

# Program Learning Outcome Assessment Plan Template

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## General Information

Academic Year of Implementation: 2010 – 2011

**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):

Landscape & Horticulture Technology Program
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**Planning Team:**

Planning Team Leader(s) <sup>1</sup>	Campus	E-mail Address	Phone Extension	Mail Code
Javier A. Garces	West	Jgarces3@valenciacollege.edu	1820	4-3
Planning Team Members <sup>2</sup>	Campus	E-mail Address	Phone Extension	Mail Code

<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. See the attached documents entitled *Program Outcome Assessment Plan Approval and Improvement Process* and *Program Outcome Assessment Plan Approval and Improvement Process – Student Affairs*

<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: 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

<p><b>Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:</b> Landscape &amp; Horticulture Technology Program</p>	
<p><b>Targeted Program Learning Outcome:</b> Students will demonstrate employability skills in the field of horticulture.</p>	<p><b>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:</b> HOS 1010C – Introduction to Horticulture &amp; Landscape Technology, all sections, Spring 2012.</p>
	<p><b>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:</b> Students will research the requirements and available employment opportunities in an area of horticulture and/or landscaping in which they are interested in. (No course outline currently exists for this course)</p>
<p><b>Performance Indicators for the Program Learning Outcome(s) selected:</b> Results from a written assignment due 2 weeks prior to the conclusion of the semester.</p>	<p><b>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</b> Results from a written assignment due 2 weeks prior to the conclusion of the semester.</p>
<p><b>Common Assessment</b> (What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected): A written assignment.</p>	
<p><b>Description of the Proposed Common Assessment</b> (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):</p> <ul style="list-style-type: none"> <li>• At the end of the semester, the students will have turned in the written report in which they have summarized their research on requirements and opportunities in a specific area of horticulture and/or landscaping.             <ul style="list-style-type: none"> <li>- During the first day of class, the instructor will review the syllabus which will contain the requirements for the written report.</li> <li>- Also on the first day of class, there will be an in-class discussion and demonstration on how to search for employment opportunities in specific areas.</li> <li>- The instructor will then hand out and review the rubric that will be used to assess the written assignment which will be due 2 weeks prior to the conclusion of the semester.</li> <li>- Throughout the semester, the instructor will provide feedback and guidance to any student that has questions about this assignment.</li> <li>- The student will receive feedback from the professor on points awarded for the written assignment.</li> </ul> </li> </ul>	

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

Rubric to be developed in house and improved based on results.

## Implementation Process

### Collection of Student Artifacts

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

The requirements outlined in the rubric, which will be reviewed the first day of class.

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

They will be collected electronically on the Blackboard site associated with the class.

**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?**

It will not be random; all students will be required to turn in this assignment.

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

Information concerning faculty/staff participation in the assessment project will be communicated via e-mails copied to the Dean of Science.

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

Program Director and Professor for HOS 1010C.

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

Two weeks prior to the conclusion of the semester, Spring 2012.

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

<p><b>When will student artifacts be assessed / evaluated?</b> When they are received, no later than April 23, 2012.</p>
<p><b>Which faculty or staff from the program/discipline will evaluate student artifacts?</b> Program Chair and Professor for HOS 1010C – Javier Garces.</p>
<p><b>What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?</b> No training is required.</p>
<p><b>When will the results / data associated with the assessment plan be analyzed?</b> April 23-30, 2012.</p>
<p><b>What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?</b> No training is required.</p>
<p><b>What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?</b> Student resumes, rubric, comprehensive list of current employment opportunities available.</p>
<p><b>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)?</b> Workforce Development, Internship Office, Career Program Advisor, Program Advisory Committee.</p>
<p><b>How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?</b> Data will be compiled into a report summarizing the results, strengths and weaknesses of the assessment.</p>

### 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	12/3	Javier Garces	

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)	Not necessary		
Draft assessment plan is revised to reflect input	12/5	Javier Garces	
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum ( <a href="http://valenciacollege.edu/faculty/forms/voterlists/">http://valenciacollege.edu/faculty/forms/voterlists/</a> )	12/7	Javier Garces	

## 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

DRAFT