

# 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 1<sup>st</sup>** to Jessica King: [jkings84@valenciacollege.edu](mailto:jkings84@valenciacollege.edu)

Please send questions to Laura Blasi, Director, Institutional Assessment [lblasi@valenciacollege.edu](mailto: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? DENTAL HYGIENE**

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

**We are continuing our assessment of PLO’s in communication, evidence based decision making, and planning oral health care as described in last year’s outcomes report. This year we will pilot our rubric for assessment of dental hygiene skills including preparation of a safe healthcare environment and professional /ethical behaviors (program learning outcomes 1 and 3 from our stated PLOs).**

Planning Team Leader(s) <sup>1</sup>	Campus	E-mail Address	Phone Extension	Mail Code
Pamela Sandy	West	<a href="mailto:psandy@valenciacollege.edu">psandy@valenciacollege.edu</a>	1544	4-27
Planning Team Members <sup>2</sup>	Campus	E-mail Address	Phone Extension	Mail Code
Robin Poole	West	<a href="mailto:Rpoole2@valenciacollege.edu">Rpoole2@valenciacollege.edu</a>	1083	4-27
Kitty Harkleroad	West	<a href="mailto:kharkleroad@valenciacollege.edu">kharkleroad@valenciacollege.edu</a>	1570	4-27

<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.

<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: 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

<b>Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:</b> DENTAL HYGIENE	
<b>Major finding from last year and related change, if any:</b> Slight decline in student performance in oral presentations noted probably due to different evaluators and more explicit direction needed for student performance. Changes to the student activity -we will add a formative self- assessment that the students will use to help in preparation of oral presentations (see side 2 of oral case presentation rubric form) and conduct a more extensive calibration session with the faculty evaluators.	
<b>Services needed as a result of the finding (Student Learning Support, Faculty Development, etc.):</b> Possibly faculty development in calibrating evaluators	
<b>Targeted Program Learning Outcome(s) (PLOs) for this year:</b> 1. Perform entry level skills competently defined by the scope of practice for dental hygiene. 3. Prepare a safe dental healthcare environment.	<b>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:</b>  Targeted courses: DEH 2804L and DEH 2806L
<b>Is this a different outcome from the one reported last year? (yes /no)</b>  YES	
<b>Does this assessment for this year apply to more than one PLO? (yes /no)</b>  YES	
<b>National Standard(s):</b> see attached document of CODA standards for DH programs  <small>(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)</small>	<b>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:</b>
<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>
<b>Prediction</b> (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)  <b>We know we have seen major changes in student performance from clinic 1 to clinic 3, however we expect to see the “second year decline” that occurs in the fall term after a six week break. We plan to use the assessment to improve student performance to the expected levels for graduation in May.</b>	

<p><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: <b>Rubric designed by DH faculty – see attached.</b></p>
<p><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:  <b>Rubric is based upon faculty observation of student performance in radiography, infection control, patient treatment skills, and in the affective domain – professional/ethical attitude and behavior.</b></p>
<p><b>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)</b>  <b>19 second year students in the fall; will consider using the rubric to assess first year students later in the spring term.</b></p>

## Implementation Process

### Planning for Communication and the Collection of Student Artifacts / Data

<p>1. <b>When will faculty seek or receive feedback on the design of the assessment, the rubrics, etc.?</b> <b>Rubric will be tested in fall term for formative assessment; revised for spring term prior to summative evaluation of students.</b></p>
<p>2. <b>How will student artifacts or data associated with student performance be collected?</b> <b>Each second year student will have an evaluation completed in fall and spring terms by assigned faculty.</b></p>
<p>3. <b>If student artifacts are to be collected based on a sample of students, what characteristics should the sample include?</b> <b>NA</b></p>
<p>4. <b>What information needs to be communicated to students concerning the assessment process?</b> <b>Rubric will be shared with students as a group and discussion or questions encouraged.</b></p>
<p>5. <b>How will information about faculty / staff participation in the assessment project be communicated?</b> <b>Faculty and staff will be assigned sections of the rubric.</b></p>
<p>6. <b>Who will be responsible for coordinating the collection of student artifacts / data?</b> <b>Pam Sandy and Tiffany Baggs, sr. instructional assistant</b></p>
<p>7. <b>At what point in the academic year / semester will the student artifacts/ data be collected?</b> <b>End of fall and spring terms</b></p>

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

<p>8. <b>When will student artifacts be assessed / evaluated?</b> <i>At the end of fall term prior to use in spring term</i></p>
<p>9. <b>What is the expectation (if any) for student reflection / self-assessment (etc.) as part of this assessment?</b> <i>Students can complete a self-assessment using the same rubric.</i></p>
<p>10. <b>Which faculty or staff from the program/discipline will evaluate student artifacts?</b> <i>Pam Sandy, Robin Poole, Kitty Harkleroad</i></p>
<p>11. <b>What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?</b> <i>Faculty collaborated on the rubric development now we need to use it to determine if we can adequately assess student performance with it.</i></p>
<p>12. <b>When will the results / data associated with the assessment plan be analyzed?</b> <i>In summer term</i></p>
<p>13. <b>What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan? *</b> <i>Adequate time</i></p>
<p>14. <b>Does this assessment relate to your assessment from last year (if so how...)? How is this assessment connected to your improvement plan?</b> <i>Yes, we determined that we needed another means of assessing PLO's on student attainment of entry level dental hygiene skills and professional/ethical behavior in clinicals. We created a rubric to assess these attributes and skills for implementation this year.</i></p>
<p>15. <b>What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?</b></p>
<p>16. <b>In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., General Education faculty)?</b> <i>No one at this time.</i></p>

## Approval / Implementation Process

Activities Associated with the Approval / Implementation of Assessment Plans	Person Responsible	Target Completion Date	Actual Completion Date
Continued assessment of oral and written student presentations	Kitty Harkleroad	January 10,2013	
Implementation of rubric to evaluate entry level dental hygiene skills	Pam Sandy Robin Poole	May 1, 2013	
<p><b>For thought (you do not need to answer...)</b></p> <ul style="list-style-type: none"> <li>• <i>Will current voter eligibility lists for the curriculum be used for any voting?</i></li> <li>• <i>Will you have a group enroll in a related assessment methods workshop for credit or schedule your own sometime during the term? (See: <a href="http://valenciacollege.edu/faculty/development/coursesearch.cfm">http://valenciacollege.edu/faculty/development/coursesearch.cfm</a>)</i></li> <li>• <i>For A.S. programs – how does the 10/30/12 Viability meeting fit with your work?</i></li> </ul>			

## 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
Penny Conners Dean / Director West Campus	Signature

