

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

(Items Highlighted in red require primary attention in the planning process – not all highlighted areas need to be completed):

Education

Planning Team:

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
Dr. Yasmeen Qadri,	East	yqadri@valenciacollege.edu	2624	3-29
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
Dr. Rhonda Atkinson,	West	Ratkinson3@valenciacollege.edu	1220	4-32
Prof. Susan Dunn	Winter Park	Sdunn18@valenciacollege.edu	6871	5-1

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

<p>Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: Education</p>	
<p>Targeted Program Learning Outcome: Theoretical and Practical Understanding of Educational Concepts: To link educational theory to practice</p>	<p>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: EDF 2005 Introduction to the Teaching Profession</p>
	<p>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Students will apply disciplinary knowledge, skills and values to educational and career goals through observing and reflecting on real-world classroom experiences</p>
<p>Performance Indicators for the Program Learning Outcome(s) selected: Students will have a foundation of theoretical concepts for understanding contextually-specific and authentic classroom practice</p>	<p>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: Students will complete 15 hours of classroom observations in approved educational settings Students will reflect on observations in the context of concepts of educational theory and practice</p>
<p>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): Portfolio of field observations</p>	

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):

The portfolio contents will include descriptions of and reflections on field experiences in terms of course content. It will also include various artifacts/samples of teaching tools necessary for effective teaching (lesson plans, classroom management, samples of communication, etc)

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

Portfolio contents may be submitted in hard copy or electronic format.

Implementation Process

Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?

Students need to be aware that the 15 hours of observations needed for the portfolio are state requirements. Students that do not complete the required 15 hours will not pass the course.

How will student artifacts or data associated with student performance be collected?

Students must submit documentation of each hour of completed observation time by getting the signature of the classroom teacher who is observed. Each student submits the student verification form/documentation in addition to the print or electronic portfolio contents.

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?

The sample should include students from each campus as well as students who are enrolled in various modes of classroom instruction (f2f, online, hybrid).
How will information about faculty / staff participation in the assessment project be communicated? email
Who will be responsible for coordinating the collection of student artifacts? Discipline chair on each campus.
At what point in the academic year / semester will the student artifacts be collected? At end of Spring term.

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

When will student artifacts be assessed / evaluated? Every semester at end of term.
Which faculty or staff from the program/discipline will evaluate student artifacts? Course instructor that teaches the section.
What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected? Faculty will get a handbook of policies and procedures pertaining to the course and field experience requirements at the beginning of the academic

year. Once a semester faculty meetings will be organized on each campus and/or campus wide in order to provide support and FAQ to ensure that each faculty member is following the course standards.

When will the results / data associated with the assessment plan be analyzed?

Following spring data collection

What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?

Discipline chairs at each campus will maintain contact with the Florida Department of Education and 4-year colleges in order to determine if field experiences meet state requirements and prepare students for transfer into a 4-year program.

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

The Florida State Department of Education is developing a statewide assessment tool which will track the performance of practicing classroom teachers back to their educational institutions, the courses they took, and the faculty who taught their specific sections of the courses.

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)?

Chair and Co-Chair of Valencia Curriculum Committee; Faculty partners at 4-year institutions

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

Email report

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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) / Directors (for Librarians) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan.

Dean / Director East / Winter Park Campus	Signature
Dean / Director Osceola / Lake Nona Campus	Signature
Dean / Director West Campus	Signature

Improvement Plan and the Use of Assessment Results (To be completed after the implementation of the initial Assessment Plan and the review of student artifacts)

What do the results of this assessment plan suggest about changes / improvements needed within the curriculum (Specific recommendations for improvement, 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?

Individual(s) Responsible leading the implementation of recommendations

Stakeholders Impacted by the recommendations for improvement

DRAFT