End of the Academic Year 2012-2013 – End of This Cycle

Results & Improvement Plan for Next Year

The template has 9 pages. Please return this completed form with the dean signatures or their E-mail approval(s) copied & pasted in at the end.
by **May 10, 2013** to Jessica King in the Valencia Institutional Assessment (VIA) Office (jking84@valenciacollege.edu.)
Please see the VIA website for this form, your plans, and related materials: www.valenciacollege.edu/via --> left tab LOA)

If you are working on several programs please submit a template for each one; each labeled for the specific program.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area				
Planning Team Leader(s)[1]	**Campus**	**E-mail Address**	**Phone Extension**	**Mail Code**
Note from Planning Team Fall 2011: Please note, with respect to the designation of Planning Team Leaders: The Planning Team came to a consensus that Planning Team Leaders should include representation from each of the three major campuses (East, Osceola, and West). Those selected, or volunteering, for the role of Planning Team Leader are to be a non-tenure track full time faculty members (tenured or four-month). It was the determination of the Planning Team that tenure-track faculty should be encouraged to concentrate on the completion of their ILP.				
Liza Schellpfeffer	**East**	lschellpfeffer@valenciacollege.edu	**X 2731**	**3-20**
Tina Tan	**West**	Ctan1@valenciacollege.edu	**X 5679**	**4-11**
Planning Team Members[2]	**Campus**	**E-mail Address**	**Phone Extension**	**Mail Code**
The Planning Team came to the consensus that all tenured, tenure-track, and full-time four-month faculty are considered members of the planning team. As the work being conducted for these Assessment Plans impacts all tenured and tenure-track faculty, they all should play an active role in the work being conducted.				
None				

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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.

[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: College-wide 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: College-wide 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.

Six Items Documenting Results

Please fill in <u>the blue shaded areas</u> with brief sentences. A second page is provided for longer comments.

Documenting the Assessment Process

1. In a sentence or two, what did you do and who was responsible for coordinating the collection of student artifacts / data?

   There was college-wide collection of student oral presentation data from all speech faculty to establish a rubric that can be used for any oral communication discipline.

2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed?

   During Fall semester 2012, data from all students' most weighted speech was assessed. College-wide approx. 3,000 students were assessed.

Improvement Plan and Use of the Assessment Results – Next Year's Cycle

3. What were your results? (Please e-mail the data and copies of instruments when you submit this form if possible, for example rubric scores in an Excel sheet.) How did this compare with any predictions that you made in the Fall?

   See attached PowerPoint and rubric.
   Since we had previously done a leveling activity, the plan did affirm our prediction that the rubric is a reliable assessment tool.

4. What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student activity <u>over the next year</u>? (Please use the following page if you need more space for your response.)

   The implementation of some intervention tool to help improve understanding of supplemental materials which ties in to the Program Learning Outcome of information literacy.

5. What changes, if any, will be made to the common course outlines, the catalog, etc.

   It was agreed that SPC 1608 Common Course Outline will add communication apprehension as a Performance Indicator.

Next Steps – Planning for Next Year's Cycle— Academic Year 2013-2014 (see below for detailed planning)

6. What are your next steps – acting on the results? (These steps will guide others in the next cycle… moving the process forward.) If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.

    1. Gather a committee to decide how to design and develop the Intervention Tool for improve student learning of Supporting Materials. (Intervention Tools could take various forms. For example, Lib Guides, SoftChalk exercise, Wikipage, Webpage resource, video)
    2. Create a timeline for implementation of the Intervention Tool with appropriate distribution of pre- and post-tests. (Intervention Tool needs to include a component to address Information Literacy)
    3. Decide how the intervention tool will be disseminated to faculty to implement in their courses (in one course for each faculty).
    4. Provide training for faculty to use the Intervention Tool.
    5. Distribute assessment materials (including Intervention Tool, pre-test, post-test).
    6. Collect data.
    7. Analyze results by sending to Institutional Research.

    Please include the name of the person completing this page and your program:
    Liza Schellpfeffer, Tina Tan
    Speech Communications

See next page…

Additional Space for Comments Reporting on Prior Year (if needed)

3) *If you have additional comments for the following question, please share them here*: What were your results?

See attached Rubric and PowerPoint.

4) *If you have additional comments for the following question, please share them here:* What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student <u>over the next year</u>?

See above.

6) *If you have additional comments for the following question, please share them here:* What are your next steps – acting on the results? If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.

See above.

See next page….

Planning for AY 2013-2014 Learning Outcomes and Performance Indicators

Complete only the sections that apply to your work.

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

Targeted Program Learning Outcome(s) **(How many will you be assessing this coming year?):** Communication Skills: Oral Develop, organize, and support the verbal message. Observe ethical responsibilities by documenting sources. 1 course in the Fall for each Speech tenure/tenure track faculty will be assessed.	**Targeted Course(s), Co-Curricular Program or** **Student Activity associated with the Academic Program:** SPC 1608 SPC1608 (H)
	Targeted Outcome(s) within the Course(s), **Co-Curricular Program or Student Activity identified above:** Use and cite supporting materials for extemporaneous speech
Performance Indicators for the Program Learning Outcome(s) selected: Students will show and cite sources	**Performance Indicators for Outcome(s) within the** **Course(s), Co-Curricular Program or Student Activity selected:** Supporting Materials
External Standard(s) in the field or discipline (please contact Laura Blasi lblasi@valenciacollege.edu with any questions about this):	

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):
Pre-Test, Post-Test, Checklist of performance of research-based speech (informative or persuasive)

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)**:**

First, there will be a Pre-Test concerning students' knowledge of reputable sources and documentation prior to research-based speech. Second, students will watch intervention tool in the form of a video related to the subject. Third, Post-Test will be taken following the research-based speech.

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

Pre-Test and Post-Test
Effective use of supporting materials in student speeches
Common learning tool used among classes

Implementation Process

Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)? **Students will be told that they will take a pre-test and post-test**
How will student artifacts or data associated with student performance be collected? **Simple online survey for pre-test and post-test** **Checklist completed by faculty concerning student speeches**
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? **Faculty will select one class from their Fall roster to conduct the assessment**
How will information about faculty / staff participation in the assessment project be communicated? **E-mail the following: Cover letter introducing the current assessment project and a survey to establish departmental standards with regards to supporting materials, pre-test, post-test, link to the intervention tool, and a checklist to evaluate student speeches.**
Who will be responsible for coordinating the collection of student artifacts? **Oscar Cuan and Linda Anthon**
At what point in the academic year / semester will the student artifacts be collected? **At the closing of the Fall semester.**

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

When will student artifacts be assessed / evaluated?
Pre-Test collected by mid-semester of Fall 2014.
Checklist rating student performance and post-test conducted by the end of Fall 2014.
Results sorted and tabulated by Assessment Committee in Spring 2014.
Speech faculty will evaluate data on May 2014.

Which faculty or staff from the program/discipline will evaluate student artifacts?
Oscar Cuan and Linda Anthon

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

Speech faculty already have the training and preparation needed to assess presentations.

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

Assessment Day May 2014

What are your predictions regarding student performance? (What do you expect to see when you analyze your results?)

Significant gain in student knowledge and application from the pre-test to the post-test

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

What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan? **The data results will be a spring board to help Faculty determine other data that could be considered when assessing the 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)? **Librarians**
How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)? **Assessment Meeting, E-mails, Department Meetings.**

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) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan. Please copy and paste in E-mail approval (as applies) at the end of the document and then send the form complete to us or obtain, scan, and send handwritten signatures and then send.

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

Sign In Sheet for Assessment Day

Name	Dept.	Date	Event