Start of the Academic Year 2012-2013
New Cycle Program Learning Outcomes Plan Template

Please use this form as you begin your planning cycle for the up-coming Academic Year. You will want to connect this work to the plan from the prior year and the long-term plan for your program. Please only fill out the sections relevant to your program. You do not have to fill out all sections of this form.

Please return by **October 1st** *to Jessica King: jking84@valenciacollege.edu*

Please send questions to Laura Blasi, Director, Institutional Assessment lblasi@valenciacollege.edu

How this relates to your Program Improvement Plan: This "new cycle template" is where you and your colleagues describe the next phase of your plan to be accomplished in the 2012-2013 Academic Year. Use this template to describe what you plan to do to implement the plan for improvements (identified in spring of 2012) over this upcoming year and write out the next program outcome you and your colleagues will assess and your plan for accomplishing this over the next year.

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

1. **What is your program name? Humanities**

2. **Does this academic year's improvement plan (2012-2013) build on your work from last year (2011-2012)? If so, how... (1-2 sentences) Yes. It continues with assessing "cultural and historical understanding" while implementing a new common assessment and revising the rubric. It also incorporates new methods of sampling and artifact collection.**

Planning Team Leader(s)[1]	Campus	E-mail Address	Phone Extension	Mail Code

---

[1] Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans.

1 | P a g e   V a l e n c i a   C o l l e g e - S t a r t   o f   A c a d e m i c   Y e a r   C y c l e   v . 7 - - 7 / 2 2 / 2 0 1 2

Jeremy Bassetti	East	jbassetti@valenciacollege.edu	2364	3-35
Tammy Gitto	Osceola	tgitto@valenciacollege.edu	4925	6-2
Ralf Jenne	West	rjenne@valenciacollege.edu	1493	4-24
Planning Team Members[2]	**Campus**	**E-mail Address**	**Phone Extension**	**Mail Code**
Matt McAllister	East	mmcallister3@valenciacollege.edu	2531	3-35
Karen Styles	East	kstyles@valenciacollege.edu	2232	3-35

*Listed in alphabetical order

---

[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; Student representation when possible.

Learning Outcomes and Performance Indicators

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

Major finding from last year and related change, if any: During Assessment Day (May) 2012, humanities faculty members determined that assessment needed a standardized, common assessment assignment due to the wide-ranging nature of the paper topics and essay styles. This year we will assess again for cultural and historical understanding, but will implement a new standardized assignment. We will also improve language on our grading rubric, implement new methods for collecting papers, and testing a new method for paper sampling.

Services needed as a result of the finding (Student Learning Support, Faculty Development, etc.):

Targeted Program Learning Outcome(s) (PLOs) for this year: Cultural and Historical Understanding	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:
Is this a different outcome from the one reported last year? (yes /no) No	Greek and Roman Humanities Medieval Humanities Renaissance and Baroque Humanities
Does this assessment for this year apply to more than one PLO? (yes /no) No	Enlightenment and Romanticism Humanities 20th Century Humanities

National Standard(s): (This could be specific to your field or focused on overall undergraduate competencies from a national organization. Contact Laura Blasi for examples / ideas. lblasi@valenciacollege.edu)	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Several Gordon Rule courses were chosen to test the viability of a college-wide assessment of Cultural and Historical Understanding within the Humanities. Namely, to demonstrate an understanding of the diverse traditions of the world and an individual's place within it.
Performance Indicators for the Program Learning Outcome(s) selected: Currently revising language on rubric. Last year's performance indicators included the employment of an appropriate method to analyze historical works, the use of historical context, and demonstrating of interpretation based on context and method.	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: See attached rubric (currently under revision)

Prediction (Given what you know about your students, how you expect them to perform? What do you expect to see?

You will be able to compare your beliefs to the results that you receive at the end of this assessment cycle)

The predicted results are 1) the humanities program will have a viable and college-wide method for assessing "cultural and historical understanding;" 2) the humanities program will have a viable and college-wide method for implementing assessment work; 3) the results will be easier to interpret and statistically significant due to the implementation of the common assessment assignment.

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: Written assignment/Essay.

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 humanities written assignment is designed to allow flexibility to the instructor, while implementing a college-wide framework for significant assessment results. The assignment is a 1250 word essay that asks the student to analyze a historical artifact using an appropriate method of inquiry. The instructor will select the historical artifact and the method based on a pre-approved, faculty-generated list.

What is the approximate number of students that you expect to assess? (Please indicate "Do not know at this time" if that is the case)

We do not know. We expect to have a pool of around 300 papers.

Implementation Process

Planning for Communication and the Collection of Student Artifacts / Data

1. **When will faculty seek or receive feedback on the design of the assessment, the rubrics, etc.? In November, prior to the target semester of assessment.**

2. **How will student artifacts or data associated with student performance be collected? Student artifacts will be collected digitally using Blackboard and/or Email. Data from assessment day will be entered into a spreadsheet and shared with faculty following Assessment Day 2013.**

3. **If student artifacts are to be collected based on a sample of students, what characteristics should the sample include? Student artifacts will be collected from five courses per campus (one class per target course each on East, Osceola, and West). We expect around 300 papers, but the sampling method within this group is unclear.**

4. **What information needs to be communicated to students concerning the assessment process? None.**

5. **How will information about faculty / staff participation in the assessment project be communicated?** Email via Campus Assessment Coordinators.

6. **Who will be responsible for coordinating the collection of student artifacts / data?** Campus Assessment Coordinators will ensure proper digital collection of artifacts. Jeremy Bassetti will compile data.

7. **At what point in the academic year / semester will the student artifacts/ data be collected**? A firm deadline has not yet been set, but papers will be collected on a rolling basis throughout the Spring 2013 semester. Due to the nature of the paper (1250 words), this could be given early in the semester or late. This will be up to the professor.

Evaluation of Student Artifacts and Analysis of Results: Understanding and Acting on the Impact of the Program (Program Level Assessment)

8. **When will student artifacts be assessed / evaluated? Assessment Day 2013 (May)**

9. **What is the expectation (if any) for student reflection / self-assessment (etc.) as part of this assessment? N/A**

10. **Which faculty or staff from the program/discipline will evaluate student artifacts?** All faculty members are invited to assess student artifacts. However, faculty members will be asked to assess only artifacts that relate to the courses they teach.

11. **What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?** Faculty will have access to rubric prior to Assessment Day 2013. Faculty will meet for a leveling exercise in the Spring prior to Assessment Day 2013.

12. **When will the results / data associated with the assessment plan be analyzed?** Data will be compiled following Assessment Day 2013. Results will be made available to faculty members and staff in the Summer 2013 semester and presented/interpreted during Welcome Back week, Fall 2013.

13. **What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?** Leveling exercise refresher using revised rubric.

14. **Does this assessment relate to your assessment from last year (if so how…)? How is this assessment connected to your improvement plan? The 2013 Assessment Plan improves upon procedural deficiencies discovered during Assessment Day 2012 inasmuch as it implements a common assessment assignment.**

15. **What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?** Unsure at this time.

16. **In order to ensure curricular and programmatic alignment, who else should be included in this conversation** (e.g., General Education faculty)? Unsure at this time.

Approval / Implementation Process

Activities Associated with the Approval / Implementation of Assessment Plans	Person Responsible	Target Completion Date	Actual Completion Date

For thought (you do not need to answer…)
- *Will current voter eligibility lists for the curriculum be used for any voting?*
- *Will you have a group enroll in a related assessment methods workshop for credit or schedule your own sometime during the term? (See: http://valenciacollege.edu/faculty/development/coursesearch.cfm)*
- *For A.S. programs – how does the 10/30/12 Viability meeting fit with your work?*

Dean / Director Support

**The Dean(s) / Directors (for Librarians, Counselors) 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	**Signature**
Dean / Director Osceola / Lake Nona Campus	**Signature**
Dean / Director West Campus	**Signature**

Sign In Sheet for Related Meetings

Name	Dept.	Date	Event