

Program Learning Outcomes Assessment (PLOA)
 Assessment Day – 2012 to 2016
 Longitudinal survey analysis, prepared July 2016

Laura Blasi, Ph.D., Director, Institutional Assessment
 Nichole Jackson, Assistant Director, Learning Assessment

The following highlights and summary table represent results from a survey administered after Assessment Day over 5 years from 2012 to 2016; the responses are from Deans and Learning Outcome Leaders (N=322). The survey is intended to—

1. document the assessment work being done in programs / disciplines;
2. strengthen the report of Valencia's assessment work beyond the college;
3. increase the support for and meet the needs of each specific program / discipline; and
4. improve the Assessment Day experience.

The longitudinal data show the greatest success in shifting improvements from a focus on assessment procedures to a focus on improved instruction and student learning. The areas most in need of improvement are the Learning Outcome Leaders and Deans articulating competency measures and reporting the level at which students attain the competencies.

The table contains comparisons for considering emergent cycles, patterns developing, and changes evident over time. The highlights emphasize consistency and growth in assessment methods as well as predictable cycles of faculty development, changes to courses, and improvement of the assessments.

<p>Highlights from changes over-time</p> <p>(see table on next page for data)</p>	<p>Assessment Methods: Over the span of 5 years, assessment methods at Valencia College have remained consistently focused on rubrics and common assignments, and to a lesser extent capstone projects and checklists. In the most recent years there is growing development of multiple assignments for faculty to use and increased interest in portfolios.</p>	<p>Faculty Development for Content: In 2012 there were more who listed they would like to develop faculty development for course content, and in 2013 and 2014 there were more actually developing than still wanting to. This cycle shifts again in 2015 and 2016 with more stating they would like to develop again.</p> <p>Changes to Courses: In 2012 there were more who listed they were developing course changes, and in 2013 that percentage doubled to the highest it ever was. In 2014 and 2015 the highest percentage was in those listing that they had already developed course changes, and in 2016 the cycle seems to start over with the most stating they are developing course changes.</p>	<p>Measurement: In 2012 most articulated the types of measurements, but each year after that large percentages (between 40 and 65%) are not articulating the types of measurements they use in their assessments.</p> <p>Attainment: Steady but small increase over five years in the percentage reporting specific results about attaining competencies.</p>	<p>Assessment: The percentage making improvements to the assessment decreased and then increased again incrementally, displaying a cycle of improvement.</p> <p>Instruction: In the last three years, programs and disciplines are more focused on improvements to instruction over assessment.</p>
--	---	--	---	---

Longitudinal view of Assessment Day	Instruments—Rubric, Common Assign., Multiple Assignments, Portfolio, Capstone, Checklist	Actions—Faculty Development for Content and Changes to Courses	Competencies—Measurement and Attainment	Improvements—Assessment, Instruction, Both, Other, or None.
2012	Rubric from Valencia: 65% Rubric from elsewhere: 12% Common Assign. pilot: 58% Common Assign. revised: 54% Choice of Assign. pilot: 17% Choice of Assign. revised: 13% Portfolio pilot: 17% Portfolio revised: 4% (n=26)	Faculty Development for Content: 72% have developed 16% are developing 20% would like to develop 36% Changes to Courses: 69% have developed 19% are developing 31% would like to develop 19% (n=26)	Measurement: 100% Direct 74% Indirect 0% None Articulated 26% Attainment: 100% Specific 5% Not-Specific 66% None Articulated 29% (n=38)	Assessment: 53% Instrument 18% Revision 26% Reliability 13% Instruction: 37% Curricular 11% Pedagogical 5% Communication 11% Student Skills 16% (n=38)
2013	Rubric from Valencia: 58% Rubric from elsewhere: 0% Common Assign. pilot: 31% Common Assign. revised: 33% Choice of Assign. pilot: 8% Choice of Assign. revised: 17% Portfolio pilot: 25% Portfolio revised: 8% (n=12)	Faculty Development for Content: 70% have developed 8% are developing 54% would like to develop 8% Changes to Courses: 70% have developed 8% are developing 62% would like to develop 0% (n=13)	Measurement: 100% Direct 57% Indirect 0% None Articulated 43% Attainment: 100% Specific 14% Not-Specific 50% None Articulated 36% (n=14)	Assessment: 50% Instrument 14% Revision 29% Reliability 0% Instruction: 36% Curricular 21% Pedagogical 14% Communication 0% Student Skills 0% (n=14)
2014	Rubric from Valencia: 57% Rubric from elsewhere: 16% Common Assign. pilot: 52% Common Assign. revised: 55% Choice of Assign. pilot: 10% Choice of Assign. revised: 11% Portfolio pilot: 16% Portfolio revised: 11% (n=21)	Faculty Development for Content: 82% have developed 23% are developing 32% would like to develop 27% Changes to Courses: 74% have developed 39% are developing 26% would like to develop 9% (n=23)	Measurement: 100% Direct 32% Indirect 4% None Articulated 64% Attainment: 100% Specific 16% Not-Specific 40% None Articulated 44% (n=25)	Assessment: 23% Instrument 12% Revision 15% Reliability 8% Instruction: 54% Curricular 15% Pedagogical 23% Communication 4% Student Skills 19% (n=26)
2015	Rubric from Valencia: 53% Rubric from elsewhere: 6% Common Assign. pilot: 46% Common Assign. revised: 39% Choice of Assign. pilot: 3% Choice of Assign. revised: 9% Portfolio pilot: 8% Portfolio revised: 11% Capstone: 30% Checklist from Valencia: 32% Checklist from elsewhere: 0% (n=39)	Faculty Development for Content: 71% have developed 15% are developing 22% would like to develop 34% Changes to Courses: 74% have developed 29% are developing 24% would like to develop 21% (n=42)	Measurement: 100% Direct 55% Indirect 0% None Articulated 45% Attainment: 100% Specific 19% Not-Specific 36% None Articulated 45% (n=58)	Assessment: 31% Instrument 5% Revision 19% Reliability 7% Instruction: 40% Curricular 5% Pedagogical 14% Communication 12% Student Skills 16% (n=58)
2016	Rubric from Valencia: 56% Rubric from elsewhere: 16% Common Assign. pilot: 51% Common Assign. revised: 55% Choice of Assign. pilot: 22% Choice of Assign. revised: 27% Portfolio pilot: 9% Portfolio revised: 13% Capstone: 30% Checklist from Valencia: 27% Checklist from elsewhere: 6% (n=38)	Faculty Development for Content: 68% have developed 18% are developing 21% would like to develop 29% Changes to Courses: 67% have developed 15% are developing 33% would like to develop 19% (n=38)	Measurement: 100% Direct 53% Indirect 3% None Articulated 41% Attainment: 100% Specific 22% Not-Specific 47% None Articulated 34% (n=32)	Assessment: 38% Instrument 19% Revision 16% Reliability 9% Instruction: 56% Curricular 16% Pedagogical 13% Communication 16% Student Skills 9% (n=32)