

Start of the Academic Year 2012-2013  
New Cycle Program Learning Outcomes Plan Template

*Please use this form as you begin your planning cycle for the up-coming Academic Year. You will want to connect this work to the plan from the prior year and the long-term plan for your program. Please only fill out the sections relevant to your program. You do not have to fill out all sections of this form.*

*Please return by **October 1<sup>st</sup>** to Jessica King: [jking84@valenciacollege.edu](mailto:jking84@valenciacollege.edu)  
Please send questions to Laura Blasi, Director, Institutional Assessment [lblasi@valenciacollege.edu](mailto:lblasi@valenciacollege.edu)*

**How this relates to your Program Improvement Plan:** This “new cycle template” is where you and your colleagues describe the next phase of your plan to be accomplished in the 2012-2013 Academic Year. Use this template to describe what you plan to do to implement the plan for improvements (identified in spring of 2012) over this upcoming year and write out the next program outcome you and your colleagues will assess and your plan for accomplishing this over the next year.

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

1. What is your program name? **Graphic & Interactive Design** (formerly Graphics Technology)
2. Does this academic year’s improvement plan (2012-2013) build on your work from last year (2011-2012)? If so, how... (1-2 sentences)  
**No. It is however, a continuation in addressing Program Learning Outcomes outlined as areas for improvement in our Five-year Program Review (2009–2010).**

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## Learning Outcomes and Performance Indicators

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:

**Graphic & Interactive Design**  
(formerly Graphics Technology)

<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.

<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: 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 discipline 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; Student representation when possible.

Major finding from last year and related change, if any:  
**Last year's PLO and revised TVCA rubric (and procedures) have improved both the usability and understanding program expectations of student's soft skills. We will continue to utilize the newly revised rubric and move on to a new PLO this year.**

Services needed as a result of the finding (Student Learning Support, Faculty Development, etc.):

<p><b>Targeted Program Learning Outcome(s) (PLOs) for this year:</b>          Developing digital archiving of student work (creative process samples, finished work samples, student resumés, digital portfolios, &amp; student promotional pieces) as artifacts for Program Learning Outcomes.</p>	<p><b>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:</b></p> <p><b>GRA 1951c Portfolio Review</b></p> <ul style="list-style-type: none"> <li>• Produce a finished résumé, identity and self-promo piece that visually demonstrates design, typography and technical abilities;</li> <li>• Produce a finished digital/interactive portfolio that visually demonstrates design, typography and technical abilities. (PLO for interactive majors);</li> <li>• Produce a finished digital or printed portfolio that visually demonstrates design, typography and technical abilities. (PLO for print majors)</li> </ul>
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**Is this a different outcome from the one reported last year?**  
 YES

**Does this assessment for this year apply to more than one PLO?**  
 YES

**National Standard(s):**  
 N/A

(This could be specific to your field or focused on overall undergraduate competencies from a national organization. Contact Laura Blasi for examples / ideas.  
 lblasi@valenciacollege.edu)

**Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:**  
 Archive of the above student work.

**Performance Indicators for the Program Learning Outcome(s) selected:**  
 Archived samples of student work.

**Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:**  
 Professional entry-level work exhibited through design, process, technical abilities and knowledge via resumé, self-promotional items, and portfolios.

**Prediction** (Given what you know about your students, how you expect them to perform? What do you expect to see? You will be able to compare your beliefs to the results that you receive at the end of this assessment cycle)  
**We have high expectations for our students in this area and feel they will preform well. As a result of archiving their work more consistently we hope to have better indicators of student performance and achievement college-wide and across terms.**

**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:

Students will be evaluated first through a informal feedback loop by the instructor and classmates. Formal assessment will be assessed by 3-4 industry professionals in the form of a rubric at a formal Portfolio Review.

**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:

Industry professionals invited to review student’s work will be given instruction on how to utilize the standardized rubric and provide feedback to the student. All sections of GRA1951c will share the same portfolio review night, rubrics and reviewers.

**What is the approximate number of students that you expect to assess? (Please indicate “Do not know at this time” if that is the case)**  
Approximately, 15 – 40 per term.

## Implementation Process

### Planning for Communication and the Collection of Student Artifacts / Data

1. **When will faculty seek or receive feedback on the design of the assessment, the rubrics, etc.?**  
The final weeks for Fall 2012 term

2. **How will student artifacts or data associated with student performance be collected?**  
Not yet determined. We had thought to utilize our Flickr account, but realize that not all student work will be presentable for public view. We may collect files via our lab server space, and ask students to produce a final pdf file suitable for storage & sharing.

3. **If student artifacts are to be collected based on a sample of students, what characteristics should the sample include?**  
We usually offer only 2 – 3 sections of this course and will strive to archive all sections.

4. **What information needs to be communicated to students concerning the assessment process?**  
No new information will need to be communicated with them. They are producing work to be shared and tend to aim for this goal.

5. **How will information about faculty / staff participation in the assessment project be communicated?**  
Via email and staff meetings.

6. **Who will be responsible for coordinating the collection of student artifacts / data?**  
Instructors of GRA1951c.

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

The final 2 weeks of Spring 2013, reoccurring at the close of each term.

**Evaluation of Student Artifacts and Analysis of Results: Understanding and Acting on the Impact of the Program (Program Level Assessment)**

**8. When will student artifacts be assessed / evaluated?**

Summer 2013 term

**9. What is the expectation (if any) for student reflection / self-assessment (etc.) as part of this assessment?**

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

All full-time faculty.

**11. What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected? Unknown at this point**

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

Summer 2013 (?)

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

**14. Does this assessment relate to your assessment from last year (if so how...)? How is this assessment connected to your improvement plan? We may choose to extend this archiving and assessment to other courses in order to assess how they are being taught across campuses. How the course content might be improved and share what is working.**

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

An understanding of the rubric used to score students. What concerns our industry professionals have in regards to past, present and future graduates from the program. What GRA1951c instructors feel are samples of excellent / failing work (portfolios, resumes, etc.)

**16. In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., General Education faculty)? Graphics Advisory Board Members, Deans, Faculty and Staff.**

# Approval / Implementation Process

Activities Associated with the Approval / Implementation of Assessment Plans	Person Responsible	Target Completion Date	Actual Completion Date
Preliminary Archiving of GRA1951c Student work	A.Kern J. Ellison	January 2013	
Discussion: Best Practices in Archiving, Review of Fall's experiences in the course, Review of current methods, procedures and outcomes.	All full-time faculty Any part-time faculty who have taught GRA1951c D. Santspre	January / February 2013	
Any new/revised rubrics, methods, procedures, and archiving plans completed.	Full-time faculty	March 2013	
New/revised rubrics, methods, procedures, and archiving plans reviewed by faculty.	Full and part-time faculty teaching GRA1951c	April 2013	
Implementation of Archiving	Full and part-time faculty teaching GRA1951c	End of Spring term 2013	
Review and Assessment of Outcomes	Full and part-time faculty teaching GRA1951c	Summer 2013	
Discussions of plans for improvement.	Full and part-time faculty teaching GRA1951c	Summer 2013	
<p><b>For thought (you do not need to answer...)</b></p> <ul style="list-style-type: none"> <li>• <i>Will current voter eligibility lists for the curriculum be used for any voting?</i></li> <li>• <i>Will you have a group enroll in a related assessment methods workshop for credit or schedule your own sometime during the term? (See: <a href="http://valenciacollege.edu/faculty/development/coursesearch.cfm">http://valenciacollege.edu/faculty/development/coursesearch.cfm</a>)</i></li> <li>• <i>For A.S. programs – how does the 10/30/12 Viability meeting fit with your work?</i></li> </ul>			

## Dean / Director Support

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

Wendy Givoglu Dean / Director East / Winter Park Campus	Signature
Daniel Dutkofski Dean / Director West Campus	Signature
Dale Husbands Dean / Director Osceola / Lake Nona Campus	Signature

# Sign In Sheet for Related Meetings

Name	Dept.	Date	Event