

**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.

**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](mailto:jking84@valenciacollege.edu) ) by Tues., May 15<sup>th</sup>.

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

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area <b>History</b>				
Planning Team Leader(s) <sup>1</sup>	Campus	E-mail Address	Phone Extension	Mail Code
Carl Creasman				
Planning Team Members <sup>2</sup>	Campus	E-mail Address	Phone Extension	Mail Code

<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.

<sup>2</sup> 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.

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?

The collection was organized by Lindsey McNellis. The group read through artifacts individually (split them up.) The papers were scored using rubric. The faculty members discussed how we felt about the responses, after evaluating using one of the three indicators set up three summers ago (one of the common course outcomes that span all courses.)

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

The work was collected in spring using a list of randomly selected IDs from Kurt Ewen. It spanned all courses, included all professors – full term and short terms.

## 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.)

The assessment focused on student understanding of historical time period and the role of diverse subgroups. There were a mix of assignments. Some in class essays, some online, some out of class essays. This was a point of discussion – we will stay with it – will not dictate actual question. The criteria for question applies to all courses – they are not grading it for the class or for college-level writing. We are looking for their understanding of diversity which means it plays a role (classes, gender, etc.) using a very expansive definition (stakeholders and impact on them also.) We looked at 59 artifacts 41/59 met all 3 parts of checklist (80% were at good.) We were at 45/52 – last year so a slight drop but feel confident that professors are conveying it in their courses and students are accomplishing the outcome.

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.)

No changes to the curriculum, however specific to the assessment - they may shift to different question – shifting to another outcomes a common set of outcomes for all 4 classes about impact of role of individual.

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

No changes

## 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.

At this point not Gen Ed specific but in conversation with David Sutton looking into “cultural and historical” but are not doing that yet. Open to working with David Sutton – can also revisit diversity in a few years – in rotation, one question for each outcome.

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

Carl Creasman / Laura Blasi

## Additional Space for Comments (Optional)

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.

<b>Sign In Sheet for Assessment Day</b>			
<b>Name</b>	<b>Dept.</b>	<b>Date</b>	<b>Event</b>

# Sign In Sheet for Assessment Day

Name	Dept.	Date	Event