

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

Planning Team Leader(s)¹	Campus	E-mail Address	Phone Extension	Mail Code
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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.

Mark Guillette	Osceola	mguillette@valenciacollege.edu	4820	6-3
Adrienne Trier-Bieniek	East	atrierbieniek@valenciacollege.edu	2385	3-29

Planning Team Members²	Campus	E-mail Address	Phone Extension	Mail Code
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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.

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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.

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.

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? Adrienne Trier-Bieniek and Mark Guillette coordinated and collected student artifacts and data.
2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed? The artifacts were collected at the end of the Spring 2013 term. Over 100 students were assessed.

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? When asked to provide evidence of critical thinking skills, students demonstrated a working knowledge and application of several measures of critical thinking as can be seen in the provided evidence of learning.
4. What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student activity <u>over the next year</u> ? (Please use the following page if you need more space for your response.) None noted at this time.

5. What changes, if any, will be made to the common course outlines, the catalog, etc.

None noted at this time.

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.

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

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.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: Sociology	
Targeted Program Learning Outcome(s) (How many will you be assessing this coming year?): Consistant with the college’s desire for continuing assessment and chronicling of student’s skills, we will be focusing on designing and implementing a rubric to be used to assess student writing. This fits with the “intellectual and practical skills” section.	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: SYG 2000- Introduction to Sociology
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Improving writing skills.
Performance Indicators for the Program Learning Outcome(s) selected: Ability to apply a rubric to writing as an exercise in sociological thinking.	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: A raise in grades and writing skills after use of the rubric.
External Standard(s) in the field or discipline (please contact Laura Blasi lblasi@valenciacollege.edu with any questions about this): NA	
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 papers.	
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): During the 2013-2014 school year we will apply a rubric to two writing assignments for our introduction to sociology courses. The first writing assignment will be without the rubric, the second will be with. We want to understand how a rubric helps improve student’s writing abilities as well as helps to present our expectations for the student’s writing.	
Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): Writing rubric.	

Implementation Process

Collection of Student Artifacts

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

Just the rubric and how it works.

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

Through written papers.

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?

NA

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

Between Mark Guillette and Adrienne Trier-Bieniek.

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

Mark and Adrienne

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

Fall 2013 and Spring 2014

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

When will student artifacts be assessed / evaluated?

Fall 2013 and Spring 2014

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

Mark Guillette and Adrienne Trier-Bieniek

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

NA

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

May 2014

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

We expect that the rubric will be helpful in communicating what is expected with sociological writing.

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

NA

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

NA

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)?
NA
How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?
During assessment day 2014.

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

