

Critical Thinking - Education Planning for the Associate in Arts Degree

Program Learning Outcome Assessment

General Information

Academic Year of Implementation: 2011 – 2012

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

Student Affairs

Planning Team:

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
Ed Holmes	East	eholmes@valenciacollege.edu	2022	3-15
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
Jocelyn Morales	East	jmorales42@valenciacollege.edu	2580	3-15
Catherine Espenscheid	West	cespenscheid@valenciacollege.edu	1654	4-20
Steve Tullo	East	htullo@valenciacollege.edu	2099	3-15
Danielle Boileau	East	dboileau@valenciacollege.edu	2932	3-15
Tullio Bushrui	West	tbushrui@valenciacollege.edu	1126	4-10

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: Student Affairs	
Targeted Program Learning Outcome: Critical Thinking: Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines.	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: Education Plan for an AA degree
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Students will develop an educational plan suitable for their AA degree requirements.
Performance Indicators for the Program Learning Outcome(s) selected: <ul style="list-style-type: none"> Identify appropriate resources (Catalog, Atlas, LifeMap, etc.) available to formulate realistic education plan Apply knowledge of Valencia AA degree program requirements and transfer institution requirements 	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: <ul style="list-style-type: none"> Identify specific courses needed to complete an AA degree Determine appropriate sequence of courses and course load per term List courses that are required for a specific major to transfer Establish expected graduation date
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): Complete an education plan for the AA degree before review by advisor/counselor.	
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): An education plan that is consistent with AA degree requirements.	
Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): An education plan review checklist (see attached document).	

Implementation Process

Approval Process

Activities Associated with the Approval of Assessment Plans	Completion Date	Person Responsible	Action taken
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline	10/7/11	Ed Holmes	Team met and drafted up plan. Email sent: Adrian Manley amanley3@valenciacollege.edu Alma Telleria atelleria@valenciacollege.edu Bliss Thompson bthompson@valenciacollege.edu Catherine Espenscheid cespenscheid@valenciacollege.edu Celeste Henry chenry19@valenciacollege.edu Chris Klinger cklinger@valenciacollege.edu Danielle Boileau dboileau@valenciacollege.edu Ed Holmes eholmes@valenciacollege.edu Gloria Hines ghines@valenciacollege.edu Jocelyn Morales jmorales42@valenciacollege.edu Linda Firmani lfirmani@valenciacollege.edu Michelle Paswaters mpaswaters@valenciacollege.edu Remy Ansiello ransiello@valenciacollege.edu Steve Tullo htullo@valenciacollege.edu Tullio Bushrui tbushrui@valenciacollege.edu
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received	10/27/11	Ed Holmes	Meeting in person on Winter Park campus with counselors. Went over suggested changes per email conversations and changes approved.
Draft assessment plan is revised to reflect input	11-1-2011	Ed Holmes	Made necessary changes during 10/27/11 meeting. Reviewed plans with Deans of Students and Assistant VP of Student Affairs.
Current voter eligibility list for curriculum will be used to vote on draft assessment plan	na	na	See Student Affairs Improvement Process flowchart

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Collection of Student Artifacts

<p>What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?</p> <p>none</p>
<p>How will student artifacts or data associated with student performance be collected?</p> <p>Advisors and Counselors will collect samples of completed AA education plans after review.</p>
<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?</p> <p>Students who have self-selected to have their plans reviewed.</p>
<p>How will information about faculty / staff participation in the assessment project be communicated?</p> <p>E-mail and face-to-face communication.</p>
<p>Who will be responsible for coordinating the collection of student artifacts?</p> <p>Ed Holmes</p>
<p>At what point in the academic year / semester will the student artifacts be collected?</p> <p>December 1, 2011 - January 31, 2012</p>

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

<p>When will student artifacts be assessed / evaluated? March 2012 Counselor Meeting/results shared at larger division meetings.</p>
<p>Which faculty or staff from the program/discipline will evaluate student artifacts? Counselor team.</p>
<p>What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected? Inform staff to begin collecting samples of completed AA education plans during indicated time-frame.</p>
<p>When will the results / data associated with the assessment plan be analyzed? March 2012 Counselor Meeting.</p>
<p>What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan? Counselors need to be familiar with checklist.</p>
<p>What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan? Unknown at this time.</p>
<p>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)? Answer Center, Career Program Advisors, Office for Students with Disabilities, Career Center, Atlas Lab, Dean of Students</p>
<p>How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)? Discussion at division meeting, e-mail distribution.</p>

Improvement Plan and the 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?