

# Valencia Community College

## Program Outcomes Assessment Plan- Destination 2009

Discipline or Program Area: <div style="text-align: right; margin-left: 300px;">           New Student Orientation/            Student Affairs         </div>	
Group Members Present: <div style="text-align: center; margin-left: 100px;">           Kathleen Marquis            Melanie Price            Ed Holmes         </div>	
Based on Course Level Outcomes (or current program offerings) in your area (i.e., Common Course Outlines), which Student Learning Outcome (SLO) will be the focus of your program level assessment plan?	Targeted Course Level Outcomes (Identify those course outcomes with the greatest potential to contribute to program learning outcomes assessment): <ol style="list-style-type: none"> <li>1. Students will be able to interpret placement based on SAT/ACT/CPT/LOEP.</li> <li>2. Students will create a schedule and register for first term through atlas.</li> <li>3. Students will be able to apply information found in the catalog.</li> <li>4. Students will be prepared to generate a specific degree plan in My Education Plan.</li> </ol>
<i>Note: SLOs at the program level describe the critical learning outcomes students should be able to demonstrate as a result of completing the program of study.</i>	Articulate the Program Level Student Learning Outcome that will be the focus of your assessment plan (Program Outcomes should be articulated in a way that transcends discipline specific language or expectations): <p style="margin-left: 20px;"> <b>Critical Thinking:</b>            Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines.         </p>
Which courses or program offerings will be the target of your assessment plan? What is the basis of this decision?	
New Student Orientation	

<p>Performance indicators: What measurable behavior or performance will you be looking for from your students?</p> <p><i>Note: Performance indicators provide a more specific picture of ability. They define and clarify the level and quality of performance necessary to meet the requirements of the learning outcome.</i></p>	<p>Performance Indicator:</p> <p>Students will register for appropriate first term classes based on placement scores</p>
	<p>Performance Indicator:</p> <p>Students will register for at least one class before leaving orientation.</p>
	<p>Performance Indicator:</p> <p>Students will be able to successfully follow a sequence of courses from term to term</p>
	<p>Performance Indicator:</p> <p>Students will create at least one education plan through Atlas within first two terms at Valencia.</p>
<p>In your discipline or program area, what kind of common assignment / activity would allow a student to demonstrate competence based on the indicators listed above?</p> <p>Find degree/transfer plan in catalog (assessed with Planning Guide survey question #2)</p> <p>In-class activity with a sample Education Plan (assessed with Pre and Post survey question #4)</p> <p>Build first term schedule (assessed with Planning Guide survey question #1)</p> <p>Register for class(es) in orientation (can be observed through Banner SFASTCA)</p> <p>Suggested outside assignment: Create an MEP</p>	
<p>Information Needs (please identify those areas where you need more information to complete your assessment plans):</p> <p>How can we increase the accuracy of the MEP program (for example, AA-Pre majors switched to Transfer Plan)?</p>	

## Pre-Orientation Quiz for

# New Student Orientation

1. My understanding of placement scores (SAT, ACT, CPT, LOEP) and course placement is:
  - a) I took a placement test, but I don't know the result and I am unsure how this will affect me.
  - b) I know my placement scores, but I'm still unsure of what they mean.
  - c) I am aware of my placement scores and know that I can re-test, but I'm not sure how to do so.
  - d) I understand my placement scores and recognize whether or not I should pursue retaking the placement test.
  
2. When I think about creating my first term schedule and registering for my classes:
  - a) It really confuses me and I wish someone would do it for me.
  - b) I will be okay, as long as I register for whatever they tell me to in orientation.
  - c) I am looking forward to it. If I do not understand, I will ask questions along the way. I will also make sure to keep everything from my orientation.
  - d) It might be something new, but I feel comfortable. I have people that I can go to if I have questions. I know where to get the information, and I understand that I can make changes along the way.
  
3. Which statement best describes your knowledge of the college catalog:
  - a) I don't know where to find the catalog or what it contains.
  - b) I have a good idea of what is in the catalog, but I'm not sure how to navigate it.
  - c) I know there is important information in the catalog and I can locate most of it.
  - d) I know the catalog contains a lot of important information about Valencia and it is a very helpful tool in planning out my educational journey.
  
4. To have a full plan mapped out of what classes to take:
  - a) Does not really interest me.
  - b) Sounds like a good idea, but seems like it could be hard to do.
  - c) Sounds like a good idea, but I would need help from someone who could plan it for me.
  - d) Sounds like a good idea. My goal would be to make a plan that I could adapt as I go along and that I can get feedback on from an advisor.

Rubric for Student's THINK indicator of analyzing information: data, ideas, or concepts within

# New Student Orientation

INDICATORS > OUTCOMES	Beginning	Developing	Competent	Accomplished
Interpretation of Scores (Beginning level outcome)	Does not understand the importance of testing in relation to course placement and is unaware of test results.	Is aware of placement scores achieved, but cannot identify placement in relation to classes and is not aware of potential to retest.	Understands how scores impact course placement and recognizes that retesting may be an option (but cannot list requirements to retest).	Connects test scores to placement. Able to make an informed decision whether or not to retest. Knows how to implement the procedures to do so, and can evaluate whether or not it is in his/her best interest to retest.
Registration (Developing level outcome)	Assumes that registration for classes is dependent on staff assistance. Mistakenly concludes that they do not have the ability to register on their own.	Knows that registration is done through Atlas. Registration is attempted, but may experience difficulty, to the point of having to seek out assistance to complete registration.	Registration is completed with minimal to no assistance. However, schedule constructed may not represent a balanced plan of courses.	Registration completed without outside assistance. A balanced and accurate schedule of courses is constructed based on courses that are compliant to the degree being sought.
Application of catalog (Competent level outcome)	May have little to no exposure to the catalog, and exhibits an inability to locate basic information such as degree requirements, course descriptions, and/or deadlines.	Understands information introduced within the catalog such as basic policies and the differences between AA and AS degrees. Can locate other information with prompting. Expresses uncertainty when it comes to course sequencing.	Demonstrates an understanding of most policies, prerequisites, and course sequencing. May exhibit some confusion as to when certain information is pertinent.	Easily locates information within the catalog and makes appropriate informed course choices. Refers and employs appropriate catalog information when making educational decisions.
My Education Plan (Accomplished level outcome)	Unclear/unaware of the value of creating a LifeMap My Education Plan (MEP).	Has completed or attempted an MEP, with inaccuracies. Does not seek assistance.	Accurate, complete plan, based on degree, but course selection may not be well-balanced. Seeks advising either in-person or on-line.	Precise, accurate, well-balanced MEP. Reviews plan with an advisor. Updates MEP on a regular basis. Plan reflected in class registration from term to term.