

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.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area				
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.				
Marcelle Cohen	East	Mcohen3@valenciacollege.edu	X2362	3-20
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.				

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.

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?

We examined ENC 1101 essays written by former EAP students and assessed the essays based on four categories of competence in written communication (Meaning & Development, Organization, Language, Conventions). Christina Hardin was responsible for collecting the student artifacts, and Laura Blasi organized them.

2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed?

Artifacts were collected in April during the Spring 2013 term. The number of students assessed was 30.

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?

Results showed that the weakest performance category was Organization, which is different from our prediction of Conventions being the weakest performance category.

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.)

We have a few changes/improvements:

- Adjust the requirement for the EAP 1640 exit exam to ensure a multi-paragraph response from all students
- Increase read-to-write practice for all levels of EAP
- Convey to EAP 1640 students the necessity of continued use of Valencia’s writing centers, post-EAP

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

None

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.

The next step for Assessment Day is to collect 1640 exit exams as the new artifacts and assess them for general organization and engagement with reading in written response.

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?

We predicted that Conventions would score the worst, but in fact it was Organization. In the ensuing discussion, four trends emerged:

1. Some students strung together lists of quotes without obvious purpose or engagement with quotes, resulting in a disorganized paragraph.
2. Some summaries were largely copied word for word (or close to it), which results in a lack of paragraph organization. Our scorers tended to mark off for organization for this problem (see description in scoring checklist).
3. Some essays were missing conclusions, which makes the overall essay organization incomplete.
4. Some essays had repeated ideas in more than one body paragraphs.

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?

Three additional comments:

1. We need to change the wording of the instructions for the EAP 1640 exit exam. Currently, they ask students to write 1-2 pages, but they don't specify the need for multiple paragraphs. Since organization proves problematic post-EAP, we will better align the exam expectations.
2. We started the new read-to-write exam format in Fall 2012, so it's still new. While there are some practice exercises to prepare 1640 students for the exam, there aren't enough. Additionally, we've decided that students at lower writing levels need practice with this new format. Therefore, it's imperative to create read-to-write practice exercises for all EAP writing levels.

3. Problems with Conventions (grammatical errors) was the 2nd weakest performance area. Since our program is already so grammar-heavy, the change dealing with conveying the importance of using Valencia's writing centers post-EAP seeks to address this issue.

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.

We decided not to use ENC 1101 artifacts next year because we believe we've learned what the weaknesses are and now need to focus on our own program. Therefore, we will instead use EAP 1640 exit exams as artifacts next year. We will assess them for general organization and engagement with reading in written response.

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:	
English for Academic Purposes (EAP 1640)	
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: EAP 1640
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Demonstrate critical thinking in a written response to reading
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):	<ul style="list-style-type: none"> • Student will be able to summarize, analyze, and evaluate information, situations, or ideas from a reading in a written response
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): EAP 1640 Exit Exam	
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): The 1640 exit exam is a timed written response to a reading. Assessment focus will be on organization and engagement with the reading.	
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.)?

An announcement on the syllabus

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

We have a system in place whereby all exams get scanned into our files after completion. Therefore, we have access to all of them.

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 three campuses must be represented. If possible, it would also be good to differentiate by time of class meeting, native language, and gender.

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

Through email

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

Undecided at this time.

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

After the exit exam is given in Spring 2013

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

<p>When will student artifacts be assessed / evaluated?</p> <p>Assessment Day</p>
<p>Which faculty or staff from the program/discipline will evaluate student artifacts?</p> <p>Full time faculty and a key selection of adjuncts</p>
<p>What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?</p>
<p>When will the results / data associated with the assessment plan be analyzed?</p> <p>Assessment Day</p>
<p>What are your predictions regarding student performance? (What do you expect to see when you analyze your results?)</p> <p>That students will still need improvement in organization and engagement with readings</p>
<p>What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?</p>
<p>What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?</p>

<p>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)?</p> <p>Key faculty from ENC 1101</p>
<p>How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?</p> <p><i>Email</i></p>

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

Consider this email my approval of your Assessment Day work.

Thank you,

Linda

Linda R. Neal

Interim Dean, Communications

East Campus

Valencia College

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Sign In Sheet for Assessment Day

Name	Dept.	Date	Event
Aaron Powell	Communications/EAP	5/3/13	Assessment Day
John McFarland	Communications/EAP	5/3/13	Assessment Day
Aniko Harrier	Communications/EAP	5/3/13	Assessment Day
Wendy Wish-Bogue	Communications/EAP	5/3/13	Assessment Day
Kevin Colwell	Communications/EAP	5/3/13	Assessment Day
James May	Communications/EAP	5/3/13	Assessment Day
Nissa Hopkins	Communications/EAP	5/3/13	Assessment Day
Shawn Pollgreen	Communications/EAP	5/3/13	Assessment Day
Gina Dalle Molle	Communications/EAP	5/3/13	Assessment Day
Marcelle Cohen	Communications/EAP	5/3/13	Assessment Day
Karen Murray	Communications/EAP	5/3/13	Assessment Day