Program Learning Outcome Assessment Plan Template

General Information

Academic Year of Implementation: *2011 – 2012*

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

(Items Highlighted in red require primary attention in the planning process – not all highlighted areas need to be completed):

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GENERAL EDUCATION- ENGLISH ENC1101
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Planning Team:

Planning Team Leader(s)[1]	Campus	E-mail Address	Phone Extension	Mail Code
Christina Hardin	Osceola	Chardin1@valenciacollege.edu	4293	6-8
Planning Team Members2	**Campus**	**E-mail Address**	**Phone Extension**	**Mail Code**
Donna French	Osceola	dfrench@valenciacollege.edu	4184	6-8
Chris Borglum	WP	cborglum@valenciacollege.edu	6869	5-3
Mailin Barlow	West	mbarlow@valenciacollege.edu	1439	4-11
James Leonard	East	Jleonard9@valenciacollege.edu	2632	3-20

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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

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:
ENC1101/Freshman Composition I

Targeted Program Learning Outcome: The 2012 assessment work will continue the focus on Information Literacy.	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: ENC1101/Freshman Composition I
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Students will be able to integrate and document source materials within a documented paper.
Performance Indicators for the Program Learning Outcome(s) selected: Students will be able to 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: 1. Select appropriate summaries, paraphrases, or quotes from sources 2. Integrate source materials in the documented essay 3. Construct a properly formatted works cited/reference page

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

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): In general, the findings of the May 2011 indicate that faculty need to make a more concerted effort to teach students in ENC1101 how to properly integrate

source materials into an essay and to properly document those sources within the essay. The majority (68%) of faculty reported that the student artifacts did not include properly integrated source materials. Additionally, most faculty (72%) reported that the student artifacts did not demonstrate properly documented sources. Therefore, the faculty voted that students need to learn how to do the following more effectively: 1. Properly integrate source materials into an essay, and 2. Properly document sources within the essay.

Faculty agreed to address these two objectives during the upcoming year. Each campus will put together a plan to address the items and an improvement plan to be used on their campus (See attached).

The 2012 Plan:
Data collection: Randomly selected student artifacts will be collected—An essay that demonstrates students' ability to document and integrate source materials into an essay (e.g. Documented Essay).

On Assessment Day, participating faculty will be assigned to one of five teams based on a campus sort to ensure that there is fair representation in each team from the four campuses (if possible). Each team will be asked to read a set of essays and complete a single Student Artifact Assessment Checklist for each essay.

Notes for this year:
1. Have faculty RSVP to Assessment Day so that pre-set teams of faculty can be establish before the meeting
2. Bring enough copies of the essays for each faculty participant
3. Cut essays per team to 6-7; instead of 10/team

Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):
Checklist: The checklist will be used by the instructors to determine if the sample student work met the student learning outcome. The intent of the checklist is to focus the participants on evaluating the student artifacts against the same set of standards.

Checklist Questions:
1. Overall, has the student properly integrated source materials in the essay?
2. Overall, has the student properly documented the sources within the essay?

Implementation Process

Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)? None. Based on the Common Course Outline for ENC 1101, students are to be able to demonstrate their ability to use and document sources. The essays that are collected are part of the expected course requirements.
How will student artifacts or data associated with student performance be collected? ENC1101 instructors will be asked by their campus English Chair to submit artifacts of student learning (chosen via random selection) to the Learning Evidence Team. Instructors will be required to provide an ungraded, documented essay to include a works cited/reference page from the randomly selected students.
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? Other than asking for a documented essay with a works cited/reference page, specific assignment parameters will not be given. However, instructors will be asked to provide the assignment topic and submission requirements for each of the student artifacts to aid evaluation of the student work.
How will information about faculty / staff participation in the assessment project be communicated? Via eMail
Who will be responsible for coordinating the collection of student artifacts? Christina Hardin and the campus English Chairs
At what point in the academic year / semester will the student artifacts be collected? Spring 2012. 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

When will student artifacts be assessed / evaluated? Assessment Day: May 4, 2012
Which faculty or staff from the program/discipline will evaluate student artifacts? All full-time ENC1101 instructors will be invited to participate.
What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected? None. Instructors will be notified that the assessment session will be focused on a subjective review of the student artifacts and will mirror the assessment activity of 2011.
When will the results / data associated with the assessment plan be analyzed? During Assessment Day 2012 Before May 11, 2012: Findings from the assessment work for 2012 will also be compared to the findings from 2011's Assessment Day to determine whether or not the increased focus on teaching students to integrate and document sources in their work positively affected students' abilities in those two areas.
What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan? None. This year's assessment work will follow the same process as last year's.
What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan? ENC1101 instructors will be asked to complete an on-line Qualtrics survey that solicits information concerning their methods for teaching documentation. It may help to better understand the level at which students are performing. The results of the 2012 survey will be compared to the results of the 2011 survey.
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)? Librarians, Writing Center
How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)? Results will be eMailed to English faculty, Communications Deans, and LET/LAC.

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)**	Original 6/10/10	Christina Hardin	Overall, approval of plan is given by campus English Chairs and Deans
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)	NA		
Draft assessment plan is revised to reflect input	Original 6/30/10 Improvement (for 2012) was shared with the English Faculty on 8/25/11	Christina Hardin	Plan is set for 2012 work
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum (http://valenciacollege.edu/faculty/forms/voterlists/)	8/25/11	Christina Hardin	The "official" vote for the improvement plan was approved by more than 2/3 of the eligible voters who were present at the post-Academic discipline meeting. 100% approval was received.

Dean / Director Support

The Dean(s) / Directors (for Librarians) 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 Della Paul	**Signature** eMail approval (attached)
Dean / Director Osceola / Lake Nona Campus Mike Bosley, LN; Jenni Campbell	**Signature** eMail approval (attached)
Dean / Director West Campus Elizabeth Renn	**Signature** eMail approval (attached)

Improvement Plan and the Use of Assessment Results (To be completed after the implementation of the initial

Assessment Plan and the review of student artifacts)

What do the results of this assessment plan suggest about changes / improvements needed within the curriculum (Specific recommendations for improvement, 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?
Individual(s) Responsible leading the implementation of recommendations
Stakeholders Impacted by the recommendations for improvement

Planned Campus Work for the Improvement of Instruction of Information Literacy Skills

Each campus English Chair will coordinate efforts with their English faculty to put measures in place to work toward improving students' ability to properly integrate and document source materials in an essay.

Current Campus Plans:

East: from James Leonard, English Chair

> - I contacted my colleagues for suggestions regarding the creation and implementation of the East Campus improvement plan. The deadline for submission of these suggestions is Friday, September 2, 2011, at 5:00 PM.
> - We will use the same "show & tell" method for sharing as Osceola campus.

Osceola: from Donna French, English Chair

Osceola is going to do a "show & tell" session for our campus effort for our assessment improvement effort. Faculty will bring one item that they use to teach quoting and documenting and briefly present it to others. Then we'll make our materials/ideas available to others who want specific items---for example, if Teresa wants a copy of David's worksheet, he'll send it to her. We find exchanging all materials with everyone creates overload, and all the materials seem to end up in a pile and never get used so we will discourage a mass exchange approach. Meeting for full-time faculty: 9/22/11.

Adjuncts were also notified of the focus of the assessment work this year and were asked to participate by adding focus in class to documentation and integration of sources.

West: from Mailin Barlow, English Chair

West will be collecting material on teaching documentation (exercises, etc.) from faculty – sort of a Best Practices collection. We will be sharing the results in future department meetings as well as at least one evening workshop to accommodate adjunct faculty. We are also starting communal email discussions on various topics; the current one is on the use of ellipses.

Winter Park: from Chris Borglum, English Chair

The only "plan" that Ilyse Kusnetz and Cate McGowan and I talked about was doing instruction in source evaluation and use earlier in 1101 and incorporating more of it. For instance, lately I've only had them do one documented essay, an argument paper at the end of the term, but for fall I'll have my students doing some research for every paper but their first (the narrative essay).

Dean Approvals

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Christina Hardin

From: Mike Bosley
Sent: Wednesday, September 14, 2011 12:44 PM
To: Christina Hardin
Subject: RE: ENC 1101 Assessment Plan for 2011-2012

I just re-read and it looks like a great plan to me, Approved, Mike

Dr. Mike Bosley
Assistant Provost, Lake Nona
Valencia College
407-956-8341 Lake Nona High School
407-582-4877 Osceola Campus (voice mail)
407-227-9128 cell
407-956-8356 FAX
mbosley@valenciacollege.edu

Please note: My email address has changed to the following, effective immediately: mbosley@valenciacollege.edu. Please update my contact information in your records. Thanks.

From: Christina Hardin
Sent: Wednesday, September 14, 2011 12:40 PM
To: Della Paul; Jenni Campbell; Mike Bosley; Elizabeth Renn
Cc: Mailin Barlow; Chris Borglum; Donna French; James Leonard
Subject: ENC 1101 Assessment Plan for 2011-2012

Della, Elizabeth, Jenni, and Mike,

Attached you will find the "final" proposed ENC1101 Assessment Plan for 2011-2012. I need your final blessings before I send it to Kurt's office. Please take a few minutes to look it over and then send your "approved" or "needs work" response to me at your earliest convenience. As you know, the plan was approved by majority vote of English faculty in August, but I need *your* "signatures" before I send it on.

Thanks!

Christina Hardin, EdD

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Christina Hardin

From: Jenni Campbell
Sent: Wednesday, September 14, 2011 5:05 PM
To: Christina Hardin; Elizabeth Renn; Della Paul; Mike Bosley
Cc: Mailin Barlow; Chris Borglum; Donna French; James Leonard
Subject: RE: ENC 1101 Assessment Plan for 2011-2012

Good questions, Beth! After the addition of the Writing Center, I approve.

Thank you for your hard work on the Assessment Plan.

Jenni

From: Christina Hardin
Sent: Wednesday, September 14, 2011 1:52 PM
To: Elizabeth Renn; Della Paul; Jenni Campbell; Mike Bosley
Cc: Mailin Barlow; Chris Borglum; Donna French; James Leonard
Subject: RE: ENC 1101 Assessment Plan for 2011-2012

Hi.

Great questions!

1. The Informed Consent form is no longer required as the essays are *supposed* to be a normal part of the ENC1101 course work.
2. Absolutely - I think we should include the Writing Center. I will add them to that section.

Christina

From: Elizabeth Renn
Sent: Wednesday, September 14, 2011 1:49 PM
To: Christina Hardin; Della Paul; Jenni Campbell; Mike Bosley
Cc: Mailin Barlow; Chris Borglum; Donna French; James Leonard
Subject: RE: ENC 1101 Assessment Plan for 2011-2012

Christina Hardin

From:	Elizabeth Renn
Sent:	Wednesday, September 14, 2011 5:17 PM
To:	Jenni Campbell; Christina Hardin; Della Paul; Mike Bosley
Cc:	Mailin Barlow; Chris Borglum; Donna French; James Leonard
Subject:	RE: ENC 1101 Assessment Plan for 2011-2012

I do too. Thanks again!

From: Jenni Campbell
Sent: Wednesday, September 14, 2011 5:05 PM
To: Christina Hardin; Elizabeth Renn; Della Paul; Mike Bosley
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Christina Hardin

From:	Della Paul
Sent:	Friday, September 16, 2011 12:59 PM
To:	Christina Hardin; Elizabeth Renn; Jenni Campbell; Mike Bosley
Cc:	Mailin Barlow; Chris Borglum; Donna French; James Leonard
Subject:	RE: ENC 1101 Assessment Plan for 2011-2012

Hello Christina,

You have done an outstanding job , one that is highly appreciated. My approval is granted.

From: Christina Hardin
Sent: Wednesday, September 14, 2011 1:52 PM
To: Elizabeth Renn; Della Paul; Jenni Campbell; Mike Bosley
Cc: Mailin Barlow; Chris Borglum; Donna French; James Leonard
Subject: RE: ENC 1101 Assessment Plan for 2011-2012

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Cc: Mailin Barlow; Chris Borglum; Donna French; James Leonard
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