Program Learning Outcome Assessment Plan Student Life Skills

General Information

Academic Year of Implementation: *2011 2012*

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area
(Items Highlighted in red require primary attention in the planning process – not all highlighted areas need to be completed):

Student Success (SLS 1122)

Planning Team:

Planning Team Leader(s)[1]	Campus	E-mail Address	Phone Extension	Mail Code
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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. See the attached documents entitled *Program Outcomhe Assessment Plan Approval and Improvement Process* and *Program Outcome Assessment Plan Approval and Improvement Process – Student Affairs*

[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: Collegewide 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: Collegewide 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.

Learning Outcomes and Performance Indicators

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: **STUDENT SUCCESS (SLS 1122)**	

Targeted Program Learning Outcome: **N/A**	**Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:** **SLS 1122**
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: **Students will identify and evaluate their learning style and use that knowledge to practice effective study strategies across disciplines.**
Performance Indicators for the Program Learning Outcome(s) selected: **N/A**	**Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:** In the Learning Reflection for the "Study Skills" section of the Learning Portfolio, the student must: • present sufficient facts, details or information to support why specific artifacts were selected • "prove" how skills/techniques were used in other classes and outside school • adequately defend ideas • include a well-constructed conclusion

Common Assessment (What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected): **SLS Learning Portfolio, Study Skills section, Learning Reflection**

Description of the Proposed Common Assessment (Common assessments should be designed to ensure a balance between (1) the need for a consistency within the program in order to ensure comparable student artifacts and (2) the need for reasonable flexibility in order to encourage faculty judgment in the design and delivery of learning activities)**:** **Rubric for *Learning Reflection***

Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):

Learning Reflection **of Study Skills section in Course Portfolio**

Implementation Process

Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?

Students should be informed to print two copies of their Learning Reflection for the Study Skills section of the Course Portfolio.

How will student artifacts or data associated with student performance be collected?

Prior to grading the Learning Reflection for the Study Skills section of the Course Portfolio, the faculty will make copies of each of the Learning Reflections and remove the student names.

If student artifacts are to be collected based on a random sample of students registered for the course or participating in the program / activity, what characteristics should the sample include?

All full-time faculty members (6 total) will be collecting copies of all student Learning Reflections (for Study Skills) in Fall 2011. These will then be and submitted to the Student Success Department. From these collected artifacts, a random sample will be reviewed.

In Spring 2011, All faculty members will collect copies of all student Learning Reflections. These will then be collected by each campus mentor and submitted to the Student Success Department. From these collected artifacts, a random sample will be reviewed.

How will information about faculty / staff participation in the assessment project be communicated?

Faculty will be notified in late fall (by email) by the Director of Student Success to inform them of a training session that they must participate in during early January 2012. They will be informed of the nature of the training, which is to outline the purpose of the Learning Outcome Assessment Plan and to provide them with a framework of expectations for this review.

Who will be responsible for coordinating the collection of student artifacts?

The designated faculty mentors on each campus will be responsible for collecting the student artifacts (Learning Reflections) from the respective campus professors. Mentors will in turn submit all artifacts (Learning Reflections) to the Student Success Department.

At what point in the academic year / semester will the student artifacts be collected?

Student artifacts (Learning Reflections) will be collected at the end of March, 2012.

Program Level Assessment / Evaluation of Student Artifacts and Analysis of Results

When will student artifacts be assessed / evaluated?

Student artifacts (Learning Reflections) will be assessed and evaluated in May, 2012.

Which faculty or staff from the program/discipline will evaluate student artifacts?

All full time faculty members from the Department of Student Success will evaluate student artifacts (Learning Reflections).

What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?

Full time faculty members will be meeting in the spring as a mandatory preparation session to create a framework for evaluating the student artifacts (Learning Reflections).

When will the results / data associated with the assessment plan be analyzed?

The results associated with the assessment plan will be analyzed in May, 2012.

What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?

Full time faculty will be meeting in the spring as a mandatory preparation session to create a framework for analyzing the results associated with this assessment plan.

What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?

Data related to how results might impact another academic department.

In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., faculty from related discipline areas in General Education)?

Conversations with other general education faculty such as English or the Humanities.

How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?

The results of the assessments will be disseminated to faculty in a *Step by Step* and *Welcome Back* training session during July & August, 2012.

Approval Process

Activities Associated with the Approval of Assessment Plans	Completion Date	Person Responsible	Results

Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline **(including Deans / Directors responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan)**			
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)			
Draft assessment plan is revised to reflect input			
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum (http://valenciacollege.edu/faculty/forms/voterlists/)			

Dean / Director Support

The Dean(s) / Directors (for Librarians) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan.

Dean / Director East / Winter Park Campus	**Signature**
Dean / Director Osceola / Lake Nona Campus	**Signature**

Dean / Director West Campus	Signature

Improvement Plan and the Use of Assessment Results (To be completed after the implementation of the initial Assessment Plan and the review of student artifacts)

What do the results of this assessment plan suggest about changes / improvements needed within the curriculum (Specific recommendations for improvement, targeted course(s), co-curricular program or student activity)?
What changes to the common course outlines, if any, need to be considered?
What do the results of this assessment plan suggest about changes / improvements to the program assessment process?
Individual(s) Responsible leading the implementation of recommendations
Stakeholders Impacted by the recommendations for improvement