

Program Learning Outcome Assessment Plan (tentative)

General Information

Academic Year of Implementation: 2013 – 2014

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):

BS Degree in Radiologic & Imaging Sciences

Planning Team:

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
Susan Gosnell	West	sgosnell@valenciacollege.edu	1433	4-44
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
Beverly Bond	West	bbond@valenciacollege.edu	1834	4-44
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¹ 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*

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: 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

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: BS degree in Radiologic & Imaging Sciences	
Targeted Program Learning Outcome: 5. Demonstrate information literacy.	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: HSA 4702 – Research Methods and Information Literacy
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Each student will be able to effectively analyze and utilize resources to promote growth and contribute to the body of knowledge within the profession.
Performance Indicators for the Program Learning Outcome(s) selected: 5.1 Analyze research articles to determine accuracy and validity of findings. 5.2 Integrate information literacy concepts into a research project. 5.3 Critique research projects to determine appropriateness and usefulness to the profession.	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: 5.1, 5.2, 5.3 HSA 4702 – Research Methods and Information Literacy
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): 5.1, 5.2, 5.3 Research project	
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): 5.1, 5.2, 5.3 Research project	
Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): See attachments: 5.1, 5.2, 5.3 Research project rubric	

Implementation Process

Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)? NA
How will student artifacts or data associated with student performance be collected? Data will be collected and entered into a spreadsheet by the faculty member responsible for 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? NA – artifacts will be collected from the entire population (n<20)
How will information about faculty / staff participation in the assessment project be communicated? Program faculty will participate in determining the most appropriate assessment tool for each outcome. The assessment rubric will be developed and revised based on the judgment of the assigned instructor
Who will be responsible for coordinating the collection of student artifacts? Course faculty will collect the data and submit it to the program chair
At what point in the academic year / semester will the student artifacts be collected? Data will be compiled at the end of each course. Courses offered during multiple semesters will be combined for a single data set.

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

When will student artifacts be assessed / evaluated?

Evaluation of the collected data will occur during the summer semester in order to be compiled and ready for discussion early in the fall term.

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

Initial evaluation will be performed by the program chair followed by review and discussion of the data by the members of the assessment team. Suggestions for improvement will be discussed and a plan developed.

This team will include faculty teaching program courses and full-time and adjunct faculty in the BS degree program.

What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?

An initial meeting will be needed to review the current evaluation tools and revise them to more clearly assess the intended outcomes. At the same time, the importance of consistency in completing the evaluation tools will be discussed.

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

Data will be compiled, evaluated and ready for analysis by mid-summer. Results will be discussed among the assessment team, early in the fall semester.

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

Assessment reports will be distributed to the team members well before the scheduled meeting to provide time for review. Questions and concerns will be addressed before or during the meeting.

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

Results from Employer surveys can be correlated to related items to determine if these perceptions are consistent with the data collected before the students complete the program.

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)?

Faculty from the AS degree in Radiography and faculty from the Cardiopulmonary Sciences BS degree will be included since each of these programs is involved with the RIS program.

How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?

Assessment results will be discussed throughout the year at routine faculty meetings and presented annually at the Program advisory committee meeting.

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)	NA		
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)	NA		
Draft assessment plan is revised to reflect input	NA		
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum (http://valenciacollege.edu/faculty/forms/voterlists/)	NA		

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)? NA
What changes to the common course outlines, if any, need to be considered? NA
What do the results of this assessment plan suggest about changes / improvements to the program assessment process? NA
Individual(s) Responsible leading the implementation of recommendations NA
Stakeholders Impacted by the recommendations for improvement NA