

End of the Academic Year 2012-2013 – End of This Cycle

Results & Improvement Plan for Next Year

The template has 9 pages. Please return this completed form with the dean signatures or their E-mail approval(s) copied & pasted in at the end. by **May 10, 2013** to Jessica King in the Valencia Institutional Assessment (VIA) Office (jking84@valenciacollege.edu.) Please see the VIA website for this form, your plans, and related materials: www.valenciacollege.edu/via --> left tab LOA)

If you are working on several programs please submit a template for each one; each labeled for the specific program.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area- ECONOMICS				
Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
Note from Planning Team Fall 2011: Please note, with respect to the designation of Planning Team Leaders: The Planning Team came to a consensus that Planning Team Leaders should include representation from each of the three major campuses (East, Osceola, and West). Those selected, or volunteering, for the role of Planning Team Leader are to be a non-tenure track full time faculty members (tenured or four-month). It was the determination of the Planning Team that tenure-track faculty should be encouraged to concentrate on the completion of their ILP.				
Regina Cassady	East Campus	rcassady@valenciacollege.edu	2272	3-29
Darryl Thorne	East Campus	dthorne@valenciacollege.edu	2516	3-29
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
The Planning Team came to the consensus that all tenured, tenure-track, and full-time four-month faculty are considered members of the planning team. As the work being conducted for these Assessment Plans impacts all tenured and tenure-track faculty, they all should play an active role in the work being conducted.				
Jack Chambless	West Campus	jchambless@valenciacollege.edu	1453	4-32
Tarteashia Williams	West Campus	tawilliams@valenciacollege.edu	1811	4-32
Bonnie Oliver	East Campus	boliver@valenciacollege.edu	2214	3-29

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; Students representation when possible.

Six Items Documenting Results

Please fill in the blue shaded areas with brief sentences. A second page is provided for longer comments.

Documenting the Assessment Process

1. In a sentence or two, what did you do and who was responsible for coordinating the collection of student artifacts / data?
For 2011-2012, we administered an assessment tool on a particular learning outcome. "The role of prices in a market economy." Darryl Thorne was responsible for the coordination and collection of student artifacts/data.
2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed?
Data was collected in November, 2011. Institutional research was supposed to conduct a random survey of students to assess (not received), therefore, we randomly took five students from each professor to assess their work.

Improvement Plan and Use of the Assessment Results – Next Year's Cycle

3. What were your results? (Please e-mail the data and copies of instruments when you submit this form if possible, for example rubric scores in an Excel sheet.) How did this compare with any predictions that you made in the Fall?
On average, based on the students randomly selected, there was a normal distribution of scores that would suggest that the assessment was an appropriate tool to assess the learning outcome. Data forthcoming. Given the difficulty of the subject matter, the results did not diverge significantly from what was predicted.
4. What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student activity over the next year? (Please use the following page if you need more space for your response.)
We are going to move from an early semester accomplishment to an end of the semester cumulative assessment of student learning; moving up Bloom's taxonomy to a higher level of thinking. Is the students' difficulty based on the mastery of graphing or incorporating critical thinking into their comprehension and mastery of the course content?
5. What changes, if any, will be made to the common course outlines, the catalog, etc.
We are confident that our common course outlines give students the opportunity to learn, understand, and articulate economic theory.

Next Steps – Planning for Next Year's Cycle— Academic Year 2013-2014 (see below for detailed planning)

6. What are your next steps – acting on the results? (These steps will guide others in the next cycle... moving the process forward.) If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.

We are going to develop an assessment tool based on the Aggregate Demand/Aggregate Supply model, which will assess cumulative learning and application of the concepts than the initial Demand and Supply model, to be administered as a Qualtrix Survey. This will expedite grading of the assessment and collection of the data. Grading will be based on the mastery of graphing the models as well as critical thinking of the scenarios provided.

Please include the name of the person completing this page and your program:

Regina Cassidy, Economics

See next page...

Additional Space for Comments Reporting on Prior Year (if needed)

3) *If you have additional comments for the following question, please share them here:* What were your results?

4) *If you have additional comments for the following question, please share them here:* What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student over the next year?

6) *If you have additional comments for the following question, please share them here:* What are your next steps – acting on the results? If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.

See next page....

Planning for AY 2013-2014 Learning Outcomes and Performance Indicators

Complete only the sections that apply to your work.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: Economics	
Targeted Program Learning Outcome(s) (How many will you be assessing this coming year?): Identify the key variables necessary for assessing the status of the economy.	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: Macroeconomics
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: N/A
Performance Indicators for the Program Learning Outcome(s) selected: Students will demonstrate mastery of the concepts by completing an essay exam.	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:
External Standard(s) in the field or discipline (please contact Laura Blasi lblasi@valenciacollege.edu with any questions about this): ***	
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): Essay exam	
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): The essay exam will be created collaboratively to make sure that the questions reflect uniformity of instruction, learning and the testing tool across the campuses.	
Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): Qualtrix Survey (prepared by Institutional research based on our submission, and to be delivered as a link to the economic faculty by mid-September).	

Implementation Process

Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?

Students will be notified through Blackboard, email and in-class of the assessment.

How will student artifacts or data associated with student performance be collected?

Through Qualtrix via Institutional Research – they will forward the results to the economic faculty.

If student artifacts are to be collected based on a random sample of students registered for the course or participating in the program / activity, what characteristics should the sample include?

Require all macroeconomic students to take the assessment, assessment will be graded, and institutional research will randomly select a sample that's statistically significant from which results will be analyzed.

How will information about faculty / staff participation in the assessment project be communicated?

Email

Who will be responsible for coordinating the collection of student artifacts?

Tarteashia Williams

At what point in the academic year / semester will the student artifacts be collected?

December 2013

Program Level Assessment / Evaluation of Student Artifacts and Analysis of Results

When will student artifacts be assessed / evaluated?

January 2014

Which faculty or staff from the program/discipline will evaluate student artifacts?

All economic faculty

What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?

Collectively the economics faculty at Valencia have 100 years of experience teaching economics to college students, and we believe that this is sufficient to assess/analyze the artifacts.

When will the results / data associated with the assessment plan be analyzed?

Assessment Meeting for 2014

What are your predictions regarding student performance? (What do you expect to see when you analyze your results?)

The results will not deviate in a statistically significant way from traditional assessment methods.

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

None.

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

We plan to assess additional characteristics of the students that we teach:

1. Are you currently enrolled in a developmental math course?
2. Are you currently enrolled in a developmental reading course?
3. Have you been diagnosed with a learning disability?
4. Have you completed College Algebra?
5. Have you completed English Composition One?
6. Are you an honors student?
7. Who is your professor/campus?
8. Is English your second language?
9. Is this your first economics course?
10. What is your current college GPA?
11. Are you a freshman, sophomore, dual enrolled or transient student?
12. What is the primary source of funding for this course? (parents, my own money, financial aid, public schools)
13. How many times have you attempted Macroeconomics?
14. How many hours per week do you spend in preparation for the course?
15. How many hours per week do you spend on entertainment activities (social media, television, video games, gathering with friends)?
16. How many hours per week do you meet with your professor in his or her office?
17. How many hours per week do you utilize the tutoring services offered by Valencia?
18. Have you graduated from a high school in the state of Florida? If yes, which one? If no, which state?
19. What was your high school GPA?
20. Do you feel that your high school experience adequately prepared you for this course?
21. What is your age?
22. How many hours per week do you work?
23. At this point in the semester, have you read the entire syllabus?
24. What, in your opinion, is the definition of a “good” professor? List some characteristics of a “good” professor.
25. Any other comments...

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

Advising Personnel, Campus Deans, Curriculum Committee, Statistician

How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?
 Email

Approval Process

Activities Associated with the Approval of Assessment Plans	Completion Date	Person Responsible	Results
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline (including Deans / Directors responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan)	September 1, 2013	Regina Cassady	
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)	September 15, 2013	Regina Cassady	
Draft assessment plan is revised to reflect input	September 30, 2013	Regina Cassady	
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum (http://valenciacollege.edu/faculty/forms/voterlists/)	October 5, 2013	Regina Cassady	

Dean / Director Support

The Dean(s) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan. Please copy and paste in E-mail approval (as applies) at the end of the document and then send the form complete to us or obtain, scan, and send handwritten signatures and then send.

Dean / Director East / Winter Park Campus	Signature
Dean / Director Osceola / Lake Nona Campus	Signature
Dean / Director West Campus	Signature

