PROGRAM OUTCOMES ASSESSMENT REFLECTION FORM

Name of Program and Discipline : Automotive Technology
Point of Contact(s) : Debra Anderson
Dean : Ed Roberts
Date: Started 12/15/2016 Finished-2/20/17

Section I: Assessment Progress from Previous Assessment

(N/A if this is your first Program Outcomes Assessment Reflection Form)

Student Learning Outcomes Assessed in Previous Cycle	**Planned Improvements from Previous Student Learning Outcomes Assessment Report**	**Update on Planned Actions** (*Please indicate when, where, and how planned improvements were implemented)*
N/A	**N/A**	**N/A**
N/A	**N/A**	**N/A**
N/A	**N/A**	**N/A**

Section II: Assessment Report – Current Assessment

(Repeat this section as needed for each outcome)

Student Learning Outcome:

Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
AUTO101 **Identify and describe operation of automotive components and systems.**	**Written Final Exam**	**Pass with 70% of 100% -Grade of "C" or higher for the course.**	**50% of all AUTO101 students reaching this benchmark was our goal.** **Fall 2015-201620 : 66% attained** **Spring 2016-201630 : 65% attained**

Discuss any strengths and opportunities for improvement based on the results from this outcome.

This is our introduction course and is not restricted to Automotive Majors only so we have many students who are only testing the waters to see if they would be interested in an automotive career and a small portion of students who are taking this class for their own interest and never plan on working in the automotive industry.

Opportunities for Improvement:

Instructors for this course (we run 6 AUTO101's a semester) are constantly revising quizzes and exam content for improved student retention and success. We (instructors) are currently meeting as a group each summer to discuss student lab activities, classroom challenges and changes that will enhance the student experience and success. The class is challenging for students because each week is a completely different topic and automobile system. In the past we have used lab sheets, quizzes each week and a final written exam for student assessment. Now we currently assess student success using lab sheets, quizzes, midterm written exam and final written exam (201720). We have already seen improvement in student content retention and student class success. This course requires that students must pass with a grade of "C" or better to move on in the program.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	Who will be the contact person for each action?
Addition of midterm written exam beginning 201720	Debra Anderson

Student Learning Outcome:

Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
AUTO150 **Demonstrate safe and effective use of tools and equipment related to the automotive service and repair industry.**	**Class practical (hands-on) final exam**	**Pass with 70% of 100% -Grade of "C" or higher for the course.**	**50% of all AUTO101 students reaching this benchmark was our goal.** **Fall 2015-201620 : 91.5% attained** **Spring 2016-201630 : 73% attained**

Discuss any strengths and opportunities for improvement based on the results from this outcome.

This hands on assessment measure is effective at evaluating the students in practical equipment use and real world repair scenarios on the brake system. Tactical hand skills and equipment set up and use are assessed. This practical exam has been used since Spring 2006 when the automotive program was revised. It has been

quite successful for student skills attainment. The exam is paired with a written final exam and between the two exams produces a well-rounded skilled student in Brake system repair.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
Always evaluating student success in each class regularly BUT this assessment tool has a strong success rate so no actions for change at this time.	**Debra Anderson**

Student Learning Outcome:

Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
AUTO263 **Diagnose, service, and repair automotive systems and components.**	**Weekly Quizzes** **Weekly Live on-car vehicle diagnosis of electrical failures** **Repairs of those diagnosed failures – to receive class points.**	**Pass with 70% of 100% -Grade of "C" or higher for the course.**	**50% of all AUTO101 students reaching this benchmark was our goal.** **Fall 2015-201620 : 100% attained** **Spring 2016-201630 : 100% attained**

Discuss any strengths and opportunities for improvement based on the results from this outcome.

This class is an upper level electrical class. While there is still classroom lecture and content delivery the focus in lab is diagnosing and repairing electrical failures (a more real world work type environment). This model has been used since Spring 2006 when the automotive program was revised and has been quite sussessful.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	Who will be the contact person for each action?
Always evaluating student success in each class regularly BUT this class has a strong success rate so no actions for change at this time.	Debra Anderson

Student Learning Outcome:

Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
Obtain gainful Employment in the automotive service and repair(or related) industry. **Student Employment/ASE Survey form.**	**Student Employment/ASE Survey form.**	**30% of AAS majors and Specialty Certificate majors employed**	**Student Majors 201620: 189** **Students Employed: 87** **30% Benchmark met.** _____ **Student Majors 201630: 197** **Students Employed: 69** **30% Benchmark met.**

Discuss any strengths and opportunities for improvement based on the results from this outcome.

While we have met our benchmark we would like to see more students employed as soon as possible, even while taking automotive classes to finish their degree or certificate at MC.

Opportunities for Improvement:

In our current semester 201730 we are now scheduling employer visits in the classroom for each class. This not only exposes the students to job opportunities locally but emphasizes the necessity for ASE certification for employment. The employers explain their company's opportunities, benefits and take student names and then set up interviews with students who are interested. This model of putting employers and students together in the classroom is more effective than a job fair which many students cannot attend due to class and work schedules. The employers make the time to come to each class daytime and nighttime so that all students have the same employer contact, information and employment opportunity.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	Who will be the contact person for each action?
Scheduled employer classroom visits discussing employment opportunities.	Debra Anderson

Student Learning Outcome:

Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
Complete The ASE Automotive Technician Certification Exams. **Student Employment/ASE Survey form.**	**Student Employment/ASE Survey form.**	**30% of AAS majors and Specialty Certificate majors who are employed and who have taken and passed at least one ASE Certification exam.**	**Student Majors employed: 87 Fall 2017-201620** **Employed Students with ASE's: 14%** **30% Benchmark not met.** **Student Majors employed: 69 Spring 2016-201630** **Employed Students with ASE's: 19%** **30% Benchmark not met.**

Discuss any strengths and opportunities for improvement based on the results from this outcome.

We continue to recommend to all students how important ASE Certification is in making them a more marketable candidate when perusing employment. This has been difficult to enforce because we can't require the exam and the cost of the exam is on the students. **Opportunities for Improvement:** **In our current semester 201730 we are now scheduling employer visits in the classroom for each class. This not only exposes the students to job opportunities locally but emphasizes the necessity for ASE certification for employment. The employers explain how ASE certification is not only important for hire but for pay increases. So we hope this information straight form various employers on how important ASE's are will increase the future number of students taking and passing ASE certifications.**

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
Regularly scheduled employer visits with employment opportunities each semester.	**Debra Anderson**

PROGRAM OUTCOMES ASSESSMENT REFLECTION FORM

Name of Program and Discipline : Criminal Justice A.A.S.
Point of Contact(s) : Deborah Grubb & Sean Fay
Dean : Darrin Campen
Date: September 2, 2016

Section I: Assessment Progress from Previous Assessment

(N/A if this is your first Program Outcomes Assessment Reflection Form)

Student Learning Outcomes Assessed in Previous Cycle	**Planned Improvements from Previous Student Learning Outcomes Assessment Report**	**Update on Planned Actions** (*Please indicate when, where, and how planned improvements were implemented*)
N/A		

Section II: Assessment Report – Current Assessment

(Repeat this section as needed for each outcome)

Student Learning Outcome #1: ***Demonstrate an understanding of the criminal justice process (police, courts, and corrections)***

Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	**Methods of Assessment** Describe the type of assignment used. For example, did students write a paper or complete a test?	**Performance Standard** Define and explain acceptable level of student performance.	**Analysis** Present the findings of the analysis including the numbers participating and deemed acceptable.
CCJS 221 Criminal Law	**Final Exam**	**A Score of 70 or Higher Qualifies as "Meets Expectations"**	**84 students from 5 different sections were assessed for this outcome. 5 students did not complete the exam; therefore, 79 students completed the assessment.** **65% of the students received the necessary points, meeting the expected benchmark.** **Full-time students did slightly better on the essay portion of Outcome #2 than Part-time students.**

			3 Students that were 30 years old and above were found to perform slightly better than their younger counterparts on the objective items: mean = 15.6 (30 years and older) v. 14.3 (19-24) and 13.7 (25-29) respectively, but did not perform as well on the essay items. **Gender and major did not appear to have significant differences regarding this outcome.**

Discuss any strengths and opportunities for improvement based on the results from this outcome.

The benchmark was met for students overall; the faculty, however, have agreed to raise the benchmark for future assessments to 70%. Based on the results, older students struggled more with the essay portion of Outcome #1 and may require additional attention in this area. Also, it was determined that future assessments will base the outcome measurements on only those questions that directly pertain to the outcome itself (not the entire exam) in order to achieve more validity regarding the results.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	Who will be the contact person for each action?
Question #8 seemed to challenge an overwhelming number of students and will be examined. Writing resources (Writing Center and Tutoring Opportunities) will be stressed to students who exhibit difficulty early on with writing in the classroom. Faculty will increase the emphasis and discussion in the classroom regarding the importance of completing this assignment.	**Sean Fay & Deborah Grubb**

Student Learning Outcome #2: ***Analyze the history, functions, policies, and procedures used in each subsystem of justice and creatively offer alternatives to current practices.***

Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	**Methods of Assessment** Describe the type of assignment used. For example, did students write a paper or complete a test?	**Performance Standard** Define and explain acceptable level of student performance.	**Analysis** Present the findings of the analysis including the numbers participating and deemed acceptable.
CCJS 221 Criminal Law	**Final Exam**	**A Score of 70 or Higher Qualifies as "Meets Expectations"**	**84 students from 5 different sections were assessed for this outcome. 5 students did not complete the exam; therefore, 79 students completed the assessment.** **65% of the students received the necessary points, meeting the expected benchmark for Outcome #2.** **No significant differences were found between part-time and full-time status.** **Students 30 years old and above performed better on both the objective items, as well as the essay portion regarding Outcome #2.**

			Gender and major did not appear to have significant differences regarding this outcome. **Those students having transfer credits did a little better on the essay portion for Outcome #2 (mean = 17.1 v. 15.7 respectively).**

Discuss any strengths and opportunities for improvement based on the results from this outcome.

It appears that more experienced students (transfer credits) and older students (30 and above) performed better on outcome #2. This outcome involves analyzation and may be more challenging for students with less experience. As stated above, the benchmark was met for students overall but faculty have agreed to change the benchmark for future assessments to 70%. Again, future assessments will base the outcome measurements on only those questions that directly pertain to the outcome itself (not the entire exam) in order to achieve more validity regarding the results.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	Who will be the contact person for each action?
Younger students and students with less college experience may need reinforcement of analyzation skills. Students who exhibit such a need early in the semester will be referred to the Writing Center for assistance. Faculty will increase the emphasis and discussion in the classroom regarding the importance of completing this assignment.	**Sean Fay & Deborah Grubb**

Student Learning Outcome #3: ***Explain the function and role of various criminal justice practitioners in the operation of an ethical and professional system of justice that exists within a diverse society.***

Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	**Methods of Assessment** Describe the type of assignment used. For example, did students write a paper or complete a test?	**Performance Standard** Define and explain acceptable level of student performance.	**Analysis** Present the findings of the analysis including the numbers participating and deemed acceptable.
CCJS 244 Contemporary Issues	**Research Paper**	**A Score of 70 or Higher Qualifies as "Meets Expectations"**	**28 students from 1 section were assessed for this outcome. 3 students failed to complete the assignment. As a result, 25 students made up the final assessment.** **Only 3 students out of the 25 did not meet expectations; therefore, the 65% benchmark was achieved and the overall percentage for successful completion was over 80%.** **There does not seem to be any significant difference between full-time and part-time students or by major.**

			Older students (30 and above) performed better than their younger counterparts on this outcome (mean = 18.1 v. 15.8 and 14.25 respectively). **Males performed slightly better than females on this outcome.** **Those students with transfer credits performed better than those without (mean = 18 v. 14.8 respectively). Also, those with more credits overall performed slightly better.**

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Student performance was well over the benchmark for this outcome. An online version of this course is now being offered and may allow more than 1 section of the course to be included in the assessment process.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	Who will be the contact person for each action?
Faculty will continue to promote the use of writing resources in the classroom and require the plagiarism quiz to be taken before the assignment is due to curtail any misunderstandings with plagiarism. Faculty will increase the emphasis and discussion in the classroom regarding the importance of completing this assignment.	**Deborah Grubb & Sean Fay**

Student Learning Outcome #4: ***Explain the impact of political and economic considerations as it relates to criminal justice theory, research, practice, and policy.***

Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	**Methods of Assessment** Describe the type of assignment used. For example, did students write a paper or complete a test?	**Performance Standard** Define and explain acceptable level of student performance.	**Analysis** Present the findings of the analysis including the numbers participating and deemed acceptable.
CCJS 244 Contemporary Issues	**Research Paper**	**A Score of 70 or Higher Qualifies as "Meets Expectations"**	**28 students from 1 section were assessed for this outcome. 3 students failed to complete the assignment. As a result, 25 students made up the final assessment.** **Only 3 students out of the 25 did not meet expectations; therefore, the 65% benchmark was achieved and the overall percentage for successful completion was over 80%.** **No significant differences were found between males and females or by major.**

			Part-time students and students with transfer credits did slightly better than full-time students regarding this outcome. **Once again, older students (30 and above) showed a marked difference in performance over their younger counterparts (mean = 18.1 v. 15.8 and 14.2, respectively).** **Those students with 60 -89 credits performed better than both categories of students with less than 60 credits and those with 90 - 120 credits.**

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Student performance was over the benchmark for this outcome. Older students and students with at least 2 years of college experience performed strongly regarding this outcome. No significant weaknesses were noted.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	Who will be the contact person for each action?
Faculty will continue to promote the use of writing resources in the classroom and require the plagiarism quiz to be taken before the assignment is due to curtail any misunderstandings with plagiarism. Faculty will increase the emphasis and discussion in the classroom regarding the importance of completing this assignment.	**Deborah Grubb & Sean Fay**

Student Learning Outcome #5: (*Unofficial) ***Demonstrate the ability to write about criminal justice issues proficiently, utilizing academic sources in an organized and coherent manner.***

Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	**Methods of Assessment** Describe the type of assignment used. For example, did students write a paper or complete a test?	**Performance Standard** Define and explain acceptable level of student performance.	**Analysis** Present the findings of the analysis including the numbers participating and deemed acceptable.
CCJS 244 Contemporary Issues	**Research Paper**	**A Score of 70 or Higher Qualifies as "Meets Expectations"**	**As mentioned above, 28 students from 1 section were assessed for this outcome. 3 students failed to complete the assignment. As a result, 25 students made up the final assessment.** **Only 3 students out of the 25 did not meet expectations; therefore, the 65% benchmark was achieved and the overall percentage for successful completion was over 80%.**

Discuss any strengths and opportunities for improvement based on the results from this outcome.

***This outcome is in the process of being added as an official program outcome for the CCJS A.A.S. Program; we decided to include this outcome in our current (first) assessment in order to have data for comparison during our next program assessment cycle. This particular outcome was found to be overrepresented within the research paper and will be modified.**

Based on assessment results for this outcome, what actions will be taken to improve student learning?	Who will be the contact person for each action?
After analyzation of the results, it is agreed that the outcome areas for the research paper need to be more properly weighted to provide a more valid measure of all 3 outcomes. As such, the rubric will be revised to reflect this change.	**Deborah Grubb & Sean Fay**

PROGRAM OUTCOMES ASSESSMENT REFLECTION FORM

Name of Program and Discipline: Early Childhood Education Certificate 177, Education
Point of Contact(s): Deb Poese/Jeannie Ho
Dean : Campen
Date: February 10, 2017

Section I: Assessment Progress from Previous Assessment

(N/A if this is your first Program Outcomes Assessment Reflection Form)

Student Learning Outcomes Assessed in Previous Cycle	**Planned Improvements from Previous Student Learning Outcomes Assessment Report**	**Update on Planned Actions** (*Please indicate when, where, and how planned improvements were implemented*)

Section II: Assessment Report – Current Assessment

Student Learning Outcome: Describe the theories and principles of child development and learning and apply the theories and principles to his or her classroom teaching.

Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
Child Case Study Report	EDUC 135	Minimum 48 out of 69 points	71 students from all three campuses completed the assessment; 64, or 90.1%, scored above the minimum.

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Results indicate that students are meeting the course outcomes measured at a very high level currently.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
Institute a policy of using the "second-chance approach;" that is, to provide a work sample and allow students to redo the first section of the report after grading and providing specific comments. Some students couldn't understand and follow the Directions of the Child Case Study until they saw grading comments and took a look at the work sample.	**Jeannie Ho**

Student Learning Outcome: Use systematic observations, documentation, and other effective assessment strategies in a responsible way to positively influence children's learning and development.

Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
Weekly Journal Entry **(Used for students with no prior experience)**	EDUC 233	Minimum 67 out of 96 points	5 students from the one section of EDUC 233 completed this assignment; 100% were deemed acceptable.
Report on Teaching Practices **(Used for students with significant prior experience)**	EDUC 233	Minimum 55 out of 79 points	4 students from the one section of EDUC 233 completed this assignment; 100% were deemed acceptable.

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Results indicate that students are meeting the course outcomes measured at a very high level currently.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
None planned.	

Student Learning Outcomes: Apply developmentally appropriate teaching practices and guidance approaches to enhance children's learning and development. AND AND Be reflective practitioners to reflect and use the most effective methods of guidance and teaching when working with children.

Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
Classroom Observation Report	EDUC 136	Minimum 47 out of 67 points	42 students from all three campuses completed the assessment; 40, or 95.2%, scored above the minimum.

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Results indicate that students are meeting the course outcomes measured at a very high level currently.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
None planned.	

Student Learning Outcome: Develop and implement curriculum plans to promote children's learning in the areas of physical/motor, social, emotional, cognitive, and language development.

Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
Lesson Plan	EDUC 233	Minimum 16 out of 24 points	One section of 9 students completed this assignment; 100% were deemed acceptable.

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Results indicate that students are meeting the course outcomes measured at a very high level currently.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
None planned.	

Student Learning Outcome: Demonstrate written, verbal, critical thinking, and problem-solving skills, which will allow them to effectively make connections between prior knowledge/experience and new learning.

Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
Classroom Observation Report **Oral Presentation**	EDUC 136 EDUC 136	Minimum 47 out of 67 points Minimum 16 out of 20 points	42 students from all three campuses completed the report; 40, or 95.2%, scored above the minimum. 40 students from all three campuses made the oral presentation; 37, or 92.5%, scored above the minimum.

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Results indicate that students are meeting the course outcomes measured at a very high level currently.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
None planned.	

Student Learning Outcome: Teach young children in an early childhood setting with the required disposition, knowledge, skills and competencies.

Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
Practicum Self - Evaluation A **(Used for students with no prior experience)** **Practicum Self - Evaluation B** **(Used for students with significant prior experience)**	EDUC 233 EDUC 233	Minimum 123 out of 176 points Minimum 179 out of 256 points	One section of 9 students completed this assignment; 8 of 9, or 88.9%, were deemed acceptable. One student did not meet the acceptable level for the form A self-evaluation.

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Results indicate that students are meeting the course outcomes measured at a very high level currently.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
None planned.	

PROGRAM OUTCOMES ASSESSMENT REFLECTION FORM

Name of Program and Discipline: AAS Early Childhood Education Tech 315, Education
Point of Contact(s): Deb Poese/Jeannie Ho
Dean : Campen
Date: February 10, 2017

Section I: Assessment Progress from Previous Assessment

(N/A if this is your first Program Outcomes Assessment Reflection Form)

Student Learning Outcomes Assessed in Previous Cycle	**Planned Improvements from Previous Student Learning Outcomes Assessment Report**	**Update on Planned Actions** (*Please indicate when, where, and how planned improvements were implemented*)

Section II: Assessment Report – Current Assessment

Student Learning Outcome: Describe the theories and principles of child development and learning and apply the theories and principles to his or her classroom teaching.

Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
Child Case Study Report	EDUC 135	Minimum 48 out of 69 points	71 students from all three campuses completed the assessment; 64, or 90.1%, scored above the minimum.

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Results indicate that students are meeting the course outcomes measured at a very high level currently.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
Institute a policy of using the "second-chance approach;" that is, to provide a work sample and allow students to redo the first section of the report after grading and providing specific comments. Some students couldn't understand and follow the Directions of the Child Case Study until they saw grading comments and took a look at the work sample.	**Jeannie Ho**

Student Learning Outcome: Use systematic observations, documentation, and other effective assessment strategies in a responsible way to positively influence children's learning and development.

Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
Weekly Journal Entry **(Used for students with no prior experience)**	EDUC 233	Minimum 67 out of 96 points	5 students from the one section of EDUC 233 completed this assignment; 100% were deemed acceptable.
Report on Teaching Practices **(Used for students with significant prior experience)**	EDUC 233	Minimum 55 out of 79 points	4 students from the one section of EDUC 233 completed this assignment; 100% were deemed acceptable.

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Results indicate that students are meeting the course outcomes measured at a very high level currently.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
None planned.	

Student Learning Outcome: Demonstrate knowledge of supporting and empowering families and communities through respectful, reciprocal relationships.

Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
Report on Family and Community	EDUC 224	Minimum 35 out of 50 points	16 students from the one section of EDUC 224 completed this assignment; 15, or 93.8%, were deemed acceptable.

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Results indicate that students are meeting the course outcomes measured at a very high level currently.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
None planned.	

Student Learning Outcome: Student Learning Outcome: Demonstrate understanding of content areas and apply developmentally appropriate approaches to enhance children's learning and development. AND Create healthy, respectful, supportive, and challenging learning environments to promote children's learning and development. AND Be reflective practitioners to reflect and use the most effective methods of guidance and teaching when working with children.

Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
Classroom Observation Report	EDUC 136	Minimum 47 out of 67 points	42 students from all three campuses completed the assessment; 40, or 95.2%, scored above the minimum.

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Results indicate that students are meeting the course outcomes measured at a very high level currently.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
None planned.	

Student Learning Outcome: Design, implement, and evaluate meaningful, challenging curricula to promote positive outcomes for all young children.

Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
Lesson Plan	EDUC 233	Minimum 16 out of 24 points	One section of 9 students completed this assignment; 100% were deemed acceptable.

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Results indicate that students are meeting the course outcomes measured at a very high level currently.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
None planned.	

Student Learning Outcome: Identify and conduct themselves as early childhood professionals who use ethical guidelines and National Association for the Education of Young Children standards related to early childhood practice and who are advocates for sound educational practices and policies..

Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
Practicum Self - Evaluation A **(Used for students with no prior experience)** **Practicum Self - Evaluation B** **(Used for students with significant prior experience)**	EDUC 233 EDUC 233	Minimum 123 out of 176 points Minimum 179 out of 256 points	One section of 9 students completed this assignment; 8 of 9, or 88.9%, were deemed acceptable. One student did not meet the acceptable level for the form A self-evaluation.

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Results indicate that students are meeting the course outcomes measured at a very high level currently.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
None planned.	

Student Learning Outcome: Demonstrate excellent written, verbal, critical thinking, and problem-solving skills, which will allow them to effectively make connections between prior knowledge/experience and new learning.

Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
Classroom Observation Report **Oral Presentation**	EDUC 136 EDUC 136	Minimum 47 out of 67 points Minimum 16 out of 20 points	42 students from all three campuses completed the report; 40, or 95.2%, scored above the minimum. 40 students from all three campuses made the oral presentation; 37, or 92.5%, scored above the minimum.

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Results indicate that students are meeting the course outcomes measured at a very high level currently.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
None planned.	

PROGRAM OUTCOMES ASSESSMENT REFLECTION FORM

Name of Program and Discipline: Elementary Education/Elem Spec Ed AAT 601A, Education
Point of Contact(s): Deb Poese/Zeporia Smith/Diane Switlick
Dean : Campen
Date: February 10, 2017

Section I: Assessment Progress from Previous Assessment

(N/A if this is your first Program Outcomes Assessment Reflection Form)

Student Learning Outcomes Assessed in Previous Cycle	**Planned Improvements from Previous Student Learning Outcomes Assessment Report**	**Update on Planned Actions** (*Please indicate when, where, and how planned improvements were implemented*)

Section II: Assessment Report – Current Assessment

Student Learning Outcome: Identify major historical events in education and analyze the impact of those events with current educational trends.

Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
Journal Response	EDUC 101	Meet or exceed expectations on rubric	144 students from all three campuses completed the assessment; 133, or 92.4%, of the students scored above the acceptable level.

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Results indicate that students are meeting the course outcomes measured at a very high level currently.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
None planned.	

Student Learning Outcomes: Identify the psychological, cognitive, emotional, and physical characteristics of typically developing children and adolescents, with specific consideration to disabilities and cultural and linguistic diversity. AND Analyze and critique current scientifically-based research and culturally responsive instructional practices for the purpose of understanding the educational needs of students and families. AND Identify the current and inclusive philosophies for differentiating instruction to analyze, improve, and facilitate instruction for diverse learners.

Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
Lesson Plan	EDUC 201	Meet or exceed expectations on Lesson Plan rubric	78 students from all three campuses completed the assessment; 100% of the students scored above the acceptable level.

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Results indicate that students are meeting the course outcomes measured at a very high level currently.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
None planned.	

Student Learning Outcomes: Demonstrate and utilize technology as a teaching/reinforcement tool. AND Develop excellent written, verbal, critical thinking, and problem solving skills, which will allow him or her to effectively make connections between prior knowledge/experience and new learning.

Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
Lesson Plan/Presentation	EDUC 201	Meet or exceed expectations on Lesson Plan **Presentation** rubric	78 students from all three campuses completed the assessment; 100% of the students scored above the acceptable level.

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Results indicate that students are meeting the course outcomes measured at a very high level currently.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
None planned.	

PROGRAM OUTCOMES ASSESSMENT REFLECTION FORM

Name of Program and Discipline: AAT Early Childhood Education 604, Education
Point of Contact(s): Deb Poese/Sonia Pruneda-Hernandez/Marsha McLean
Dean : Campen
Date: February 10, 2017

Section I: Assessment Progress from Previous Assessment

(N/A if this is your first Program Outcomes Assessment Reflection Form)

Student Learning Outcomes Assessed in Previous Cycle	**Planned Improvements from Previous Student Learning Outcomes Assessment Report**	**Update on Planned Actions** (*Please indicate when, where, and how planned improvements were implemented*)

Section II: Assessment Report – Current Assessment

Student Learning Outcome: Describe the theories and principles of child development and learning and apply the theories and principles to his or her classroom teaching.

Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
Child Case Study Report	EDUC 135	Minimum 48 out of 69 points	71 students from all three campuses completed the assessment; 64, or 90.1%, scored above the minimum.

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Results indicate that students are meeting the course outcomes measured at a very high level currently.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
Institute a policy of using the "second-chance approach;" that is, to provide a work sample and allow students to redo the first section of the report after grading and providing specific comments. Some students couldn't understand and follow the Directions of the Child Case Study until they saw grading comments and took a look at the work sample.	**Jeannie Ho**

Student Learning Outcome: Identify the issues, trends, and historical events in the field of early childhood education

Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
Powerpoint presentation	EDUC 119	Minimum 21 out of 30 points.	59 students from all three campuses completed the assessment; 53, or 89.8%, scored above the minimum.

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Results indicate that students are meeting the course outcomes measured at a very high level currently.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
None planned.	

Student Learning Outcomes: Use systematic observations, documentation, and other effective assessment strategies in a responsible way to positively influence children's learning and development. AND Demonstrate knowledge of supporting and empowering families and communities through respectful, reciprocal relationships. AND Demonstrate understanding of content areas and apply developmentally appropriate approaches to enhance children's learning and development. AND Identify and explain the models of classroom and behavior management. AND Identify and conduct themselves as early childhood professionals who use ethical guidelines and National Association for the Education of Young Children standards related to early childhood practice and who are advocates for sound educational practices and policies.

Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
Classroom Observation Report	EDUC 136	Minimum 47 out of 67 points	42 students from all three campuses completed the assessment; 40, or 95.2%, scored above the minimum.

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Results indicate that students are meeting the course outcomes measured at a very high level currently.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
None planned.	

Student Learning Outcomes: Identify strategies for working and advocating for families of culturally and linguistically diverse students and students with disabilities in order to facilitate a child's educational program. AND Analyze and reflect upon teaching practices for the purpose of improving and differentiating instruction for students. AND Identify community resources serving students with special needs and their families.

Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
Lesson Plan/Presentation	EDUC 201	Meet or exceed expectations on Lesson Plan rubric	78 students from all three campuses completed the assessment; 100% of the students scored above the acceptable level.

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Results indicate that students are meeting the course outcomes measured at a very high level currently.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
None planned.	

Student Learning Outcome: Demonstrate excellent written, verbal, critical thinking, and problem-solving skills, which will allow them to effectively make connections between prior knowledge/experience and new learning.

Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
Classroom Observation Report **Oral Presentation**	EDUC 136 EDUC 136	Minimum 47 out of 67 points Minimum 16 out of 20 points	42 students from all three campuses completed the report; 40, or 95.2%, scored above the minimum. 40 students from all three campuses made the oral presentation; 37, or 92.5%, scored above the minimum.

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Results indicate that students are meeting the course outcomes measured at a very high level currently.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
None planned.	

PROGRAM OUTCOMES ASSESSMENT REFLECTION FORM

Name of Program and Discipline: All Secondary Education AATs: 602 Spanish, 603 Mathematics, 605 Physics, 607 English, 610 Chemistry
Point of Contact(s): Deb Poese/Sonia Fisher
Dean : Campen
Date: February 10, 2017

Section I: Assessment Progress from Previous Assessment

(N/A if this is your first Program Outcomes Assessment Reflection Form)

Student Learning Outcomes Assessed in Previous Cycle	**Planned Improvements from Previous Student Learning Outcomes Assessment Report**	**Update on Planned Actions** (*Please indicate when, where, and how planned improvements were implemented*)

Section II: Assessment Report – Current Assessment

Student Learning Outcome: Identify major historical events in education and analyze the impact of those events with current educational trends.

Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
Journal Response	EDUC 101	Meet or exceed expectations on rubric	144 students from all three campuses completed the assessment; 133, or 92.4%, of the students scored above the acceptable level.

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Results indicate that students are meeting the course outcomes measured at a very high level currently.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
None planned.	

Student Learning Outcomes: Identify the psychological, cognitive, emotional, and physical characteristics of typically developing children and adolescents, with specific consideration to disabilities and cultural and linguistic diversity. AND Analyze and critique current scientifically-based research and culturally responsive instructional practices for the purpose of understanding the educational needs of students and families. AND Identify the current and inclusive philosophies for differentiating instruction to analyze, improve, and facilitate instruction for diverse learners.

Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
Lesson Plan	EDUC 201	Meet or exceed expectations on Lesson Plan rubric	78 students from all three campuses completed the assessment; 100% of the students scored above the acceptable level.

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Results indicate that students are meeting the course outcomes measured at a very high level currently.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
None planned.	

Student Learning Outcomes: Demonstrate and utilize technology as a teaching/reinforcement tool. AND Develop excellent written, verbal, critical thinking, and problem solving skills, which will allow him or her to effectively make connections between prior knowledge/experience and new learning.

Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
Lesson Plan/Presentation	EDUC 201	Meet or exceed expectations on Lesson Plan **Presentation** rubric	78 students from all three campuses completed the assessment; 100% of the students scored above the acceptable level.

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Results indicate that students are meeting the course outcomes measured at a very high level currently.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
None planned.	

607 ENGLISH SECONDARY ONLY: (Insufficient number of students were enrolled in the assessment-specific course for any other Secondary Programs in Fall 2016.)

Student Learning Outcomes: Demonstrate an understanding of the structure of the English language, writing strategies for both literary and academic discourse, and literary works from a variety of cultures, historical periods, and genres. AND Demonstrate an understanding of the English language, including its grammar and mechanics, its structure, and some aspects of its history and development.

Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
Final Paper	ENGL 201	Grade of B or higher.	5 students in the 607 major completed the assessment; 100% of the students scored above the acceptable level.

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Results indicate that students are meeting the course outcomes measured at a very high level currently.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
None planned.	

PROGRAM OUTCOMES ASSESSMENT REFLECTION FORM

Name of Program and Discipline : Engineering – 404, 407,408, 410
Point of Contact(s) : Hou, Chienann Alex <ChienannAlex.Hou@montgomerycollege.edu>; Garrison-Mogren, Craig T. <craig.mogren@montgomerycollege.edu>; Xiang, Lan <Lan.Xiang@montgomerycollege.edu>
Dean : Dr. Muhammad Kehnemouyi
Date: 1/25/18

Section I: Assessment Progress from Previous Assessment

(N/A if this is your first Program Outcomes Assessment Reflection Form)

Student Learning Outcomes Assessed in Previous Cycle	**Planned Improvements from Previous Student Learning Outcomes Assessment Report**	**Update on Planned Actions** (*Please indicate when, where, and how planned improvements were implemented)*
N/A		

Section II: Assessment Report – Current Assessment

Student Learning Outcome: Critical Thinking Outcomes for Engineering Programs – see below

Origin of Assessment Measure	Methods of Assessment	Performance Standard	Analysis (Discuss results for each engineering program)
ENES 220	**Problem solving parts of Course Capstone Project: a), b), h)**	70% (of what)	• Identify, formulate, and solve basic physics and engineering problems in mechanics and thermodynamics. *(408) Aerospace* • Identify, formulate, and solve basic physics and engineering problems in structural mechanics. *(407) Civil* • Identify, formulate, and solve basic physics and engineering problems in mechanics and energy system. *(404) Mechanical* • Identify, formulate, and solve basic physics and engineering problems in the areas they choose their elective coursework. *(410) General*

Discuss any strengths and opportunities for improvement based on the results from this outcome for each program.

One struggling student in Civil, 3 total

Based on assessment results for this outcome, what actions will be taken to improve student learning?	Who will be the contact person for each action?
Identify struggling students. Direct them to department advisor and have support available that the advisor can direct the student to.	**Charles Kung, Alex Hou, Craig Garrison-Mogren, Hailu Bantu**

Student Learning Outcome: Scientific Reasoning Outcomes

Origin of Assessment Measure	Methods of Assessment	Performance Standard	Analysis **(Discuss results for each engineering program)**
ENES 220	**Design parts of Course Capstone Project: c), d), e), f), g)**	70% (of what)	• Design simple mechanisms and structures using analytical and numerical methods in the area of aerospace engineering. (408) Aerospace • Analyze and design simple structures using analytical and numerical methods in the area of civil engineering. (407) Civil • Analyze and design simple mechanical system using analytical method. (404) Mechanical • Make basic designs of systems in their area of choice using analytical and numerical methods. (410) General

Discuss any strengths and opportunities for improvement based on the results from this outcome for each program.

3 struggling students, 3 some difficulty, 1 middling. This is a good tool for finding capable, but confused students.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
Having a hierarchy of intervention ready based on the level of the students difficulty.	**Charles Kung, Alex Hou, Craig Garrison-Mogren, Hailu Bantu**

Student Learning Outcome: **Technological Competency Outcomes**

Origin of Assessment Measure	Methods of Assessment	Performance Standard	Analysis
ENES 220	**Technological parts of Course Capstone Project: b)**	70% (of what)	• Use computer programming and application software in aerospace engineering.(408) Aerospace • Use computer programming and applications software in civil engineering. (407) Civil • Use computer application software in mechanical engineering such Pro/Engineer. (404) Mechanical • Use appropriate computer application software in engineering such as Pro/Engineer, Matlab, C++, and/or pspice. (410) General

Discuss any strengths and opportunities for improvement based on the results from this outcome for each program.

There was limited use of this assessment. The Capstone Project allowed the use of computers, but did not require it.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**

APPENDIX A

Aerospace Engineering (1 student)

				Percent received each rating				
	Mean	**SD**	**.0**	**1.0**	**1.5**	**1.8**	**2.0**	**3.0**
Axial force and contraction	3.000							100.0%
Torque and twist angle	3.000							100.0%
Shear and moment	3.000							100.0%
Design completeness	2.000							100.0%
Critical Thinking	11.000							
Material and properties	3.000							100.0%
Concept of design	2.000						100.0%	
Stress analysis	2.000						100.0%	
Safe factor	3.000							100.0%
Deflection	3.000							100.0%
Scientific reasoning								
Software Application			100.0%					

Civil Engineering (8 students)

				Percent received each rating				
	Mean	**SD**	**.0**	**1.0**	**1.5**	**1.8**	**2.0**	**3.0**
Axial force and contraction	2.500	1.0690	12.5%				12.5%	75.0%
Torque and twist angle	2.500	1.0690	12.5%				12.5%	75.0%
Shear and moment	2.875	.3536					12.5%	87.5%
Design completeness	2.125	.3536					87.5%	12.5%
Critical Thinking Mean	10.000	1.7728						
Material and properties	3.000	0.0000						100.0%
Concept of design	1.750	.8864	12.5%	12.5%			62.5%	12.5%
Stress analysis	1.813	.8425	12.5%		12.5%		62.5%	12.5%
Safe factor	1.625	.7440	12.5%	12.5%			75.0%	
Deflection	2.375	1.1877	12.5%	12.5%				75.0%
Scientific Total - Mean	10.563	2.6381						
Software Application			75.0%	12.5%				12.5%

General Engineering (4 students)

					Percent received each rating				
	Mean	**SD**	**.0**	**1.0**	**1.5**	**1.8**	**2.0**	**2.5**	**3.0**
Axial force and contraction	2.500	.5774					50.0%		50.0%
Torque and twist angle	2.500	.5774					50.0%		50.0%
Shear and moment	1.750	1.2583	25.0%				50.0%		25.0%
Design completeness	2.000	0.0000					100.0%		
Critical Thinking	8.750	2.2174							
Material and properties	3.000	0.0000							100.0%
Concept of design	1.500	1.0000	25.0%				75.0%		
Stress analysis	2.000	0.0000					100.0%		
Safe factor	1.500	1.0000	25.0%				75.0%		
Deflection	2.250	1.5000	25.0%						75.0%
Scientific reasoning	10.250	3.5000							
Software Application			100.0%						

Mechanical Engineering (21 students)

					Percent received each rating				
	Mean	**SD**	**.0**	**1.0**	**1.5**	**1.8**	**2.0**	**2.5**	**3.0**
Axial force and contraction	2.714	.7838	4.8%	4.8%			4.8%		85.7%
Torque and twist angle	2.752	.7125	4.8%			4.8%	4.8%		85.7%
Shear and moment	2.333	1.0646	14.3%				23.8%		61.9%
Design completeness	2.238	.7003	4.8%				61.9%		33.3%
Critical Thinking	10.038	2.6250							
Material and properties	2.833	.6583	4.8%					4.8%	90.5%
Concept of design	1.952	.5896	4.8%	4.8%			81.0%		9.5%
Stress analysis	1.881	.7731	9.5%	4.8%	4.8%		66.7%		14.3%
Safe factor	1.952	.6690	4.8%	9.5%			71.4%		14.3%
Deflection	2.238	1.2209	19.0%	4.8%			9.5%		66.7%
Scientific reasoning	10.857	3.0665							
Software Application			90.5%					4.8%	4.8%

PROGRAM OUTCOMES ASSESSMENT REFLECTION FORM

Name of Program and Discipline : Electrical and Computer Engineering
Point of Contact(s) : Chienann Alex Hou and Lan Xiang
Dean : Dr. Muhammad Kehnemouyi
Date: 9/20/2016

Section I: Assessment Progress from Previous Assessment

(N/A if this is your first Program Outcomes Assessment Reflection Form)

Student Learning Outcomes Assessed in Previous Cycle	**Planned Improvements from Previous Student Learning Outcomes Assessment Report**	**Update on Planned Actions** (*Please indicate when, where, and how planned improvements were implemented*)
N/A		

Section II: Assessment Report – Current Assessment

Student Learning Outcome: Critical Thinking Outcomes

Origin of Assessment Measure	Methods of Assessment	Performance Standard	Analysis
ENEE 245 FALL 2015	**Problem solving parts of Course Problem 1: a), d), e)**	70% (of what)	**Computer Engineering - (409) -** Identify, formulate, and solve basic physics and engineering problems in programming and digital circuits.

	Mean Ratings			Percent rated in each category			
	Mean	SD	N	0	1	2	**3**
(a) Determine the signals	2.57	0.79	7	0.00%	14.29%	14.29%	71.43%
(d) Compare the results	2.29	1.25	7	14.29%	14.29%	0.00%	71.43%
(e) glitches	2.71	0.76	7	0.00%	14.29%	0.00%	85.71%
Critical Thinking Total	7.57	1.90	7				

Electrical Engineering - (402) - Identify, formulate, and solve basic physics and engineering problems in analog and digital circuits.

	Mean Ratings			Percent rated in each category			
	Mean	SD	N	0	1	2	**3**
(a)Determine the	2.44	0.86	18	5.56%	5.56%	27.78%	61.11%
(d) Compare the	1.78	1.31	18	27.78%	11.11%	16.67%	44.44%
(e) glitches	2.78	0.73	18	5.56%	0.00%	5.56%	88.89%
Critical Thinking Total	7.00	1.50	18				

Discuss any strengths and opportunities for improvement based on the results from this outcome for each program.

This assessment is related to a prior course ENEE244. Students need to review what they learned from ENEE244 and apply

it in a sequel course.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
Short reviews in the sequel course. Provide support for struggling students.	**Lan Xiang**

Student Learning Outcome: Scientific Reasoning Outcomes

Origin of Assessment Measure	Methods of Assessment	Performance Standard	Analysis
ENEE 245 FALL 2015	**Design parts of Course Capstone Problem 1:b)**	70% (of what)	**Computer Engineering**: Design simple systems using computing theory and numerical methods in the area of computer engineering. (409) All 7 students received a rating of 3
			Electrical Engineering- Design simple systems using analytical and numerical methods in the area of electrical engineering. (402) All 18 students received a rating of 3

Discuss any strengths and opportunities for improvement based on the results from this outcome for each program.

All the students are able to complete the design of a simple digital circuit using Verilog, which is one of the objectives of ENEE245.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**

Student Learning Outcome: **Technological Competency Outcomes**

<table>
<tr><th>Origin of Assessment Measure</th><th>Methods of Assessment</th><th>Performance Standard</th><th>Analysis</th></tr>
<tr><td>ENEE 245 FALL 2015</td><td>Technological parts of Course Capstone Project: c)</td><td>70% (of what)</td><td>
Computer Engineering - Use appropriate computer application software in computer engineering. (409)
<table>
<tr><th></th><th colspan="3">Mean Ratings</th><th colspan="4">Percent rated in each category</th></tr>
<tr><th></th><th>Mean</th><th>SD</th><th>N</th><th>0</th><th>1</th><th>2</th><th>3</th></tr>
<tr><td>(c) ModelSim</td><td>1.86</td><td>.69</td><td>7</td><td>0.00%</td><td>28.57%</td><td>57.14%</td><td>14.29%</td></tr>
</table>
Electrical Engineering - Use appropriate computer application software in electrical engineering. (402)
<table>
<tr><th></th><th colspan="3">Mean Ratings</th><th colspan="4">Percent rated in each category</th></tr>
<tr><th></th><th>Mean</th><th>SD</th><th>N</th><th>0</th><th>1</th><th>2</th><th>3</th></tr>
<tr><td>(c) ModelSim</td><td>1.83</td><td>1.14</td><td>18</td><td>22.22%</td><td>22.22%</td><td>5.56%</td><td>50.00%</td></tr>
</table>
</td></tr>
</table>

Discuss any strengths and opportunities for improvement based on the results from this outcome for each program.

There was limited use of this assessment. The ModelSim software is not a requirement.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**

PROGRAM OUTCOMES ASSESSMENT REFLECTION FORM

Name of Program and Discipline : Environmental Science and Policy Program, Biology Discipline
Point of Contact(s) : Alessandra Sagasti, James Smith, Victoria Schneider
Dean : James Sniezek
Date: December 14, 2016

Section I: Assessment Progress from Previous Assessment

(N/A if this is your first Program Outcomes Assessment Reflection Form)

Student Learning Outcomes Assessed in Previous Cycle	**Planned Improvements from Previous Student Learning Outcomes Assessment Report**	**Update on Planned Actions** (*Please indicate when, where, and how planned improvements were implemented)*
N/A	**N/A**	N/A

Section II: Assessment Report – Current Assessment

Student Learning Outcome: Make observations, collect data, and analyze data.

Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
BIOL 150	Students completed a lab report about enzymes or about osmosis. Some students turned in written lab reports while others presented their reports orally. All lab reports expected students to make observations, write hypotheses, collect data and analyze data.	Students received a score of up to 10 points. We used this rubric to assess enzyme lab reports: • Students describe observations and explain how they led to the hypothesis (1 point) • Data address the hypothesis (1 point) • Table for data collection (1 point) • The standard curve of maltose is well made (3 points) • The data graph is well made (3 points) • Students correctly evaluate their hypothesis (1)	Thirteen students in the program were enrolled in BIOL 150 at the beginning of the semester. Of these, we received data about 11 students. Three of the students dropped out of the course before they completed lab reports. The other eight students successfully completed BIOL 150 and we scored their lab reports. We analyzed the data we received in two ways – one including the three students who dropped out, and one without these students.

		We used this rubric to assess osmosis lab reports: • describe observations and explain how they led to the hypothesis (1 point) • Data address the hypothesis (1 point) • Data tables are both complete and correct (2 points) • The graph of cumulative percent change vs. time is well made (2 points) • The table of cumulative percent change is logically-designed and the slopes are calculated correctly (1 point) • The graph of cumulative percent change vs. molarity is well made (2 points) • Students correctly evaluate their hypothesis (1)	Students who completed the course had an average score of 9.25 for this learning outcome. Six students earned perfect scores (10), one earned a 6 and one earned an 8. This suggests that students who complete BIOL 150 are successfully meeting this learning outcome. Only one student (the one who earned a 6, or 12% of the students in our sample) did not have acceptable score of 7 or more. Three of eleven students (27%) for which we received data dropped the course before they could be scored. While disappointing, this was not surprising as BIOL 150 has a high DFW rate. When we analyzed the data for all the students for which we received responses, we found an average score of 6.72 (students who dropped the course earned a 0 score).

			Thus, the average was not quite acceptable (we define a score of 7 or better as acceptable).

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Students who successfully completed BIOL 150 successfully met learning outcome 1, with the majority receiving perfect scores. It appears that this course is doing a great job of teaching this learning outcome. However, almost 30% of our students didn't complete BIOL 150, and are not learning how to conduct experiments.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
The biology department as a whole is taking many steps to decrease DFW rates in BIOL 150, and we hope that these help our student in the future. These steps include increasing and improving tutoring, identifying at-risk students and providing more support, and helping students to improve their study skills. The Environmental Science and Policy Program is working on revising the courses required for program completion. We are planning to shift the program to require more science courses, to take away some student choices, and to guide students towards taking a more rigorous balance of courses that should improve our success in meeting learning outcomes. For example, the new program will require students to take BIOL 151 in addition to BIOL 150. BIOL 151 includes many opportunity for students to conduct experiments, including making observations, collecting data and analyzing data. We expect that requiring students to take additional science courses with more opportunities for experimentation will help us better meet this learning outcome.	Alessandra Sagasti

Student Learning Outcome: Apply basic biological and chemical principles to explain experimental results.

Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
BIOL 150	Students completed a lab report about enzymes or about osmosis. Some students turned in written lab reports while others presented their reports orally. All lab reports expected students to use basic biological and chemical principles to explain their experimental results.	Students received a score of up to 10 points. We used this rubric to assess enzyme lab reports: • demonstrate understanding of enzymes (2 points) • demonstrate understanding of standard curves (2 points) • relate the concept of enzymes to experimental results (4 points) • describe how the conditions that affect enzyme activity are important in living organisms (2 points)	Thirteen students in the program were enrolled in BIOL 150 at the beginning of the semester. Of these, we received data about 11 students. Three of the students dropped out of the course before they completed lab reports. The other eight students successfully completed BIOL 150 and we scored their lab reports. We analyzed the data we received in two ways – one including the three students who dropped out, and one without these students.

		We used this rubric to assess osmosis lab reports: • demonstrate understanding of osmosis (2 points) • demonstrate understanding of diffusion (2 points) • relate the concepts of osmosis and diffusion to their experimental results (4 points) • describe how osmosis and diffusion relate to living organisms (2 points)	Students who completed the course had an average score of 9.25 for this learning outcome. Five students earned perfect scores (10), one student earned a score of 9, one student earned a score of 8, and one student earned a score of 7. All students who completed the course earned acceptable grades of 7 or more. Three of eleven students (27%) for which we received data dropped the course before they could be scored. While disappointing, this was not surprising as BIOL 150 has a high DFW rate. When we analyzed the data for all the students for which we received responses, we found an average score of 6.72 (students who dropped the course earned a 0 score). Thus, the average was not quite acceptable (we define a

			score of 7 or better as acceptable).

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Students who successfully completed BIOL 150 successfully met learning outcome 2, with the majority receiving perfect scores. It appears that this course is doing a great job of teaching this learning outcome. However, almost 30% of our students didn't complete BIOL 150, and are not learning how to apply scientific principles to explain experimental results.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
The biology department as a whole is taking many steps to decrease DFW rates in BIOL 150, and we hope that these help our student in the future. These steps include increasing and improving tutoring, identifying at-risk students and providing more support, and helping students to improve their study skills. The Environmental Science and Policy Program is working on revising the courses required for program completion. We are planning to shift the program to require more science courses, to take away some student choices, and to guide students towards taking a more rigorous balance of courses that should improve our success in meeting learning outcomes. For example, the new program will require students to take BIOL 151 in addition to BIOL 150. BIOL 151 includes many opportunity for students to conduct experiments, including making observations, collecting data and analyzing data. We expect that requiring students to take additional science courses with more opportunities for experimentation will help us better meet this learning outcome.	Alessandra Sagasti

Student Learning Outcome: Describe connections between the environment and human societies, including how humans affect the environment and how the environment in turn affects human welfare.

Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Performance Standard Define and explain acceptable level of student performance.	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
We asked all students in the program who had earned 30 or more credits in the program to submit an essay to the Program Director. We chose this method because there is no upper level course that all program students take – instead, students have a wide variety of course choices. An assessment in any single course would have reached few program students.	Students wrote a 250-500 word essay answering this question: Select one topic that you have studied during your time at Montgomery College in which human societies and the environment have important effects on each other. In your own words, • Give a short overview of the topic • Provide at least one concrete example of how human societies affect the environment for this topic • Provide at least one concrete example of how the environment affects human societies for this topic.	Students received scores of up to 10 points. We consider any score of 7 or above as acceptable. We assessed essays using the following rubric: • short overview of the topic is accurate and well-written (2 points) • example of societal effects on environment are accurate and relevant to topic (3 points) • example of environmental effects on societies are accurate and relevant to the topic (3 points) • essay is not plagiarized (2 points)	We received essays from five students. Thirty-nine students enrolled in the program had earned 30 or more credits and were invited to write essays. All the essays we received earned acceptable scores, with a mean score of 8.4.

Discuss any strengths and opportunities for improvement based on the results from this outcome.

The essays that we received were excellent. All were acceptable (receiving a score of 7 or greater), suggesting that students are meeting this outcome. However, we received very few essays, despite taking many measures to increase response rates. For example, we asked students for these essays multiple times, with more than a month's notice. We held a raffle among the responses for prizes (and gave prizes to all 5 respondents), and we awarded a prize for the best essay. With so few responses, we can only say that we are meeting the outcome for some of our students, but we don't know if we are meeting it for most students.

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
The program is working on revising the courses required for program completion. We are planning to shift the program to require more science courses, to take away some student choices, and to guide students towards taking a more rigorous balance of courses that should improve our success in meeting learning outcomes. For example, our new suggested course sequence will require students to take both BIOL 105 (Environmental Biology) and BIOL 151 (Principles of Biology II). Both of those courses contain substantial discussion of environmental topics and of human interactions with the environment. These two courses are not currently required for Environmental Science and Policy students, but their inclusion in the future should ensure that students can succeed with this learning outcome. When we assess outcomes in the future, we should consider asking students in BIOL 151 to write an essay as part of their course, rather than asking students to do this outside of their classes. That should hopefully increase our response rate.	Alessandra Sagasti

PROGRAM OUTCOMES ASSESSMENT REFLECTION FORM

Name of Program and Discipline : Illustration AAS 305, Media Arts & Technologies Department
Point of Contact(s): Martha Vaughan
Dean : David Phillips
Date: May 10, 2016

Section I: Assessment Progress from Previous Assessment

(N/A if this is your first Program Outcomes Assessment Reflection Form)

Student Learning Outcomes Assessed in Previous Cycle	**Planned Improvements from Previous Student Learning Outcomes Assessment Report**	**Update on Planned Actions** (*Please indicate when, where, and how planned improvements were implemented)*

Section II: Assessment Report – Current Assessment

Student Learning Outcome: Demonstrate solid foundation skills and competency in a range of media, techniques, and knowledge of associated processes.

Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Performance Standard Define and explain acceptable level of student performance. % Satifactory	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
GDES 234 Illustration III	Portfolio	75%	6 participants, 83% acceptable level

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Strengths: communication, concept development. Needs improvement: Drawing, technique

Based on assessment results for this outcome, what actions will be taken to improve student learning?	Who will be the contact person for each action?
Stronger emphasis on drawing, more time spent on preliminary sketching	Vaughan

Student Learning Outcome: Demonstrate visual problem solving that employs appropriate technical skills and techniques.

Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Performance Standard Define and explain acceptable level of student performance. % Satifactory	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
GDES 234 Illustration III	Portfolio	75%	6 participants, 83% acceptable

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Strengths: communication, concept development. Needs improvement: Drawing, technique

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
Stronger emphasis on drawing, more time spent on preliminary sketching	Vaughan

Student Learning Outcome: Evaluate the creativity of ideas and concepts of designed graphics.

Origin of Assessment Measure Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Methods of Assessment Describe the type of assignment used. For example, did students write a paper or complete a test?	Performance Standard Define and explain acceptable level of student performance. % Satifactory	Analysis Present the findings of the analysis including the numbers participating and deemed acceptable.
GDES 234 Illustration III	Portfolio	75%	6 participants, 83% acceptable

Discuss any strengths and opportunities for improvement based on the results from this outcome.

Strengths: communication, concept development. Needs improvement: Drawing, technique

Based on assessment results for this outcome, what actions will be taken to improve student learning?	**Who will be the contact person for each action?**
Stronger emphasis on drawing, more time spent on preliminary sketching	**Vaughan**