

# Program Learning Outcome Assessment Plan Template

## General Information

Academic Year of Implementation: 2011 -2012

**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):

Allied Health

**Planning Team:**

<b>Planning Team Leader(s)<sup>1</sup></b>	<b>Campus</b>	<b>E-mail Address</b>	<b>Phone Extension</b>	<b>Mail Code</b>
Beverly Bond	West	<a href="mailto:bbond@valenciacollege.edu">bbond@valenciacollege.edu</a>	1834	4-44
<b>Planning Team Members<sup>2</sup></b>	<b>Campus</b>	<b>E-mail Address</b>	<b>Phone Extension</b>	<b>Mail Code</b>
Julie Wince	West	<a href="mailto:jwince1@valenciacollege.edu">jwince1@valenciacollege.edu</a>	1868	4-44
Susan Gosnell	West	<a href="mailto:sgosnell@valenciacollege.edu">sgosnell@valenciacollege.edu</a>	1433	4-44

<sup>1</sup> 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*

<sup>2</sup> 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

<b>Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:</b>	
Radiography	
<b>Targeted Program Learning Outcome:</b>	<b>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:</b>
Perform effective communication skills within the healthcare environment.	RTE 2844L Radiographic Clinical Education V
	<b>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:</b>
	Each student will be able to effectively interact with patients, physicians, and members of the healthcare team.
<b>Performance Indicators for the Program Learning Outcome(s) selected:</b>	<b>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</b>
Each student will verify patient's identity. Each student will be able to obtain patient's clinical history. Each student will be able to explain the procedure to the patient. Each student will inquire about pregnancy Each student will be able to communicate with the physicians and healthcare team with oral and written summary of procedure.	Student will introduce self to patient. Student will be able to determine correct patient. Each student will be able to obtain accurate patient history. Each student will inquire about pregnancy.  Each student will be able to verbally communicate with the healthcare team regarding the patient's procedure.
<b>Common Assessment</b> (What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected): Performance/Clinicals	
<b>Description of the Proposed Common Assessment</b> (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): Senior Clinical Performance and Competency form	

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

Clinical Competency form – Section B, Item 1 - 5  
Student Evaluation form - #17, #19

## Implementation Process

### Collection of Student Artifacts

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

N/A

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

Collect from evaluator and summarized in a spread sheet

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?

N/A All student data will be collected

How will information about faculty / staff participation in the assessment project be communicated?

In service training, staff meetings e-mail

Who will be responsible for coordinating the collection of student artifacts?

Clinical Coordinator

At what point in the academic year / semester will the student artifacts be collected?

End of the spring semester

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

When will student artifacts be assessed / evaluated?

Summer term

Which faculty or staff from the program/discipline will evaluate student artifacts?

Program Chair and Clinical Coordinator

What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?

N/A

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

Summer term

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

N/A

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

**Approval Process**

<b>Activities Associated with the Approval of Assessment Plans</b>	<b>Completion Date</b>	<b>Person Responsible</b>	<b>Results</b>
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)	July 2010	Beverly Bond	2010 Destinations
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)	August 25, 2011	Wendy Dew	Clarification of Outcome Assessments forms and timeline

Draft assessment plan is revised to reflect input	October 11, 2011	Penny Conner, Dean and all of Radiography staff	Discussion and fine tuning at staff meeting
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum ( <a href="http://valenciacollege.edu/faculty/forms/voterlists/">http://valenciacollege.edu/faculty/forms/voterlists/</a> )	October 31, 2011		

## 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 Penny Conners	Signature <i>Penny Conners</i>

## 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