

**Directions:** Please fill in the 6 blue shaded items below with brief sentences – required for reporting to the Learning Council.

### Save and Send Your Work...

*To type in this form please “save” this file to your computer. Exit your e-mail. Open this file on your computer.*

*Select “save as” and rename the file to add your program and last name.*

*For example the file “...template” would be renamed and saved as “...template Subject Area Jones.” Save your work along the way.*

**Due Date:** *Please e-mail your completed form by attaching it to an e-mail message and sending it to Jessica King ( [jking84@valenciacollege.edu](mailto:jking84@valenciacollege.edu) ) by Tues., May 15<sup>th</sup>.*

**We will have attached this page from your original plan, please complete this only if your leadership team has changed.**

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area				
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; Students representation when possible.

Please fill in the blue shaded areas with brief sentences. A second page is provided for longer comments.

These six items are required for the report to the Learning Council.

## 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?  
Faculty completed evaluations of student oral presentations. This was our second cycle for this assessment so we reviewed and compared data from 2011 and 2012. Kitty Harkleroad collected the data from these evaluations.
2. At what point in the academic year / semester were the student artifacts / data collected?  
Written papers are evaluated in fall term and spring term. Oral presentations related to the student's first written case documentation paper are evaluated in January.

## Improvement Plan and Use of the Assessment Results – Next Year's Cycle

3. What were your results? (Please e-mail the data when you submit this form if possible, for example rubric scores in an Excel sheet.)  
See attached excel sheets.  
Slight decline in student performance on oral presentations. (faculty evaluators were not the same each year.)  
Improved written papers term to term and year to year. (same faculty evaluator)
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.)  
Changes to the curriculum – none  
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.
5. What changes, if any, will be made to the common course outlines, the catalog, etc.  
NA

## Next Steps – Planning for Next Year's Cycle— Academic Year 2012-2013

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.  
  
We have developed a rubric for assessment of program learning outcomes #1 (Perform entry level skills competently as defined by the scope of practice for dental hygiene) and #3 (Prepare a safe dental healthcare environment) to be implemented in the fall term.  
Assessment of program learning outcomes #2, 4, and 5 continues with our case documentation project the students complete in the last

two terms of the program. The oral presentation rubric for this project has been modified slightly (see additions in blue to the rubric) and a formative self-assessment has been added to the rubric to guide the students oral presentation.

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

Pam Sandy- Dental Hygiene Program Chair; Program- Dental Hygiene

### Additional Space for Comments (Optional)

3) *If you have additional comments for the following question, please share them here:* What were your results?

Slight decline in performance is attributed to different evaluators from 2011 to 2012 and need for additional evaluator calibration.

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.

Rubric to assess PLOs 1 and 3 will be implemented in the fall of 2012 to calibrate faculty with the rubric. Necessary revisions will be made and final assessment with the rubric will be completed in spring 2013 for the students graduating in May 2013.

# Sign In Sheet for Assessment Day

Name	Dept.	Date	Event
Pam Sandy	Dental Hygiene	5/3/2012	PLOs Assessment
Robin Poole	Dental Hygiene	5/3/2012	PLOs Assessment
Kitty Harkleroad	Dental Hygiene	5/3/2012	PLOs Assessment