

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- CARDIO VASCULAR TECHNOLOGY				
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.				
Sarah Powers	West	Spowers2@valenciacollege.edu	1550	4-44
Steve Shideler	West	rshideler@valenciacollege.edu		4-44
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.				
Polly Keller	West	pkeller@valenciacollege.com	1518	4-44

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 the blue shaded areas 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?
Assesmet artifacts were collected from the courses CVT 1840L and 1841L by all faculty.
2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed?
CVT 1840L artifacts were collected post spring 2013 semester and 1841L assessment artifacts were obtained from 2012 summer semester.

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?
10/11 students in 1840L scored 100% and 1/11 students scored 80%, in 1841L all students performed acceptably.
4. What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student activity over the next year? (Please use the following page if you need more space for your response.)
Implement clear and redeveloped rubrics, redevelop the assessments used for 1841 L to better define safety practices and allow for more practice time for the students
5. What changes, if any, will be made to the common course outlines, the catalog, etc.
Changes to Syllabi outlining a better time frame for 1841L and 1840L

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.
There have already been changes to the 1840L assessments indicated a more global assessment. Changes to the 1841L assessments will include better safety precaution guidelines.

Please include the name of the person completing this page and your program: Sarah Powers

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?

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 over the next year?

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 next page....

Planning for MAY 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: Cardiovascular Technology (Allied Health)	
Targeted Program Learning Outcome(s) (How many will you be assessing this coming year?): Perform entry level skills as described by the scope of practice for Cardiovascular Technology	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: CVT 2211C
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Students will be able to perform the entry level responsibilities of cardiovascular technologists in basic electrophysiology procedures.
Performance Indicators for the Program Learning Outcome(s) selected: Students will be able to identify diagnostic EP catheters Students will be able to identify transeptal equipment Students will be able to sterilely prep a patient for a device implant	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: The student will assemble medical devices The student will deliver care to the patient with cardiovascular disease The student will describe the catheters utilized and the process of an electrophysiology study The student will identify interventional devices The student will demonstrate the sterile preparation of a patient for procedure
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): Clinical lab competencies Lab assessments Clinical practice objectives Clinical simulations	
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): Clinical lab skills Clinical lab experience Clinical simulation	

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

Clinical lab assessments
Clinical skills competencies
Clinical practice objectives

Implementation Process

Collection of Student Artifacts

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

Syllabus which lists learning objectives, grading rubrics, performance skills objectives and assessment checklists

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

All clinical performance skills, checklists and clinical objectives will be collected at the end of the semester after the final skills assessment.

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?

All artifacts will be collected

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

Faculty meetings

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

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

At the end of the spring semester

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

When will student artifacts be assessed / evaluated?

End of the semester

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

Program chair, clinical coordinator and adjuncts

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

Faculty collaboration and update meetings

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

Annually or when required

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

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

Faculty collaboration and update meetings

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

Data trends and course comparisons

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)?

Program chair, all faculty, adjuncts and dean

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

Assessments will be discussed in:

Annual program faculty meeting

Division meetings

Bi-annual advisory board meeting

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

