

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area General Education--POLITICAL SCIENCE				
Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
<p>* Please note, with respect to the designation of Planning Team Leaders: at the 2012 Assessment Day, 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 <u>non-tenure track full time faculty members</u> (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. <i>Scott Creamer has graciously volunteered to be the Team Leader for Osceola Campus, despite the fact that Prof. Creamer is a tenure track faculty member.</i> The Planning Team has had to make an exception to the designation criteria created in 2012 due to the lack of interest by other faculty at Osceola.</p>				
Jovan Trpovski	East	jtrpovski@valenciacollege.edu	2035	3-29
Scott Crosby	West	scrosby@valenciacollege.edu	1043	4-32
Scott Creamer*	Osceola	screamer@valenciacollege.edu	4971	3-323
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
<p>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.</p>				

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?
Artifacts related to the Ethical Responsibility General Education Learning Outcome were collected from 201310 and 201320 students. All tenured, tenure-track, four-month, and adjunct faculty participated in the collection process.
2. At what point in the academic year / semester were the student artifacts / data collected?
201310 and 201320

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.)
A general competency in Ethical Responsibility was noted from the results of the assessment. Assignments appear to have aligned with the General Education outcome of Ethical Responsibility. Of the artifacts assessed, only 10% of student work failed to receive at least the minimum acceptable assessment value [assessed as Poor/Beginning]; 32% were assessed at the bare minimum for the acceptable assessment value [Average/Developing]; 38% were assessed at the mid-range of the assessment values [Good/Competent]; 19% were assessed at the top range of the assessment values [Excellent/Accomplished]
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.)
With the overall results showing a general competency in the Gen Ed LO of Ethical Responsibility (noted by the 90% assessed at Average/Developing, or above), it was the conclusion of the Planning Team that there were no areas of needed improvement or change to the general assessment approach.
5. What changes, if any, will be made to the common course outlines, the catalog, etc.
None

Next Steps – Planning for Next Year’s Cycle— Academic Year 2013-2014

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.
- With respect to the Gen Ed LO of Ethical Responsibility, the Planning Team concluded that we can move forward with the existing assignments for Ethical Responsibility.
 - We will compile and share the results of this assessment round with faculty.
 - There is no need for significant changes to the assessment plan. Three areas for improvement, related to communication, were identified: (1) improving communication among faculty—in particular, adjunct faculty—regarding participation in the assessment process; (2) improving communication regarding the collection of artifacts; and (3) improving communication regarding the timing of the implementation of assignment for Assessment Day.
 - Separate from the outcome of Ethical Responsibility, the Planning Team identified the LO of Cultural and Historical Understanding as the next outcome for which to implement an assessment plan. To that end, Planning Team Members will explore possible assessment tools, assignments, and strategies to utilize for implementation of this LO in the next phase in the assessment plan for Political Science. A tentative timeline for exploration of ideas will be Fall 2013, with implementation and collection of artifacts taking place Spring 2014. Communications will take place via email.

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

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.

Sign In Sheet for Assessment Day

Name	Dept.	Date	Event
Scott Creamer	Political Science (Osceola)	5/3/2013	Assessment Day
Scott Crosby	Political Science (West)	5/3/2013	Assessment Day
Desmond Duncan	Political Science (West)	5/3/2013	Assessment Day
Christopher D'Urso	Political Science (East)	5/3/2013	Assessment Day
Paul Labeledz	Political Science (East)	5/3/2013	Assessment Day
Mark Logas	Political Science (East)	5/3/2013	Assessment Day
Adrienne Mathews	Political Science (West)	5/3/2013	Assessment Day
AJ Quackenbush	Political Science (East)	5/3/2013	Assessment Day
Ryan Rilea	Political Science (East)	5/3/2013	Assessment Day
Jovan Trpovski	Political Science (East)	5/3/2013	Assessment Day

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: Social Sciences/Political Science	
Targeted Program Learning Outcome(s) (How many will you be assessing this coming year?): Cultural and Historical Understanding	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: POS 2041: US Government
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: <ul style="list-style-type: none"> • (1) Demonstrate an understanding of the philosophical theories that led to the writing of the U.S. Declaration of Independence and the U.S. Constitution. • (2) Demonstrate an understanding of the core values supporting the democratic tradition of the United States.
Performance Indicators for the Program Learning Outcome(s) selected: (Still under development. Planning Team Members will conduct conversations in Fall 2013 to determine performance indicators.)	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: For outcome 1 (listed above): <ul style="list-style-type: none"> • Student will be able to demonstrate a comprehension of how the writings of European philosophers contributed to the idea of individual rights found in the U.S. Declaration of Independence, the U.S. Constitution, and the Bill of Rights. • Student will be able to demonstrate an understanding of the views of human nature as developed by important European philosophers that influenced the thinking of the writers of the U.S. Constitution. • Student will be able to demonstrate an understanding of the evolution of the principle of democracy within the writings of European philosophers. • Student will be able to demonstrate a comprehension of how the concept of separation of powers was developed by European philosophers and how this concept influenced the thinking of the writers of the U.S. Declaration of Independence and the U.S. Constitution. For outcome 2 (listed above): <ul style="list-style-type: none"> • Student will be able to demonstrate a comprehension of the principle of popular sovereignty. • Student will be able to demonstrate an understanding of the principle of popular consent as the basis of government legitimacy in the United States.
External Standard(s) in the field or discipline (please contact Laura Blasi lblasi@valenciacollege.edu with any questions about this):	

- Student will be able to demonstrate an understanding of the principle of political equality as found within the United States Constitution.
- Student will be able to develop a comprehension of the principle of majority rule and respect for minority rights as found in the United States Constitution and Bill of Rights.
- Student will be able to demonstrate an understanding of the principle of individualism.
- Student will be able to demonstrate a comprehension of the principle of personal freedoms as found in the Bill of Rights.

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):

Discussions from Assessment Day 2013 including conducting a pre/post test, or following a similar path as used for previous Gen Ed outcome assessments of Ethical Responsibility and Information Literacy (variety of written assignments that allow faculty discretion and academic freedom in the conduct of their course)

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):

Discussions from Assessment Day 2013 including conducting a pre/post test focused on several major historical or cultural events, issues, etc. that impacted US government and politics. In covering the founding of the United States—from the Declaration of Independence through the creation of the US Constitution, and including class/text discussions of Federalism—general elements will be covered that will allow for assessment (via pre/post test).

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

Written assignments of a variety of forms (to allow greatest amount of faculty discretion) or pre/post test assessing ability of students to recognize and identify key historical or cultural events/issues

Implementation Process

Collection of Student Artifacts

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

Informed consent

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

By individual faculty, and then provided to Team Leaders from each of the major 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?

Random samples will be generated by faculty (sampling will be done in such a way as to insure a random group/stratified sample is collected)
How will information about faculty / staff participation in the assessment project be communicated? Team Leaders from each major campus will communicate to their respective colleagues (full-time and adjuncts)
Who will be responsible for coordinating the collection of student artifacts? Team Leaders from each major campus
At what point in the academic year / semester will the student artifacts be collected? Spring 2014 (201420)

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? Planning Team Members, as defined by the Political Science Planning Team ("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.")
What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected? A general description of the assessment process will be disseminated among faculty, including any specific information or preparation that will need to undertake in order to conduct the assessment. No training will be necessary.
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?)
What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan? No training will be necessary. As with previous assessments, the Planning Team will create a rubric to aid in the process of assessing student artifacts. Any and all information related to this process will be communicated to Planning Team members, and those Planning Team members who participate in Assessment Day will conduct discussions prior to the assessment process.

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

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)?

How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?
 Team Leaders from each campus can disseminate information. Means of providing stakeholders with this information could include: (1) Welcome Back events on each campus; (2) departmental meetings; (3) discussions with Deans; (4) email correspondence; etc

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