

**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: <i>Mathematics</i> |             |  |                 |           |
|--|-------------|--|-----------------|-----------|
| Planning Team Leader(s) <sup>1</sup>   | Campus      | E-mail Address   | Phone Extension | Mail Code |
| Roberta Brown, Leader  | West        | <a href="mailto:rbrown75@valenciacollege.edu">rbrown75@valenciacollege.edu</a>   | x5605           | 4-23      |
| Brian Macon  | Lake Nona   | <a href="mailto:bmacon@valenciacollege.edu">bmacon@valenciacollege.edu</a>       | x2499           | 7-1       |
| Planning Team Members <sup>2</sup>   | Campus      | E-mail Address   | Phone Extension | Mail Code |
| John Niss  | Winter Park | <a href="mailto:jniss@valenciacollege.edu">jniss@valenciacollege.edu</a>         | x6858           | 5-3       |
| Jennifer Lawhon  | East        | <a href="mailto:jlawhon@valenciacollege.edu">jlawhon@valenciacollege.edu</a>     | x2279           | 3-16      |
| Magdala Emmanuel   | Osceola     | <a href="mailto:memmanuel@valenciacollege.edu">memmanuel@valenciacollege.edu</a> | x4129           | 6-1       |

<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?  
A common question was embedded in a final or quiz at the end of the Spring term in MAC1105 (College Algebra) courses. A random sample of students was identified and the student work was collected. The assessment work was coordinated by Scott Trise and later by Magdala Emmanuel.
2. At what point in the academic year / semester were the student artifacts / data collected?  
The artifacts were collected at the end of Spring 2011.

## 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.)  
A large majority of students scored at the beginning level of competency for the indicators described in the rubric, particularly for the first indicator. The faculty scoring the assessment work noted that this may be partially attributed to some necessary revisions to the language in the rubric itself (distinguishing between the four levels of competency).
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.)  
We noted several areas that we would focus on for improvement: 1) Process Improvements – ensure that all sections of MAC1105 administer the assessment whether they have students in the sample or not. Provide detailed instructions outlining the process of administering the assessment so that all faculty have a common understanding, including adjuncts. The time of administration of the assessment has raised some concerns and is a topic for further discussion by the Assessment Work Team. 2) Instrument Improvements - Language used in the assessment and its length and file format are additional topics of concern to be further discussed by the Assessment Work team. 3) Rubric Improvements – There was an expressed desire to clarify some of the language in the rubric and to address gaps between the levels of achievement for some of the indicators. In addition, while keeping the general form of the rubric, we will also make versions of the rubric that are more specific to the context of the assessment problem (in the future we plan to have different assessment items that we can rotate through from year to year). We will also create exemplars that demonstrate how an item would be scored using the rubric. This will help with leveling at the time of the scoring of student artifacts.
5. What changes, if any, will be made to the common course outlines, the catalog, etc.  
None at this time.

## 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.

An assessment work team (Membership: Roberta Brown, Brian Macon, John Niss, Jen Lawhon, Damion Hammock, Josh Guillemette, Joel Berman, Nichole Shorter, Jim McCloskey, Scott Krise, Magdala Emmanuel and Amanda Saxman) was created to work on the improvements during the summer and fall semesters. Edits to the rubric need to be completed in summer 2012. Descriptors will be refined to reduce the spread between levels one and two and better distinguish between levels three and four. Once the revisions to the rubric are complete the actual instrument will be revised to align with the rubric. This process will be completed by July 31, 2012 in draft. It will be disseminated to Math faculty for feedback during the Fall. Faculty members will receive the final version by December 1, 2012, along with exemplars and other documents needed to better inform faculty about the assessment process. The revised instrument will be administered in the Spring.

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

Roberta Brown (and Melissa Pedone) - Mathematics