

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area- ENGLISH				
Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
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.				
Christina Hardin	Osceola	Chardin1@valenciacollege.edu	4293	6-1
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
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.				
Donna French	Osceola	dfrench@Valenciacollege.edu	4184	6-1
Mailin Barlow	West	mbarlow@valenciacollege.edu	1439	4-11
Chris Borglum	Winter Park	cborglum@valenciacollege.edu	6869	5-3

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.

James Leonard	East	Jleonard9@valenciacollege.edu	2632	3-20

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?
Christina received the sample request from IR and sent the student artifact requests to each faculty member from which sample student essays were requested. All student artifacts were sent to Christina.
2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed?
End of the semester. 39 essays 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?
This year the English faculty were assessing the student artifacts for one question – Overall, has the student properly documented the sources within the essay? Of the 48 essays assessed, 60% received an answer of “yes” to the assessment question above.
4. What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student activity over the next year? (Please use the following page if you need more space for your response.)
This was the final year that the English faculty assessed the outcomes in Information Literacy. Faculty were encouraged to continue working to strengthen their instruction of Information Literacy, though.
5. What changes, if any, will be made to the common course outlines, the catalog, etc.
N/A

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.

On May 3, 2013, the English faculty present at Assessment Day created a definition that we will share with other Gordon Rule Disciplines as a starting point for the conversation on “college-level writing.” Over the next year, the faculty will work with the other Gordon Rule Disciplines to formulate an assessable definition of “college-level writing.” Subsequent assessment work for ENC1101 will be determined once a college-wide definition has been established.

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

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:	
Targeted Program Learning Outcome(s) (How many will you be assessing this coming year?):	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:
Performance Indicators for the Program Learning Outcome(s) selected:	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:
External Standard(s) in the field or discipline (please contact Laura Blasi lblasi@valenciacollege.edu with any questions about this):	
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):	
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):	
Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):	

Implementation Process

Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?
How will student artifacts or data associated with student performance be collected?
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?
How will information about faculty / staff participation in the assessment project be communicated?
Who will be responsible for coordinating the collection of student artifacts?
At what point in the academic year / semester will the student artifacts be collected?

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

When will student artifacts be assessed / evaluated?

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

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

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

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

What training / preparation / information will faculty or staff need in order 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?

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)?

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

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/)			
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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

