

Program Learning Outcome Assessment Plan Template

General Information

Academic Year of Implementation: 2010 – 2011

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

Speech (SPC 1608, Fundamentals of Speech)

Planning Team:

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
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Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
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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*: 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.

Learning Outcomes and Performance Indicators

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: General Education (Speech)	
Targeted Program Learning Outcome: Critical Thinking	Targeted Course(s), Co-Curricular Program or Student Activity associated with the with the Academic Program: Fundamentals of Speech, SPC 1608
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity indentified above: Execute extemporaneous persuasive message
Performance Indicators for the Program Learning Outcome(s) selected: 1.) Analyzing information: data, ideas or concepts 2.) Presenting multiple solutions, positions or perspectives 3.) Synthesizing ideas into a coherent whole	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: 1.) Defend position with credible evidence and reasoning 2.) Balance variety of perspectives and acknowledge opposing views 3.) Use an effective organizational pattern to achieve the persuasive goal
Assessment Method (What assessment method - written assignment, speech, test, etc. - will you use to assess student ability related to the program / course outcomes selected): Persuasive Speech	
Description of the Proposed Common Assessment Method (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 protect faculty freedom to design the delivery of course content): All speech students are required to execute an extemporaneous persuasive message	
Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): Critical Thinking Checklist (see attached document)	

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Implementation Process

Approval Process

Activities Associated with the Approval of Assessment Plans	Date	Person Responsible
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline		
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received		
Draft assessment plan is revised to reflect input		
Current voter eligibility list for curriculum will be used to vote on draft assessment plan		

Faculty Development Needs Associated with the Proposed Common Assessment

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Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent)?	
How will student artifacts or data associated with student performance be collected?	

<p>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 samples will include campus, contract status of the instructor, mode of delivery)?</p>	
<p>How will information about faculty / staff participation in the assessment project be communicated?</p>	
<p>Who will be responsible for coordinating the collection of student artifacts?</p>	
<p>At what point in the academic year / semester will the student artifacts be collected?</p>	

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

<p>When will student artifacts be assessed / evaluated?</p>	<p><i>Learning Day 2011 is scheduled for February 11, 2011 Assessment Day 2011 is scheduled for May 5, 2011</i></p>
<p>Which faculty or staff from the program/discipline will evaluate student artifacts?</p>	
<p>What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?</p>	
<p>What training / preparation / information will faculty or staff need in order to analyze the results / data associated with this assessment plan?</p>	

What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?	
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)?	
How will the assessment results be disseminated to stakeholders ?	<i>Faculty, Staff, Advisory Boards, etc.</i>

Improvement Plan

Use of Assessment Results

What do the results of this assessment plan suggest about changes / improvements needed within the curriculum (targeted course(s), co-curricular program or student activity) ?	
What changes to the common course outlines, if any , need to be considered?	
What do the results of this assessment plan suggest about changes / improvements to the program assessment process?	