

Fall 2019 Assessment News Brief

General Education Assessment Results

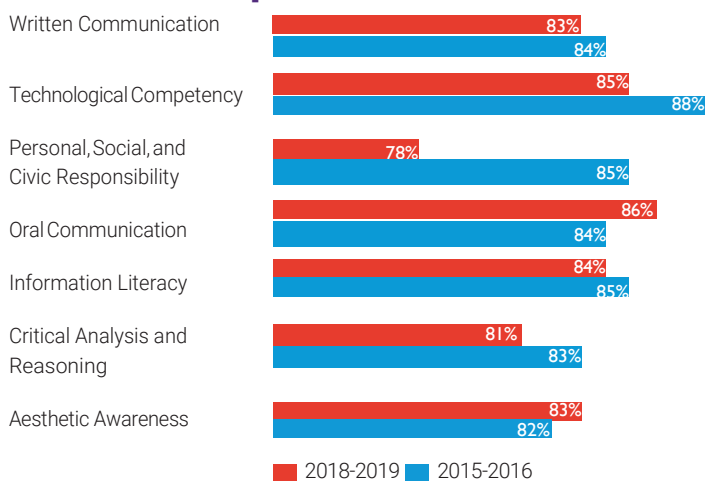
During 2018–2019, courses in the General Education Arts Distribution and selected Foundation courses, assessed their general education competencies. **In general, the results were similar to the previous assessment in 2015–2016.**



General Education Assessment in 2018-2019 included:

- 3,862 students assessed
- 44 courses included
- 446 course sections

General Education Assessment-CYCLE A Comparison of 2015–2016 and 2018–2019 Percent rated “proficient” or “advanced”



Another Successful General Education Assessment Workshop Completed!

On October 11, the second General Education Assessment Workshop took place on the Germantown Campus from 1:30 to 4 p.m. in BE 151 and BE 152. Faculty who attended the event received a lunch and a collaborative environment in which to review their General Education assessment data. Then they worked on the reflections component for their discipline reports. Collegewide Assessment Team (CAT) members were present to assist with questions regarding reflections report writing and report submissions. Representatives from the following disciplines participated in the workshop and will be writing their General Education Reflections component this semester:

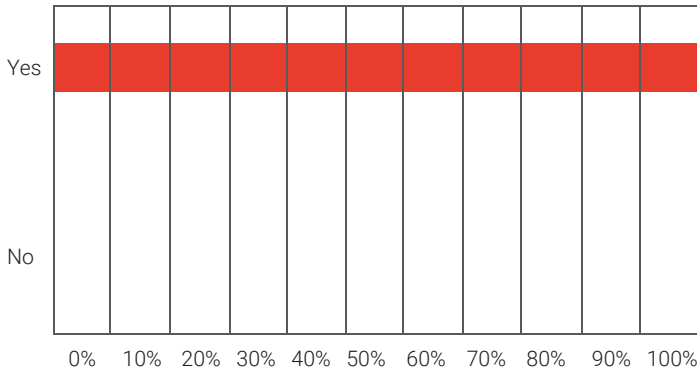
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General Education Workshop Feedback (October 2019)

There was overwhelming support from participating faculty about whether the event should be offered again:

Q3 Should we offer this workshop again?



The comments below represent a sampling of positive feedback that faculty provided after the event. These comments highlight the overall intent for the workshop to provide a collaborative working space for faculty members to share ideas, discuss data results, and have questions answered by the assessment director and CAT mentors.

“What Worked Well?” ...

- *Giving us time to work and ask questions - thank you for providing laptops!*
- *Collaborating, networking, food*
- *Great time for meaningful discussion. Thanks for lunch!*
- *Presenting the data, instructions or access*
- *Mentors' assistance with questions, lunch, touching base with Cassandra*
- *Everything is online, clear directions*
- *Knowing where to find data*
- *Very helpful to have assessment mentors or coaches to answer questions and offer additional guidance*
- *Having a CAPP from assessment teach assigns to one area*
- *Clarification opportunity to review and clear up confusions*

- *One-on-one w/ the mentor*
- *The mentors*
- *Laptops*
- *Data and info provided in Blackboard - assistance from GenEd committee member at our table.*
- *Having mentors and providing resources*
- *It was very helpful to have the mentors available for guidance*
- *time to talk; 2 ask questions; loved tip sheet*

New Assessment Reflections Video

A new video has been created to assist faculty with completing their General Education Assessment Reflections Report. This video was created to answer some of the common questions that faculty may have while analyzing their assessment data and completing their assessment reflections forms.

This video is now available in two places:

(1) [The General Education Assessment website](#) and on (2) [The General Education Assessment Community Blackboard site](#)

A special thanks to the following people who worked hard over the summer to make this video possible:

- Nghi Nguyen, ELITE
- Joanne Carl, Media Arts Technologies
- Laurent Ndeze, ELITE
- Ken Yatta Rogers, Speech, Dance, and Theatre
- Shinta Hernandez, Chair, Department of Sociology, Anthropology, and Criminal Justice (Rockville TPSS)
- Ginger Robinson, Criminal Justice
- Debbie Grubb, Assessment Faculty Fellow, Criminal Justice

Utilize the Assessment Mentor

We received positive feedback for the assessment mentoring program that was established last year. *Make use of this resource—assessment mentors are there to help you!* Each discipline has access to an assigned Collegewide Assessment Team (CAT) member for guidance in completing the necessary reports and answering general questions about the assessment process itself. Those disciplines in an active assessment cycle will be notified at the beginning of each academic term with information regarding their assigned mentor and contact information.



Faculty Fellowships – One Position Available!

Debbie Grubb will continue to act as a Faculty Fellow for the Assessment Office through the spring semester of 2020. She is continuing to assist with revisions to the assessment process as suggested by the Middle States Accreditation Review. Debbie will also act as an assessment mentor to assist those disciplines completing their College Area Review reports this academic year.

*****There is an opening for another Faculty Fellow this academic year.***

If you are interested, please contact Cassandra Jones, director of assessment, at the following email for more information on this opportunity: cassandra.jones@montgomerycollege.edu

Featured Article:

Assessment: What Is It Good For? (For Faculty, It Turns Out)

By: Kristen Neuschel and Márcia Rego (2018).

An often-overlooked aspect of the assessment process in higher education is the fact that assessment is actually meant to assist faculty members in the classroom. Kristen Neuschel and Marica Rego (2018) address this issue in their article, *Assessment: What is Good for? (For Faculty, It Turns Out)*. The authors point out that many faculty members in higher education only focus on the administrative aspects of the assessment process, sometimes seeing it as “form of surveillance” or “reductive quantification of knowledge.” While these sentiments might sound familiar, the authors suggest that findings from a recent study may challenge these perspectives. Consider the following questions posed by the authors:

“How will the assessment process make us better teachers and our students better learners?”

“How can it possibly be compatible with, much less enhance, our work as scholars?”

These are just some of the questions that prompted the authors to study the General Education assessment process from a faculty perspective in a three-year study at Duke University. For the study, the authors focused on learning how the assessment process could be viewed by faculty as a “worthwhile intellectual enterprise,” (and not be seen as a “top-down” form of accountability). During the study, faculty participated in workshops to collaborate on discipline goals, design assessment strategies, and create their own rubrics for a writing competency in general education. The authors state that,

“When the particularities of our disciplines become evident by comparison, we become, collectively, more than inter- or multidisciplinary; we gain a multidisciplinary awareness that we

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can then share with our students. It surfaces in our assignments and in the ways we communicate our expectations to students, and it helps them develop their own metacognition, which we know to be important for learning and transfer.”

Recommendations from the Middle States Commission on Higher Education

As a result of the 2018 reaccreditation process for Montgomery College by the Middle States Commission on Higher Education (MSCHE), Montgomery College’s Office of Assessment engaged in a wide range of actions to comply with the recommendations put forth by the accreditation board to “simplify” the assessment process. A comparative analysis was performed involving 20 selected institutions and several focus groups with faculty and administrators.

Major Trends from the Comparative Analysis

- Most colleges collect data frequently -often on a semester or annual basis
- Assessment schedules are often done annually, or once every three years

Integration of Assessment Processes

- There appears to be a trend to merge multiple processes (e.g., general education with program assessment and/or program review)
- Several institutions are collecting data simultaneously for several levels of assessment outcomes

Explicit Connections Between Assessment Levels

- Assessment is being emphasized as “holistic,” or interconnected at all levels within the institution
- The “lifecycle” of a program should be viewed as comprehensive in nature

Most Frequent Comments from Focus Groups

- Reduce/simplify the General Education competencies rubric
- Integrate the assessment process to simplify reporting
- Facilitate more collaboration between faculty members: times and places for faculty across campuses to meet and discuss/work on assessment activities
- Provide online tutorials and examples of best practices
- Part-time faculty should be more involved
- A lack of inter-rater reliability is a major issue with assessment results

Actions Taken to Improve Assessment Based on Feedback

- Implementation of Collegewide Assessment Team members mentoring
- Creation of video to help with writing General Education assessment reflections
- Creation of new tips and examples for faculty writing assessment reports.



Questions about assessment at MC? Go to: <https://info.montgomerycollege.edu/offices/learning-outcomes-assessment/>