

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area				
Humanities				
Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
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	jbassetti@valenciacolleg.edu	2364	3-35
Ralf Jenne	West	Rjenne@valenciacollege.edu	1493	4-24
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.				
Tammy Gitto	Osceola	tgitto@valenciacollege.edu	4925	6-2
Trudy McNair	Winter Park	tmcnair@valenciacollege.edu	6873	5-3

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.

Please fill in the blue shaded areas with brief sentences. A second page is provided for longer comments.
These six items are required for the report to the Learning Council.

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?
Jeremy Bassetti collected assessment artifacts on East campus and from other campus coordinators (Gitto, Jenne, McNair), organized them for the meeting and compiled that data
2. At what point in the academic year / semester were the student artifacts / data collected?
Artifacts were assigned and collected during the Spring 2012 term. The deadline for submissions was April 27, 2012.

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

3. What were your results? (Please e-mail the data when you submit this form if possible, for example rubric scores in an Excel sheet.)
24% of submissions were scored from 3 to 4 (the highest possible score) 60% scored from 1 to 2. See attached charts and graphs.
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.)
Target courses will be increased to include all five writing courses (HUM 2220, HUM 2232, HUM 2234, HUM 2250, HUM 2310). Most importantly, the assessment assignment will be standardized and implemented college-wide.
5. What changes, if any, will be made to the common course outlines, the catalog, etc.
NA

Next Steps – Planning for Next Year’s Cycle— Academic Year 2012-2013

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.
Campus coordinators (Bassetti, Gitto, Jenne, McNair) will oversee the creation of standardized assessment assignments by December 2012. Coordinators will also modify the assessment rubric by December 2012. See below.

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

Jeremy Bassett

Additional Space for Comments (Optional)

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.

Two years ago, the Humanities department called for one type of essay (Comparison/Contrast) to be assessed. After assessment day 2011, the faculty felt this could restrict a humanities teaching/learning environment. For the 2012 assessment year, we allowed for other essay types (Expository, Persuasive/Argumentative, Literary, Cause and Effect, Comparison/Contrast, Critical/Analytical) to be used in the assessment. This, while a good idea because it made the process less artificial, presented challenges. We learned that not having direction and guidance on the prompts caused problems with our ability to accurately assess cultural and historical understanding. Next year, campus coordinators (Bassetti, Gitto, Jenne, McNair) will oversee the creation of standardized assessment assignment by December 2012. Coordinators will work with faculty on their respective campuses to develop the assignment list.

