Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area **General Education--POLITICAL SCIENCE**				
Planning Team Leader(s)[1]	**Campus**	**E-mail Address**	**Phone Extension**	**Mail Code**
Please note, with respect to the designation of Planning Team Leaders: The Planning Team came to a consensus that Planning Team Leaders should include representation from each of the three major campuses (East, Osceola, and West). Those selected, or volunteering, for the role of Planning Team Leader are to be a non-tenure track full time faculty members (tenured or four-month). It was the determination of the Planning Team that tenure-track faculty should be encouraged to concentrate on the completion of their ILP.				
Jovan Trpovski	**East**	**jtrpovski@valenciacollege.edu**	**2035**	**3-29**
Scott Crosby	**West**	**scrosby@valenciacollege.edu**	**1043**	**4-32**
TBD	**Osceola**	**TBD**	**TBD**	**TBD**
Planning Team Members[2]	**Campus**	**E-mail Address**	**Phone Extension**	**Mail Code**
The Planning Team came to the consensus that all tenured, tenure-track, and full-time four-month faculty are considered members of the planning team. As the work being conducted for these Assessment Plans impacts all tenured and tenure-track faculty, they all should play an active role in the work being conducted.				

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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?
   Artifacts related to the Information Literacy General Education Learning Outcome were collected from 201120 and 201220 students. All tenured, tenure-track, four-month, and adjunct faculty participated in the collection process.

2. At what point in the academic year / semester were the student artifacts / data collected?
   201120 and 201220

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 general competency in Information Literacy was noted from the results of the assessment. Assignments appear to have aligned with the General Education outcome of Information Literacy. Of the artifacts assessed, only 5% of student work failed to receive at least the minimum acceptable assessment value [assessed as Poor/Beginning]; 13% were assessed at the bare minimum for the acceptable assessment value [Average/Developing], while 59% fell into the Average/Developing range, in total; 28% were assessed at the mid-range of the assessment values [Good/Competent]; 8% were assessed at the top range of the assessment values [Excellent/Accomplished]

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.)
   While the overall results did show a general competency in the Gen Ed LO of Information Literacy, it was noted by faculty conducting the assessments that students consistently scored lowest on the criteria related to the use of in-body citations for their respective assignments [only 25% of assessed artifacts scored above the Average/Developing range]. It was the conclusion of the Planning Team that more targeted instructions with assignments, or an in-class discussion, needs to be conducted to help familiarize students with the utilization of in-body citations.

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.

- With respect to the Gen Ed LO of Information Literacy, the Planning Team concluded that we can move forward with the existing assignments for Information Literacy (with the minor adjustment noted in #4 above).
- We will compile and share the results of this assessment round with faculty.
- There is no need for significant changes to the assessment plan. Three areas for improvement, related to communication, were identified: (1) improving communication among faculty and with the Office of Institutional Assessment; (2) improving communication regarding the collection of artifacts; and (3) improving communication regarding the timing of the implementation of assignment for Assessment Day.
- Separate from the outcome of Information Literacy, the Planning Team identified the LO of Cultural and Historical Understanding as the next outcome for which to implement an assessment plan. To that end, Planning Team Members will explore possible assessment tools, assignments, and strategies to utilize for implementation of this LO in the next phase in the assessment plan for Political Science. A tentative timeline for exploration of ideas will be Fall 2012, with implementation and collection of artifacts taking place Spring 2013. Communications will take place via email.

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

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 <u>over the next year</u>?
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.

Sign In Sheet for Assessment Day

Name	Dept.	Date	Event
Paul Labedz	Political Science (East)	5/4/2012	Assessment Day
Mark Logas	Political Science (East)	5/4/2012	Assessment Day
Scott Crosby	Political Science (West)	5/4/2012	Assessment Day
Tyler Branz	Political Science (West)	5/4/2012	Assessment Day
Adrienne Mathews	Political Science (West)	5/4/2012	Assessment Day
Christopher D'Urso	Political Science (East)	5/4/2012	Assessment Day
Scott Creamer	Political Science (Osceola)	5/4/2012	Assessment Day
Jovan Trpovski	Political Science (East)	5/4/2012	Assessment Day
AJ Quackenbush	Political Science (East)	5/4/2012	Assessment Day
Desmond Duncan	Political Science (West)	5/4/2012	Assessment Day