

# 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 1<sup>st</sup>** to Jessica King: [jking84@valenciacollege.edu](mailto:jking84@valenciacollege.edu)

Please send questions to Laura Blasi, Director, Institutional Assessment [lblasi@valenciacollege.edu](mailto: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?**

Mathematics

**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, this year’s improvement plan is to complete final revisions to the assessment and accompanying rubrics that we discussed at the Assessment Day 2012. We will also create and disseminate detailed communications about the plan to mathematics faculty and implement the revised assessment in Spring 2013.

Planning Team Leader(s) <sup>1</sup>	Campus	E-mail Address	Phone Extension	Mail Code
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<sup>1</sup> Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans.

# Learning Outcomes and Performance Indicators

<b>Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:</b> Mathematics	
<b>Major finding from last year and related change, if any:</b> The rubrics and the assessment needed revision for better alignment with one another and the learning outcomes. Improved communication was necessary to better inform math faculty about the assessment plan and implementation to ensure more consistency in delivery of the assessment.	
<b>Services needed as a result of the finding (Student Learning Support, Faculty Development, etc.):</b> N/A	
<b>Targeted Program Learning Outcome(s) (PLOs) for this year:</b> Quantitative Reasoning and Critical Thinking	<b>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:</b>  MAC 1105 – College Algebra
<b>Is this a different outcome from the one reported last year? (yes /no)</b> Yes, and includes the outcome from the previous year.	
<b>Does this assessment for this year apply to more than one PLO? (yes /no)</b> Yes	
<b>National Standard(s):</b> N/A  (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)	<b>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:</b> Quantitative Reasoning and Critical Thinking
<b>Performance Indicators for the Program Learning Outcome(s) selected:</b> Comprehending data/information, analyzing data, developing a viable solution plan, classifying and utilizing facts formulas correctly, constructing a mathematical model, solving using appropriate procedures and drawing well supported conclusions.	<b>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</b> Comprehending data/information, analyzing data, developing a viable solution plan, classifying and utilizing facts formulas correctly, constructing a mathematical model, solving using appropriate procedures and drawing well supported conclusions.
<b>Prediction</b> (Given what you know about your students, how do 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)	
<b>Not sure at this time. To be added . . .</b>	

**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 common question embedded on the final 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:

It is a multi-part question to be embedded in the final exam for MAC 1105 – College Algebra.

**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)**

All students enrolled in MAC1105 will receive the assessment during the final exam and we will randomly select 100-125 students whose work will be submitted for evaluation using the rubrics we have designed.

## 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.?**

We met as a discipline on August 23, 2012 to discuss the revisions made by the Math Assessment Team. Those revisions have been implemented and the final draft will be disseminated via email.

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

Instructors will submit artifacts for students selected for the random sample to the Dean’s office. Identifying information will be removed.

**3. If student artifacts are to be collected based on a sample of students, what characteristics should the sample include?**

Day/Night class time, campus, online/face-to-face

**4. What information needs to be communicated to students concerning the assessment process?**

None, students will experience the assessment as part of the final exam.

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

Via email and printed communications through the campus Deans.

**6. Who will be responsible for coordinating the collection of student artifacts / data?**

Assessment Team in collaboration with the Math Deans

**7. At what point in the academic year / semester will the student artifacts/ data be collected?**

After final exams at the end of the Spring semester (2013)

### **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?**

After final exams at the end of the Spring semester (2013) preferably prior to Assessment Day so that we can discuss the results as a discipline at that time.

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

None, at this time.

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

All math faculty will be invited.

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

We will need to provide faculty with exemplars that are good examples of the different levels of the rubric and have a leveling exercise prior to assessing the student artifacts.

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

Immediately following the scoring so that results can be shared with the discipline at Assessment Day.

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

None, at this time.

**14. Does this assessment relate to your assessment from last year (if so how...)? How is this assessment connected to your improvement plan?**

Yes, it is a continuation of last year's assessment of critical thinking and the previous year's assessment of Quantitative Reasoning with improvements implemented from our improvement plan for this year.

**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
Make final revisions as suggested by discipline faculty at the Academic Assembly day meeting (8/23/12).	Roberta Carew	10/01/12	10/01/12
Meet with the Math Assessment Team to work on creating communications for faculty and outlining the Spring Implementation Plan.	Roberta Carew and Math Assessment Team	11/01/12	
Communications sent to faculty and Deans detailing the outline for Spring Implementation.	Roberta Carew and Math Assessment Team	12/01/12	
Request for random sample of students submitted to IR.	Roberta Carew	1/11/13	
Communications sent to all faculty and Deans as a reminder of the items needing to be completed for the Spring.	Roberta Carew	1/11/13	
Communications sent to specific faculty with students in the sample and Deans as a reminder of items needing to be completed for the Spring.	Roberta Carew	3/01/13 and 4/12/13	
Collection of student artifacts	Math Deans/Math Assessment Team/Institutional Assessment	5/1/13 (?)	
Scoring of student artifacts	Roberta Carew/Math Assessment Team/Math Faculty & Deans	5/2/13 (?)	
<p><b>For thought (you do not need to answer...)</b></p> <ul style="list-style-type: none"> <li>• <i>Will current voter eligibility lists for the curriculum be used for any voting?</i></li> <li>• <i>Will you have a group enroll in a related assessment methods workshop for credit or schedule your own sometime during the term? (See: <a href="http://valenciacollege.edu/faculty/development/coursesearch.cfm">http://valenciacollege.edu/faculty/development/coursesearch.cfm</a>)</i></li> <li>• <i>For A.S. programs – how does the 10/30/12 Viability meeting fit with your work?</i></li> </ul>			

## 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

