# End of the Academic Year 2011-2012 – End of This Cycle Results & Improvement Plan for Next Year

**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 ) by Tues., May 15th.*

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 | | | | |
|---|---|---|---|---|
| Library | | | | |

| Planning Team Leader(s)[1] | Campus | E-mail Address | Phone Extension | Mail Code |
|---|---|---|---|---|
| Regina Seguin | West | rseguin@valenciacollege.edu | 1361 | 4-4 |
| Beth King | West | lking@valenciacollege.edu | 1854 | 4-4 |

| Planning Team Members[2] | Campus | E-mail Address | Phone Extension | Mail Code |
|---|---|---|---|---|
| Erich Heintzelman | East | eheintzelman@valenciacollege.edu | 2886 | 3-4 |
| Diane Dalrymple | Winter Park | Ddalrymple1@valenciacollege.edu | 6832 | 5-4 |

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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.

Please fill in <u>the blue shaded areas</u> 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?
**Members of the planning team collected student artifacts including works cited pages and research papers associated with assignments utilizing the skills learned in the tutorials. The team also conducted a faculty survey to collect feedback on the project itself. Student quiz grades and activity scores were collected from blackboard and scorecenter.**

2. At what point in the academic year / semester were the student artifacts / data collected?
**End of Fall 2011 and end of 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.)
**Artifacts from student work were not robust enough to allow a thorough analysis.\* Faculty anecdotal feedback and survey data indicated general satisfaction with the Information Literacy modules. Suggestions for revising the modules and quizzes included using activities that required higher-order thinking (as opposed to crossword and other knowledge-level puzzles), vetting the quizzes to be sure each question had a single discreet answer, and shortening the length of module 5. Student quiz data indicated that the module two quiz needs revision.**

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.)
**We will continue revising the tutorials and quizzes so that they better facilitate student learning. Changes will include adding short summaries at the bottom of each slide, providing more activities and quiz-poppers so that students can check their understanding, providing higher-order thinking activities, providing answers to all activities and quizzes with feedback where possible, providing a complete summary at the conclusion of each tutorial, providing more multimedia within the tutorials. Changes to the quizzes will include replacing "check-all" style questions with multiple choice questions with discreet answers and vetting the quiz questions to be sure answers are not subjective.**

5. What changes, if any, will be made to the common course outlines, the catalog, etc.
**Not Applicable.**

## 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.

**We will collect more control data to better isolate the impact of the tutorials and quizzes: A pretest will be added to each module. We will also improve our collection of artifacts for summative assessment.\*\***

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

**Regina Seguin, Library**

## Additional Space for Comments (Optional)

3) *If you have additional comments for the following question, please share them here*:  What were your results?

**\*There were two problems with the student artifacts. First, we did not collect enough for a thorough analysis. Second, we found that we did not collect enough information regarding the context of the student artifacts. For example, it was not possible to determine whether a student used sufficient numbers and types of sources without knowing the requirements of the assignment.**

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?

**\*\*We will need to consult with teaching faculty to determine the best means of administering a summative assessment. Possibly we can partner with disciplines that are already collecting student artifacts for similar analyses. A second possibility would be to incorporate a more authentic written response assessment at the end of each module that would allow students to practice the skills learned.**

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.

**Summer 2012: Members of the planning team will divide the work of revising the modules and quizzes with the goal of deploying fully revised versions in Fall 2012. We will also consult with the participating faculty to find a solution for a summative assessment.**

**Also in Summer 2012: OIT programmers are working on a solution to improve the scalability of this program within Blackboard. At the present time, the administration of the Info Literacy course is too labor-intensive to be scaled further.**

**Fall 2012: Implement revised tutorials and quizzes on an improved platform. Collect pretest data, quiz data, activity data and summative artifacts. If scalability has improved, advertise to additional disciplines (Humanities, Political Science).**

**Spring 2012: Make revisions where needed. Continue implementation and collecting data.**

## Sign In Sheet for Assessment Day

| Name | Dept. | Date | Event |
|------|-------|------|-------|
| Regina Seguin | Library | 5/4/12 | Assessment Day |
| Sarah Dockray | Library | 5/4/12 | Assessment Day |
| Diane Dalrymple | Library | 5/4/12 | Assessment Day |
| Beth King | Library | 5/4/12 | Assessment Day |
| Erih Heintzelman | Library | 5/4/12 | Assessment Day |
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