

**Directions:** Please fill in the 6 blue shaded items below with brief sentences – required for reporting to the Learning Council.

### Save and Send Your Work...

*To type in this form please “save” this file to your computer. Exit your e-mail. Open this file on your computer.*

*Select “save as” and rename the file to add your program and last name.*

*For example the file “...template” would be renamed and saved as “...template Subject Area Jones.” Save your work along the way.*

**Due Date:** *Please e-mail your completed form by attaching it to an e-mail message and sending it to Jessica King ( [jking84@valenciacollege.edu](mailto:jking84@valenciacollege.edu) ) by Tues., May 15<sup>th</sup>.*

**We will have attached this page from your original plan, please complete this only if your leadership team has changed.**

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area				
General Education, Speech				
Planning Team Leader(s) <sup>1</sup>	Campus	E-mail Address	Phone Extension	Mail Code
Liza Schellpfeffer	East Campus	lschellpfeffer@valenciacollege.edu	X2731	3-20
Tina Tan	West Campus	Ctan1@valenciacollege.edu	X5679	4-11
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.

<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 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.

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

These six items are required for the report to the Learning Council.

## 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?

*A verbal vote was taken on Assessment Day 2011, with Kim Long and Suzette Dohany as co-leaders. The required percentages of possible voters were present and the vote was 100% favorable to use the AACU revised rubric for oral communications program level assessment.*

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

*Spring semester 2011*

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

3. What were your results? (Please e-mail the data when you submit this form if possible, for example rubric scores in an Excel sheet.)

*See attached revised rubric for oral communications program level assessment.*

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.)

*The 2012 Speech Assessment Plan will use the revised rubric for oral communications program level assessment to assess the final extemporaneous presentation of every student in both Fundamentals of Speech and Interpersonal Communication in the 2012 fall term. All FT tenure, tenure track, 8 and 4 month, and adjunct speech faculty will be invited to participate. The rubric will be aligned with a Scantron form to allow for easier assessment and analysis of college-wide data. Data will be analyzed to determine next steps.*

*The speech faculty present at Assessment Day 2012 voted favorably to use the AACU Rubric Level 3 as the benchmark to establish oral communications competency. All 5 criteria (Organization, Language, Delivery Techniques, Supporting Material, and Central Message) of the rubric need to be graded at level 3 for a student to be assessed as competent in oral communications. The level 3 benchmark will be a key measure in the college-wide data analysis.*

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

*No changes will be made to the common course outline.*

## Next Steps – Planning for Next Year’s Cycle— Academic Year 2012-2013

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.

*An instrument will be designed to allow for the simple collection of AACU rubric data collected and converted to a Scantron form.*

*All speech faculty teaching both Fundamentals of Speech and Interpersonal Communications will be contacted and instructed to use the instrument on each student’s final extemporaneous presentation during 2012 fall term.*

*Data will be collected by Liza Schellpfeffer and Tina Tan at the end of the Fall 2012 term. Data will be analyzed by Institutional Research.*

Please include the name of the person completing this page and your program:

*Liza Schellpfeffer Speech/Communications*

## Additional Space for Comments (Optional)

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.

## Sign In Sheet for Assessment Day

Name	Dept.	Date	Event
(see attached form)			

# Sign In Sheet for Assessment Day

Name	Dept.	Date	Event