

Start of the Academic Year 2012-2013

New Cycle Program Learning Outcomes Plan Template

Please use this form as you begin your planning cycle for the up-coming Academic Year. You will want to connect this work to the plan from the prior year and the long-term plan for your program. Please only fill out the sections relevant to your program. You do not have to fill out all sections of this form.

Please return by **October 1st** to Jessica King: jking84@valenciacollege.edu

Please send questions to Laura Blasi, Director, Institutional Assessment lblasi@valenciacollege.edu

How this relates to your Program Improvement Plan: This “new cycle template” is where you and your colleagues describe the next phase of your plan to be accomplished in the 2012-2013 Academic Year. Use this template to describe what you plan to do to implement the plan for improvements (identified in spring of 2012) over this upcoming year and write out the next program outcome you and your colleagues will assess and your plan for accomplishing this over the next year.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:

1. What is your program name? English Comp I

2. Does this academic year’s improvement plan (2012-2013) build on your work from last year (2011-2012)? If so, how... (1-2 sentences)

Results during the May 4, 2012 meeting showed that 71% of the student artifacts did not contain properly documented sources within the essays; therefore, during the upcoming year, faculty will work toward better instruction of this skill and we will assess essays again in 2013 to determine if there was improvement in this area.

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
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Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
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¹ Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans.

² Planning Team membership, whenever possible, should reflect the ***Principles for selection of members for assessment plan work teams***. For faculty teams the principles include: College-wide representation where possible; Full-time faculty from the respective program / discipline (tenured, tenure track, and non-tenure earning 4 / 8 / 10 month faculty); Adjunct faculty when an adequate number of full-time faculty do not teach in the program / discipline; Faculty from both disciplines or programs when an outcome is assessed in two programs or a program other than the primary discipline. For plans developed in Student Affairs planning teams should include the following: College-wide representation where possible; Staff from the targeted program area; Part-time Student Affairs professionals when an adequate number of full-time staff do not work in the targeted program area; Faculty / staff from other program / discipline areas working on the same or similar outcomes; Student representation when possible.

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Learning Outcomes and Performance Indicators

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: ENC1101	
Major finding from last year and related change, if any: Results during the May 4, 2012 meeting showed that 71% of the student artifacts did not contain properly documented sources within the essays; therefore, during the upcoming year, faculty will work toward better instruction of this skill and we will assess essays again in 2013 to determine if there was improvement in this area.	
Services needed as a result of the finding (Student Learning Support, Faculty Development, etc.): None	
Targeted Program Learning Outcome(s) (PLOs) for this year: Information Literacy	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: ENC1101
Is this a different outcome from the one reported last year? (yes /no) No	
Does this assessment for this year apply to more than one PLO? (yes /no) No	
National Standard(s): According to Rader (2002), information literacy skills have become increasingly important for today's students. Information literacy encompasses more than just using the library, but it also encompasses critical thinking skills that today's students desperately need to master. Therefore, helping Valencia students "master" information literacy skills now could have the effect of working on their critical thinking capabilities. Rader, Hannelore (ed). "Teaching and Assessing Information Literacy Skills in the Twenty-first Century: A Global Perspective." <i>Library Trends</i> , 51.2 (2002):141-261. (This could be specific to your field or focused on overall undergraduate competencies from a national organization. Contact Laura Blasi for examples / ideas. lblasi@valenciacollege.edu)	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: <ul style="list-style-type: none"> • Students will be able to properly document (in MLA format) sources within an essay. • Student will be able to produce a properly formatted MLA Works Cited page.
Performance Indicators for the Program Learning Outcome(s) selected:	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:

- Properly formatted in-text citations within an essay.
- Properly formatted Works Cited page.

Prediction (Given what you know about your students, how you expect them to perform? What do you expect to see? You will be able to compare your beliefs to the results that you receive at the end of this assessment cycle)

With the extra emphasis that faculty have agreed to place on teaching their students to properly document their sources, we believe that the students' work will demonstrate this skill in May 2013.

Common Assessment – What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected:

Random collection of near end-of-term research papers with required sources.

Description of the Proposed Common Assessment – Common assessments should be designed to ensure a balance between (1) the need for a consistency within the program in order to ensure comparable student artifacts and (2) the need for reasonable flexibility in order to encourage faculty judgment in the design and delivery of learning activities:

ENC1101 instructors will be asked by their campus English Chair/Coordinator to submit artifacts of student learning (chosen via random selection). Instructors will be required to provide an ungraded, documented essay to include a works cited/reference page from the randomly selected students.

What is the approximate number of students that you expect to assess? (Please indicate "Do not know at this time" if that is the case)

A statistically significant sample of our overall student population.

Implementation Process

Planning for Communication and the Collection of Student Artifacts / Data

1. When will faculty seek or receive feedback on the design of the assessment, the rubrics, etc.? Early spring 2013
2. How will student artifacts or data associated with student performance be collected? Christina will work with program coordinators on each of the campuses to collect the artifacts.
3. If student artifacts are to be collected based on a sample of students, what characteristics should the sample include? An essay that demonstrates students' ability to document and integrate source materials into an essay (e.g. Documented Essay).
4. What information needs to be communicated to students concerning the assessment process? NA
5. How will information about faculty / staff participation in the assessment project be communicated? All English faculty will be notified via email by their respective program coordinator.
6. Who will be responsible for coordinating the collection of student artifacts / data? Christina Hardin/James Leonard
7. At what point in the academic year / semester will the student artifacts/ data be collected? Late Spring 2013

Evaluation of Student Artifacts and Analysis of Results: Understanding and Acting on the Impact of the Program (Program Level Assessment)

8. When will student artifacts be assessed / evaluated? Prior to Assessment Day 2013. Each campus will be responsible for holding a pre-assessment meeting in which faculty will review and assess the essays.
9. What is the expectation (if any) for student reflection / self-assessment (etc.) as part of this assessment? NA
10. Which faculty or staff from the program/discipline will evaluate student artifacts? All English faculty will be invited to participate.
11. What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected? None
12. When will the results / data associated with the assessment plan be analyzed? On Assessment Day 2013

13. What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan? *

None

14. Does this assessment relate to your assessment from last year (if so how...)? How is this assessment connected to your improvement plan?

Yes. Last year's results showed that students were not able to properly document or cite their sources. The improvement plan was to have English faculty focus on instruction of this outcome.

15. What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?

None. Instructors need to explore ways to better instruct students on citation.

16. In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., General Education faculty)?

Librarians

Approval / Implementation Process

Activities Associated with the Approval / Implementation of Assessment Plans	Person Responsible	Target Completion Date	Actual Completion Date
The plan for 2012-2013 was approved by the faculty members at the 2011-2012 Assessment Day meeting.		May 2012	May 2012
Collect student artifacts	Christina and James	April 2013	
Evaluate student artifacts on campuses	Campus program chair/coordinator	April 2013	
Analyze results from campuses	Assessment Day 2013	May 2013	
<p>For thought (you do not need to answer...)</p> <ul style="list-style-type: none"> • <i>Will current voter eligibility lists for the curriculum be used for any voting?</i> • <i>Will you have a group enroll in a related assessment methods workshop for credit or schedule your own sometime during the term? (See: http://valenciacollege.edu/faculty/development/coursesearch.cfm)</i> • <i>For A.S. programs – how does the 10/30/12 Viability meeting fit with your work?</i> 			

Dean / Director Support

The Dean(s) / Directors (for Librarians, Counselors) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan.

Linda Neal, Interim Dean Dean / Director East / Winter Park Campus	Signature
Jenni Campbell Dean / Director Osceola / Lake Nona Campus	Signature
Beth Renn Dean / Director West Campus	Signature

