

General Education

Course Reflection on Assessment Results

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Course: ENGLISH 102: Critical Reading, Writing, and Research

Dean: Dr. Rodney Redmond

Distribution Area: English Foundation

Date: November 11, 2016

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Activities <i>(If not implemented, please also discuss.)</i>
About a third of the students scored novice in information literacy and written communication skills.	Provide more opportunities for students to find, evaluate, and use online resources. Locate more resources on grammar, etc. for students who need more review and support to use outside of class.	Collaboration between campus coordinators, with libraries, and with writing centers.

PART II. CURRENT ASSESSMENT: REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

Competency	Strengths and Weaknesses	Planned Actions	Contact Person
The Outcomes Assessment results for English 102 are overall extremely positive. Students in 2016 performed the same or better in all but two skills (and by one point, which seems statistically insignificant). In comparing results from 2013 to	There are some areas for improvement. 79% of students were proficient in <u>Critical Analysis and Reasoning</u> , compared to 81% in <u>Information Literacy</u> and 86% in <u>Technological Literacy</u> . The lowest area of proficiency was <u>Written Communication</u> , with almost 78%	The 102 coordinators have enhanced the course significantly. They created a Research Toolkit, a library course page built just for ENGL 102 and 103 students, and a master syllabus for all faculty to use. The Rockville and Takoma Park coordinators have co-planned and facilitated multiple	Matthew Decker Jamie Gillan Kateema Lee (102 coordinators)

<p>results from 2016, on average, there was a percent increase in every general education category. <u>Critical Reasoning and Analysis</u> rose by as much as 3%, <u>Information Literacy</u> by 2%, <u>Technological Competency</u> by 2%, and <u>Written Communication</u> by 3%. The course redesign of 2012-2013 has settled in and is continuing to yield solidly positive results</p>	<p>students proficient; the highest skill was <u>Academic Integrity</u> at 84% and the lowest <u>Mechanics and Style</u> and <u>Expression</u>, both at 73%.</p>	<p>professional development workshops for faculty teaching 102 across the college—assignment sequences, successful assignments, rubrics, and what the other core writing courses cover.</p> <p>Continue to build on these activities and resources, adding new linked dimensions with the writing centers and peer tutoring specifically for 102—to raise proficiency over 80% in all categories.</p> <p>Emphasize library instruction along with exercises focused on source evaluation. More stress in instruction on questioning “the truth” presented in multimedia sources.</p> <p>Continue norming sessions every semester; expand to college-wide norming for consistency of expectations.</p>	
<p>The difference in performance between students who took ENGL 102 face to face vs. online was big. The data provide strong evidence of the need to redesign aspects of the distance learning offering of 102.</p>	<p>In all four general education categories, students in DL 102 achieved proficiency by as much as 27% less than the face-to-face sections of 102. The most dramatic disparities were in Critical Analysis (by roughly 20%) and in Written Communication (by roughly 16%).</p>	<p>Revise the common DL course with new readings and essay prompts to engage students more. Create more spaces in the course for instructors to situate themselves within it (adding a module, for example) to make the course more personable. Examine pedagogy and assessment for the DL sections.</p> <p>Offer mandatory orientation BEFORE the semester begins to inform students so they realistically assess their chances at success; currently, orientation is offered during the first and second week of the semester.</p>	

		<p>Make sure counselors and students know the DL version is difficult and not recommended for a student new to online learning.</p> <p>Start college-wide norming of DL 102 essays.</p> <p>Increase frequency of evaluation of online instructors.</p> <p>Students who earn a C in AELP 940W should not be able to take DL 101. Students who earn a C in ENGL 101/A should not be able to take DL 102 or DL 103.</p>	
<p>The differences in performance between students who started MC needing to take developmental courses and those who started at college level were huge. For students who persevere through developmental coursework, perhaps there are so many "basics" to master that it is difficult to absorb Mechanics sufficiently by 102; and, for students who initially struggle to write a page and strive to write an essay, style would be addressed last. The difference of close to 10 percentage points would result in at least one letter lower for the final grade. Furthermore, if, as the data suggests, Written Communication followed by Information Literacy matters most</p>	<p>For Critical Analysis and Reasoning, the difference was 7-9 percentage points lower for the developmental students, and for Information Literacy, the difference was 7-9 points lower. There was a 7 point difference in Technological Competency. The greatest disparity appeared in Written Communication: originally developmental students achieved proficiency 7-17 percent less than college-ready students.</p>	<p>Start practice with critical analysis in the developmental courses. Short, accessible articles on current topics of interest could lead to discussions and brief written responses forcing students to think more deeply.</p> <p>Embed tutors in all sections of ENGL 101A to help all students reach the level of critical acumen required to succeed in ENGL 102.</p>	

to the final grade, it would be very difficult for the originally developmental student to earn an A.			
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ADDITIONAL COMMENTS

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Matthew Decker, Emily Rosado, Anna Deadrick, Jill Kronstadt, Trienne Glover, Jamie Gillan

Dean Approval

Submission Date
