

End of the Academic Year 2012-2013 – End of This Cycle

Results & Improvement Plan for Next Year

The template has 9 pages. Please return this completed form with the dean signatures or their E-mail approval(s) copied & pasted in at the end. by **May 10, 2013** to Jessica King in the Valencia Institutional Assessment (VIA) Office (jking84@valenciacollege.edu.) Please see the VIA website for this form, your plans, and related materials: www.valenciacollege.edu/via --> left tab LOA)

If you are working on several programs please submit a template for each one; each labeled for the specific program.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area		DENTAL HYGIENE		
Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
Note from Planning Team Fall 2011: 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.				
Pam Sandy	West	psandy@valenciacollege.edu	1544	4-27
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.				
Robin Poole	West	rpoole2@valenciacollege.edu	1083	4-27
Kitty Christensen	West	kharkleroad@valenciacollege.edu	1570	4-27

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.

Six Items Documenting Results

Please fill in the blue shaded areas with brief sentences. A second page is provided for longer comments.

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?

Continued with written and oral case documentation project with Kitty Christensen collecting the student artifacts and data. Piloted a new rubric for assessing entry level dental hygiene skills and the preparation of a safe dental healthcare environment. Pam Sandy collected the data from the rubrics which were completed by clinical faculty and staff.

2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed?

Fall term – Nov/Dec. Spring term- Jan, March, April 19 students were assessed.

Improvement Plan and Use of the Assessment Results – Next Year's Cycle

3. What were your results? (Please e-mail the data and copies of instruments when you submit this form if possible, for example rubric scores in an Excel sheet.) How did this compare with any predictions that you made in the Fall?

The Class of 2013 showed less improvement on the case documentation paper from fall to spring than the two previous graduating classes – 63% improved vs. 88% last year. Average rubric evaluations of the oral presentations were the same as previous years. Data is attached for this year.

A rubric was designed and implemented this year to evaluate PLOs #1 and 3. Results are as follows: seventy – nine percent of the class met or exceeded the criteria on three of the four parts of the rubric. The 21% who did not meet all the criteria were evaluated as deficient in only one of the stated criteria and completed a self-improvement statement.

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.)

Changes will be made to the points awarded for the oral presentations; a calibration meeting on the use of the oral presentation rubric is planned for Dec. or Jan. prior to the student oral presentations. The rubric for PLOs #1 and 3 will be refined with some of the criteria being condensed and the professionalism section of the rubric evaluated on a continuous basis in the clinical course.

5. What changes, if any, will be made to the common course outlines, the catalog, etc.

Common course outlines for all the clinical courses are scheduled for review in the fall to determine the need for changes. There are no catalog changes anticipated.

Next Steps – Planning for Next Year's Cycle— Academic Year 2013-2014 (see below for detailed planning)

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.
Plans include additional calibration of faculty on the case documentation oral presentation rubric; refinement of the entry level skills rubric to eliminate duplication of assessments already being completed in the clinical course.

Please include the name of the person completing this page and your program: Pam Sandy, Dental Hygiene

See next page...

Additional Space for Comments Reporting on Prior Year (if needed)

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 over the next year?

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.

See next page....

Planning for AY 2013-2014 Learning Outcomes and Performance Indicators

Complete only the sections that apply to your work.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:	
DENTAL HYGIENE	
Targeted Program Learning Outcome(s) (How many will you be assessing this coming year?):	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:
All of our program learning outcomes are being assessed and will continue to be assessed. We are revising our assessment method and rubric for PLOs #1 and 3.	DEH 2804L and DEH 2806L
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:
Performance Indicators for the Program Learning Outcome(s) selected: Written and oral communication	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:
External Standard(s) in the field or discipline (please contact Laura Blasi lblasi@valenciacollege.edu with any questions about this):	
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): Written assignment and oral presentation; clinical practice	
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): All students complete a clinical case documentation project (fall), write a paper summarizing the experience (fall), and give an oral presentation to their classmates and faculty (spring) prior to completing a second case patient project (spring).	
Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): Rubrics for the written paper, oral presentation, and rubrics or performance checklists.	

Implementation Process

Collection of Student Artifacts

<p>What information needs to be communicated to students concerning the assessment process (informed consent, etc.)? Assignment of case documentation project is communicated through the course syllabi; assessment of clinical skills is communicated through the dental hygiene clinic manual and course syllabi.</p>
<p>How will student artifacts or data associated with student performance be collected? Written assignment is submitted to K. Christensen for evaluation. Oral presentations are assessed by the faculty assigned to the clinical course. Mrs. Christensen prepares a summary of oral and written grades and the full-time faculty review the data and compare to previous assessment cycles. Data from the assessment implemented this year for PLOs #1 and 3 was reviewed and discussed by faculty at the Assessment day meetings May 2nd and 3rd. Several changes to the assessment instrument are planned and faculty discussed ways of using currently embedded course assessments</p>
<p>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? Not applicable</p>
<p>How will information about faculty / staff participation in the assessment project be communicated? Faculty discuss the assessment of students and program learning outcomes in faculty meetings at the beginning of fall and spring terms. Revisions to the rubrics are completed with adjunct faculty input.</p>
<p>Who will be responsible for coordinating the collection of student artifacts? Kitty Christensen – case documentation artifacts Pam Sandy – rubric for evaluating entry level skills</p>
<p>At what point in the academic year / semester will the student artifacts be collected? Fall and spring terms</p>

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

<p>When will student artifacts be assessed / evaluated? Student artifacts are assessed in fall and spring terms in DEH 2804L and DEH 2806L.</p>
<p>Which faculty or staff from the program/discipline will evaluate student artifacts? Kitty Christensen is responsible for evaluating the written assignment. All the full-time tenured dental hygiene faculty, the senior instructional assistant and adjunct faculty who work with students in DEH 2804L are responsible for evaluating the oral presentations. PLOs one and three are evaluated by clinical faculty with the program director.</p>
<p>What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected? Additional calibration of adjunct faculty on use of the oral presentation rubric.</p>

<p>When will the results / data associated with the assessment plan be analyzed?</p> <p>Results are analyzed at the end of spring term.</p>
<p>What are your predictions regarding student performance? (What do you expect to see when you analyze your results?)</p> <p>We expect results similar to the past three years but with a smaller range of faculty scores on the oral presentation rubric if we are able to achieve better calibration.</p>
<p>What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?</p> <p>I propose exploring the possibility of recording two or three students' oral presentations to use for faculty calibration.</p>
<p>What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?</p> <p>Clinical board results might serve as confirmation of students' entry level skills.</p>
<p>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)?</p> <p>Laura Blasi for any questions related to data interpretation.</p>
<p>How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?</p> <p>Program and division meetings; advisory board meetings.</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 supporting and promoting the work necessary for the implementation of the Assessment Plan)	5/10/13	Pam Sandy	Pending Dean review
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)	NA	NA	NA

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/)	5/3/13	Pam Sandy	

Dean / Director Support

The Dean(s) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan. Please copy and paste in E-mail approval (as applies) at the end of the document and then send the form complete to us or obtain, scan, and send handwritten signatures and then send.

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

Sign In Sheet for Assessment Day

Name	Dept.	Date	Event
Pam Sandy	DENTAL HYGIENE	5/3/13	PLO assessment meeting
Robin Poole	DENTAL HYGIENE	5/3/13	PLO meeting
Kitty Christensen (Harkleroad)	DENTAL HYGIENE	5/3/13	PLO meeting