

Program Learning Outcome Assessment Plan – History

AMENDED MAY 2011

General Information

Academic Year of Implementation: 2011-2012

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

History

Planning Team:

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

Learning Outcomes and Performance Indicators

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: History	
Targeted Program Learning Outcome: Cultural and Historical Understanding: Demonstrate understanding of the diverse traditions of the world and an individual's place in it.	Targeted Course(s), Co-Curricular Program or Student Activity associated with the with the Academic Program: AMH2020 – US History, 1877-Present Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Students will be able to assess the role that diversity plays in the shaping of the modern history of the United States. Ex: different genders, religions, race, ethnicities, nationalities, social classes, etc.
Performance Indicators for the Program Learning Outcome(s) selected: - N/A	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: <ul style="list-style-type: none"> - Identify the diverse groups/subgroups involved in a specific historical event or time period. - Differentiate the experiences various groups/subgroups had during or due to an event(s) or time period. - Detect how diverse groups/subgroups impacted an event(s) or time period.
Assessment Method (What assessment method - written assignment, speech, test, etc. - will you use to assess student ability related to the program / course outcomes selected): Writing Assignment	
Description of the Proposed Common Assessment Method (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 protect faculty freedom to design the delivery of course content): Instructors will be given a base question that they can tailor to their specifications. This assessment may be administered during any portion of the course. Specific instructions will be provided outlining the parameters – expected length of the essay (2-3 pages), performance indicators (checklist), and that it needs to be a graded component of the course. - Analyze (event/time period—be specific). Be sure to identify the stakeholders, their impact on (event/time period) and its impact on them. Based on experience in 2011, Professors are reminded to chose a specific time event or period to examine (Gilded Age, Reconstruction, 1950s, etc...). Professors should also be clear in the instructions that the focus of the paper is to see the plurality of diversity. Finally, improving from 2011, Professors need to stress the analysis of the impact needs to be strengthened; in 2011 students did well on identifying the stakeholders, but the deeper analysis of how those stakeholders impacted the event or time period (or how the same impacted the stateholders) was often missing.	
Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): Checklist <ul style="list-style-type: none"> - Does the student identify the appropriate groups/subgroups involved in a specific historical event or time period? 	

- Does the student accurately differentiate the experiences various groups/subgroups had during or due to an event(s) or time period?
- Does the student accurately detect how diverse groups/subgroups impacted an event(s) or time period?

Implementation Process

Approval Process

Activities Associated with the Approval of Assessment Plans	Date	Person Responsible
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline	5/6/2011	Carl
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received	5/6/2011	Carl
Draft assessment plan is revised to reflect input	5/6/2011	Carl
Current voter eligibility list for curriculum will be used to vote on draft assessment plan	5/11/2011	Carl

Faculty Development Needs Associated with the Proposed Common **Assessment**

None

Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent)?	At this point, nothing. (According to Kurt).
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How will student artifacts or data associated with student performance be collected?	Non-graded artifact will be turned into Lindsey.
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 (all samples will include campus, contract status of the instructor, mode of delivery)?	Samples will include papers from all campuses, day and evening classes, all instructors, and all delivery modes. Institutional Assessment will help with the selection of the sample.
How will information about faculty / staff participation in the assessment project be communicated?	Via email by the Lindsey. Instructions would include the idea of anonymity, no marks, and no grades.
Who will be responsible for coordinating the collection of student artifacts?	Lindsey
At what point in the academic year / semester will the student artifacts be collected?	Collection should be completed by the end of the fall semester.

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

When will student artifacts be assessed / evaluated?	<i>College Assessment day, Spring 2012</i>
Which faculty or staff from the program/discipline will evaluate student artifacts?	All will be invited.
What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?	Explanation of the checklist and answering any questions that may arise. Sample papers to verify reliability of assessment.
What training / preparation / information will faculty or staff need in order	Statistical and graphing capabilities to analyze results.

to analyze the results / data associated with this assessment plan?	
What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?	Comparisons between campuses, night vs. day, instruction method might be beneficial.
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)?	None at this point.
How will the assessment results be disseminated to stakeholders?	<i>Email to all history faculty discussing the results and possible future course of action.</i>

Improvement Plan

Use of Assessment Results

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?	