

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 A.A. Pre-major, Art, Studio/Fine Art | | | | |
|---|--------|--|-----------------|-----------|
| 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. | | | | |
| Andrew Downey | East | adowney@valenciacollege.edu | 2327 | 3-2 |
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| 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. | | | | |
| Michael Galletta | East | mgalletta@valenciacollege.edu | 2328 | 3-2 |
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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.

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

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| 1. In a sentence or two, what did you do and who was responsible for coordinating the collection of student artifacts / data? Reassessed same PLO but looking for a level at which the students achieved the PLO |
| 2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed? End of Fall 2012 and end of Spring 2013, 40 students were assessed |

Improvement Plan and Use of the Assessment Results – Next Year’s Cycle

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| 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? See attached . This helped give us an idea of how well students achieved this PLO. |
| 4. What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student activity <u>over the next year</u> ? (Please use the following page if you need more space for your response.) NONE |
| 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)

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| 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. Developing and implementing a new assessment. |
| Please include the name of the person completing this page and your program: Andrew Downey Art Studio/Fine Art |

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:

A.A. Pre-Major Art Studio/Fine Art

Targeted Program Learning Outcome(s)

(How many will you be assessing this coming year?): 1

Distinguish the principles and elements of 2-D and 3-D Design, including color theory.

Targeted Course(s), Co-Curricular Program or

Student Activity associated with the Academic Program:

ART 1201C DESIGN I

ART 1203C DESIGN II

Targeted Outcome(s) within the Course(s),

Co-Curricular Program or Student Activity identified above:

The student will be able to analyze and use elements in two-dimensional and three-dimensional design.

The student will understand the various concepts and terminology of color theory and be able to apply them appropriately.

Performance Indicators for the Program Learning Outcome(s) selected:

- Recognize and develop several projects demonstrating elements of 2-D and 3-D design.
- Understand the terminology used in 2-D and 3-D design to complete a written exam.
- Recognize a 12 step color wheel.
- Recognize the primary, secondary, and tertiary colors on the color wheel.
- Construct a project using monochromatic, analogous, complementary, and triadic color schemes.
- Understand the terminology of a hue, tint, and shade.

Performance Indicators for Outcome(s) within the

Course(s), Co-Curricular Program or Student Activity selected:

Employ the facts, formulas, and procedures of the discipline.

Apply disciplinary knowledge, skills, and values to educational and career goals.

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):

Projects, Demonstration, Test.

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.

Project Rubrics grading principles and elements of design and Final Exam test on terminology in courses.

Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):
Rubric, test

Implementation Process

Collection of Student Artifacts

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

None

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

Collected by professors at the end of each term on final day

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?

Through a program meeting with faculty teaching the courses being assessed.

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

Program Chair

At what point in the academic year / semester will the student artifacts be collected? **End of each term**

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

When will student artifacts be assessed / evaluated? **At the end of the each term**

Which faculty or staff from the program/discipline will evaluate student artifacts?
Faculty who teach the courses being assessed.

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

They will be introduced to sample rubrics and exams given in each course.

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

The end of spring term and over summer.

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

Not sure , this class has many variables including projects and teaching methods.

What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?

They only need to be aware of the PLO and then they will be able to see if the students have achieved it.

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| <p>What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?</p> <p>None</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>How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?</p> <p>A meeting between Program chair and faculty teaching the courses being assessed.</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 | | | |

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| 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.

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| Dean / Director East / Winter Park Campus | Signature |
| Dean / Director Osceola / Lake Nona Campus | Signature |
| Dean / Director West Campus | Signature |

Sign In Sheet for Assessment Day

| Name | Dept. | Date | Event |
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