

# General Education Reflection Writing

Tips Sheet for Completing the Reflections Component for General Education Assessment



## First Steps for Getting Started:

1. Locate and organize all of the materials that you will need for writing your reflection:

- ✓ All General Education assessment results are in an open Blackboard Community: `General_Education_Assessment`
  - a) Sign into Blackboard and join the General Education Blackboard Community (\*see instructions attached at the end of this document for help)
- ✓ Print off (or have accessible) the following list of materials (by discipline/course number)
  - a) General Education Results for the Current Assessment Cycle
  - b) General Education Results for the Previous Assessment Cycle
  - c) Previous Assessment Reflection Report
  - d) General Education Benchmark Expectations
  - e) General Education Rubric (located in the rubrics folder – find the one used by your discipline/course)
- ✓ Ideally, this should be a collaboration of those faculty teaching the course: it is best to have as many applicable faculty members as possible working together to complete this form

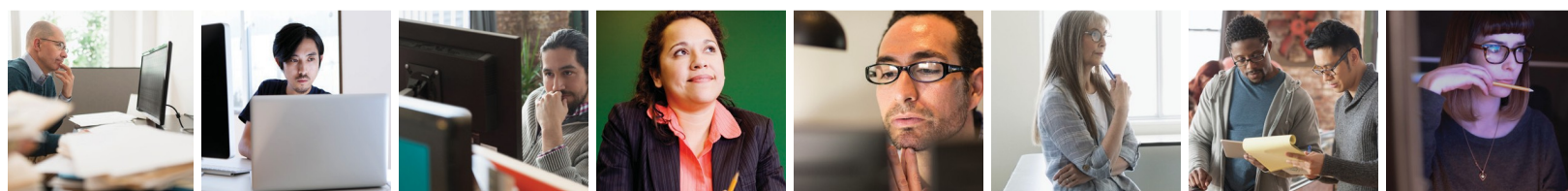
## Updates from the Previous Assessment

2. Any previous planned actions from the last assessment should already be listed for you.

- ✓ Explain how planned actions from the last assessment were administered (how were faculty made aware of the actions and how were they implemented?).
- ✓ Also, briefly discuss whether these actions appear to have had the intended effect or not.

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*\* This tips sheet is provided to assist faculty with completing the general education assessment reflections form. It is modeled after the reflection form itself; each category on the form is listed chronologically and contains important tips and information for promoting best practices when completing the reflections component.*



## Writing the Reflection for the Current Assessment

### 1. The Summary:

- ✓ Be sure to discuss any strengths and weaknesses of student performance within each competency
  - a) Be sure to include percentages to support your discussion
  - b) Don't forget to analyze any notable data among competency categories, not just the general overriding competency itself

### 2. What Did You Learn About Your Students?

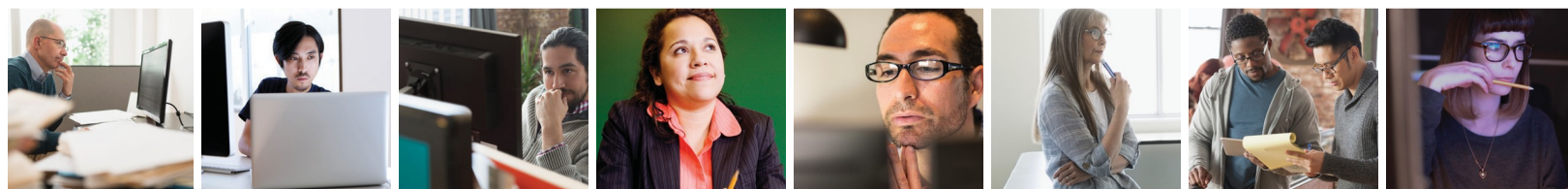
- ✓ What does the data tell you about your students?
  - a) Is there an area that stands out that may need improvement?
  - b) Is there a particular group of students that is either excelling or struggling?
  - c) Is there a particular section of the assessment tool that may be raising concerns? (the assessment tool is what you used to assess your students; e.g. project, test, paper, etc.)

### 3. What Information Would You Like to Know About Your Students?

- ✓ Is there information that would help with the assessment process?
- ✓ Examples:
  - a) Would it be beneficial to know how students performed in a prerequisite course? (to gauge their readiness levels?)
  - b) How many students have taken advantage of the library tool kit for your course?
  - c) How many students might be struggling with computer skills, computer access, etc.?
- ✓ Try to generate ideas from your results that might indicate a link for explaining or improving student performance, or any notable reasons for students who are performing above expectations

### 4. What Actions Will Be Taken to Improve Student Learning?

- ✓ Be sure to provide actions that are measurable and specific.
- ✗ Do not use generalities of future intentions to create actions at a later date:
  - ✗ "faculty will meet to discuss possible actions...."
    - this should already have taken place
  - ✗ "faculty intend to incorporate these changes in the future"
    - actions should be implemented immediately



- ✗ Do not use vague aspirations: these are not measurable or specific actions
    - ✗ “it would be nice if we could incorporate...”
    - ✗ “we will continue to discuss and consider implementation of.....”
  - ✓ Think about how to address the specific issue:
    - a) What kinds of additional materials might be beneficial for improvement in any given area? How would these materials be created? How would they be distributed?
    - b) Some examples are devising sample assignments and creating targeted sessions in the classroom (i.e. for a specific competency weakness area like finding sources or critical thinking exercises)
  - ✓ Remember that additional strategies of improvement could be identified even for those competencies and efficiencies where students demonstrated strength
5. Who will be the contact for coordinating course actions?
- ✓ Who will oversee the implementation and be the contact person for the course actions that have been created? (usually a coordinator, etc.)
6. Please list the names of all who participated in the discussion.
- ✓ Who assisted in creating the Reflections document, interpreting data, and creating new actions?
7. How and when will this information be disseminated to faculty?
- ✓ Be sure to state the “how” and “when”; for instance, “Coordinators will email this at the end of the Spring semester to those faculty teaching the course in the Fall.”

### Log On Instructions to Self Enroll into a Blackboard Community:

1. Go to [www.montgomerycollege.edu](http://www.montgomerycollege.edu)
2. Click the MYMC log in button to log into My MC using your My MC username and Password. (If you do not know your MY MC username or password, please contact the Montgomery College IT helpdesk at 240- 567-7222).
3. Click the Blackboard Icon located in the group of icon choices
4. The Blackboard Screen Will Launch.
5. Click the Community Tab on the Blackboard Page. Next, add yourself to the Blackboard Community
6. This Opens the Community Tab
7. In the Organization Search Tab, Type `General_Education_Assessment`
8. Click Go
9. The Browse Course Catalog Page appears. If you typed the correct name for the organization, you should see it listed under the Course ID as shown in the image below.
10. Click the Action Link to the Right of the Organization Name.
13. If the Organization selection is appropriate, click on the Menu

# TIPS FOR WRITING THE GENERAL EDUCATION REFLECTION

## Strengths and Weaknesses

Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc.

	Do this!	Not that!
<b>Critical Analysis and Reasoning</b>	<p>Overall, student ratings were high in this area with close to 85% of students rated “proficient” or “advanced”. We surpassed the 75% benchmark for students to be rated as “proficient” and “advanced.” The students were strongest with identifying issues, and weakest with drawing conclusions. The instrument used for this class was easy for the students because they had several opportunities to practice the skills in the project, leading to high scores.</p> <p><i>[Explanation: This description addresses the benchmark, how well students performed in all areas within the competency, and provided context for what occurred in the classroom.]</i></p>	<p>Student ratings were high in this area with close to 85% of students rated “proficient” or “advanced”.</p> <p><i>[Explanation: This description does not provide any discussion related to student learning. It only lists the results.]</i></p>
<b>Information Literacy</b>	<p>Overall, 65% of the students received proficient or advanced on this competency. We did not reach our benchmark of 70%.</p> <p>Out of the student students who were not rated proficient or advanced, 75% were originally placed in developmental reading. Further review of the results showed that students are weakest in the area of evaluating information and strongest with ethics. Only 55% of the students were rated as proficient or advanced with evaluating information compared to 80% with ethics. These results were surprising because students had many opportunities to practice evaluating information.</p> <p><i>[Explanation: This description addresses the benchmark, how well students performed in all areas within the competency and provided context for what occurred in the classroom.]</i></p>	<p>65% of the students received proficient or advanced on this competency.</p> <p><i>[Explanation: This description does not provide any discussion related to student learning. It only lists the results.]</i></p>

## Planned Actions

What common course action (s) will be taken to improve student success in competency?

	Do this!	Not that!
<b>Critical Analysis and Reasoning</b>	<p>To address the weakest area of drawing conclusions, we will add an assignment in which students will have to read a document and give conclusions based on their reading. We will also provide a tip sheet to guide students through making conclusions.</p> <p><i>[Explanation: This lists specifically what will be</i></p>	<p>More demonstrations of how to analyze information and more hands-on practice (in-class activities and brief essays or frequent paragraphs) in information would be helpful.</p> <p><i>[Explanation: This planned action describes what would be helpful, not what will be done.]</i></p>
<b>Information Literacy</b>	<p>To help with the weakest component of this competency, evaluating sources, all classes will provide a source evaluation checklist for students to use when evaluating information for their project at the end of the semester. We will discuss this change at the next discipline meeting with all faculty.</p> <p><i>[Explanation: This lists specifically what will be done and how it will be shared with the faculty.]</i></p>	<p>A checklist for students to use when selecting sources would be useful.</p> <p><i>[Explanation: This planned action describes what would be useful, not what will be done.]</i></p>