

Student Affairs: Counselors

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: jking84@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? Student Affairs: Counseling
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)

An observation of last year’s assessment: Only 42% of reviewed education plans built by students met the pre-requisites for a specific major (96 My Education Plans assessed). As a result of these findings, the counselors recommended that there is a need to assess how and when Valencia students are making decisions about their intended major. We will assess students’ ability to distinguish what success strategies will lead to selecting a college major.

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
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Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
Adrian Manley	West	amanley3@valenciacollege.edu	1394	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.

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.

Gloria Hines	West	ghines@valenciacollege.edu	1315	4-10
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Learning Outcomes and Performance Indicators

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

Counseling / Student Affairs

Major finding from last year and related change, if any:

That there is a need to focus more on students deciding on their intended majors to transfer. It was agreed that it would be important to continue the next phase of the assessment by focusing on the 1007.23 Statewide articulation agreement, which states that all AA degree seeking students who (by their 30th hour) must be able to articulate what is their major and what is their ‘university of interest’ to continue toward their Bachelor’s degree. This assessment plan will focus on intended major and decision making on an intended major.

Services needed as a result of the finding (Student Learning Support, Faculty Development, etc.):

Help with comparing data results (e.g., Student ability to describe success strategies when choosing a major to services they found to be helpful).

Targeted Program Learning Outcome(s) (PLOs) for this year:

Critical Thinking: Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines. Target for this quasi-program: Decision making process for choosing a college major.

Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:

Students need to engage in early decision making in respect to their academic major.

Is this a different outcome from the one reported last year? (yes /no)

Yes

It is proposed that the counselors initiate a survey to assess student confidence in the decision making process, specific to selecting their major. The survey will include a prompt that will ask the student to discuss the process of choosing a major. This will be measured using a rubric we will create to assess their ability to apply information about the steps in choosing a major.

Does this assessment for this year apply to more than one PLO? (yes /no)

No

National Standard(s):

(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:

- High confidence that the intended college major will result in a career path
- Students rate Student Affairs resources very helpful

Performance Indicators for the Program Learning Outcome(s) selected:

- Students will be able to describe resources used to decide on a major
- Students will be able to identify a plan for deciding on a major

Performance Indicators for Outcome(s)

within the Course(s), Co-Curricular Program or Student Activity selected:

- Complete a survey on decision making as it pertains to college major selection

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)

We expect to see a range of responses, where students with less credit hours tend to score lower when it comes to confidence in their selection of a major (compared to students with more credit hours). We also expect to see students with more credit hours scoring better when responding to a question about the steps in choosing a major (compared to students with less credit hours). The question about the steps to choosing a major will be scored using a rubric or check list (to be designed by the counselors). There was voiced some concern that there will be a low return rate, due to our survey not being directly connected to a specific course.

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:

Survey with rubric to score responses

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:

Compare scores to responses to question rating the *helpfulness of the different services provided in choosing a major* to student responses to *identifying a plan for deciding on a major*.

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)

Do not know at this time.

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.?**

Survey: Jan 2013 Rubric: March 2013

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

Email a link to the survey to all Valencia students

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

na

4. What information needs to be communicated to students concerning the assessment process? That the survey is being used to help improve services in Student Affairs
5. How will information about faculty / staff participation in the assessment project be communicated? Email / In person meetings
6. Who will be responsible for coordinating the collection of student artifacts / data? Ed Holmes and Catherine Espenscheid
7. At what point in the academic year / semester will the student artifacts/ data be collected? February 2013

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? April 2013
9. What is the expectation (if any) for student reflection / self-assessment (etc.) as part of this assessment? na
10. Which faculty or staff from the program/discipline will evaluate student artifacts? Adrian Manley; Alma Telleria; Catherine Espenscheid; Celeste Henry; Danielle Boileau; Ed Holmes; Jocelyn Morales
11. What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected? Some faculty may benefit from going to a workshop on Rubric development
12. When will the results / data associated with the assessment plan be analyzed? May 2013
13. What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan? * Consult with Laura Blasi in analyzing data
14. Does this assessment relate to your assessment from last year (if so how...)? How is this assessment connected to your improvement plan? Yes, it relates. Last year concerned planning classes toward a major, now we are exploring planning for the major itself. The improvement plan last year was to increase the amount of AA degree seeking students who (by their 30th hour) can articulate what is their major. The current plan will help us explore what is currently working and what needs improvement so we can make recommendations to our department.
15. What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan? Results from recent Direct Connect Focus Groups

16. **In order to ensure curricular and programmatic alignment, who else should be included in this conversation** (e.g., General Education faculty)?
Deans of Students, Joyce Romano, Sonya Joseph, Career Center, Deans of Academic Support

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

