

Start of the Academic Year 2012-2013

New Cycle Program Learning Outcomes Plan Template

Please use this form as you begin your planning cycle for the up-coming Academic Year. You will want to connect this work to the plan from the prior year and the long-term plan for your program. Please only fill out the sections relevant to your program. You do not have to fill out all sections of this form.

How this relates to your Program Improvement Plan: This “new cycle template” is where you and your colleagues describe the next phase of your plan to be accomplished in the 2012-2013 Academic Year. Use this template to describe what you plan to do to implement the plan for improvements (identified in spring of 2012) over this upcoming year and write out the next program outcome you and your colleagues will assess and your plan for accomplishing this over the next year.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:

1. **What is your program name?** Political Science
2. **Does this academic year’s improvement plan (2012-2013) build on your work from last year (2011-2012)? If so, how... (1-2 sentences):** This academic year the primary focus will move back to the Ethical Responsibility GenEd outcome. Last year’s LO, Information Literacy, will receive treatment via assignments by some faculty, primarily for the purposes of anecdotal observation and implementation of prescribed improvements (based on the finding from Assessment Day 2012).

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
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Scott Crosby	West	scrosby@valenciacollege.edu	1043	4-32
TBD	Osceola	TBD	TBD	TBD
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
At the 2012 Assessment Day, 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.				

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; Student representation when possible.

Learning Outcomes and Performance Indicators

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: General Education: Political Science (POS 2041: US Government)

Major finding from last year and related change, if any: A general competency in Information Literacy was noted from the results of the assessment. Assignments appear to have aligned with the General Education outcome of Information Literacy. Of the artifacts assessed, only 5% of student work failed to receive at least the minimum acceptable assessment value [assessed as Poor/Beginning]; 13% were assessed at the bare minimum for the acceptable assessment value [Average/Developing], while 59% fell into the Average/Developing range, in total; 28% were assessed at the mid-range of the assessment values [Good/Competent]; 8% were assessed at the top range of the assessment values [Excellent/Accomplished].

While the overall results did show a general competency in the Gen Ed LO of Information Literacy, it was noted by faculty conducting the assessments that students consistently scored lowest on the criteria related to the use of in-body citations for their respective assignments [only 25% of assessed artifacts scored above the Average/Developing range]. It was the conclusion of the Planning Team that more targeted instructions with assignments, or an in-class discussion, needs to be conducted to help familiarize students with the utilization of in-body citations.

These findings, and related improvement plans, are unrelated to the focus of the 2013 Plan of assessing Ethical Responsibility, which was last assessed during the 2010 cycle.

Services needed as a result of the finding (Student Learning Support, Faculty Development, etc.): None. Major focus is on communication among faculty, in-department and across campuses, regarding expectations and procedures for the implementation and collection of artifacts.

<p>Targeted Program Learning Outcome(s) (PLOs) for this year: Ethical Responsibility</p>	<p>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: POS 2041 (US Government)</p>
<p>Is this a different outcome from the one reported last year? (yes /no) YES</p>	
<p>Does this assessment for this year apply to more than one PLO? (yes /no) NO</p>	
<p>National Standard(s): (This could be specific to your field or focused on overall undergraduate competencies from a national organization. Contact Laura Blasi for examples / ideas. lblasi@valenciacollege.edu)</p>	<p>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: (3 target areas from 2 Los in POS 2041 Course Outcomes)</p> <ol style="list-style-type: none"> 1. Develop an understanding of the effects of government at all levels in

	<p>the United States on citizens' lives and the effects of citizens on government in pursuit of social, political, and economic goals.</p> <p>2. Demonstrate an understanding of the different types and methods of organizing government.</p>
<p>Performance Indicators for the Program Learning Outcome(s) selected:</p> <p>Ethical Responsibility Performance Indicators: Students will be able to: (Political Efficacy)</p> <p>1. demonstrate an understanding of how the government affects citizen's lives</p> <p>2. demonstrate an understanding of how citizens can affect the governmental process</p> <p>(Federalism)</p> <p>3. demonstrate an understanding of the specific powers of government at the national and sub-national levels</p>	<p>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</p> <ul style="list-style-type: none"> • Student assignments will demonstrate of the impact citizens may effect upon the government, or that government may effect upon the citizenry • Student assignments will demonstrate an understanding of governmental powers within a federal system of government
<p>Prediction (Given what you know about your students, how you expect them to perform? What do you expect to see? You will be able to compare your beliefs to the results that you receive at the end of this assessment cycle)</p> <p>Given the previous iteration of assessing this GenEd outcome, it is anticipated that we will once again show a general competency in Ethical Responsibility. The major drawback of the previous iteration was a small sample size for use on Assessment Day 2010.</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: Written Assignments are the primary assessment method. Multiple choice and multiple response questions were also acceptable assessment methods in the previous iteration, and will be so again, although it is anticipated that the majority of faculty will utilize some form of written assignment (short answer, essay, assignment, paper, etc).</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: As noted above, the specific form of the assessment can vary, but will most likely be administered as a written assignment. The rubric designed for Assessment Day 2010 will once again be utilized to assess competency of the GenEd outcome. (Rubric provided below)</p>	

Indicators	Poor Beginning (0 points)	Average Developing (1 point)	Good Competent (2 Points)	Excellent Accomplished (3 Points)
I. Federalism demonstrate an understanding of the specific powers of government at the national and sub-national levels	No response or lacks meaning.	Minimal or limited evidence of achievement or understanding of concept.	Adequate or acceptable evidence of achievement or understanding of concept.	Exemplary or commendable evidence of achievement or understanding of concept.
II Political Efficacy (a) demonstrate an understanding of how the government affects citizen's lives	No response or lacks meaning.	Minimal or limited evidence of achievement or understanding of concept.	Adequate or acceptable evidence of achievement or understanding of concept.	Exemplary or commendable evidence of achievement or understanding of concept.
II Political Efficacy (b) demonstrate an understanding of how citizens can affect the governmental process	No response or lacks meaning.	Minimal or limited evidence of achievement or understanding of concept.	Adequate or acceptable evidence of achievement or understanding of concept.	Exemplary or commendable evidence of achievement or understanding of concept.

What is the approximate number of students that you expect to assess? (Please indicate "Do not know at this time" if that is the case)
Do not know at this time (Again, it is the desire of the Political Science team to generate a much bigger sample than the previous iteration. To that end, a sample size near 100 would be a likely assessment sample.)

Implementation Process

Planning for Communication and the Collection of Student Artifacts / Data

1. When will faculty seek or receive feedback on the design of the assessment, the rubrics, etc.? N/A (using model adopted from the 2010 assessment cycle)
2. How will student artifacts or data associated with student performance be collected? Faculty will make copies of student work/artifacts from those selected for the student sample.
3. If student artifacts are to be collected based on a sample of students, what characteristics should the sample include? Campus, type of class (face-to-face, hybrid, online, etc), part of semester, faculty (tenured, adjunct, etc), etc.
4. What information needs to be communicated to students concerning the assessment process? General information regarding collection process and human subjects review (consent/opt-out)
5. How will information about faculty / staff participation in the assessment project be communicated? Email, department/discipline meetings

6. **Who will be responsible for coordinating the collection of student artifacts / data?**

Team Leader on each respective campus

7. **At what point in the academic year / semester will the student artifacts/ data be collected?**

Assessment of material will take place at Assessment Day 2013. Primary collection will take place in Spring 2013.

Evaluation of Student Artifacts and Analysis of Results: Understanding and Acting on the Impact of the Program (Program Level Assessment)

8. **When will student artifacts be assessed / evaluated?**

Assessment Day 2013

9. **What is the expectation (if any) for student reflection / self-assessment (etc.) as part of this assessment?**

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

All tenure-track, tenured, and 4/8 month faculty are highly encouraged to participate (adjunct faculty will also be asked to participate)

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

None.

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

Shortly after Assessment Day 2013

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

None

14. **Does this assessment relate to your assessment from last year (if so how...)? How is this assessment connected to your improvement plan?**

No.

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

None.

16. **In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., General Education faculty)?**

Institutional Assessment, Deans of Social Sciences in respective campuses, Campus Presidents on respective campuses.

Approval / Implementation Process

Activities Associated with the Approval / Implementation of Assessment Plans	Person Responsible	Target Completion Date	Actual Completion Date
Running assessment of GenEd outcome previously assessed during Assessment Day 2010. Plan utilized for 2010 iteration will be utilized once more.			
<p>For thought (you do not need to answer...)</p> <ul style="list-style-type: none"> • <i>Will current voter eligibility lists for the curriculum be used for any voting?</i> • <i>Will you have a group enroll in a related assessment methods workshop for credit or schedule your own sometime during the term? (See: http://valenciacollege.edu/faculty/development/coursesearch.cfm)</i> • <i>For A.S. programs – how does the 10/30/12 Viability meeting fit with your work?</i> 			

Dean / Director Support

The Dean(s) / Directors (for Librarians, Counselors) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan.

Dean / Director East / Winter Park Campus	Signature
Dean / Director Osceola / Lake Nona Campus	Signature
Dean / Director West Campus	Signature

Sign In Sheet for Related Meetings

Name	Dept.	Date	Event