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- ENGINEERING AA PRE-MAJOR				
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.				
Henry Regis	**west**	**hregis@valenciacollege.edu**	**1218**	**4-41**
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.				
Henry Regis	**West**	**hregis@valenciacollege.edu**	**1218**	**4-41**
Mohua Kar	**West**	**mkar@valenciacollege.edu**	**1182**	**4-41**

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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; Students representation when possible.

Six Items Documenting Results

Please fill in <u>the blue shaded areas</u> 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?
   We reviewed collected tests and Final exams in EGs 2310 (Engineering Analysis –statics) from all the instructor.

2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed?
   We collected the tests and Final Exams at the end of Fall 2012 ad Spring 2013 terms. About 190 students.

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?
   See attached file.

4. What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student activity <u>over the next year</u>? (Please use the following page if you need more space for your response.)
   - We will dedicate some times in the classroom for the students to provide the concept taught through problem solving. This will be a small group effort (2 per group).
   - We have multiple sections of the course which are taught by different instructors and the test questions are consequently different for different sections. We are planning to use standardized tests for all the sections to have better assessments.
   - In order to motivate the students we will use more real-life applications to teach the concept.
   - We will review geometry and trigonometry on the first day of class to improve the math skills of our students.

5. What changes, if any, will be made to the common course outlines, the catalog, etc.

   None. This course is an articulated course with Universities.

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

- 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 will dedicate some times in the classroom for the students to provide the concept taught through problem solving. This will be a small group effort (2 per group).
- We have multiple sections of the course which are taught by different instructors and the test questions are consequently different for different sections. We are planning to use standardized tests for all the sections to have better assessments.
- About half of our students are weak in math, especially in geometry, as geometry is an essential part of EGS2310 course; we are planning to prepare a math, geometry and trigonometry review and present it on the first day of class to improve their math skills.
- In order to motivate the students we will use more real-life applications to teach the concept.
- Provide free tutoring to the students.

Please include the name of the person completing this page and your program:
Henry Regis/Mohua Kar, Articulated Pre-Engineering.

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 <u>over the next year</u>?
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.
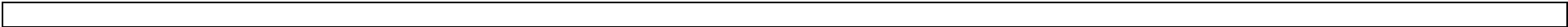
See next page….

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:

Pre-Engineering

Targeted Program Learning Outcome(s) **(How many will you be assessing this coming year?):** **ABET learning outcome: An ability to apply knowledge of mathematics, Science, and Engineering.**	**Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:** **EGS-2310 – Engineering Analysis - Statics**
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: **Use analytical and critical thinking skills to solve a practical engineering problem**
Performance Indicators for the Program Learning Outcome(s) selected: **Provides evaluation of problem solving skills. Provides evaluation of mathematical skills.**	**Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:** **Provide detailed analytical steps of problem, including conceptual equations, calculations and final solution (using rubric).**
External Standard(s) in the field or discipline (please contact Laura Blasi lblasi@valenciacollege.edu with any questions about this): Fundamental Engineering Exam (FE) performed in their senior year at UCF or any other 4-year university they are transfer to..	

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):
Tests (written assessments)

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)**:**

Tests for Engineering Analysis-Statics

Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):

Common tests and peer reviewed rubric.

Implementation Process

Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)? None
How will student artifacts or data associated with student performance be collected? **All the standard tests will be assessed and retained**.
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? Not applicable. Not random.
How will information about faculty / staff participation in the assessment project be communicated? **E-mail and Face to face between faculty teaching Engineering Analysis - Statics course.**
Who will be responsible for coordinating the collection of student artifacts? EGS 2310 Instructors.
At what point in the academic year / semester will the student artifacts be collected? During each terms (Spring, Summer, Fall)

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

When will student artifacts be assessed / evaluated? Assessment day 2014
Which faculty or staff from the program/discipline will evaluate student artifacts? Henry Regis, Mohua Kar
What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected? None
When will the results / data associated with the assessment plan be analyzed? Assessment Day 2014
What are your predictions regarding student performance? (What do you expect to see when you analyze your results?) Higher passing and retention rate.
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? **Data from annual program viability meeting inspires us to ask questions about our practices.**

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)?

Engineering Dean, Advisory committee.

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

Assessment Day minutes and Division meetings.

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)**	5/8/2013	Henry Regis	
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)	Not applicable	Not applicable	
Draft assessment plan is revised to reflect input	5/8/2013	Henry Regis	
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum (http://valenciacollege.edu/faculty/forms/voterlists/)			

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

Re: Assessment day- results and improvement plan

Lisa Macon

Sent: Friday, May 10, 2013 2:25 PM
To: Mohua Kar
Cc: Hank Regis

You have my approval and can forward this on to Laura Blasi. Thanks for all your hard work on this.

Lisa

Lisa Macon, Ph.D.
Dean
Division of Architecture, Engineering, and Technology
Valencia College, West Campus
Orlando, Florida
(407) 582 – 1420
Lmacon@valenciacollege.edu

Sign In Sheet for Related Meetings

Name	Dept.	Date	Event
Mohna Kar	Pre-Engineering	5/2/2013	Assessment day
ANDREW RAY	AET	5/2/2013	"
IRMA BERNER	AET	5-2-2013	"

Sign In Sheet for Assessment Day

Name	Dept.	Date	Event