

Outcomes Assessment

Montgomery College

Fall 2013 Update

General Education Competencies Achievement

Under Accreditation Standard 12, General Education, Middle States Commission on Higher Education requires the “assessment of general education outcomes within the institution’s overall plan for assessing student learning, and evidence that such assessment results are utilized for curricular improvement.” (Pg. 48, Characteristics of Excellence in Higher Education, 12 ed.)

Montgomery College has approached the requirement in several ways, including using Gen Ed Distributions with assigned competencies/areas of proficiency, college defined rubrics, progressive performance descriptions, benchmarking, and results reflection. Using the Gen Ed distribution areas as a basis, the College identified four competencies/areas of proficiency for each General Education course to assess, including Critical Analysis and Reasoning, and Technological Competency. Last year, 58 courses in Foundation Areas and Arts Distribution kicked off the assessment cycle and participated in data collection. The ‘first year gen ed experience’ provides useful information for ongoing data analysis and process improvement. Overall, the results were promising. The following table shows the aggregate assessment results by competency/area of proficiency:

AY 2012-13	Total Students	% of students achieving ADVANCED and PROFICIENT
Technological Competency	8528	85.0%
Critical Analysis and Reasoning	8731	79.1%
Information Literacy	5650	80.1%
Written Communication	4701	76.7%
Oral Communication	1509	80.6%
Personal, Social, and Civic	2566	79.5%
Arts and Aesthetic Awareness	2616	79.2%

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Middle States Response to the Periodic Review Report

Montgomery College submitted its Periodic Review Report to Middle States on May 30. In the Periodic Review Report, the College was required to report progress for previous accreditation items and to addresses four areas, including Assessment Processes and Plans. Middle States responded by stressing the need for assessment sustainability and closing-the-loop - using assessment results to improve teaching and learning.

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What is Outcomes Assessment at Montgomery College?

Outcomes Assessment at the College focuses on **General Education Competencies Assessment** and **Program Outcomes Assessment**. The core principle is to use faculty driven assessment to improve the teaching and learning of student learning outcomes.

General Education Competencies assessment is a six-year process for gen ed courses to enhance the student learning experience by consciously planning ways to incorporate the General Education competencies/areas of proficiencies into instruction and to use assessment to improve student learning. Data is collected once every three years by distribution area. This year, all courses in Humanities distribution area are scheduled for data collection. <http://cms.montgomerycollege.edu/outcomes/GenEd>

Program Outcomes assessment is a five-year cyclical process to examine the essential learning outcomes that students should achieve as a result of a program curriculum and to consider ways of improving it. The primary expectations for program outcomes assessment are that the assessments result in meaningful data related to each outcome and that the data is used to enhance teaching and learning. To align with other Collegewide academic initiatives, Year #1, or the *Assessment Planning Year* of a program, coincides with its discipline College Area Review (CAR) year. This academic year, Dance, Theatre, Health, and Mathematics will be developing the program outcomes assessment plans for their program(s) and undergoing CAR.

<http://cms.montgomerycollege.edu/outcomes/program>

*Assessment is Ongoing;
Data Collection is Periodic*

Outcomes Assessment Processes Highlights		
	General Education competency assessment (GE)	Program Outcomes assessment (PLO)
What are being assessed	Each General Education course will assess a minimum of four competencies/areas of proficiencies identified by the distribution area.	Program core courses will assess a varied number of program outcome(s) as identified in the Program Curriculum Map, or outcomes matrix.
How often is data being collected	Once every three years, or twice in a 6-year cycle.	Twice in a 5-year cycle, on Year #2 and #5.
When is my turn	Rotate by distribution areas. [This year is HUMD.]	Rotate by disciplines (same schedule as College Area Review)
what happens this year, AY 2013-14	Humanities area courses - Gen Ed competencies/areas of proficiency Data Collection	Data collection from core courses for pre-determined programs
	ARTS & Foundation Area courses - Review results and complete Course Reflection Form	DN, TH, HE, MA: Develop detailed Program Outcomes Assessment Plans
	BSSD, NSND, NSLD areas courses - Develop Gen-Ed Assessment Plans	

Contact your discipline lead dean for program/course specific assessment details.

Important Dates (if applicable to your program/course)

September 30 - (GE) Submit the General Education Course Reflection Form (foundation areas and Arts distribution) based on the general education assessment reports received in August. **(PLO)** Submit finalized Program Outcomes Assessment Plans for Fall data collection.

Fall final grade deadline - submit assessment data online

January 30, 2014 - (PLO) DN, TH, HE, MA: submit Program Outcomes Assessment Plans for degree programs

March 7, 2014 - (GE) BSSD, NSND, NSLD: submit Gen-Ed Competencies Assessment Plan

Spring final grade deadline - submit assessment data

Goals for 2013-14

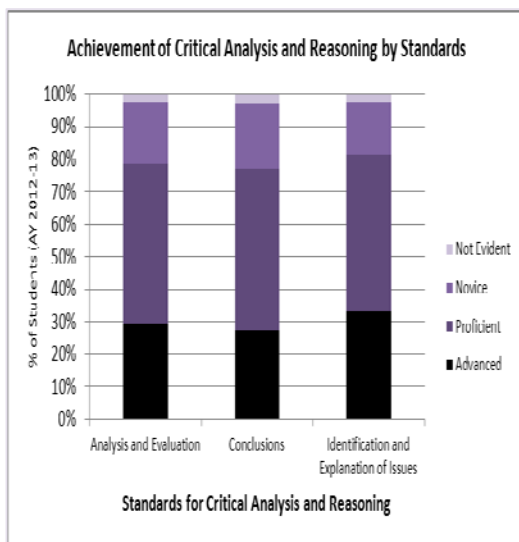
By the end of this academic year, we, Montgomery College, will be able to:

1. Enrich the culture of assessment at the College (MC2020)
2. Sustain the timelines and processes for Program Outcomes and General Education Competencies assessment
3. Address the assessment requirements identified by Middle States to PRR
4. Institutionalize the Collegewide Assessment Team and its role

We are looking for you!

Will you share your ideas and expertise in an energetic, collegial atmosphere as part of our Assessment and Learning Marketplace? Be on the lookout for the proposal process.

General Education Competencies Achievement (cont.)



The competency of Critical Analysis and Reasoning is composed of three standards, namely Analysis and Evaluation, Conclusions, and Identification of Explanation of Issues. Detailed results for Critical Analysis and Reasoning shows there was a stronger achievement in Identification of Explanation of Issues compared to the other two standards (see chart on the left). How can we improve Analysis and Evaluation, and Conclusions? What else are the results telling us? The full report is available on the Outcomes website. Course-based data reports from last cycle were emailed to the lead deans in early August. Each course will complete a Course Reflection Form based on the results and submit to Outcomes mailbox by Sept 30.

This year, 112 courses will participate in general education assessment and data collection. Each course is expected to assess all standards for all competencies identified by its distribution area. The online data collection mechanism will be activated in late November. Look out for emails from the discipline lead dean.

Next year, AY 2014-15, data will be collected from courses in BSSD, NSND, and NSLD. Assessment Plans for these courses are due on March 7, 2014 (or first Friday of March).

Middle States (cont.)

The *preliminary* Middle States response was received in August 2013. Montgomery College received 6 suggestions and 2 recommendations on the Periodic Review Report. Among them, three are assessment oriented. They are:

1. The readers **suggest** the College ensure that the assessment instruments are consistently scored.
2. The readers **recommend** the College complete the mapping of outcomes for all academic programs
3. The readers **recommend** the College actively implement a plan for assessing programs that links program outcomes and course outcomes through a formal assessment plan and demonstrate changes made as a result of the assessment results.

The College will receive an official response in November. Complete information on 2013 Periodic Review Report website is available at <http://cms.montgomerycollege.edu/msss/2013pr/>

Collegewide Assessment Team

Contact Us

Please visit Outcomes Assessment website at <http://www.montgomerycollege.edu/outcomes>

Or email us at outcomes@montgomerycollege.edu

Voting Member	REPRESENTATION AREA*
Prof. Tonya Seed	ALLIED HEALTH/PHYSICAL EDUCATION/HEALTH AREA
Prof. Angie Lawver	ENGLISH/READING/AELP/SPEECH AREA
Prof. Gail Minor-Smith	ARTS AREA
Prof. Lewis E. (Mark) Corfman	CAREER/BUSINESS/EDUCATION/TECHNICAL AREA
Prof. Padmavathi (Padma) Tangirala	SCIENCE/TECHNOLOGY/ENGINEERING/MATH AREA
Prof. Eric Benjamin	SOCIAL SCIENCES/HUMANITIES AREA
Dr. Alla Webb	CAP, Collegewide Curriculum Committee
Dr. Jim Sniezek	Collegewide instructional deans

* The six academic groups mirror the structure of Collegewide Curriculum Committee (P&P 52001CP)

Faculty representatives from Program Planning Group

Prof. Gail Minor Smith (Dance)
 Prof. KenYatta Rogers (Theatre)
 Prof. Nancy Kropetz (Health)
 Prof. Darren Smith (Mathematics)

Administrator

Kathleen Wessman, Vice President of Planning and Institutional Effectiveness (OPIE)

Resource Members

Tacy Holliday (Governance)
 Michael Mills (CTL)
 Raquel Bunai (OPIE)
 Bo Chan (OPIE)
 Shannon Kahle (OIRA)
 Deborah Morris (OIRA)

Examples of Effective Student Learning Outcomes

PY 102- Upon completion of the course, the student will be able to apply concepts of learning theory, such as classical and operant conditioning, and social learning theory, to human behavior.

CJ 110- Upon completion of the course, the student will be able to analyze the process of the American legal system and its impact on controlling crime and the administration

CTL Online Training Class “Writing Great Student Learning Outcomes”

All programs and courses at Montgomery College should have a set of discipline developed common core student learning outcomes. Student learning outcomes should embody the core expectations of what students should know, value, or be able to do if they have successfully completed a course. Effective student learning outcomes are:

1. Measurable
2. Meaningful
3. Student Friendly
4. Student Focused
5. Appropriate to the level of the class
6. Broad

Beginning this Fall, CTL is offering a new online training class on “Writing Great Student Learning Outcomes”. You can now view the material and review it repeatedly at your own pace, at your own space, and on your own time.

Please register the class at <http://appserv.montgomerycollege.edu/pds/user/>

Learn more about other CTL classes at <http://cms.montgomerycollege.edu/ctl/>

If you want more information about writing good student learning outcomes, please contact Dr. Carol Moore, CTL at carol.moore@montgomerycollege.edu.