by students using word and college email to complete and submit the assignment.

Planned Actions Based on Assessment Results

Contacts for Planned Actions

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Written Communication

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment [not done]

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective. [not done]

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The number of students rating proficient or advanced increased in the subcategories of content from 72% to 86% and organization from 76% to 78%. The number of students rating proficient or advanced decreased in the subcategories mechanics 80% to 66%, style and expression 88% to 73%, and overall 81% to 78%. The improvement in the areas of content and organization could be due to the fact that the assessment was given to students outside of class and the assignment did not have to completed within a certain amount of time in class. The decrease in the subcategories of mechanics and style and expression could be due to the instrument used to assess this competency was an open‐ended question that required a longer written answer than the previous instrument. The longer assignment and amount of writing required students to produce more sentences and perhaps more opportunity to make errors.

Planned Actions Based on Assessment Results

Students in MATH 130 should receive three to five opportunities to write reflective responses and receive critical review from instructors throughout the semester. Instructor feedback will attend to mechanics and style as well as other aspects. Several suggested assignments will be listed in the course outline.

Contacts for Planned Actions

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.
Integrative Learning
No Data
GE-MATH150

Critical Analysis and Reasoning

This Goal was: Partially Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment

*Please note that Math 150 was formerly MA160

A. UPDATE FROM PREVIOUS ASSESSMENT in 2013

Part

1. Planned actions from previous General Education assessment in 2013. Competency The discipline should consider changing the perquisites to the course. In terms of curriculum, more time should be spent on applications, rather than moving on to multi-variable techniques, if transfer agreements allow it. The discipline should consider a common course outline and a common text to improve consistency across campuses. The discipline should investigate the possibility of a tutoring / support program to offer focused aid for students outside of class, which could possibly be funded through a grant. MA160 faculty should work together to create “Exemplars” to help students with expectations about written work. Also, based on the surprising low results (51.7% did not show competency using the graphing calculator to help solve an application problem), instructors should spend a little more time on technological competency in their instruction. Students should work on projects that require higher level thinking skills and written communication. Students should be given to practice these competencies throughout the semester and similar questions should be included on regular assessments so that student faculty can
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

A common course outline and common text has been adopted which has effectively improved the consistency in the delivery of the course on all campuses. “Real World” applications of applied calculus are currently implemented in the classroom. The “Real World” problems (exemplars) are a dynamic collaboration of faculty. The implementation of the “Real World” problems has proven to be effective with the students understanding and interpreting the results of their calculations coupled with increased technological competency. An integrative writing assignment was introduced in all sections in fall 2017. This assignment incorporates critical analysis, quantitative reasoning, written communication, and technological skills. It is too soon to assess the effectiveness of the assignment. A Math 150 collaboration work group has evolved where faculty from all campuses are represented. The primary goals of the group is to maintain campus consistency and to create and collaborate faculty tools to maintain and achieve student success. The work group is currently working to restructure the course-wide assessment questions in the signature assignment. The work group is in its infancy stage and it is too soon to assess the

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Planned Actions Based on Assessment Results

Contacts for Planned Actions

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.
Quantitative Reasoning
This Goal was: Partially Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment

Quantitative Reasoning Overall, based on the summaries, the student ratings in this area presents an increasing trend from 2013 to 2016 results but there is a discrepancy among the summaries, so no conclusions should be made. 1. The Percent Rated Proficient or Advanced summary uses a sample size n=in the 500’s and the General Education Assessment Results –CycleB‐2016-2017 uses a sample size n= in the 200’s. 2. Reported IT problems. The IT problem had to do with Qlikview and the new person handling the application. 3. Assessment results that should not have been included were included. Choice of Advanced Rating was not to be included in the assessment results as clearly stated on the assessment grading rubric but entered as a choice by faculty error.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Planned actions A recommendation of collection, analysis, and summary of new assessment data and re-evaluation of the assessment results reporting process by instructional faculty. Contacts for Planned Actions Math 150 Work Group Members Monique Peters Alice Wang Gail South Kimberly Fouche Elaine Jadacki

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Planned Actions Based on Assessment Results

Contacts for Planned Actions

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Technological Competency
This Goal was: Partially Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment

Technological Competency Overall, based on the summaries, the student ratings in this area presents an increasing trend from 2013 to 2016 results but there is a discrepancy among the summaries, so no conclusions should be made. 1. The Percent Rated Proficient or Advanced summary uses a sample size \( n = \) in the 500’s and the General Education Assessment Results –CylceB-2016-2017 uses a sample size \( n = \) in the 200’s. 2. Reported IT problems. The IT problem had to do with Qlikview and the new person handling the application. 3. Assessment results that should not have been included were included. Choice of Advanced Rating was not to be included in the assessment results as clearly stated on the assessment grading rubric but entered as a choice by faculty error.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Planned actions:
A recommendation of collection, analysis, and summary of new assessment data and re-evaluation of the assessment results reporting process by instructional faculty. Contacts for Planned Actions Math 150 Work Group Members Monique Peters Alice Wang Gail South Kimberly Fouche Elaine Jadacki

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Planned Actions Based on Assessment Results

Contacts for Planned Actions

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Written Communication
This Goal was: Partially Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment

Written Communication Overall, based on the summaries, the student ratings in this area presents an increasing trend from 2013 to 2016 results but there is a discrepancy among the summaries, so no conclusions should be made. 1. The Percent Rated Proficient or Advanced summary uses a sample size n=in the 500’s and the General Education Assessment Results –CylceB-2016-2017 uses a sample size n= in the 200’s. 2. Reported IT problems. The IT problem had to do with Qlikview and the new person handling the application. 3. Assessment results that should not have been included were included. Choice of Advanced Rating was not to be included in the assessment results as clearly stated on the assessment grading rubric but entered as a choice by faculty error.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Planned actions A recommendation of collection, analysis, and summary of new assessment data and re-evaluation of the assessment results reporting process by instructional faculty. Contacts for Planned Actions Math 150 Work Group Members Monique Peters Alice Wang Gail South Kimberly Fouche Elaine Jadacki
ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Planned Actions Based on Assessment Results

Contacts for Planned Actions

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Integrative Learning
No Data
GE-MATH170

Critical Analysis and Reasoning

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Students were strong in drawing conclusions (80%). Students need to improve their analysis and evaluation skills (70%). Students need to improve their ability to identify and explain issues (73%).

Planned Actions Based on Assessment Results

Put more emphasis on reading the application problems and understanding the idea behind it before jumping to do the math part of it. Incorporate many application problems in the lecture and assign them as the group work/homework/mini projects on a regular basis emphasizing on the writing/interpreting part. Incorporate more “interpret the meaning of your results” type questions into each exam.

Contacts for Planned Actions

Mary Hopkins Pallavi Bhale Mazen Zarrouk Thomas Sonnabend

OVERALL COMMENTS

Provide any additional comments about the assessment process or results. NA

Dean: Please provide any comments here.

Quantitative Reasoning

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

NA
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
The strengths in this category were the calculation analysis assumption, interpretation and representation (74%). The weakness was communication (72%).

Planned Actions Based on Assessment Results
Incorporate many application problems throughout the semester to help them practice calculating and interpreting the result in context of the problem. Give the students time to meet in groups to work together interpreting and analyzing results. Then have them present their findings orally or in writing.

Contacts for Planned Actions
Mary Hopkins Pallavi Bhale Mazen Zarrouk Thomas Sonnabend

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Technological Competency
This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
NA

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
About 81% students were in the proficient or advanced category in technology. A small percentage of students had difficulty with the use of graphing calculator.

Planned Actions Based on Assessment Results
Incorporate technology as the alternate approach to some problems on a regular basis. Encourage students who are having difficulties to attend the graphing calculator workshops held at the learning centers to learn the full use of graphing calculator. On Blackboard, provide YouTube links to TI graphing calculator tutorials.
OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Written Communication
This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
The strength in this category is content and organization (73%). The weaknesses are mechanics (58%) as well as style and expression (54%).

Planned Actions Based on Assessment Results
We give the students more practice in writing one or two sentences to: 1) explain the meaning of calculus in applications and 2) summarize results in an applied exercise.

Contacts for Planned Actions
Mary Hopkins Pallavi Bhale Mazen Zarrouk Thomas Sonnabend

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Integrative Learning
No Data
Critical Analysis and Reasoning

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Spend time teaching students how to read math/science books and how to get the most out of diagrams and tables. Dedicate time to learning “how to learn” instead of just answering homework questions. Teach/model persistence.
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Some instructors have implemented this. The assessment results do not indicate that this has been effective. However, the effects are not expected to be seen immediately. These types of fundamental changes in the students’ study habits and attitudes are not likely to happen overnight or even over the course of a semester.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Critical Analysis and Reasoning decreased from 51% Proficient or Advanced in 2013 to 47% Proficient or Advanced in 2016. The subcategory Analysis and Evaluation had the largest decrease, from 53% to 41%, while Conclusions (56% in 2013, 57% in 2016) and Identification and Explanation of Issues (44% in 2013, 43% in 2016) remained essentially static.

Planned Actions Based on Assessment Results

Implement signature assignments to put more emphasis on Critical Analysis and Reasoning.

Contacts for Planned Actions

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

It is worrying that only 75% of our “A” students, 47% of our “B” students, and 36% of our “C” students are Proficient or Advanced in this competency. Calculus is an introductory analysis course, and a student should not be passing the course if he/she is not Proficient in Critical Analysis and Reasoning. The question used to assess this competency centers around the Fundamental Theorem of Calculus, which is introduced towards the end of the semester. Students do not have many opportunities to practice it before the final exam.

Dean: Please provide any comments here.

Quantitative Reasoning

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

NA

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

NA
ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Quantitative Reasoning decreased significantly from 50% Proficient or Advanced in 2013 to 36% Proficient or Advanced in 2016. This decrease is consistent throughout the subcategories of Calculation, Analysis and Assumptions (44% decreased to 32%), Communication (39% decreased to 30%), Interpretation and Representation (62% decreased to 46%).

Planned Actions Based on Assessment Results

Accommodate communication styles of students by teaching in “small chunks” of bite-sized math. Keep the class moving quickly, switching topics every 5-10 minutes to keep their interest. Make completion of an online prep/review course mandatory for any MATH181 student who did not receive an “A” in pre-calculus. Students should not be passed on when they do not know the prerequisite material for the classes to which the students are being passed on.

Contacts for Planned Actions

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Under-prepared students continue to pose the greatest challenge in this course. Poor algebra skills and unfamiliarity with trigonometric functions and identities render students almost illiterate as students of mathematics. Decreased attention spans and poor memory continue to plague many students as well. A significant number of students miss class, have not learned to study, and have been passed on from class to class without having learned the basic material in the prerequisite classes.

Dean: Please provide any comments here.

Technological Competency

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

NA

NA
ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Technological Competency decreased significantly from 54% Proficient or Advanced in 2013 to 42% Proficient or Advanced in 2017.

Planned Actions Based on Assessment Results

The basic skills that the assessment draws upon are ones that most students should get plenty of opportunity to practice throughout the semester - at any rate for at least a sizable chunk of the semester. Integrate and enforce the skills for using the TI into our pedagogy. Promote the calculator workshops offered by the learning centers.

Contacts for Planned Actions

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

As technology advances, the TI calculators we are still using are very out of date. There are much better options out there, such as the Desmos graphing calculator. We should explore these options. On the other hand, because of the specific question used to assess the competency. The capabilities of the TI are more than adequate.

Dean: Please provide any comments here.

Written Communication

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Incorporate writing exercises throughout the semester, as students learn calculus concepts and their applications. One way to improve written communication is to assign reading and writing assignments on a regular basis. A mini-project is also a great way to improve written communication.

Some instructors have implemented this. Content, Mechanics, Organization, and Style and Expression have all improved.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Overall Written Communication increased slightly from 45% Proficient or Advanced in 2013 to 48% Proficient or Advanced in 2016. Within Written Communication, Academic Integrity had a significant drop from 59% to 47%, while all other areas (Content, Mechanics, Organization, and Style and Expression) increased in percentage Proficient or Advanced.

Planned Actions Based on Assessment Results

Continue with emphasizing written communication. Discuss academic integrity and plagiarism in class.

Contacts for Planned Actions

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Integrative Learning
No Data
It is worrying that Academic Integrity had a significant drop from 59% Proficient or Advanced to 47%. Why has this happened?

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

We planned to identify struggling students early in the semester in order to determine difficulties related to learning outcomes and intervene to overcome those difficulties.

The planned action was implemented successfully and was very effective: the General Education Assessment Results for 2016-2017 show a 6% overall improvement in this competency as compared to the General Education Assessment results for 2013-2014.
Discuss Strengths and Weaknesses and Meaning of
Results within Context of Course

Overall, student ratings were high in this area with a little over 88% of students rated as “proficient” or “advanced.” We surpassed the 85% benchmark for students to be rated as “proficient” or “advanced.” Numbers are roughly the same in all categories of the competency, a little above 88%. There is an overall improvement of 6% in this competency as compared to the assessment cycle results from 2013-2014. In addition, we exceeded our resolution from the last assessment cycle to decrease the percentage of the students who failed to demonstrate any competency within this category: that percentage was 2.8% (average) during the last assessment cycle. The percentage for “not evident” during this assessment cycle is 0%. The results suggest that the assessment instrument is capable of detecting students’ critical analysis and reasoning skills. In addition, the assessment instrument used for this competency – the argumentative and reflective essay – was conducive to student success because they had several opportunities to practice their skills in creating and writing the essay, leading to high scores.

Planned Actions Based on Assessment Results

Faculty will continue to identify struggling students early in the semester in order to identify difficulties related to learning outcomes and intervene to overcome them. Furthermore, faculty will continue to implement a variety of student success strategies and techniques, such as “Mid-Term Conference,” a “Minute Paper,” “Double-Entry Journal,” and “Note-Taking Pairs,” to name a few, to improve students’ critical analysis and reasoning skills. We will discuss these strategies at the next discipline meeting with all philosophy faculty.

Contacts for Planned Actions

Auksuole Rubavichute, Associate Professor and Coordinator of Philosophy, RV

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Information Literacy

N/A
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

We planned to continue to educate students in information literacy, with an emphasis on identifying appropriate sources, citation of sources, and the ethical use of sources. The planned action was implemented successfully and was very effective: the General Education Assessment Results for 2016-2017 show a 7% overall improvement in this competency as compared to the General Education Assessment results for 2013-2014. In addition, the percentage for “not evident” in the categories of “identifying appropriate sources,” “citation of sources,” and the “ethical use of sources” has decreased from 2.5%, 2.1%, and 3.8% respectively to 1.5%.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Overall, 91% of the students received “proficient” or “advanced” in this competency. There is an overall improvement of 7% in this competency as compared to the assessment cycle results from 2013-2014. In addition, we fulfilled our resolution from the last assessment cycle to decrease the percentage of the students who failed to demonstrate any competency within this category: that percentage was 3.16% (average) during the last assessment cycle. Currently, the average across all five categories for “not evident” is 1.5%. These numbers suggest that the assessment instrument is capable of identifying and evaluating information literacy. In addition, the assessment instrument used for this competency – the argumentative and reflective essay – was conducive to student success because they had several opportunities to practice their skills in researching and evaluating the sources for their essay, leading to high scores.
Planned Actions Based on Assessment Results

Faculty will continue to educate students in information literacy, with an emphasis on all five categories. Furthermore, faculty will continue to implement a variety of student success strategies and techniques, such as a “Minute Paper,” “Double-Entry Journal,” “Pro and Con Grid,” and “Note-Taking Pairs,” to name a few, to improve students’ information literacy skills. We will discuss these strategies at the next discipline meeting with all philosophy faculty.

Contacts for Planned Actions

Auksuole Rubavichute, Associate Professor and Coordinator of Philosophy, RV

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

N/A

Technological Competency

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

We planned to continue to incorporate technological competency into coursework in a manner consistent with maintaining this outcome.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The planned action was implemented successfully and was very effective: the General Education Assessment Results for 2016-2017 show a 9% overall improvement in this competency as compared to the General Education Assessment results for 2013-2014.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Students overwhelmingly demonstrated proficiency in technological competency, with almost 96% of students rated as “proficient” and “advanced.” There is an overall improvement of 9% in this competency as compared to the assessment cycle results from 2013-2014. In addition, we exceeded our resolution from the last assessment cycle to decrease the percentage of students who failed to demonstrate any competency within this category: that percentage was 1.9% (average) during the last assessment cycle. The percentage for “not evident” during this assessment cycle is 0%. These results suggest that the assessment instrument is capable of identifying and evaluating technological competency. These results were not surprising because students had several opportunities to practice their technological competency skills, by utilizing on-campus computer labs, various web browsers, as well as the Internet, as they researched and wrote their argumentative and reflective essays, leading to high scores.

Planned Actions Based on Assessment Results

Faculty will continue to incorporate technological competency into their coursework, in a manner consistent with maintaining this outcome. In addition, faculty will continue to implement a variety of student success strategies and techniques, such as a “Minute Paper,” “Double-Entry Journal,” “Pro and Con Grid,” and “Note-Taking Pairs,” to name a few, to improve students’ technological competency skills. We will discuss these strategies at the next discipline meeting with all philosophy faculty.

Contacts for Planned Actions

Auksuole Rubavichute, Associate Professor and Coordinator of Philosophy, RV

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Written Communication

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
We planned to continue to utilize assignments, which require fulfillment of the written communication competency, i.e., written assignments and tests, throughout the semester. Use of “Writing in the Disciplines” materials and workshops were useful towards this end. We also planned to articulate and explain what effective philosophical or argumentative writing was, and work with students toward this end.

The planned action was implemented successfully and was very effective: the General Education Assessment Results for 2016-2017 show a 7% overall improvement in this competency as compared to the General Education Assessment results for 2013-2014.

A vast majority of students demonstrated proficiency in written communication. In particular, 91% of the students received “proficient” and “advanced” in this competency. There is an overall improvement of 7% in this competency as compared to the assessment cycle results from 2013-2014. In addition, we fulfilled our resolution from the last assessment cycle to decrease the percentage of the students, who failed to demonstrate any competency within this category: that percentage was 2.9% (average) during the last assessment cycle. Currently, the average across all five categories for “not evident” is 0.1%, with 4 out of 5 categories in this competency showing 0% as “not evident.” These results suggest that the assessment instrument is capable of detecting students’ written communication skills. In addition, the assessment instrument used for this competency – the argumentative and reflective essay – was conducive to student success because they had several opportunities to practice their skills in writing the essay, leading to high scores.
Planned Actions Based on Assessment Results

Faculty will continue to provide assignments which facilitate fulfillment of the written communication competency, such as written assignments and tests, throughout the semester. Use of “Writing in the Disciplines” materials and workshops may be useful towards this end. Additionally, faculty will continue to implement a variety of student success strategies and techniques, such as a “Minute Paper,” “Double-Entry Journal,” “Pro and Con Grid,” and “Note-Taking Pairs,” to name a few, to improve students’ written communication skills. We will discuss these strategies at the next discipline meeting with all philosophy faculty.

Contacts for Planned Actions

Auksuole Rubavichute, Associate Professor and Coordinator of Philosophy, RV

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Integrative Learning
No Data
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Instructors will make efforts to identify and enhance learning outcomes for underperforming students earlier in the semester in order to decrease the number of students who fail to demonstrate relevant competencies.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The planned action was implemented successfully and was effective: the General Education Assessment Results for 2016-2017 show a 3% overall improvement in this competency as compared to the General Education Assessment results for 2013-2014.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Students overwhelmingly demonstrated proficiency (or better) in identifying and explaining issues, with “advanced” being the second largest category in this measure (42.7% proficient, 41.9% advanced, for a total of 84.6%), in analysis and evaluation (47.5% proficient, 37.7% advanced, for a total of 85.2%), and in drawing conclusions (50.9% proficient, 30.9% advanced, for a total of 81.8%). The largest gap between proficient and advanced concerned drawing conclusions – 50.4% proficient while only 30.9% ranked as advanced. That said, roughly 10% of students, on average, failed to demonstrate proficiency with critical analysis and reasoning. Results suggest that the instrument is well-tuned to detecting student competencies, but that pedagogical intervention can better selectively target at-risk students.

Planned Actions Based on Assessment Results

Faculty will continue to identify struggling students early in the semester in order to identify difficulties related to learning outcomes and intervene to overcome them. Additionally, various strategies can be employed to promote critical analysis and reasoning, such as in-class debates or presentations, text summary writing assignments, and the use of student-supplied reading questions. We will discuss these strategies at the next discipline meeting with all philosophy faculty.

Contacts for Planned Actions

Michael P. Harding Assoc. Professor of Philosophy
GT

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Information Literacy

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Faculty will continue to educate students in information literacy basics such as source identification and citation.
The planned action was implemented successfully and was very effective: the General Education Assessment Results for 2016-2017 show a 6% overall improvement in this competency as compared to the General Education Assessment results for 2013-2014.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Students overwhelmingly demonstrated proficiency in information literacy (89.5%), with advanced ability as the second largest category in this measure. 5.7% of students failed to demonstrate any fluency with information literacy. The results suggest that the instrument is well-tuned to detect information literacy.

Planned Actions Based on Assessment Results

Faculty will continue to educate students in information literacy, with an emphasis on all five categories. Additionally, faculty will ensure that students are aware of resources available through the Montgomery College library for promoting information literacy. We will discuss these strategies at the next discipline meeting with all philosophy faculty.

Contacts for Planned Actions

Michael P. Harding Assoc. Professor of Philosophy

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Technological Competency

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Faculty will continue to incorporate technological competency into coursework in a manner consistent with maintaining this outcome.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The planned action was implemented successfully and was effective: the General Education Assessment Results for 2016-2017 show a 4% overall improvement in this competency as compared to the General Education Assessment results for 2013-2014.
ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The vast majority of student respondents were judged to have demonstrated proficient ability in technological competency (89.4%), with advanced as the ability as the second largest category in this measure (24.6% advanced, 64.8% proficient). Of note, 5.7% of students were judged to have failed to demonstrate any technological competency. The results suggest that the instrument is well-tuned to measure technological competency.

Planned Actions Based on Assessment Results

Faculty will continue to incorporate technological competency into their coursework, in a manner consistent with maintaining this outcome. We will discuss various strategies employed by faculty at the next discipline meeting with all philosophy faculty.

Contacts for Planned Actions

Michael P. Harding Assoc. Professor of Philosophy GT

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

N/A

Written Communication

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Faculty will continue to model coursework in a way that facilitates fulfillment of the written communication competency, such as relying heavily on written assignments and tests throughout the semester. Use of Writing in the Disciplines materials and workshops may be useful towards this end.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The planned action was implemented successfully and was effective: the General Education Assessment Results for 2016-2017 show a 1% overall improvement in this competency as compared to the General Education Assessment results for 2013-2014.
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The majority of students (56.9%) demonstrated proficiency with written communication. The second largest group (27.6%) demonstrated advanced ability in this area, for a total of 84.5%. Of note, 5.7% were judged to have not provided evidence of competency in written communication. Overall, this suggests that the instrument is well-tuned to measure competency in written communication.

Planned Actions Based on Assessment Results

Faculty will continue to provide assignments which facilitate fulfillment of the written communication competency, such as written assignments and tests, throughout the semester. Use of “Writing in the Disciplines” materials and workshops may be useful towards this end.

Contacts for Planned Actions

Michael P. Harding Assoc. Professor of Philosophy
GT

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean:  Please provide any comments here.

Integrative Learning
No Data
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment
Faculty will continue to establish and maintain student competency in this area.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.
Through discipline meetings and online communications, the planned actions were accomplished and are ongoing working session with the Phil. Faculty

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
The student ratings were 87% advanced and proficient. The students met the collegewide benchmark for students rated as “advanced” and “proficient”.

Planned Actions Based on Assessment Results
As this competency met and exceeded the collegewide benchmark of 75%, the discipline will continue using current best practices to maintain this level of student success.
Information Literacy

This Goal was:  Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
Faculty will continue to educate students in information literacy basics such as source identification and citation.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.
Through discipline meetings and online communication, the planned actions were accomplished and are ongoing working session with the Phil. faculty

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
The student ratings were 100% advanced and proficient. The students met the collegewide benchmark for students rated as “advanced” and “proficient”.

Planned Actions Based on Assessment Results
As this competency met and exceeded the collegewide benchmark of 75%, the discipline will continue using current best practices to maintain this level of student success.

Contacts for Planned Actions
Chris Collins
Planned Actions Based on Assessment Results  N/A

Contacts for Planned Actions  N/A

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Technological Competency
This Goal was:
UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
Faculty will continue to incorporate technological competency into coursework in a manner consistent with maintaining this outcome.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.
Through flipped classrooms, incorporating new Blackboard and Office 365 technologies the planned actions were accomplished with impressive results.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
The student ratings were 96% advanced and proficient. The students met the collegewide benchmark for students rated as “advanced” and “proficient”.

Planned Actions Based on Assessment Results
As this competency met and exceeded the collegewide benchmark of 75%, the discipline will continue using current best practices to maintain this level of student success.

Written Communication
This Goal was:
UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
Faculty will continue to model coursework in a way that facilitates fulfillment of the written communication competency, such as relying heavily on written assignments and tests throughout the semester. Use of Writing in the Disciplines materials and workshops may be useful towards this end.

Contacts for Planned Actions
Chris Collins

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Written Communication
Met
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The discipline incorporated writing activities in class and homework activities. The discipline will continue to employ best practices and standards in this area.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The student ratings were 96% advanced and proficient. The students met the collegewide benchmark for students rated as “advanced” and “proficient”.

Planned Actions Based on Assessment Results

As this competency met and exceeded the collegewide benchmark of 75%, the Phil. discipline will continue using current best practices to maintain this level of student success.

Contacts for Planned Actions

Chris Collins

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Integrative Learning

No Data
**GE-PHIL190**

**Critical Analysis and Reasoning**

| N/A |

This Goal was: Met

**UPDATE FROM PREVIOUS ASSESSMENT**

Planned Actions from Previous General Education Assessment

Instructors will make efforts to identify and enhance learning outcomes for underperforming students earlier in the semester in order to decrease the number of students who fail to demonstrate relevant competencies.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Through discipline meetings and online communications, the planned actions were accomplished and are ongoing working session with the Phil. Faculty.

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The student ratings were 90% advanced and proficient. The students met the collegewide benchmark for students rated as “advanced” and “proficient”.

Planned Actions Based on Assessment Results

As this competency met and exceeded the collegewide benchmark of 75%, the discipline will continue using current best practices to maintain this level of student success.

Contacts for Planned Actions

Chris Collins

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Information Literacy

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Faculty will continue to educate students in information literacy basics such as source identification and citation.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Through discipline meetings and online communication, the planned actions were accomplished and are ongoing working session with the Phil. faculty

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The student ratings were 80% advanced and proficient. The students met the collegewide benchmark for students rated as “advanced” and “proficient”.

Planned Actions Based on Assessment Results

As this competency met and exceeded the collegewide benchmark of 75%, the discipline will continue using current best practices to maintain this level of student success.

Contacts for Planned Actions

Chris Collins

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Technological Competency

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Faculty will continue to incorporate technological competency into coursework in a manner consistent with maintaining this outcome.
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Through flipped classrooms, incorporating new Blackboard and Office 365 technologies the planned actions were accomplished with impressive results.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The student ratings were 90% advanced and proficient. The students met the collegewide benchmark for students rated as “advanced” and “proficient”.

Planned Actions Based on Assessment Results

As this competency met and exceeded the collegewide benchmark of 75%, the discipline will continue using current best practices to maintain this level of student success.

Contacts for Planned Actions

Chris Collins

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Written Communication

N/A

This Goal was:

Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Faculty will continue to model coursework in a way that facilitates fulfillment of the written communication competency, such as relying heavily on written assignments and tests throughout the semester. Use of Writing in the Disciplines materials and workshops may be useful towards this end.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The discipline incorporated writing activities in class and homework activities.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The student ratings were 100% advanced and proficient. The students met the collegewide benchmark for students rated as “advanced” and “proficient”.

Planned Actions Based on Assessment Results

As this competency met and exceeded the collegewide benchmark of 75%, the Phil. discipline will continue using current best practices to maintain this level of student success.

Contacts for Planned Actions

Chris Collins
OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Integrative Learning
No Data
GE-PHIL201

**Critical Analysis and Reasoning**  N/A

This Goal was:  Met

**UPDATE FROM PREVIOUS ASSESSMENT**

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

N/A

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Overall, student ratings were very high in this area with almost 97% of students rated as “proficient” and “advanced.” The students were strongest in “drawing conclusions” and weakest in “identifying and explaining issues.” There is an overall improvement of 13% in this competency as compared to the assessment cycle results from 2013-2014. The percentage of “not evident” during this assessment cycle is 0%, as it also was during last assessment cycle. These suggest that the assessment instrument – the argumentative and reflective essay – is capable of detecting students’ critical analysis and reasoning skills. In addition, the assessment instrument used for this competency was conducive to student success because they had several opportunities to practice the skills in creating and writing the essay, leading to high scores.
**Planned Actions Based on Assessment Results**

Faculty will identify struggling students early in the semester in order to identify difficulties related to learning outcomes and intervene to overcome them. Furthermore, faculty will continue to implement a variety of student success strategies and techniques, such as “Mid-Term Conference,” a “Minute Paper,” “Double-Entry Journal,” and “Note-Taking Pairs,” to name a few, to improve students’ critical analysis and reasoning skills. We will discuss these strategies at the next discipline meeting with all philosophy faculty.

**Contacts for Planned Actions**

Auksuole Rubavichute, Associate Professor and Coordinator of Philosophy, RV

**OVERALL COMMENTS**

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

**Information Literacy**

This Goal was: Met

**UPDATE FROM PREVIOUS ASSESSMENT**

Planned Actions from Previous General Education Assessment

There is no General Education Course Reflection on Assessment Results from 2013-2014 or previous assessment cycles.

**Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.**

N/A

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Overall, virtually all students (100%) received “proficient” or “advanced” in this competency. There is an overall improvement of 14% in this competency as compared to the assessment cycle results from 2013-2014. The percentage of “not evident” during this assessment cycle is 0%, as it also was during last assessment cycle. The numbers are very high (around 100%) in all five categories of this competency. These numbers suggest that the assessment instrument – the argumentative and reflective essay – is capable of identifying and evaluating information literacy. In addition, the assessment instrument used for this competency was conducive to student success because they had several opportunities to practice their skills in researching and evaluating the sources for their essay, leading to high scores.

Planned Actions Based on Assessment Results

Faculty will continue to educate students in information literacy, with an emphasis on all five categories. Furthermore, faculty will continue to implement a variety of student success strategies and techniques, such as a “Minute Paper,” “Double-Entry Journal,” “Pro and Con Grid,” and “Note-Taking Pairs,” to name a few, to improve students’ information literacy skills. We will discuss these strategies at the next discipline meeting with all philosophy faculty.

Contacts for Planned Actions

Auksuole Rubavichute, Associate Professor and Coordinator of Philosophy, RV

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Technological Competency

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

N/A
ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Students overwhelmingly demonstrated proficiency in technological competency, with almost 100% of students rated as “proficient” and “advanced.” There is an overall improvement of 14% in this competency as compared to the assessment cycle results from 2013-2014. The percentage of “not evident” during this assessment cycle is 0%, as it also was during last assessment cycle. These results suggest that the assessment instrument is capable of identifying and evaluating technological competency. These results were not surprising because students had several opportunities to practice their technological competency skills, by utilizing on-campus computer labs, various web browsers, as well as Internet, as they researched and wrote their argumentative and reflective essays, leading to high scores.

Planned Actions Based on Assessment Results

Faculty will continue to incorporate technological competency into their coursework, in a manner consistent with maintaining this outcome. In addition, faculty will continue to implement a variety of student success strategies and techniques, such as a “Minute Paper,” “Double-Entry Journal,” “Pro and Con Grid,” and “Note-Taking Pairs,” to name a few, to improve students’ technological competency skills. We will discuss these strategies at the next discipline meeting with all philosophy faculty.

Contacts for Planned Actions

Auksuole Rubavichute, Associate Professor and Coordinator of Philosophy, RV

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Written Communication

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

There is no General Education Course Reflection on Assessment Results from 2013-2014 or previous assessment cycles.
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

A vast majority of students demonstrated proficiency in written communication. In particular, about 99% of the students received “proficient” and “advanced” in this competency. There is an overall improvement of 8% in this competency as compared to the assessment cycle results from 2013-2014. The percentage of “not evident” during this assessment cycle is 0%, as it also was during last assessment cycle. These numbers suggest that the assessment instrument—the argumentative and reflective essay—is capable of detecting students’ written communication skills. In addition, the assessment instrument used for this competency was conducive to student success because they had several opportunities to practice their skills in writing the essay, leading to high scores.

Planned Actions Based on Assessment Results

Faculty will continue to incorporate assignments which facilitate fulfillment of the written communication competency, such as written assignments and tests, throughout the semester. Use of “Writing in the Disciplines” materials and workshops may be useful towards this end. Additionally, faculty will continue to implement a variety of student success strategies and techniques, such as a “Minute Paper,” “Double-Entry Journal,” “Pro and Con Grid,” and “Note-Taking Pairs,” to name a few, to improve students’ written communication skills. We will discuss these strategies at the next discipline meeting with all philosophy faculty.

Contacts for Planned Actions

Auksuole Rubavichute, Associate Professor and Coordinator of Philosophy, RV

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.
GE-RUSS101

Critical Analysis and Reasoning

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Examine and clarify parameters of cultural project to help students move from novice to proficient.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The cultural project explanation was reviewed and simplified with a clear calendar of assignments so students can easily complete each task by its respective deadline.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

With only eight students being assessed, it is a very small group to determine where the strengths and weaknesses are. The students did not obtain the 75% benchmark for students to be rated “proficient” and “advanced”. The instrument used for this class was achievable but difficult as the students need to work with a different language.

Planned Actions Based on Assessment Results

The WL discipline will plan an activity to guide students through the analysis and evaluation, identification and explanation of issues and drawing conclusions through questions and answers reviewed in class to encourage better understanding of the assessment instrument.

Contacts for Planned Actions

Christina Gentile

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Information Literacy

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Work through the WL department to plan workshops on information literacy, focusing especially on evaluation of sources and academic integrity through the library or language lab as the need arises.
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The WL discipline implemented the library’s “Academic Integrity and Avoiding Plagiarism” and “MLA Citations” tutorials and quizzes as an integral piece for this portion of the assessment instrument. We also informed students of workshops related to information literacy held through the WRLC and the Academic Success Centers. This has been an effective means for students to learn about academic integrity and how to evaluate and cite resources appropriately.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The student rating is slightly below the 75% benchmark. This is surprising as the instrument incorporates the library tutorials and quizzes as an integral step to completing the assessment.

Planned Actions Based on Assessment Results

The WL discipline will more widely advertise workshops held by the WRLC or Student Success Centers related to information literacy. We will investigate the creation of a lib guide to help clarify the standards of this competency.

Contacts for Planned Actions

Christina Gentile

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Oral Communication

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Work through the WL department to plan workshops on skills for oral presentation in general with a special focus on listening behavior.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

WL organized workshops on learning a language with the emphasis on learning strategies for written and oral communication in the target language. The workshops were advertised and well attended.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The strongest areas were delivery, interpersonal skills, and organization where each standard rated students 75% proficient and advanced. The students met the collegewide benchmark for this competency.

Planned Actions Based on Assessment Results

As this competency met the collegewide benchmark of 75%, the WL discipline will continue using its current best practices to maintain this level of student success.

Contacts for Planned Actions

Christina Gentile

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Technological Competency

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The student ratings were 25% advanced and 75% proficient. The students met and exceeded our 75% benchmark for students to be rated “proficient” and “advanced”. The workshops have been instrumental in helping students improve their understanding and use of technology for the assessment instrument.

Planned Actions Based on Assessment Results

The WL discipline will continue to advertise the PowerPoint workshops and other relevant workshops to our students. As this competency was met well, there is no need for additional action.

Contacts for Planned Actions

Christina Gentile
OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Written Communication
This Goal was:
UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
Work with the faculty to increase focus composition lessons on these areas. Work through the WL department to plan workshops on written communication focusing on content and style.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.
The discipline incorporated writing activities in class and homework activities. WL organized workshops on learning a language with the emphasis on learning strategies for written and oral communication in the target language. The workshops were advertised and well attended.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
The strongest areas were content, organization and style and expression. The weakest area was academic integrity. With only six students as participants in this competency, it is a very small pool to determine if the assessment instrument requires adjustment.
Planned Actions Based on Assessment Results

The WL discipline will work with the faculty to ensure there are frequent opportunities to build this skill.

Contacts for Planned Actions

Christina Gentile

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Integrative Learning

No Data
GE-SPAN101

Critical Analysis and Reasoning

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

We will prepare activities that could be practice during class to get the students being familiar with critical analysis and reasoning.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

During the SPAN course groups meetings, discussions and brainstorming sessions did take place about how to assess Critical Analysis. In addition, the cultural presentation handout was simplified to provide a clearer way for students to use their skills of critical analysis in the preparation and implementation of the cultural project.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Overall, 87% of students assessed were in the range of proficient or advanced in this outcome. In the sub-category of “Identification and explanation” as well as “conclusions,” the % was an average of 59% in the category of “advanced.

Planned Actions Based on Assessment Results

A number of faculty have begun using an additional tool to help students develop their topic/analyze it a bit more. This flowchart may be made available to all faculty so that students may be able to identify, evaluate and explain their topics more succinctly.

Contacts for Planned Actions

Carla Naranjo

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

NA

Information Literacy

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

We could plan workshops through the WRLC to get the students more prepared on this area.
The WL discipline implemented the library’s “Academic Integrity and Avoiding Plagiarism” and “MLA Citations” tutorials and quizzes as an integral piece for this portion of the assessment instrument. We also informed students of workshops related to information literacy held through the WRLC and the Academic Success Centers. This has been an effective means for students to learn about academic integrity and how to evaluate and cite resources appropriately.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Overall, 86% of students assessed were in the range of proficient or advanced in this outcome. This high % is consist to what was reported in 2013.

Planned Actions Based on Assessment Results

Continue to include the “Academic Integrity and Avoiding Plagiarism” and “MLA Citations” tutorials and quizzes as an integral piece for this portion of the assessment instrument. Continue to offer workshops related to information literacy held through the WRLC and the Academic Success Centers.

Contacts for Planned Actions

Carla Naranjo

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Oral Communication

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

We will assign short activities to help the students improve their oral communication skills before the presentations of the cultural project.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Students continue to develop their oral communication skills via the college-wide midterm and final oral exams. In addition, we have created several video tutorials that present strategies to prepare and develop oral communication skills in SPAN 101.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

There was significant improvement in this competency from 2013-2016. In 2013, 78% of students were assessed in the areas of proficient and advanced. In 2016, this % increased to 85%.

Planned Actions Based on Assessment Results

Continue to use the video tutorials for the oral communication and cultural presentation preparation. Consider other forms of oral communication practice that students can do from home (smartphone app, publisher recorder via textbook, etc.).

Contacts for Planned Actions

Carla Naranjo

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

TECHNOLOGICAL COMPETENCY

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

It will be beneficial for the students to attend workshop to improve their technological competency, but should not be required since most of the students are well informed in this area.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The WL discipline worked with the WRLC to provide workshops on PowerPoint and Prezi. As this interest broadened, we collaborated with Ed Cunningham where the digital learning centers now regularly provide a PowerPoint Basics Workshop. This allowed students to get help as needed, including one-on-one assistance putting the elements of their research into a PPT.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Overall, 89% of students assessed were in the range of proficient to advanced. It seems clear that a majority of students feel confident in this area of competency.

Planned Actions Based on Assessment Results

Continue to work with the WRLC to provide workshops on PowerPoint and Prezi. Continue to collaborate with Ed Cunningham where the digital learning centers to regularly provide a PowerPoint Basics Workshop.

Contacts for Planned Actions

Carla Naranjo
OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Written Communication
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Definitely there’s room to improve the written communication area and it could be done with more written assignments (short versions) during classes.

After a number of discussions with SPAN faculty, it was decided that compositions needed to be included as part of the overall grade for SPAN 101. Thus, students have two distinct opportunities to develop their written production via a framework of appropriate grammar and vocabulary.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

This was an increase the in the percentage of students assessed in the proficient/advanced area for written production. Overall, 85% of students were assessed in this range for 2016; this is up from 82% in 2013. This may be attributed to the additional opportunities that students have to develop their written production skills via the required composition activities in SPAN 101.

Planned Actions Based on Assessment Results

Brainstorm with faculty about other opportunities for students to engage in written production. This may take the form of compositions and/or shorter and more focused activities throughout the semester.

Contacts for Planned Actions

Carla Naranjo

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Integrative Learning
No Data
This Goal was:
UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

We will continue the procedure that we have implemented for this competency since it is reflecting good results.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The planned action from the previous Gen Ed assessment period is very vague, so it is difficult to comment on whether or not progress has been made in this area. The results of the 2016-17 assessment in the area of Critical Analysis and Reasoning were, though within our target range of 75% or slightly lower, significantly lower than the 2013-14 assessment (93%). It appears that we need to revisit how effectively we are preparing students in this area.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Though 73% of 102 students scored at a level of Proficient or Advanced in this area, this result is far below the 93% scored for the same levels in 2013-14. The 2016-17 results come close to meeting our goal of 75%, but the gap between assessment years is troubling. The signature assignment has not changed between 2014 and 2016 but the rubric may have, perhaps requiring more academic rigor for this category.

Planned Actions Based on Assessment Results

Tools such as flow charts or other graphic organizers need to be developed and implemented to help students understand the expectation for Critical Analysis and Reasoning. A subcommittee of the discipline has recently shared a possible flow chart for this purpose.

Contacts for Planned Actions

Shelley Jones

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Information Literacy

This Goal was: UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment

We will plan workshops on information literacy for the students who believe they need to improve in this area (the workshops won't be mandatory).

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Most of the workshops offered to help students achieve desired outcomes for the signature assignment and the course center around Technological Competency and not Information Literacy. Some professors have begun to, with the assistance of the library staff, offer information literacy workshops but this practice is not widespread throughout the discipline.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

As with the previous category, the discrepancy between the 2013 assessment and that of the 2016 is great, though the average score of 73% comes close to reaching our 75% goal. The Ethics sub-category holds the highest percentage of Proficient and Advanced scores, indicating that the discipline’s use of the library’s MLA and Avoiding Plagiarism tutorials and quizzes are effective.

Planned Actions Based on Assessment Results

Formalized trainings similar to those provided for Technological Competency need to be offered to students to better prepare them for academic research. The library staff has been very eager to assist when approached and the discipline should take advantage of their expertise to assist students in this area.

Contacts for Planned Actions

Shelley Jones

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Oral Communication

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

The discipline may want to offer opportunities for the students to practice their delivery and listening skills throughout the semester to get ready for the project presentation.
Aside from offering and promoting Spanish tutoring services on all three campuses, the discipline has not offered formalized opportunities for students to practice their presentation skills.

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

**Discuss Strengths and Weaknesses and Meaning of Results within Context of Course**

Overall, Academic Integrity was the category in which students achieved the highest scores (an average of 76.8%). This indicates that the required MLA and Academic Integrity library tutorials and quizzes are effectively supporting our students in this area. The category with the lowest score (62.8%) was the Delivery category. No formalized supports have been put in place to address presentation skills, putting students at a disadvantage in this area.

**Planned Actions Based on Assessment Results**

The discipline should develop methods and formalized supports to assist students in the delivery of their cultural presentations. This support could include peer reviews, workshops, special tutoring sessions, etc.

**Contacts for Planned Actions**

Shelley Jones

**OVERALL COMMENTS**

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

**Technological Competency**

This Goal was:

**UPDATE FROM PREVIOUS ASSESSMENT**

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

We will plan workshops to help any students who might need to improve this area.

The discipline has made a concerted effort to offer numerous and varied workshops on all three campuses related to Technological Competency. This has been a useful resource for SPAN 102 students.

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

74% of students scored at Proficient or Advanced in this category. Much effort has been placed on providing students with resources related to building Technological Competency and these efforts have been successful.

Planned Actions Based on Assessment Results

The discipline should continue to provide the trainings that have been so successful for this competency.

Contacts for Planned Actions

Shelley Jones

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Written Communication

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

We will offer workshops on the better application of mechanics while writing assignments.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The discipline has not formalized writing workshops related to enhancing student performance in the area of Written Communication and in particular with regard to the mechanics of writing in the target language. The discipline has, however, implemented mandatory composition assignments across the College, which will assist in this area.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

This category holds the highest percentage of students who scored in the Proficient or Advanced level. Within the category, the Academic Integrity sub-category held the highest percentage with 83%. This indicates again that the use of the library’s resources to educate and train students in proper citation methods has been effective. The lowest score within this category is the Style and Expression sub-category with 75%. This indicates that more can be done to prepare students better for the actual oral production of the language.
Planned Actions Based on Assessment Results

Additional writing assignments should be offered to students to help them develop their style and expression in written Spanish. Key to these assignments will be the requirement of revising the assignments after receiving professor feedback.

Contacts for Planned Actions

Shelley Jones

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Integrative Learning
No Data
**GE-SPAN103**

**Critical Analysis and Reasoning**

This Goal was: Met

**UPDATE FROM PREVIOUS ASSESSMENT**

**Planned Actions from Previous General Education Assessment**

We will reach all students through different teaching approaches to make sure all of them will get help analyzing and reasoning.

**Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.**

There were an improved from the previous cycle, but there is still room for the students to develop their critical analysis and reasoning competency.

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

**Discuss Strengths and Weaknesses and Meaning of Results within Context of Course**

Most of the students scored advanced (76.2%) or proficient (23.8%). No one scored as either novice or not evident in the critical analysis and reasoning component.

**Planned Actions Based on Assessment Results**

We will continue to reach all students through different teaching approaches to make sure all of them will get help analyzing and reasoning.

**Contacts for Planned Actions**

Ivonne Bruneau-Botello

**OVERALL COMMENTS**

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Information Literacy

This Goal was: **UPDATE FROM PREVIOUS ASSESSMENT**
Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The discipline will offer workshops through the WRLC to facilitate all the students equally on this component.

There were a variety of workshops offered through the WRLC to help all students improve their information literacy competency.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Most students were rated on the advanced level (71.4%), and the 28.6% scored as proficient. There were no rated as novice or not evident.

Planned Actions Based on Assessment Results

The discipline will continue to offer specific workshops to facilitate all the students equally on this component.

Contacts for Planned Actions

Ivonne Bruneau-Botello

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Oral Communication

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

We will plan an activity to improve proficiency in Content and Delivery.

Students had more opportunities during class to practice their oral communication skills.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

On this competence, the 100% of the students qualified for either proficient or advanced level.

Planned Actions Based on Assessment Results

We will keep offering activities to help students improve their oral communication competency.

Contacts for Planned Actions

Ivonne Bruneau-Botello

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Technological Competency
This Goal was: 

**UPDATE FROM PREVIOUS ASSESSMENT**

**Planned Actions from Previous General Education Assessment**

The use of technology while in class will benefit all the students. WL discipline will continue offering this opportunity during class time as well.

**Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.**

Some of the classes were scheduled to use the Language Lab so students were able to use the technology while in class. Also a series of workshops on how to prepare a PowerPoint was included so the students could improve on their skills to present their cultural presentation.

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

87.5% were considered advanced and 12.5% proficient on the technological competency. It is important to state that they were 8 students enrolled and who completed the signature assignment.

**Planned Actions Based on Assessment Results**

Since definitely the students have benefited from the use of technology while in class, we will continue offering this opportunity during instructional time while using the language lab facilities.

**Contacts for Planned Actions**

Ivonne Bruneau-Botello

**OVERALL COMMENTS**

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

**Written Communication**

This Goal was: 

**UPDATE FROM PREVIOUS ASSESSMENT**

**Planned Actions from Previous General Education Assessment**

We will create opportunities for the students to practice more often their writing skills throughout activities in class or homework assignments.

**Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.**

There were added some compositions as part of the class content, so students could have more opportunities to practice their writing skills.

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

On the written communication competence, 85.7% rated advanced and 14.3% as proficient. 100% of the students enrolled completed the assignment.

Planned Actions Based on Assessment Results

We will continue to offer opportunities for the students to practice often their writing skills throughout activities in class or homework assignments.

Contacts for Planned Actions

Ivonne Bruneau-Botello

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Integrative Learning

No Data
This Goal was:

**UPDATE FROM PREVIOUS ASSESSMENT**

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Examine and clarify parameters of cultural project to help students move from novice to proficient.
The cultural project explanation was reviewed and simplified with a clear calendar of assignments so students can easily complete each task by its respective deadline. Students were provided with gradual scaffolding to engage in partner and group tasks aimed at deepening their ability to analyze and think critically, while using standard Spanish.

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The students did not obtain the 75% benchmark for students to be rated “proficient” and “advanced,” thus reaching 59%. The instrument used for this class was achievable but difficult as the learners are still developing their standard use of the Spanish language.
Planned Actions Based on Assessment Results

It is recommended that continued, detailed attention be paid to students’ development of recalling, relaying, and processing information in the target language. It is suggested that regular, sustained practice in this skill-set be infused in weekly task-based and interpersonal practice during in-class sessions. It is further recommended that students engage in homework assignments that challenge them to demonstrate their level of understanding and proficiency with the aforementioned skill-sets.

Contacts for Planned Actions

Eddy Arana

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Information Literacy

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Work through the WL department to plan workshops on information literacy, focusing especially on evaluation of sources and academic integrity through the library or language lab as the need arises.

The WL discipline implemented the library’s “Academic Integrity and Avoiding Plagiarism” and “MLA Citations” tutorials and quizzes as an integral piece for this portion of the assessment instrument. We also informed students of workshops related to information literacy held through the WRLC and the Academic Success Centers. This has been an effective means for students to learn about academic integrity and how to evaluate and cite resources appropriately. The WL discipline will continue to monitor students’ progress on this skill by consulting with students prior to their presentations. This will aid in mitigating confusion or lack of understanding on the side of learners.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The student rating is below the 75% benchmark. It is not clear whether courses in the years documented incorporated explicit guidance for students to access and peruse content/information.

Planned Actions Based on Assessment Results

The WL discipline will more widely advertise workshops held by the WRLC or Student Success Centers related to information literacy. It is recommended to creation of a library guide to help clarify the standards of this competency. In addition, it is recommended for instructors to engage in individual consultations with students to assess the appropriateness of information sources.

Contacts for Planned Actions

Eddy Arana

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Oral Communication

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Work through the WL department to plan workshops on skills for oral presentation in general with a special focus on listening behavior.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

WL organized workshops on learning a language with the emphasis on learning strategies for written and oral communication in the target language. The workshops were advertised and well attended. For heritage learners of Spanish, the discipline will continue to cultivate a safe, collegial, and rigorous classroom culture that focuses on sustained and regular speaking in the target language.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The strongest areas were academic integrity, content, listening behavior, delivery, interpersonal skills, and organization where each standard rated students 75% proficient and advanced. The students met the college wide benchmark for this competency.
Planned Actions Based on Assessment Results
As this competency met the college wide benchmark of 75%, the WL discipline will continue using its current best practices to maintain this level of student success. It is further recommended that students engage in deeper interpersonal language production for sustained practice in and out of the classroom.

Contacts for Planned Actions
Eddy Arana

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Technological Competency
This Goal was:
UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
Work through the WL department to plan workshops on technological competence through the library or language.

Planned Actions from Previous General Education Assessment
The WL discipline worked with the WRLC to provide workshops on PowerPoint and Prezi. As this interest broadened, we collaborated with Ed Cunningham where the digital learning centers now regularly provide a PowerPoint Basics Workshop. This allowed students to get help as needed, including one-on-one assistance putting the elements of their research into a PPT. The WL discipline will continue to consult with students to ensure that they have demonstrated basic use of building a PPT presentation document and upload it for instructor review.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
The student ratings were 44.4% advanced and 25.9% proficient. The students were just below the 75% benchmark for students to be rated “proficient” and “advanced,” thus reaching 70.3% collectively. The workshops have been instrumental in helping students improve their understanding and use of technology for the assessment instrument.
**Planned Actions Based on Assessment Results**

The WL discipline will continue to advertise the PowerPoint and other relevant workshops to our students. As this competency was nearly reached, there is a slight need for additional action. It is therefore recommended that instructors verify that students can build and present with PowerPoint. This can be supported by requiring early submission of student’s PowerPoint presentations well before their presentations take place.

**Contacts for Planned Actions**

Eddy Arana

**OVERALL COMMENTS**

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

**Written Communication**

This Goal was:

**UPDATE FROM PREVIOUS ASSESSMENT**

Planned Actions from Previous General Education Assessment

Work with the faculty to increase focus composition lessons on these areas. Work through the WL department to plan workshops on written communication focusing on content and style.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

The discipline incorporated writing activities in class and homework activities. WL organized workshops on learning a language with the emphasis on learning strategies for written and oral communication in the target language. The workshops were advertised and well attended. For heritage learners of Spanish, the discipline with continue to emphasize and build classroom activities, assignments, and assessments that actively support the development of standard writing skills in Spanish.

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The strongest area was content, followed by organization, mechanics, style and expression, and academic integrity. With 54 students as participants in this competency, it is a fairly substantial pool which aids in determining that the assessment instrument requires adjustment. It is evident that there was a novice level at the 21.4% and 28% level for all five traits listed.

Planned Actions Based on Assessment Results

The WL discipline will work with the faculty to ensure there are frequent opportunities to build this skill. In addition, it is recommended that students engage in at least two meaningful writing tasks that are also assessed through grading and require at least 1 re-write submission. Language mechanics and standard writing conventions would need to be clearly defined prior to assigning such projects.

Contacts for Planned Actions

Eddy Arana

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.
Integrative Learning
No Data
GE-SPAN201
Critical Reasoning and Analysis

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

More exercises and activities promoting critical analysis and reasoning will be implemented

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

As the results have shown, a quite relevant category such is: Critical Analysis and Reasoning evidenced an important improvement from the data of 2013 to the one of 2016. The 6% increment on the students performance in this competency shows that the exercises and activities implemented were effective.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

There was a 4% increase on 2016 on the proficiency rate from 2013 on the sub-category of Analysis and Evaluation. In the sub-category of Conclusions the increment was of 5% in 2016. In the sub-category of Identification and Explanation of Issues 8% more in 2016 was the change shown on the data. In Critical Analysis and Reasoning Overall the improvement was of a 6% in 2016. There was a 6% increment in this competency from the 2013 results. Also is laudable that 8% was the increment on the sub-category of Identification and Explanation of Issues.

Planned Actions Based on Assessment Results

Continue to promoting critical analysis and reasoning by creating, for instance, debates, and compositions in class about the films and the readings from the courses.

Contacts for Planned Actions

María-Elvira Luna-Escudero-Alie, PhD.

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Information Technology

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Promoting the use and correct citations of sources was implemented. Is important to state that a result of 97% on 2016 (6% more than in 2013) on the sub-category of know how to use the Information Literacy is laudable. At the same time is a matter of concern that in the sub-category of Ethics is was a decline of 6% from the perfect score of 100% on 2013 to the 94% on 2016. The overall result shows and improvement of 4% from the 2013 results to the 2016 data. The actions that were taken to improve the competency of information literacy were successful and we should continue promoting workshops and visits to the library as well as assignments that request research on the library.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
There were 5 sub-categories under Information Literacy and in 4 of them the data shows improvement on 2016 from the results of 2013. The most notorious improvements were on the sub-categories of Evaluate, and Use. In both of them the increment was of 7%, from 87% in 2013 to the 94% on 2016.

Continue to promote visits to the library by the students and to correctly use MLA citations in their cultural projects. Workshops in ethics could be offered to students.

María-Elvira Luna-Escudero-Alie, PhD.

In this competency was also an increment and that is indeed positive.

Met

Increasing the opportunities of oral assignments during the semester would benefit students when they present their cultural presentation by giving them more confidence on their oral skills.

It would be a good idea to identify from the beginning of the semester students who lack experience in oral communications and invite them to attend workshops, and watch videos of what a good oral presentations looks like.

Information was missing in this category. From the 6 sub-categories under Oral Communication the sub-category of Interpersonal Skills was the one where students performed the lowest. In all of the 5 sub-categories under Oral Communication, A, and B students performed fine. Is relevant to comment that C students had a very low % on the sub-category of Interpersonal Skills: 38%
Planned Actions Based on Assessment Results

Creating workshops about oral presentations would help students to gain confidence in their class presentations. Also, promoting small class presentations can make students more accustomed to present to the class.

Contacts for Planned Actions

María‐Elvira Luna‐Escudero‐Alie, PhD.

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Technology Competency

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Students will attended technological workshops if they are not familiar with a more sophisticated use of PP, and/or Prezy presentations.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Is quite positive that the data of Technological Competence shows on 2016 a perfect score of 100%. I think the success of this competency can be attributed to the fact that students are in general increasingly competent in the use of technology, as well as their instructors.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

In the category of Content it was an increment of 10% from the results of 2013 which were 90% to the 100% of 2016. The data of 2016‐2017 shows an important and praiseworthy increment of a 10% from the results of 2013-2014,

Planned Actions Based on Assessment Results

100% of the students showed technological competency according to the 2016-2017 results. This commendable score is, in part, due to the fact that students and instructors are more and more savvy in the use of technology. Also, taking students to the language lab at least three times per semester helps in increasing case with technology. Obviously, students in SPAN-201 in many cases have studied SPAN-101, and SPAN-102 at MC and therefore they were exposed to the use of technology for their cultural projects.
Contacts for Planned Actions

María-Elvira Luna-Escudero-Alie, PhD.

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Written Communication

This Goal was:

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

The data shows a great improvement in this competency which is terrific.

Promoting more written assignments throughout the semester would be beneficial to students.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

In spite of the fact that the results from 2016 show an increment of 4% from the 2013 data, still there is room for improvement in the Written Communication category. In Written Communication Overall the change was of 4%; from the 84% on 2013 to the 88% on 2016. More workshops and invitations to attend tutoring centers can be implemented to increase student performance in mechanics and organizations.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

In the sub-category of Academic Integrity there was a small change from 2013 to 2016. From 88% to 91%. In the sub-category of Content, the change was more important; from 83% on 2013 to the 97% on 2016. In the sub-category of Mechanics, the change was also small: from 80% on 2013 to the 82% on 2016. In the sub-category of Organization, it was a very small regression of 1%, from 86% on 2013 to 85% on 2016. In the sub-category of Style and Expression there was an important increase on 2016 of 7% from the 81% on 2013 to the 88% on 2016. There was an overall increment of 4% from the data of 2013-2014, which is a good thing. A small regression also occurred on the sub-category of Organization.
Planned Actions Based on Assessment Results

Continue to promote the production of two compositions in class. Also, increasing the number of compositions to three compositions, and film reviews, and small news reports could serve to improve students’ written communication.

Contacts for Planned Actions

María-Elvira Luna-Escudero-Alie, PhD.

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Integrative Learning

No Data
The data shows an improvement but still is possible some amelioration. This Goal was:

Met

We will prepare examples of cultural presentations showing advanced competency in the areas of critical analysis and reasoning. In addition, we will provide practice to get students developing critical thinking and analysis.

During the SPAN course groups meetings, discussions and brainstorming sessions did take place about how to assess Critical Analysis. In addition, a couple of examples of advanced presentations were uploaded to Blackboard so that students can see what a good presentation looks like.

There has been an increase of 4-13% in the overall category of critical analysis since 2013. In the sub-categories, the percentage of students placed under advanced and proficient are: analysis and evaluation 93 %, conclusions 91.1 % and identification and explanation of issues 94.7 %. There is still a 3.6-4.7% of students who are still unsuccessful in this area.
**Planned Actions Based on Assessment Results**

Continue to provide oral and written activities where a literature, short films, short stories can be evaluated. This in turn, will help students feel prepare in order to discuss a topic they might not be familiar with.

**Contacts for Planned Actions**

Josefiina Estrada

**OVERALL COMMENTS**

Provide any additional comments about the assessment process or results.

The higher the number of credits a student had taken, the higher they scored on the sub-categories for the assessment. As it was expected, those students who got a better grade in the course, tended to perform better on the assessment. What was surprising is that those students who were reading at college level performed slightly worse than those not reading at college level in most sub-categories.

**Dean:** Please provide any comments here.

**Information Literacy**

This Goal was: Met

**UPDATE FROM PREVIOUS ASSESSMENT**

Planned Actions from Previous General Education Assessment

We could plan workshops through the WRLC to get the students more prepared on this area.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

As part of all language courses, the following was implemented through the library’s website: “Academic Integrity and Avoiding Plagiarism” and “MLA Citations” tutorials and quizzes. This is an area where students scored fairly well perhaps due to the fact that most of them had done this requirement in SPAN 101, 102 or another GEN Ed course. We also found that students need less reminders about where to find resources in regards to information literacy or PowerPoint workshops but we still provide this information nonetheless (through the WRLC and the Academic Success Centers).

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

There has been an increase of 1-2% in the overall category of information literacy since 2013. This is not a huge increase since 2013 unfortunately. In the sub-categories, the percentage of students placed under advanced and proficient are: access 94.3%, ethics 100%, evaluate 95%, know 94.1% and use 87%. There is still a 5-8.7% of students who need attention in this category.

Planned Actions Based on Assessment Results

Continue to include the “Academic Integrity and Avoiding Plagiarism” and “MLA Citations” tutorials and quizzes as an integral piece for this portion of the assessment instrument. Continue to offer workshops related to information literacy held through the WRLC and the Academic Success Centers. Perhaps providing a mandatory face to face training on academic integrity and MLA citation tutorial would prove to be more effective than an online tutorial (since most students just rush through them).

Contacts for Planned Actions

Josefina Estrada

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

The higher the number of credits a student had taken, the higher they scored on the sub-categories for the assessment. As it was expected, those students who got a better grade in the course, tended to perform better on the assessment. What was surprising is that those students who were reading at college level performed slightly worse than those not reading at college level in most sub-categories.

Dean: Please provide any comments here.

Oral Communication

This Goal was: Partially Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

There is no data to compare from previous assessments. However, oral communication continues to be an area that requires attention.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Students are encouraged to use peer to peer practice in class especially during oral exercises.
ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

There has been an increase of 1 -13 % in the area of oral communication. In the sub-categories, the percentage of students placed under advanced and proficient are: academic integrity 100 %, content 94.4 %, delivery 83.3 %, interpersonal skills 100 %, listening behavior 94.4 % and organization 94.4 %. One troubling finding is that students placed under novice with a high 16.7 % for delivery.

Planned Actions Based on Assessment Results

Find apps that lets students practice their pronunciation. Students would benefit from being recorded and get peer evaluated on their speaking.

Contacts for Planned Actions

Josefina Estrada

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

The higher the number of credits a student had taken, the higher they scored on the sub-categories for the assessment. As it was expected, those students who got a better grade in the course, tended to perform better on the assessment. What was surprising is that those students who were reading at college level performed slightly worse than those not reading at college level in most sub-categories.

Dean: Please provide any comments here.

Technological Competency

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

It will be beneficial for students to attend workshops to improve their technological competency, but should not be required since most of the students are well informed in this area especially at the 200 level course.

The WL discipline worked with the WRLC to provide workshops on PowerPoint and Prezi and Ed Cunningham provides a PowerPoint Basics Workshop. As mentioned before, most students if not all, are familiar in how to put together a research based cultural presentation.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Interestingly enough since 2013, technological competency has gone down from 100% to 94% overall. In the sub-category the percentage of students placed under advanced and proficient are: content 94.1%. Students may be using more technology but their writing quality has decreased.

Planned Actions Based on Assessment Results

Continue to work with the WRLC to provide workshops on PowerPoint and Prezi. Continue to collaborate with Ed Cunningham where the digital learning centers to regularly provide a PowerPoint Basics Workshop. Get students to write text analysis to improve their overall content and writing techniques.

Contacts for Planned Actions

Josefina Estrada

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

The higher the number of credits a student had taken, the higher they scored on the sub-categories for the assessment. As it was expected, those students who got a better grade in the course, tended to perform better on the assessment. What was surprising is that those students who were reading at college level performed slightly worse than those not reading at college level in most sub-categories.

Dean: Please provide any comments here.

Written Communication

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

We will include a peer review and pre-presentation revision.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

A peer review makes up part of the grade for the cultural presentation for SPAN 202. This in turn has increased the overall caliber and grade of the presentations.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Although there has been an increase of 2-20% in the area of written communication, this area still needs to be looked at closer. In the sub-categories, the percentage of students placed under advanced and proficient are: academic integrity 100%, content 97.3%, mechanics 100%, organization 100% and style and expression 88.9%. The good news is that the lowest score was a novice and “not evident” did not make it into the data.

Planned Actions Based on Assessment Results

Get students to write individual or peer compositions in order to develop their writing style and expression which is the lowest score in the sub-categories.

Contacts for Planned Actions

Josefina Estrada

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

The higher the number of credits a student had taken, the higher they scored on the sub-categories for the assessment. As it was expected, those students who got a better grade in the course, tended to perform better on the assessment. What was surprising is that those students who were reading at college level performed slightly worse than those not reading at college level in most sub-categories.

Dean: Please provide any comments here.

Integrative Learning

No Data
**Critical Analysis and Reasoning**

This Goal was: Not Met

**UPDATE FROM PREVIOUS ASSESSMENT**

Planned Actions from Previous General Education Assessment N/A

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective. N/A

**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Vast majority of the students scored advanced (63.9% or proficient (30.1%), having only the 6% showed as novice on their level of competency.
Planned Actions Based on Assessment Results

We will reach all students through different teaching approaches to make sure all of them will get the support on the areas of analyzing and reasoning.

Contacts for Planned Actions

Ivonne Bruneau-Botello

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Information Literacy

This Goal was: Not Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment N/A

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

N/A

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Most of the students qualified as advanced (70.8%) and proficient (29.2%), having the higher number in the area of access (75%) and knowledge (73.3%).

Planned Actions Based on Assessment Results

The discipline will continue offering workshops through the WRLC to facilitate all the students equally on this component.

Contacts for Planned Actions

Ivonne Bruneau-Botello

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Oral Communication

This Goal was: Not Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment N/A

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

N/A

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Most of the student advanced or proficient, especially in the areas of content, delivery, interpersonal skills, and organization.

Planned Actions Based on Assessment Results

We will plan an activity to improve proficiency in listening behavior, and overall skills in the oral communication component.

Contacts for Planned Actions

Ivonne Bruneau-Botello

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Technological Competency

This Goal was: Not Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment N/A

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective. N/A

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

68.9% were considered advanced, 28.9% scored as proficient, and only the 2.2% scored as novice.

Planned Actions Based on Assessment Results

The use of technology while in class will benefit all the students. WL discipline will continue offering this opportunity during instructional time, specifically while using the language lab facility.

Contacts for Planned Actions

Ivonne Bruneau-Botello

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Written Communication

This Goal was: Not Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment N/A

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective. N/A
**ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS**

<table>
<thead>
<tr>
<th>Discuss Strengths and Weaknesses and Meaning of Results within Context of Course</th>
<th>Majority of students scored advanced (54.4%), 38.9% scored as proficient and the 6.7% scored as novice. The content is the area where the students scored higher with 56.7%.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned Actions Based on Assessment Results</td>
<td>We will create opportunities for the students to practice more often their writing skills through activities (individually and in groups) during class or homework assignments.</td>
</tr>
<tr>
<td>Contacts for Planned Actions</td>
<td>Ivonne Bruneau-Botello</td>
</tr>
</tbody>
</table>

**OVERALL COMMENTS**

Provide any additional comments about the assessment process or results.

Dean:  Please provide any comments here.

| Integrative Learning | No Data |
GE-SPAN215
Critical Analysis and Reasoning
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.
Continue providing to students’ possibilities to utilize critical analysis & reasoning.
We provided more possibilities to students to utilize critical analysis & reasoning.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
The majority of the students have shown an advanced level of critical analysis and reasoning with 73.4%, a good number of them scored on the proficient component with 17.3%, and the small number of students were included on the “not evident” score.

Planned Actions Based on Assessment Results
We will continue providing to students’ various opportunities to utilize critical analysis and reasoning throughout the class.

Contacts for Planned Actions
Ivonne Bruneau-Botello

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Information Literacy
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
Make sure that all the students have the option of developing their information literacy.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.
As part of all the language courses, students are encouraged to complete the “Academic Integrity and Avoiding Plagiarism”, and the “MLA Citations” tutorial and quizzes from the Library’s website. We will continue to make sure all of the students have the option to developing this competency.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course
Same as the previous review, in this competence the majority of students shown and advanced level with 79.3%, especially in the area of ethics with 92%. 14.7% showed a proficient level with 14.7%, and a small 1.3% of students scored in the novice competence.

Planned Actions Based on Assessment Results
We will continue to make sure that all the students have the option of developing their information literacy.

Contacts for Planned Actions
Ivonne Bruneau-Botello

OVERALL COMMENTS
Provide any additional comments about the assessment process or results.
Dean: Please provide any comments here.

Oral Communication
This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT
Planned Actions from Previous General Education Assessment
Provide more oral activities to students.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.
Students are encouraged to practice their oral communication while in class, especially during group activities. We will continue to provide this opportunity for students, so they can improve on this skill.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS
Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

The majority of students were in the advanced level with 81.3%, having the interpersonal skills stand out with 93%, and the academic integrity area with 88%. A total of 10.7% showed proficient level of oral communication competence.

Planned Actions Based on Assessment Results

Provide more oral activities to students during the class. Incorporate small group activities so students could practice and improve their oral communication competency.

Contacts for Planned Actions

Ivonne Bruneau-Botello

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Technological Competency

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Make sure that all of them are technological competent.

We managed to offer several Collegewide workshops on how to improve the technological competency. Some of the workshops were offered from faculty and some others from the WRLC. We will continue to offer these workshops in order to support the students on this skill.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

Most of the students demonstrated to be in the advanced level for technological competency with 84.4%, the 11.1% of students showed to be proficient, and only 4.4% were included under “not evident” competency.

Planned Actions Based on Assessment Results

We will make sure that all of the students are technological competent while offering some workshops through the WRLC in order to support them.

Contacts for Planned Actions

Ivonne Bruneau-Botello

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.
Written Communication

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Make sure that all the students in the class have plenty opportunities of improving their writing skills.

Students had the opportunity to use and improve their written communication skills. We will continue to make sure all of them have opportunities during the instructional time, as well as on homework assignments.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

A good number of students were in the proficient level with 34.2%, and the majority 64.9% of them, were in the advanced level. Only the 0.9% showed to be in the novice level of competency. The higher scored among the advanced students were represented in the content area with 79.4% and in the academic integrity area with 75%.

Planned Actions Based on Assessment Results

Make sure that all the students in the class will have many opportunities to improve their writing skills. Some composition assignments will be incorporated during the class time, so the students could improve their skills in this area.

Contacts for Planned Actions

Ivonne Bruneau-Botello and Maria Elvira Luna-Escudero-Alie

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Integrative Learning

No Data
**GE-SPAN216**

**Critical Analysis and Reasoning**

This Goal was: Met

**UPDATE FROM PREVIOUS ASSESSMENT**

**Planned Actions from Previous General Education Assessment**

Continue providing possibilities to utilize critical analysis & reasoning through reflection papers and discussions.
Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

More opportunities were provided to students so they could utilize critical analysis & reasoning in interpreting the works under consideration.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

In this competence, the majority of the students have shown an advanced level on Analysis and Evaluation (38.6%), on Conclusions (24.6%), and on Identification and Explanation of Issues (36.8%). The summary for was 33.3%, an advanced level.

Planned Actions Based on Assessment Results

Since there is still room for students to improve on this competency, we will continue to provide opportunities for students to utilize critical analysis and reasoning by for instance, promoting additional online discussion and modifying topics on assignments that enhance critical thinking skills.

Contacts for Planned Actions

Maria Elvira Luna-Escudero-Alie / Dr. Sharon Fechter

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Information Literacy

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Provide students opportunities to develop their information literacy skills.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

This is an ongoing plan. There are online tutorials offered by librarians to help students improve their information literacy skills. These are required.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

In this competence, most of the students demonstrated proficiency (22.5%), some were at an advanced level (18.7%), and there was no evidence from 53.1% of students.
Planned Actions Based on Assessment Results

Make sure that all the students fully complete the assignments that develop their information literacy. Increase the emphasis on completing the online tutorials to develop information literacy skills.

Contacts for Planned Actions

Maria Elvira Luna-Escudero-Alie / Dr. Sharon Fechter

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Oral Communication

This Goal was: Met

UPDATE FROM PREVIOUS ASSESSMENT

Planned Actions from Previous General Education Assessment

Provide more oral activities to students such as more class presentations.

Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.

Students were unable to access the recording tools for this to be assessed.

ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

Discuss Strengths and Weaknesses and Meaning of Results within Context of Course

There were no results for the oral communication area, since students did not complete an assessment to verify the level of this competency. Students who later completed the work to resolve an incomplete were able to access the recording application.

Planned Actions Based on Assessment Results

Since most of the time, this class is offered online, it makes difficult to assess the level of this competency. In the future, we may consider using voice memo, or increase instruction on recording through blackboard, in order to get a better understanding of the oral communication level from the students. In this class, most students were native speakers of Spanish.

Contacts for Planned Actions

IMaria Elvira Luna-Escudero-Alie / Dr. Sharon Fechter

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Technological Competency

This Goal was: Met
### UPDATE FROM PREVIOUS ASSESSMENT

**Planned Actions from Previous General Education Assessment**

Introduce updated technological opportunities as they become available in Blackboard.

**Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.**

Students were able to complete most tasks where technological competency was required.

### ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

**Discuss Strengths and Weaknesses and Meaning of Results within Context of Course**

Almost half of the students demonstrated either an advanced or proficient level of technological competency. Having 21.8% in each rating, but there was no evidence for the 50.9% of students.

**Planned Actions Based on Assessment Results**

Make sure that all of the students are technological competent. Provide workshops for students who are lacking this competency. Review the data reporting form to ensure its accuracy.

**Contacts for Planned Actions**

Maria Elvira Luna-Escudero-Alie / Dr. Sharon Fechter

### OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

**Written Communication**

This Goal was: **Met**

**UPDATE FROM PREVIOUS ASSESSMENT**

**Planned Actions from Previous General Education Assessment**

Ensure that all the students in the class have ample opportunities to improve their writing skills.

**Progress on Planned Actions. Please indicate if implemented and if the action was or was not effective.**

There were weekly writing assignments to complete throughout the semester in addition to a paper and online written discussions. This writing-intensive approach will continue.

### ANALYSIS OF GENERAL EDUCATION ASSESSMENT RESULTS

**Discuss Strengths and Weaknesses and Meaning of Results within Context of Course**

The majority of the students were in the advanced level with 45.7%, and the 34.0% were in the proficient level. Only 4.3% were at the novice level, possibly indicating that students prefer the use of written communication in the online format.
Planned Actions Based on Assessment Results

Make sure that students continue to have the opportunity to improve their writing skills in this writing intensive environment.

Contacts for Planned Actions

Maria Elvira Luna-Escudero-Alie / Dr. Sharon Fechter

OVERALL COMMENTS

Provide any additional comments about the assessment process or results.

Dean: Please provide any comments here.

Integrative Learning

No Data