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.

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? Education**

Does this academic year's improvement plan (2012-2013) build on your work from last year (2011-2012)? If so, how… (1-2 sentences) Last year focused on gathering general information about the observation requirement/process in EDF 2005 (Introduction to the Teaching Profession). This year will build on that by (1) creating a survey of students and faculty about the observation requirement/process experience in EDF 2005 and how it contributes to confirmation of their career decisions; (2) reviewing the observation assignments, rubrics, and sample portfolios from each faculty that taught EDF 2005 in the fall 2012 term and (3) revision of the EDF 2005 common course outline.

Planning Team Leader(s)[1]	Campus	E-mail Address	Phone Extension	Mail Code
Rhonda Atkinson	West	Ratkinson3@valenciacollege.edu	1220	4-32
Yasmeen Qadri	East	yqadri@valenciaollege.edu	2624	3-29
Planning Team Members[2]	**Campus**	**E-mail Address**	**Phone Extension**	**Mail Code**

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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; Student representation when possible.

Learning Outcomes and Performance Indicators

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

Major finding from last year and related change, if any: We found wide variations in grading and rubrics for the required education component of EDF 2005. We need to revise EDF 2005 common course outline to include a learning outcome that specifically addressed the field experience observations and list clear objectives to meet the learning outcome. We need more detailed information from students who complete the course as well as from the faculty regarding their observation experiences which we plan to gain from survey data.

Services needed as a result of the finding (Student Learning Support, Faculty Development, etc.): none

Targeted Program Learning Outcome(s) (PLOs) for this year: **To gather data about the required observation component in EDF 2005 in order to identify faculty practices and student perceptions of the observation experience and (2) make appropriate revisions to the common outline based on data.**	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: EDF 2005
Is this a different outcome from the one reported last year? (yes /no) YES	
Does this assessment for this year apply to more than one PLO? (yes /no) NO	
National Standard(s): **The observation/field experience is a Florida state requirement in EDF 2005** (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: **Observe, analyze and synthesize effective teaching practices through field observations**

Performance Indicators for the Program Learning Outcome(s) selected: survey and other data from faculty and students	Performance Indicators for Outcome(s) **within the Course(s), Co-Curricular Program or Student Activity selected:** Completion of a portfolio reflecting on the field observation component of EDF 2005

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)

The results of the survey will be varied. Since the grading rubrics and requirements differ, students are getting different results from the experience.

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:
The assessment is the required observation requirement in EDF 2005. Review of observation assignments, rubrics, and student survey results will inform the revision of the EDF 2005 common course outline.

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: Observation portfolio grades and final grades allow for both instructional freedom in determining these while still focusing on the required observation experience.

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)
We intend to send the survey to all students enrolled in EDF 2005 in the fall 2012 term, review all observation assignments and rubric from faculty who teach EDF 2005 in the fall 2012 term, and review a sample of student observation portfolio assignments from each faculty.

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.? October /November 2012**

2. **How will student artifacts or data associated with student performance be collected? Faculty will submit assignments, rubrics, and sample observation portfolios. Students will be sent a Qualtrics survey to assess their perception of the observation experience**

3. **If student artifacts are to be collected based on a sample of students, what characteristics should the sample include? All students enrolled in the Fall 2012 EDF 2005 classes will be sent a survey**

4. **What information needs to be communicated to students concerning the assessment process? They need to know that responding to the survey is important in refining the process and maximizing the value of the observations in the course and in making career decisions.**

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

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

7. **At what point in the academic year / semester will the student artifacts/ data be collected**?   We plan to send the survey in January 2013 to students who were enrolled in the Fall 2012 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?   Faculty assignments and rubrics as well as student observation portfolio samples will be collected in December 2012. These, along with student survey results, will be reviewed in February 2013**

9. **What is the expectation (if any) for student reflection / self-assessment (etc.) as part of this assessment?   Students that were in the course are expected to (1) complete reflections as part of the portfolio of the observation experience and (2) complete surveys**

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

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

12. **When will the results / data associated with the assessment plan be analyzed?** Spring 2013

13. **What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan? * None**

14. **Does this assessment relate to your assessment from last year (if so how…)? How is this assessment connected to your improvement plan? Analysis of last year's review of EDF 2005 assignments and rubrics revealed a wide variation in terms of how the assignments were structured and graded.**

15. **What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?** We could survey other colleges to determine how they assess this component of the EDF 2005 course.

16. **In order to ensure curricular and programmatic alignment, who else should be included in this conversation** (e.g., General Education faculty)? None

Approval / Implementation Process

Activities Associated with the Approval / Implementation of Assessment Plans	Person Responsible	Target Completion Date	Actual Completion Date
1. create a series of prompts for a qualtric survey that focuses on what students gain from the experience. 2. Send prompts to faculty that teach EDF 2005 for revision/adding new items	Yasmeen Qadri/Rhonda Atkinson	October 30	
1. Finalize survey	Yasmeen Qadri/ Rhonda Atkinson	November 30	
1. Get sample portfolios from each faculty member who taught EDF 2005 in the Fall term as well as observation assignment and rubric	Rhonda Atkinson	December 15	
1. Send survey to Fall 2012 EDF 2005 class members	Rhonda Atkinson	January 31	
1. Review submitted portfolios in terms of content and organization 2. Review observation assignments 3. Review rubrics 4. Review survey data	Rhonda Atkinson	February 28	
1. Summarize review results	Rhonda Atkinson	March 30	
1. Make changes to common course outline for EDF 2005 2. Complete assessment report	Rhonda Atkinson	April 30	
For thought (you do not need to answer…) • *Will current voter eligibility lists for the curriculum be used for any voting?*			

- *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)*
- *For A.S. programs – how does the 10/30/12 Viability meeting fit with your work?*

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**

Sign In Sheet for Related Meetings

Name	Dept.	Date	Event