

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- HISTORY				
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.				
Carl Creasman	East	ccreasman@valenciacollege.edu	X2009	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.				
Tony Beninati	Osceola	abeninati@valenciacollege.edu	X6948	5-1
Mark Smith	West	Msmith1@valenciacollege.edu	X1843	4-32
Michael Savage	East	msavage@valenciacollege.edu	X2801	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? **I organized the history professors; Cass O’Little became responsible for collection of student artifacts**
2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed? **Feb-April 2013 artifacts collected; all students in about 10 classes; we had 45 artifacts**

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.) **32 of the 45 (71%) met the successful rubric/checklist; 3 were a “maybe” and 10 were no (22%)** How did this compare with any predictions that you made in the Fall? **Met predictions**
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 have no plans to make in this regard.**
5. What changes, if any, will be made to the common course outlines, the catalog, etc. **We have no changes in this regard.**

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 use the same question set as before. The group determined that faculty need a more specific, narrow set of guidelines in constructing the question used for the prompt about our course outcome. We will ask faculty for 2013-14 to drop any mention of a specific “time period” so a broad enough topic (the Roaring Twenties; Reconstruction; Writing the Constitution, etc....) to force the student to have to really indicate their own understanding of highlighting the**

individual. We will also instruct professors to include a “focus statement” that is separate from the essay prompt itself. The focus statement will state “Throughout your essay, please focus on this statement: *Explain the historical role and impact of individuals, regardless of societal rank, as participants in the making of history.*”

Please include the name of the person completing this page and your program: **Carl E Creasman Jr, History (East Campus)**

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.

<p>Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: <i>General Education (History)</i></p>	
<p>Targeted Program Learning Outcome(s) (How many will you be assessing this coming year?): Critical Thinking: Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines. Cultural and Historical Understanding: Demonstrate understanding of the diverse traditions of the world and an individual's place in it.</p>	<p>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: AMH 2010, AMH 2020, EUH 2000, EUH 2001</p>
	<p>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:</p> <p><i>Students will be able to explain the impact of the individual, regardless of societal rank, as participants in the making of history.</i></p>
<p>Performance Indicators for the Program Learning Outcome(s) selected:</p>	<p>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</p>
<p>External Standard(s) in the field or discipline (please contact Laura Blasi lblasi@valenciacollege.edu with any questions about this):</p>	<p>Identify individuals who played significant roles bringing on or impacting historic events. Detect how individuals impacted an event(s) or time period.</p>
<p>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):</p> <p>Written Essay, either as part of an in-class exam, an online writing prompt, or a "take home" essay.</p>	
<p>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): Instructors will be given a base question that they can tailor to their specifications. This assessment may be administered during any portion of the course.</p>	

Specific instructions will be provided outlining the parameters – expected length of the essay (2-3 pages), performance indicators (checklist), and that it needs to be a graded component of the course. The work must be in a written form, part of either an out-of-class or in-class writing, graded assignment.

Professors will include a “focus statement” that is separate from the essay prompt itself. The focus statement will state “Throughout your essay, please focus on this statement: *Explain the historical role and impact of individuals, regardless of societal rank, as participants in the making of history.*”

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

Checklist

- Does the student identify individuals who played significant roles bringing on or impacting historic events?
- Does the student accurately detect how individuals impacted an event(s) or time period?

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? Non-graded artifact will be turned into representative from the team.

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?

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

Samples will include papers from all campuses, day and evening classes, all full time professors, and all delivery modes. Adjunct professors will be invited to self-select any of their courses to be included in the sampling. This will occur before the start of the spring term. Institutional Assessment will help with the selection of the sample.

Who will be responsible for coordinating the collection of student artifacts? **A representative from the team**

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

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

When will student artifacts be assessed / evaluated? **Spring Term**

Which faculty or staff from the program/discipline will evaluate student artifacts? **All Full Time Tenured, Tenure-track, 8-month contract professors will be expected to participate; adjunct professors who include work will be invited to participate also.**

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?) **We believe that more than 70% of students will meet our checklist assessment tool.**

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?

None

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)?

None, though I am working with professors from Humanities on East to develop more insight on "Cultural and Historical Understanding."

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

Via Email

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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)			
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)			
Draft assessment plan is revised to reflect input			
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

