

# Valencia Community College

---

## ***Program Learning Outcomes Assessment Plan***

The following plan was developed by Comp I faculty during Destination 2009 for implementation during the 2009-2010 academic year.

- Program Area: ***General Education***
- Discipline (for plans within General Education): **English**
- Planning Team Members:
  - **Marilyn Currall**
  - **Chris Borglum**
  - **Jayanti Brand**
  - **Christina Hardin**
  - **Sara Melanson**
  - **Anastasia Bojanowski**
- Collegewide Implementation Team Member (Working in collaboration with the Learning Evidence Team) – **Christina Hardin**
- Program Learning Outcome Selected for Assessment: **Communication skills: Engage in effective written communication**
  - Performance Indicators:
    - **Organize details that support a thesis statement**
    - **Substantiate main points adequately with relevant and sufficient support**
    - **Demonstrates competent use of diction, sentence structures, grammar and mechanics**
    - **See attached Rubric (to be revised)**
- Targeted Course(s): **ENC1101**
  - Common Course Outline
    - **The Common Course Outline for ENC1101 was completed on 7/24/2006 and was due for revision on 7/24/2008.**

- Common Course outlines are reviewed on a 2-year cycle.
- Changes to course level outcomes as a result of program outcomes assessment must be reflected in the faculty approved common course outline
- Targeted Course Level Outcome:
  - **Students demonstrate college-level writing**
  - **Compose essays in various rhetorical modes**
  - **Utilize conventions of standard American English**
  - **Demonstrate competence in research and documentation**
- Description of Proposed Common Assignment: **2<sup>nd</sup> half of Semester, out-of-class, typed essay**
  - **Having an assignment from the second half of the course allows us to assess students after some instruction in college-level writing has been provided, giving us a better gauge of the value of our instructional practices.**

➤ Implementation Timeline / Plan:

- **Discipline coordination / preparation in Fall 2009**
- **LET Rubric for Written Communication – revision and dissemination**
- **Determination of random sample by Institutional Research and Institutional Assessment Offices in January 2010**
- **Notification of impacted faculty in early February**
- **Collection of randomly sampled student papers – end of Spring term 2010**
- **Holistic scoring of sampled papers and faculty discussion – May 6, 2010**

➤ Sampling Procedure

- **See attached sampling procedure**

➤ Identified Faculty Development / Support Needs

- **Dissemination of results from Spring Learning Day 2009 Composition Grading Session**

➤ Attachments:

- **General Education Student Learning Outcomes**
- **Informed Consent statement to be included in all Syllabi**

- **Sample sampling process**
- **Rubric (to be revised)**

## General Education Student Learning Outcomes

*The general education program at Valencia is an integral part of the A.A. Degree program and is designed to contribute to the student's educational growth by providing a basic liberal arts education. A student who completes the general education program should have achieved the following outcomes:*

**Cultural and Historical Understanding:** Demonstrate understanding of the diverse traditions of the world, and an individual's place in it.

**Quantitative and Scientific Reasoning:** Use processes, procedures, data, or evidence to solve problems and make effective decisions.

**Communication Skills:** Engage in effective interpersonal, oral, and written communication.

**Ethical Responsibility:** Demonstrate awareness of personal responsibility in one's civic, social, and academic life.

**Information Literacy:** Locate, evaluate, and effectively use information from diverse sources.

**Critical Thinking:** Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines.

## Participant Informed Consent Form

*(Informed consent forms to be included in all General Education syllabi starting Spring 2010)*

Research is being conducted to assess General Education Program student learning outcomes. Student work will be collected at random from students enrolled in General Education courses each academic term. Your instructor may be asked to submit an article of work that you have completed during the course of the semester. Your identification will be removed from the work so as to preserve your anonymity and confidentiality. The work will then be scored holistically using a rubric. Those results will be used to improve instruction not to assess you as an individual student. You will not be asked to do anything outside of your normal class assignments and this assessment is completely separate from and will have no effect upon your class average or final course grade. There are no identifiable risks to you. The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify you. Research records will be stored securely and only researchers will have access to the records. All information is subject to the Family Educational Rights and Privacy Act (FERPA) of 1974, which is designed to protect the privacy of educational records.

Your participation in this study is totally voluntary and you may withdraw at any time without negative consequences. To withdraw at any time during the study, simply ask your instructor not to submit any of your work.

Please feel free to contact Roberta Brown (407-582-3421) or Kurt Ewen (407-582-3413) if you have any questions about the study. Or, for other questions, contact the Chair of Valencia's Institutional Review Board at [irb@valenciacc.edu](mailto:irb@valenciacc.edu).

I am at least 18 years of age and not requesting exclusion from the study constitutes my informed consent.

***You will be given a copy of this information to keep for your records.***

**Methodology for Simple Random Sampling of Students**

Using a computer program written in SAS, a statistical software package, a simple random sample of students can be chosen from the population of students currently enrolled in a particular course or courses. The sample of students, although chosen at random, can be selected to intentionally mimic the college enrollment in terms of particular variables. The sample size is determined based upon the total number of students in the target population and the assessment tool that is being used (rubric, etc.). Specifics may vary and the results will look different based upon the assessment but will follow the ENC 1101 model. An example is provided below (Fall 2007):

\*\*\*\*\*

There were 4,529 students enrolled in ENC 1101, ENC 1101H, and IDH 1110 and a sample size of 115 students was used. This sample size was determined using a margin of error of  $\pm .20$  (5% of the scale – a 4 point rubric) and a confidence level of 95%. The sample size for a population size of 4,529 should be 98. However, from 200310 to 200630, the college-wide withdrawal rate for all courses (W only, not including WP or WF) ranged anywhere from 10.33% to 15.44%. So in preparation for a potential loss of selected students (due to withdrawal), the population was oversampled (115 as opposed to the suggested 98). The sample of students intentionally mimics the college enrollment in terms of the following: campus of enrollment, day/evening (time of day course is offered), Full-time/Part-time (employment status of instructor), Online/Traditional (delivery method). The percentages for the population and the sample are listed below.

	<b><u>Original</u></b>	<b><u>Sample</u></b>
<b><u>#of Students:</u></b>	4529	115
<b><u>Campus breakdown:</u></b>		
East	34 .38%	33.04%
Osceola	24.09%	22.61%
West	35.15%	35.65%
Winter Park	6.38%	8.70%
<b><u>Timing breakdown:</u></b>		
Day	77.22%	74.76%
Evening	22.78%	25.24%
<b><u>Delivery breakdown:</u></b>		
Hybrid	1.10%	1.74%
Onsite	93.42%	90.43%
Online	5.48%	7.83%
<b><u>FT/PT breakdown:</u></b>		
Full-Time	55.73%	56.52%
Part-Time	42.02%	40.00%
Not assigned	2.25%	3.48%

# Rubric for the Assessment of Written Communication

Indicators of Effective Writing	Levels of Achievement			
	Beginning	Developing	Competent	Accomplished
<b>Meaning &amp; Development:</b> ideas, examples, reasons & evidence, point of view	<b>Inappropriate</b> No viable point of view; little or no evidence; weak critical thinking; providing inappropriate or insufficient examples, reasons, or other evidence of support	<b>Appropriate</b> Develops a point of view, demonstrating some critical thinking; may have inconsistent or inadequate examples, reasons, & other evidence of support; support tends towards general statements or lists	<b>Effective</b> Develops a point of view & demonstrates competent critical thinking; enough supporting detail to accomplish the purpose of the paper	<b>Insightful</b> Ideas are fresh, mature & extensively developed; insightfully develops a point of view & demonstrates outstanding critical thinking
<b>Organization:</b> focus, coherence, progression of ideas, thesis developed	<b>Lacking Structure</b> Disorganized & unfocused; serious problems with coherence and progression of ideas; weak or non-existent thesis	<b>Mostly Structured</b> Limited organization & focus; may demonstrate some lapses in coherence or progression of ideas; generally, neither sufficient nor clear enough to be convincing	<b>Structured</b> Generally organized & focused, demonstrating coherence & progression of ideas; presents a thesis and suggests a plan of development which is mostly carried out	<b>Perceptively Structured</b> Thesis presented or implied with noticeable coherence; provides specific & accurate support
<b>Language:</b> word choice, & sentence variety	<b>Inadequate</b> Displays frequent & fundamental errors in vocabulary; sentences may be simplistic and disjointed	<b>Adequate</b> Developing facility in language use, sometimes uses weak vocabulary or inappropriate usage or word choice; sentence structure tends to be pedestrian & often repetitious	<b>Proficient</b> Competent use of language and sometimes varies sentence structure; generally focused	<b>Sophisticated</b> Choice of language & sentence structure; precise & purposeful, demonstrating a command of language and variety of sentence structures
<b>Conventions:</b> grammar, punctuation, spelling, paragraphing, format	<b>Distracting</b> Errors interfere with writer's ability to consistently communicate purpose; pervasive mechanical errors obscure meaning; inappropriate format	<b>Fundamental</b> Errors interfere with the writer's ability to communicate purpose; contains an accumulation of errors; some weakness in format	<b>Controlled</b> Occasional errors do not interfere with writer's ability to communicate purpose; generally appropriate format	<b>Polished</b> Control of conventions contribute to the writer's ability to communicate purpose; free of most mechanical errors; appropriate format

This rubric is intended for use in the assessment of student achievement at the institutional level. It can also be used as a guide for development of rubrics to measure writing at the program, course and section levels. Please send your comments and suggestions about this rubric to Kurt Ewen, LET Co-chair [kewen@valenciac.edu](mailto:kewen@valenciac.edu). Based on CLAST & SAT Writing Rubrics. For more information <http://valenciac.edu/learningevidence/>