

Start of the Academic Year 2012-2013

New Cycle Program Learning Outcomes Plan Template

Please use this form as you begin your planning cycle for the up-coming Academic Year. You will want to connect this work to the plan from the prior year and the long-term plan for your program. Please only fill out the sections relevant to your program. You do not have to fill out all sections of this form.

Please return by **October 1st** to Jessica King: jkings84@valenciacollege.edu

Please send questions to Laura Blasi, Director, Institutional Assessment lblasi@valenciacollege.edu

How this relates to your Program Improvement Plan: This “new cycle template” is where you and your colleagues describe the next phase of your plan to be accomplished in the 2012-2013 Academic Year. Use this template to describe what you plan to do to implement the plan for improvements (identified in spring of 2012) over this upcoming year and write out the next program outcome you and your colleagues will assess and your plan for accomplishing this over the next year.

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

1. What is your program name?

Communication - Speech

2. Does this academic year’s improvement plan (2012-2013) build on your work from last year (2011-2012)? If so, how... (1-2 sentences)

The 2012 Speech Assessment Plan will use the revised AACU rubric for oral communications program level assessment to assess the final extemporaneous presentation of every student in Fundamentals of Speech, SPC 1608 or SPC 1608H, during the 2012 fall term. In 2011, the assessment work focused on clarifying the rubric criteria descriptions and leveling the rubric with full time speech faculty.

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
Liza Schellpfeffer	East Campus	lschellpfeffer@valenciacollege.edu	x2731	3-20
Tina Tan	West Campus	Ctan1@valenciacollege.edu	x5679	4-11
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code

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; Student representation when possible.

Learning Outcomes and Performance Indicators

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:	
Communication / Speech	
Major finding from last year and related change, if any: The AACU rubric was agreed upon as a general education program level assessment tool for Informative Speeches and the Oral Communication competency.	
Services needed as a result of the finding (Student Learning Support, Faculty Development, etc.): N/A	
Targeted Program Learning Outcome(s) (PLOs) for this year:	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:
Develop, organize, and support the verbal message.	SPC 1608
Communication Skills: Oral	SPC 1608 (H)
Engage in effective oral communication.	
Is this a different outcome from the one reported last year? (yes /no) No	
Does this assessment for this year apply to more than one PLO? (yes /no) Yes	
National Standard(s): Oral Communication from AACU Essential Learning Outcomes- (see link) http://www.aacu.org/leap/vision.cfm (This could be specific to your field or focused on overall undergraduate competencies from a national organization. Contact Laura Blasi for examples / ideas. lblasi@valenciacollege.edu)	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Extemporaneous delivery of informative or persuasive speech.
Performance Indicators for the Program Learning Outcome(s) selected:	Performance Indicators for Outcome(s)

<p>Organization</p> <p>Language</p> <p>Delivery</p> <p>Supporting Material</p> <p>Central Message</p>	<p>within the Course(s), Co-Curricular Program or Student Activity selected:</p> <p>Organization</p> <p>Language</p> <p>Delivery</p> <p>Supporting Material</p> <p>Central Message</p>
--	--

Prediction (Given what you know about your students, how you expect them to perform? What do you expect to see? You will be able to compare your beliefs to the results that you receive at the end of this assessment cycle)

Students should be able to exhibit college level (level 3 on the rubric) public speaking skills (verbal and nonverbal). When Faculty evaluate the final speech assignment, we believe 40-50% of all students will demonstrate at least level 3 skills for all 5 criteria.

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:

Faculty will assess the speech presentation that counts the most towards the final grade during the 2012 fall term. A Scantron form (a simplified version of the rubric) has been developed to grade the learning outcomes: organization, language, delivery, supporting material and central message.

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:

Faculty will use an informative or persuasive extemporaneous speech assignment that has been researched and prepared. The assignment is the speech that counts the most towards the final grade in the course.

What is the approximate number of students that you expect to assess? (Please indicate “Do not know at this time” if that is the case)

The project will include between 3,500 and 4,000 students.

Implementation Process

Planning for Communication and the Collection of Student Artifacts / Data

1. When will faculty seek or receive feedback on the design of the assessment, the rubrics, etc.?

The AACU rubric design was discussed and adjusted during the 2011 Assessment project.

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

Faculty will complete a five item Scantron sheet by marking an X, based on the student performance, for 5 communication criteria: Organization, Language, Delivery, Supporting Material, Central Message

3. If student artifacts are to be collected based on a sample of students, what characteristics should the sample include?

All students in SPC 1608 and SPC 1608H are to be included in the sample.

4. What information needs to be communicated to students concerning the assessment process?

No special information, since the project assessment is an additional part of an already scheduled speech assessment.

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

An informational cover letter was sent to all Faculty with the Scantron rubrics for each class. Emails were sent to all Faculty to inform them the letters and Scantrons were being sent via inter-office mail.

6. Who will be responsible for coordinating the collection of student artifacts / data?

Liza Schellpfeffer (East and Winter Park campuses) and Tina Tan (West and Osceola campuses)

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

End of 2012 Fall term.

Evaluation of Student Artifacts and Analysis of Results: Understanding and Acting on the Impact of the Program (Program Level Assessment)

8. When will student artifacts be assessed / evaluated?

We will request that the Scantron sheets get run through the Scantron machines at the end of the fall term or at the beginning of the spring term. Once the data is in the machines, we will request the data to be sent to Institutional Research for processing. Speech Faculty will evaluate data in May 2013.

9. What is the expectation (if any) for student reflection / self-assessment (etc.) as part of this assessment?

There is no student reflection/ self-assessment tied to this larger assessment plan. It is typical for individual faculty to have students complete a reflection/ self-assessment within the class context.

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

Liza Schellpfeffer (East and Winter Park campuses) and Tina Tan (West and Osceola campuses)

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

Faculty teaching speech courses already have the training and preparation to assess speeches.

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

Assessment Day 2013, May

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

Unknown

14. Does this assessment relate to your assessment from last year (if so how...)? How is this assessment connected to your improvement plan?

The assessment project will help Speech Faculty determine the effectiveness of the rubric that can be used by any discipline for grading oral communication presentations.

15. **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.

16. **In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., General Education faculty)?**

General Education faculty

Approval / Implementation Process

Activities Associated with the Approval / Implementation of Assessment Plans	Person Responsible	Target Completion Date	Actual Completion Date
<p>For thought (you do not need to answer...)</p> <ul style="list-style-type: none"> • <i>Will current voter eligibility lists for the curriculum be used for any voting?</i> • <i>Will you have a group enroll in a related assessment methods workshop for credit or schedule your own sometime during the term? (See: http://valenciacollege.edu/faculty/development/coursesearch.cfm)</i> • <i>For A.S. programs – how does the 10/30/12 Viability meeting fit with your work?</i> 			

Dean / Director Support

The Dean(s) / Directors (for Librarians, Counselors) 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

