# Program Learning Outcome Assessment Plan Template

## General Information

**Academic Year of Implementation:** *2010 – 2011*

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

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| **Comp I/ENC1101** |

**Planning Team:**

| Planning Team Leader(s)[1] | Campus | E-mail Address | Phone Extension | Mail Code |
|---|---|---|---|---|
| Christina Hardin | Osceola | Chardin1@valenciacc.edu | 4293 | 6-8 |
| Helen Clarke | East | hclarke@valenciacc.edu | 2273 | |
| **Planning Team Members[2]** | **Campus** | **E-mail Address** | **Phone Extension** | **Mail Code** |
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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. See the attached documents entitled ***Program Outcome Assessment Plan Approval and Improvement Process*** and ***Program Outcome Assessment Plan Approval and Improvement Process – Student Affairs***

[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: Collegewide 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: Collegewide 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.

# Learning Outcomes and Performance Indicators

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| **Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:**<br>**ENC1101** | |

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| **Targeted Program Learning Outcome:** Information Literacy: Locate, evaluate, and effectively use information from diverse sources | **Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:**<br>ENC1101<br>Library |
| | **Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:** Students will be able to integrate source materials into a documented paper. |
| **Performance Indicators for the Program Learning Outcome(s) selected:**<br>Locate, evaluate, and effectively use information from diverse sources | **Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:**<br>1. Select appropriate summaries, paraphrases, or quotes from sources<br><br>2. Integrate source materials in the documented essay<br><br>3. Construct a properly formatted works cited/reference page |

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| **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): A documented paper with a works cited/reference page |

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| **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)**:**<br>ENC1101 instructors will be asked to have their students complete a documented paper that requires students to integrate and document source materials. |

**Proposed Assessment Instrument** (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):
Written Essay with required documentation and integration of source materials.
Assessing: Are students learning how to conduct recognize and integrate sources into a written, documented paper?

# Implementation Process

## Approval Process

| Activities Associated with the Approval of Assessment Plans | Proposed Completion Date | Person Responsible |
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| Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline | 1st draft sent 6/7/10 | Christina Hardin |
| College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received | June 18 | Christina Hardin |
| Draft assessment plan is revised to reflect input | June 30 | Christina Hardin |
| Current voter eligibility list for curriculum will be used to vote on draft assessment plan | | |

## Faculty / Professional Development Needs Associated with the Proposed Common Assessment

What training / preparation / information will faculty or staff need in order complete the proposed assessment plan?

None. Comp I instructors are used to this assessment process

## Collection of Student Artifacts

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

We already have an informed consent form that all Comp I instructors are encouraged to share with their students at the beginning of the term in which student work is collected.

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| How will student artifacts or data associated with student performance be collected?<br><br>In the past, the comp coordinators at each campus was responsible for requesting the student artifacts. However, there is discussion of appointing one point person to collect the work. I think this would be an effective method to ensure consistency of collection and perhaps increase response rates. |
| 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?<br><br>All papers should include some level of documentation. |
| How will information about faculty / staff participation in the assessment project be communicated?<br><br>Via email |
| Who will be responsible for coordinating the collection of student artifacts?<br><br>Again, right now, campus coordinators are responsible, but it might be beneficial to the process to have one point person. Discussion among LET. |
| At what point in the academic year / semester will the student artifacts be collected?<br><br>If assessment is in May, artifacts will need to be collected during Spring term. We will need to notify faculty as close to the beginning of the term as possible so that instructors who assign the documentation paper at the beginning of the term are able to provide the student artifacts. |

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

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| When will student artifacts be assessed / evaluated (Learning Day 2011 is scheduled for February 11, 2011, Assessment Day 2011 is scheduled for May 5, 2011)?   May 5. |
| Which faculty or staff from the program/discipline will evaluate student artifacts?  All ENC1101 instructors will be asked to participate. |
| What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?<br><br>Instructors will be notified that the assessment session will be focused on a subjective review of the student artifacts. |
| When will the results / data associated with the assessment plan be analyzed?<br><br>On assessment day. |
| What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?<br><br>Not sure. |
| What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?<br><br>A questionnaire completed by the ENC1101 instructors that solicits information concerning their methods for teaching documentation. It may help to better understand the level that students are performing at. |

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| 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)?<br><br>Librarians. |
| How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?<br><br>A formal report of the results will be provided. |

## Improvement Plan and the Use of Assessment Results

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| What do the results of this assessment plan suggest about changes / improvements needed within the curriculum (targeted course(s), co-curricular program or student activity)? |
| What changes to the common course outlines, if any, need to be considered? |
| What do the results of this assessment plan suggest about changes / improvements to the program assessment process? |