

Directions: Please fill in the 6 blue shaded items below with brief sentences – required for reporting to the Learning Council.

Save and Send Your Work...

To type in this form please “save” this file to your computer. Exit your e-mail. Open this file on your computer.

Select “save as” and rename the file to add your program and last name.

For example the file “...template” would be renamed and saved as “...template Subject Area Jones.” Save your work along the way.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area				
English Comp I/ENC1101				
Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
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Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
Donna French	Osceola	dfrench@Valenciacollege.edu	4184	6-3
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James Leonard	East	jleonard9@valenciacollege.edu	2632	3-20

Due Date: *Please e-mail your completed form by attaching it to an e-mail message and sending it to Jessica King (jking84@valenciacollege.edu) by Tues., May 15th.*

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.

We will have attached this page from your original plan, please complete this only if your leadership team has changed.

Please fill in the blue shaded areas with brief sentences. A second page is provided for longer comments.
These six items are required for the report to the Learning Council.

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 worked with the four campuses' English coordinators to request the artifacts. Christina sent the list along the Artifact Request and Artifact Submission forms to the coordinators who then sent them to the selected faculty members. Faculty members were instructed to return their artifacts to the appropriate campus coordinator who then sent the artifacts from his/her campus to the Assessment office downtown.
2. At what point in the academic year / semester were the student artifacts / data collected?
Spring 2012

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

3. What were your results? (Please e-mail the data when you submit this form if possible, for example rubric scores in an Excel sheet.)
See attached: Raw data results and a brief summary of the findings
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.)
Based on our findings, each campus coordinator is going to work with his/her respective campus English faculty to coordinate efforts toward improvement. The changes will include monthly sharing of ideas within each campus and an overall dissemination of those ideas across the English discipline – college-wide. In addition, each faculty member present on May 4, 2012 agreed to integrate more focus on teaching students how to properly document sources within an essay in MLA format in his/her classroom. Coordinators agreed to emphasize these findings to adjuncts and faculty not present on May 4.
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 2012-2013

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.
- Results during the May 4 meeting showed that 71% of the student artifacts did not contain properly documented sources within the essays; therefore, during the upcoming year, faculty will work toward better instruction of this skill and we will assess essays again in 2013 to determine if there was improvement in this area.**

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

Christina Hardin