

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 1st** to Jessica King: jking84@valenciacollege.edu

Please send questions to Laura Blasi, Director, Institutional Assessment 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? Psychological Sciences

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)

Yes, while analyzing our data from last year’s assessment using a pre/post test design we are furthering discussions on the type instrument, research design, and ease of implementation. Currently we are collecting more information with regard to adjunct faculty.

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
Sean P. Jennings	West	sjennings6@valenciacollege.edu	1072	4-32
Pierre Lubold	Osceola	plubold@valenciacollege.edu	4170	6-1
Diana Ciesko	East	dciesko@valenciacollege.edu	2601	3-29
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
Derek Schorsch	East	dschorsch@valenciacollege.edu	2786	3-29
Ellen Pastorino	Osceola	epastorino@valenciacollege.edu	4814	6-2
Diane Ashe	West	dashe@valenciacollege.edu	1617	4-32

Learning Outcomes and Performance Indicators

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

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; Student representation when possible.

<p>Major finding from last year and related change, if any: The instrument yielded significant results, though there are some concerns about the instrument itself and the design & methodology of the data collection. The current procedure does not necessarily translate well to subsequent courses and the creation of a smooth measurement of continual progression within Scientific Reasoning.</p>	
<p>Services needed as a result of the finding (Student Learning Support, Faculty Development, etc.): Literature review concerning the American Psychological Association's guide to learning outcomes and dialogue with colleagues.</p>	
<p>Targeted Program Learning Outcome(s) (PLOs) for this year: Scientific Reasoning</p>	<p>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: PSY2012 & PSY2012H</p>
<p>Is this a different outcome from the one reported last year? (yes /no) No</p>	
<p>Does this assessment for this year apply to more than one PLO? (yes /no) Not currently, but future revision may address more than one PLO</p>	
<p>National Standard(s): Scientific Reasoning is an identified Learning Outcome by the American Psychological Association <small>(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)</small></p>	<p>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Currently discussing optimal norms and process for establishing guidelines for interpretation of results.</p>
<p>Performance Indicators for the Program Learning Outcome(s) selected: Current: Pre-test/Post-test scores on Research methods More discussion will yield other indicators regarding other courses</p>	<p>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: Currently discussing optimal norms and process for establishing guidelines for interpretation of results.</p>
<p>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) Students will have a significantly higher post-test score than the pre-test score and therefore demonstrate a basic level of scientific reasoning</p>	

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:

current: Multiple choice pre-test / post-test quiz on Research Methods

Following original data collection, discussions are focused on whether this is the best approach and on the best methodology to norm the instrument.

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:

Currently under discussion – the instrument was administered after the section on Research Methods was taught. Current dialogue is centered around balancing standardization and flexibility for faculty.

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)

Do not know at this time

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.?**

As soon as the faculty gains consensus on identified process

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

Dependent upon number 1

3. **If student artifacts are to be collected based on a sample of students, what characteristics should the sample include?**

If a sample of students are to be used, the sample will to the best of our ability be representative and random. Representativeness will be based upon hour of class, number of times class meets a week, online/face to face, etc.

4. **What information needs to be communicated to students concerning the assessment process?**

Feedback concerning their knowledge of Research Methods

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

Still being discussed

<p>6. Who will be responsible for coordinating the collection of student artifacts / data? Not sure yet</p>
<p>7. At what point in the academic year / semester will the student artifacts/ data be collected? Spring 2013</p>

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

<p>8. When will student artifacts be assessed / evaluated? Spring 2013</p>
<p>9. What is the expectation (if any) for student reflection / self-assessment (etc.) as part of this assessment? Not decided until method of assessment is firmly selected</p>
<p>10. Which faculty or staff from the program/discipline will evaluate student artifacts? Undecided</p>
<p>11. What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected? Dependent upon selection of methodology</p>
<p>12. When will the results / data associated with the assessment plan be analyzed? Spring 2013</p>
<p>13. What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan? * Dependent upon selection of methodology</p>
<p>14. Does this assessment relate to your assessment from last year (if so how...)? How is this assessment connected to your improvement plan? Yes, it is a continuation and refinement. Overall, we continue to improve or change the assessment instrument/method of assessment</p>
<p>15. What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan? To be determined</p>
<p>16. In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., General Education faculty)? To be determined</p>

Approval / Implementation Process

Activities Associated with the Approval / Implementation of Assessment Plans	Person Responsible	Target Completion Date	Actual Completion Date
<p>For thought (you do not need to answer...)</p> <ul style="list-style-type: none"> • <i>Will current voter eligibility lists for the curriculum be used for any voting?</i> • <i>Will you have a group enroll in a related assessment methods workshop for credit or schedule your own sometime during the term? (See: http://valenciacollege.edu/faculty/development/coursesearch.cfm)</i> • <i>For A.S. programs – how does the 10/30/12 Viability meeting fit with your work?</i> 			

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.

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

