

ASSESSMENT NEWSBRIEF - FALL 2016

GENERAL EDUCATION ASSESSMENT UPDATE

During the 2015-16, courses in the Arts and Foundation areas assessed their general education competencies for the second time. Overall, the percentage of students rated proficient or advanced increased in each competency from 2012-13 to 2015-16.

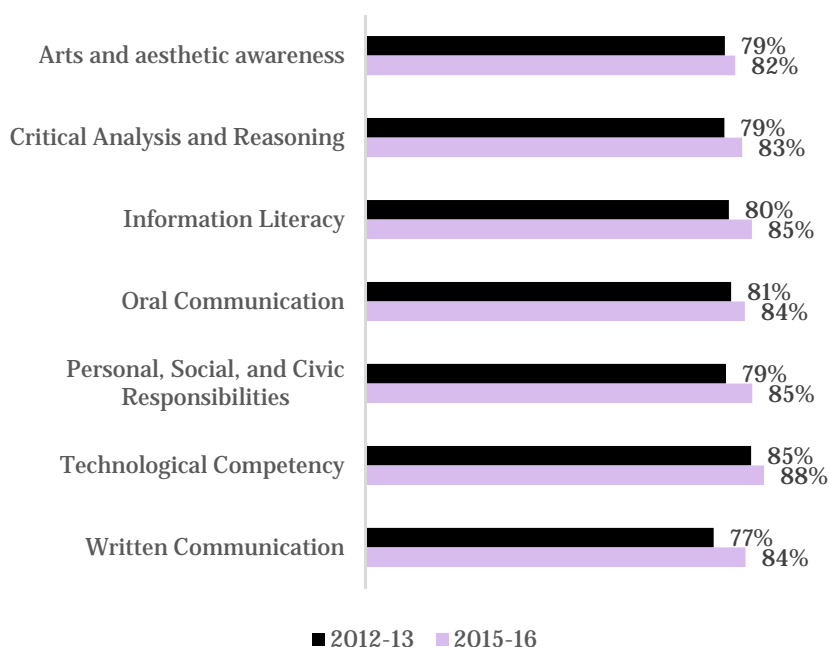
2015-16 GENERAL EDUCATION ASSESSMENT INVOLVEMENT BY THE NUMBERS:

6,559
students
assessed

54 courses and **567** course
sections included

264 faculty assessed
student work

General Education Assessment - CYCLE A Comparison of 2012-13 and 2015-16 Percent rated "proficient" or "advanced"



PREPARING FOR GENERAL EDUCATION ASSESSMENT

Getting organized for the assessments takes a lot of planning and effort, especially for a large course such as ENGL102 with over 2500 students and 70 faculty. Matthew Decker describes below the efforts taken by the ENGL102 coordinators to prepare for General Education Assessment.

When the 2015-2016 Outcomes Assessment process began for English 102: Critical Reading, Writing, and Research in Fall 2015, the ENGL 102 coordinators—Jamie Gillan, Matthew Decker, and Kateema Lee—focused on promoting awareness on their campuses, sending 102 faculty regular email updates, and leading norming sessions on each campus. During the first discipline meeting of the fall semester, we took the opportunity to introduce the OA process to faculty as well as explained what to expect in the coming months, asking all faculty to save email communications to be referred to when data collection began later in the semester. Most notably, though, the coordinators designed an ELITE cosponsored Professional Development norming session to be delivered on each campus to ensure all teaching 102 faculty were on the same page. In this workshop, the coordinators shared best practices for evaluating the Researched Argument essay, the assessment tool. In addition, we completed a brief norming of three sample student papers. Finally, we reviewed the Outcomes Assessment process by revisiting the four competencies we were charged to evaluate, displaying the OA spreadsheet/rubric, rating a sample student paper, and clarifying the final due date for all data collection. Ultimately, this approach alleviated confusion, underscored the purpose of the process, and worked very well for the English and Reading Department as well as the Outcomes Assessment Team.

USING ASSESSMENT TO MAKE IMPROVEMENTS

As part of the General Education assessment process, faculty review the assessment results and indicate actions that they will implement over the next three years to improve student learning in the course. In their assessment reflections this fall, faculty reported on actions taken since the last assessment in 2012-13. Although all of the results are not in, here is a sampling of actions taken over the last three years in the words of faculty from their assessment reflections:

- *Since the previous assessment, iPads and laptop computers have become available for use in the classroom*
- *Students were given assignments that require them to make connections to other disciplines, such as math, anthropology, and chemistry, leading them to realize that creativity in the arts is dependent on knowledge of other disciplines (and vice-versa).*
- *[The] signature assignment was revised, with questions and student activities redefined to provide greater opportunities for student reflection, to reinforce student understanding of key concepts and learning outcomes, and to enable students to make connections between those concepts, as well as [to] connect class experiences with their experiences in other classes and beyond the classroom.*
- *In addition, students will continue to be given homework assignments in which they prepare “talking points” related to specific questions or topics in preparation for classroom critiques and discussions*
- *Taking an online library academic tutorial for the students improved their written communication*
- *[Students have begun] working with updated technology that track health and fitness.*
- *Instructors were able to implement the Academic Integrity and APA citation quiz in all classes*

GENERAL EDUCATION ASSESSMENT IN 2016-17

This year, courses in the Humanities and Mathematics/Statistics are participating in General Education Assessment.

PROGRAM ASSESSMENT UPDATE

The College started its program assessment process in 2012. Once every three years, each academic program awarding an associates’ or certificate degree is supposed to assess its program learning outcomes. According to the Office of Institutional Research and Analysis, the college awards Associate Degrees in 40 programs, many of which have options or tracks within them that offer a student 103 programs that lead to an Associate Degree. Likewise, the college awards Certificates in 33 programs, and those have options or tracks that provide 66 separate paths to a Certificate. Here’s an update on our progress with assessing the various programs.

12 programs have completed their assessment for the 1st time as of Fall 2016

15 programs will complete their 1st assessment in 2017-18

The remaining programs will complete their assessments in 2018-19

QUESTIONS ABOUT STUDENT LEARNING OUTCOMES ASSESSMENT OR THIS NEWSBRIEF?

Contact the Office of Assessment at outcomes@montgomerycollege.edu