

# 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](mailto:jking84@valenciacollege.edu).) Please see the VIA website for this form, your plans, and related materials: [www.valenciacollege.edu/via](http://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- HUMANITIES				
Planning Team Leader(s) <sup>1</sup>	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.				
Jeremy Bassetti	East	<a href="mailto:jbassetti@valenciacollege.edu">jbassetti@valenciacollege.edu</a>	2364	3-35
Karen Styles	East	<a href="mailto:kstyles@valenciacollege.edu">kstyles@valenciacollege.edu</a>	2232	3-35
Ralf Jenne	West	<a href="mailto:rjenne@valenciacollege.edu">rjenne@valenciacollege.edu</a>	1493	4-24
Planning Team Members <sup>2</sup>	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.				
Tammy Gitto	Osceola	<a href="mailto:tgitto@valenciacollege.edu">tgitto@valenciacollege.edu</a>	4925	6-2
Matthew McAllister	East	<a href="mailto:mmcallister@valenciacollege.edu">mmcallister@valenciacollege.edu</a>	2531	3-35

<sup>1</sup> Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans.

<sup>2</sup> 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?

Five professors from each campus submitted student artifacts of a common writing assignment to assess Cultural and Historical Understanding. The campus-wide Humanities Assessment team was responsible for coordinating and collecting the papers: Jeremy Bassetti, Tammy Gitto, Ralf Jenne, Matt McAllister, and Karen Styles.

2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed?

Professors submitted student artifacts at the end of Spring 2013. Seventy-five papers were randomly selected from a pool of nearly 300.

### 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?

A majority (54%) of Humanities students discuss/describe historical conditions insufficiently, lacking detail and/or relevance, 19% of students did it sufficiently, and 27% of students did not discuss/describe historical conditions at all. Whereas 45% of Humanities students supported a thesis with specific and detailed references to artifacts/sources, 47% of students did so vaguely or inaccurately. Only 8% of Humanities students did not reference artifacts or sources. A majority (51%) of Humanities students demonstrated an insufficient understanding of the connections between cultural artifacts and the historical circumstances that influence them. While 20% of students, however, demonstrated an understanding and drew thorough and convincing conclusions, 28% of students did not demonstrate an understanding of the connections between cultural artifacts and the historical circumstances that influenced them. (See attached charts.) We did not make any prediction in the fall because we were more focused this time on perfecting the tool rather than on the results.

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.)

Humanities faculty members, college wide, need to emphasize the following to their students' written assignments: 1) to discuss and describe the historical conditions (context) that helped shape the cultural artifacts studied in class; 2) to demonstrate an understanding of the connections between historical conditions and the cultural artifacts; 3) and to support their arguments using specific and detailed references to cultural artifacts. Humanities faculty members need to develop resources to help students and professors understand the importance of Cultural and Historical Understanding.

5. What changes, if any, will be made to the common course outlines, the catalog, etc. The course outlines for the five period courses should be reviewed to determine whether or not they include language about cultural and historical understanding.

## 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.

While the rubric was a positive improvement over the previous year’s, we will tweak the rubric’s language to add “thesis statement” criteria and make sure the language aligns with the language on the common assignment instructions. The common assignment instructions also need explicit directions that state the point of the assignment is for the student to describe/discuss historical/cultural context of a specific artifact. On a larger scale, the assessment leaders will work through Wendi Dew’s office to organize a series of workshops for adjuncts in the early fall term, one on each of the large campuses. These workshops will focus exclusively on helping faculty to understand and communicate to their students what cultural and historical understanding looks like, how it is demonstrated. Additionally, we will consult with Laura Blasi to sample more professors next year (2013-2014). Finally, we will also organize a team to begin developing our Critical Thinking assessment initiative for year 2014-2015.

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

Jeremy Bassetti, Humanities

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.**

<b>Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:</b>	
Humanities	
<b>Targeted Program Learning Outcome(s)</b> (How many will you be assessing this coming year?):	<b>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:</b>
Historical and Cultural Understanding	HUM2220, HUM2232, HUM2250, HUM2234, HUM2223
	<b>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:</b>
	Historical and Cultural Understanding in Essay Writing
<b>Performance Indicators for the Program Learning Outcome(s) selected:</b>	<b>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</b>
<ol style="list-style-type: none"> <li>1) The student discusses/describes historical conditions</li> <li>2) The student supports the thesis with specific and detailed references to artifacts</li> <li>3) The student demonstrates an understanding of the connections between cultural artifacts and the historical circumstances that influence them.</li> </ol>	<ol style="list-style-type: none"> <li>A) Historical Context, Background, Conditions: 3) The student discusses / describes historical conditions. 2) The student discusses/describes historical conditions insufficiently, lacking detail and/or relevance. Historical inaccuracies, omissions, and/or irrelevancies may be present. 1) The student does not discuss/describe historical conditions.</li> <li>B) Support / Use of Evidence and References: 3) The student supports the thesis with specific and detailed references to artifacts/sources. 2) The student supports the thesis with general, vague, and/or inaccurate references to artifacts/sources. 1) The student does not reference artifacts/sources.</li> <li>C) Cultural Analysis: 3) The student demonstrates an understanding of the connections between cultural artifacts and the historical circumstances that influence them. Conclusions are thorough and convincing. 2) The student demonstrates an insufficient understanding of the connections between cultural artifacts and the historical circumstances that influence them. Conclusions are limited. 1)The student does not demonstrate an understanding of the connections between cultural artifacts and the historical circumstances that influence them. The student draws no conclusions.</li> </ol>
<b>External Standard(s) in the field or discipline</b> (please contact Laura Blasi <a href="mailto:lblasi@valenciacollege.edu">lblasi@valenciacollege.edu</a> 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):

We will use a common essay assignment, designed by faculty members.

**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):

Our common essay assignment enables the professor to assign a paper in their Gordon Rule courses based on a series of core topics/ideas that are taught in each course and familiar to those performing the assessment on Assessment Day. The professor has the liberty to select which core topic/idea he or she wishes to assign.

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

Department-developed rubric.

## Implementation Process

### Collection of Student Artifacts

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

We adhered to informed consent in the past. However, we no longer will inform consent as this is an on-going assessment. Student names are removed from the papers prior to Assessment Day.

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

- We will discuss sampling with Laura Blasi in the coming weeks.
- Campus Assessment Representatives may select 10 professors on each campus who will assign the common paper assignment to their students. Participating professors will submit all papers received. Papers will be sampled randomly from received papers.

- The following courses will participate: HUM 2220, HUM 2250 and HUM2234, HUM2223, HUM2232, regardless of instructional method or contract status of the instructor.
- The list of participating professors will be created by the Thanksgiving break in the Fall 2013 term.
- Common assignment is to be administered and collected in the Spring 2014 semester.
- Participating professors will email papers to the Campus Humanities Assessment Coordinators.
- Campus Coordinators will communicate with professors on their respective campuses.

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?

The following courses will participate: HUM 2220, HUM 2250 and HUM2234, HUM2223, HUM2232, regardless of instructional method or contract status of the instructor.

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

Information will be communicated during department meetings and via e-mail. Campus Humanities Assessment Coordinators will be in charge of communicating with their respective participating faculty members.

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

Student artifacts will be emailed. Campus Humanities Assessment Coordinators will be in charge of ensuring participating professors on their respective campuses have submitted the artifacts by the deadline. The representatives are:

East Campus: Jeremy Bassetti

Osceola Campus: Tammy Gitto

West Campus: Ralf Jenne

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

Student artifacts will be collected near the end of the Spring 2014 semester.

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

When will student artifacts be assessed / evaluated?

May 2014 - Common grading will occur on Assessment Day.

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

All full-time tenured and four-month Humanities faculty teaching the selected courses to be measured will be invited to participate.

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

N/A

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

Immediately following Assessment Day 2014.

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

We expect to see an improvement of historical and cultural understanding.

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

N/A

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

N/A

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)?

The Deans of Humanities on all campuses have been involved and informed along the process.

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

Assessment results will be emailed to stakeholders in a report following Assessment Day.

### 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 ( <a href="http://valenciacollege.edu/faculty/forms/voterlists/">http://valenciacollege.edu/faculty/forms/voterlists/</a> )			

## 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

