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- DIAGNOSTIC MEDICAL SONOGRAPHY				
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.				
Barbara Ball	**West**	bball@valenciacollege.edu	**1191**	**4-44**
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.				
Linda Shaheen	**West**	lshaheen@valenciacollege.edu	**1143**	**4-44**
Suda Amodt	**Wet**	sudaamodt@yahoo.com	**1191**	**4-44**

---

[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 <u>the blue shaded areas</u> 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? Clinical Coordinator collected the data. Together we compiled the information.
2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed? Data is collected at the end of the Spring semester. This year 9 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? Results were well above acceptable, which is a good indicator that this outcome is being met. These results were expected since we address professional behavior throughout the program.
4. What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student activity <u>over the next year</u>? (Please use the following page if you need more space for your response.) Would like to monitor and look at the results for several classes to determine if there are changes in professional behavior from year to year.
5. What changes, if any, will be made to the common course outlines, the catalog, etc. None at this time.

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. We will be reviewing the questions to determine if some modifications need to happen for better clarification.
Please include the name of the person completing this page and your program: Barbara Ball, Program Chair of the Diagnostic Medical Sonography Program

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 <u>over the next year</u>?
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:
Diagnostic Medical Sonography

Targeted Program Learning Outcome(s) (How many will you be assessing this coming year?): Two Assessments this year.	**Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:** SON 2834L Clinical Sonography IV
Provide a safe environment in the healthcare setting. Execute safe clinical decision making in medical imaging.	**Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:** Each student will provide a safe environment for patients. Each student will make clinical decisions on the technical set up in order to optimize images so that they are diagnostic.
Performance Indicators for the Program Learning Outcome(s) selected: Senior Clinical Performance Student Evaluation	**Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:** Assigned clinical area is kept clean. Clean equipment between patients. Appropriate technical set-up of ultrasound machine.
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):
Performance evaluations and clinical observation

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):

Senior Clinical Performance Evaluation is obtained upon completion of a clinical rotation. Each students received at least 3 of these each semester.

Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):

Implementation Process

Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)? Students are made aware of the importance of the assessment process. After completion of rotation, clinical evaluations are gone over with the students.
How will student artifacts or data associated with student performance be collected? Collected from evaluator and summarized in a spread sheet.
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? All student's evaluation data is used.
How will information about faculty / staff participation in the assessment project be communicated? The information will be communicated at staff meeting and at Advisory Meeting.
Who will be responsible for coordinating the collection of student artifacts? Clinical Coordinator
At what point in the academic year / semester will the student artifacts be collected? End of Spring Term

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

When will student artifacts be assessed / evaluated? Summer Semester
Which faculty or staff from the program/discipline will evaluate student artifacts? Program Chair
What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected? N/A
When will the results / data associated with the assessment plan be analyzed? Summer Semester
What are your predictions regarding student performance? (What do you expect to see when you analyze your results?) I expect to see Competent or Outstanding results.
What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan? No extra training needed. We do this throughout the program.

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

I want to look at the clinical sites and see if there is a pattern to how they assess. One site in particular always give the highest category so the results from them may be left out of the collected data or provide a footnote.

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)?

Division Faculty and Advisory Board Members

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

Advisory Board 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)**			
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)			

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/)			

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