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: STUDENT SUCCESS				
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.				
Larry Herndon	**West**	lherndon@valenciacollege.edu	1040	4-31
Anna Saintil	**East**	asaintil@valenciacolleg.edu	2325	3-12
Daniel "Chip" Turner	**West**	dturner28@valenciacollege.edu	5674	4-31
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.				
Terry Rafter-Carles	**East**	traftercarles@valenciacollege.edu	2637	3-12
Christy Cheney	**Osceola**	ccheney@valenciacollege.edu	4949	6-1
Mia Pierre	**Osceola**	mpierre23@valenciacollege.edu	4874	6-1

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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; 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?

Prior to the grading process of the student artifacts (learning reflections from the Study Skills section of the Course Portfolio), SLS faculty were required to make copies of each student artifact (learning reflection) and remove the student and faculty names and other identifying information. Faculty submitted the student artifacts (learning reflections) to their campus mentor by the designated deadline. Mentors then uploaded the student artifacts (learning reflections) to the shared drive where they were randomly selected as part of the assessment day activities.

2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed?

The student artifacts (learning reflections) were collected from all SLS 1122 faculty college wide during the spring semester (2013). After norming, full time SLS faculty assessed 60 artifacts (learning reflections).

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?

The results of this learning outcomes assessment revealed a decrease in overall score to approximately 36% (from 40.8% in 2011/2012). Additionally, of those randomly selected for assessment, it was revealed that approximately 80% showed weakness with the learning reflection (student artifact) as a whole (LR on data sheet), 67% showed weakness in the discussion and support of their academic artifact within the learning reflection (AA on data sheet), and 65% showed weakness in the discussion and support of their personal artifact (PA on data sheet). Based on the results of this assessment, the new portfolio learning reflection rubrics did not produce a higher assessment score as predicted.

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.)

The results indicated a need for improved training for SLS faculty that will involve the implementation of a required lesson plan. Additionally, the results implied a need to reassess the current rubric, as it did not support an increase in assessment scores as originally predicted. Finally, the assessment resulted in initial conversations about the possibility of reducing the portfolio artifacts/learning reflection requirements to only the first two sections. Conversations will continue with full time SLS faculty (and adjunct faculty representation) regarding this possibility. It is important to note that the SLS course is subject to change based on the changes to the new student experience and the QEP and PRESS Grant work.

5. What changes, if any, will be made to the common course outlines, the catalog, etc.

N/A

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.

As a result of this assessment, we will be implementing enhanced training on the course portfolio, including the implementation of a required lesson plan that must be submitted by all SLS faculty to demonstrate how they teach/convey the appropriate requirements of the study skills section of the course portfolio. The rubric will also be updated to better align with the requirements of the assignment and to reduce confusion among students. Additionally, full time SLS faculty (with adjunct faculty representation) will initiate conversations regarding the possibility of eliminating two sections of the portfolio in terms of the requirements for submitting two artifacts and a learning reflection for career exploration and academic planning.

Please include the name of the person completing this page and your program: Daniel Turner/Student Life Skills
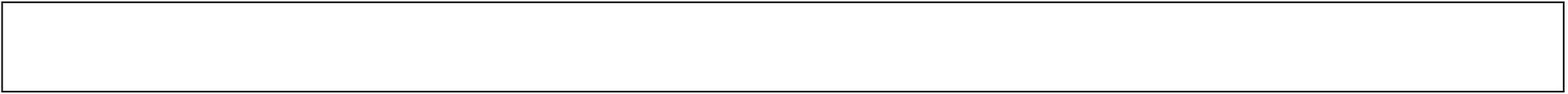
See next page…

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 <u>over the next year</u>?
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 AY 2013-2014 Learning Outcomes and Performance Indicators

<mark>Complete only the sections that apply to your work.</mark>

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: **STUDENT SUCCESS (SLS 1122)**	
Targeted Program Learning Outcome(s) **(How many will you be assessing this coming year?):** **N/A**	**Targeted Course(s), Co-Curricular Program or** **Student Activity associated with the Academic Program:** SLS 1122: Student Success
	Targeted Outcome(s) within the Course(s), **Co-Curricular Program or Student Activity identified above:** Students will identify and evaluate their learning style and use that knowledge to practice to effective study strategies across the disciplines.
Performance Indicators for the Program Learning Outcome(s) selected: **N/A**	**Performance Indicators for Outcome(s) within the** **Course(s), Co-Curricular Program or Student Activity selected:** In the Learning Reflection, the student must:
External Standard(s) in the field or discipline (please contact Laura Blasi lblasi@valenciacollege.edu with any questions about this): N/A	- present sufficient facts, details or information to support why specific artifacts were selected "prove" how skills/techniques were used in other classes and outside school - adequately defend ideas for both artifacts - include a well-constructed introduction, discussion, and conclusion - present appropriate college level grammar, spelling, and paragraph structure in their writing - present evidence that clearly indicates mastery of the learning objective - provide deep insight into the student's comprehension

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):

SLS Learning Portfolio: Learning Reflection for the Study Skills section of the Course Portfolio.

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):

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

Rubric for Learning Reflection (will be revised as a result of the 2012/2013 Program Assessment Process)

Implementation Process

Collection of Student Artifacts

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

Information does not need to be communicated to the students concerning this assessment process.

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

Prior to the grading of the Learning Reflection for the Study Skills section of the Course Portfolio, the faculty will make copies of each of the Learning Reflections (student artifacts) and remove the student names and other identifying information.

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 faculty members will be collecting copies of all student artifacts (Learning Reflections). These will then be collected by each campus mentor and uploaded to the shared drive. From these collected artifacts, a random sample will be reviewed for 2013/2014 Assessment Day (approximately 60).

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

Faculty members will be asked to submit a sample lesson plan prior to the fall 2013 start for instruction of the Study Skills section of the Course Portfolio as it relates to teaching how to construct the learning reflections (student artifacts). The faculty chair on each campus will convey this information to faculty by mid-summer 2013 to allow them ample time to construct their lesson plans. It will be explained that this is part of full time SLS faculty to improve student learning and comprehension of the Course Portfolio, and, in particular, the learning reflections (student artifacts).

By mid-summer 2013, a revised/updated rubric for the Course Portfolio sections will be provided to all faculty members. This revised rubric is a result of the 2012/2013 assessment of student learning. Faculty will be requested to begin using the updated/revised rubric in the fall of 2013 in all of their SLS 1122 courses. They will be notified as to why the rubrics have been revised (based on previous year assessment results) and how this is instrumental in the 2013/2014 assessment of student learning.

Additionally, faculty will be notified in early spring (by email) by the Faculty Chair on each campus to inform them about the annual assessment cycle (reminding them that this happens every year) and explaining the activities related to student learning overall and the Assessment Day plans. In addition, they will be provided a framework of expectations. They will again be asked to make a copy of the student Learning Reflections for the Study Skills section of the Learning Portfolio prior to grading them and to submit to their faculty mentor by the specified deadline.

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

The designated faculty mentors on each campus will be responsible for collecting the student artifacts (Learning Reflections) from the respective campus professors. Mentors will in turn submit all artifacts (Learning Reflections) to the Student Success shared drive.

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

The student artifacts (learning reflections) will be collected during the spring semester, 2014.

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

When will student artifacts be assessed / evaluated?

Student artifacts (learning reflections) will be evaluated during Assessment Day in May, 2014.

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

Full time and select adjunct SLS faculty members from East, West, and Osceola campuses.

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

Full time SLS faculty members will be meeting in the spring (2014) as a mandatory preparation session to create a framework for evaluating the student artifacts (Learning Reflections). A norming committee will be established to select anchor papers for Assessment Day.

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

The results associated with the assessment plan will be analyzed in May, 2014.

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

The overall learning outcomes assessment score for the 2013/2014 academic year will be higher than the average score (%) for the 2012/2013 academic year due to the implementation of an improved faculty training program, a required lesson plan template submission, and a revised/updated rubric. It is important to note that the SLS course is subject to change based on the changes to the new student experience and the QEP and PRESS Grant work.

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

Full time faculty will be meeting in the spring of 2014 as a mandatory preparation session to create a framework for analyzing the result associated with this assessment plan.

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

Data related to how results might impact other academic departments/programs.

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)?

Conversations with other general education faculty such as English, Biology, or the Humanities.

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

Assessment results will be disseminated to SLS faculty by the Faculty Chair from each campus. It is important to note that the SLS course is subject to change based on the changes to the new student experience and the QEP and PRESS Grant work.

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)**	May, 2013	Larry Herndon Anna Saintil Chip Turner	
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)	TBD	SLS Full Time Faculty and Dean of Learning Support (from each campus)	
Draft assessment plan is revised to reflect input	TBD		
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum (http://valenciacollege.edu/faculty/forms/voterlists/)	TBD		

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**

From: Leonard Bass <lbass11@valenciacollege.edu>
Date: May 10, 2013, 10:35:19 AM EDT
To: Daniel Turner <dturner28@valenciacollege.edu>, Karen Reilly <kreilly5@valenciacollege.edu>, Landon Shephard <lshephard@valenciacollege.edu>
Subject: Re: End of Cycle PLOAP-SLS: Dean Approval Needed

Thanks for your efforts leading this process Chip!

I am looking forward to the additional training on the portfolio and interested in seeing the impact of the changes you make to the portfolio and assessment rubric.

Please let us know what assistance you need from the Deans of Learning Support as you have conversations with adjuncts regarding new expectations.

I approve of the PLOAP submitted…
Enjoy your weekend!
LCB
Leonard C. Bass, Ed.D.
Campus Dean for Learning Support, East Campus
701 N. Econlockhatchee Trail, Bldg 4-Rm213
Orlando, FL 32825

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From: Karen Reilly <kreilly5@valenciacollege.edu>
Date: May 9, 2013, 3:09:57 PM EDT
To: Daniel Turner <dturner28@valenciacollege.edu>, Leonard Bass <lbass11@valenciacollege.edu>, Landon Shephard <lshephard@valenciacollege.edu>
Cc: Larry Herndon <lherndon1@valenciacollege.edu>
Subject: RE: End of Cycle PLOAP-SLS: Dean Approval Needed

Very thorough job Chip. I approve of this plan. Since you already have a meeting scheduled, you could mention it on page 2, #4, but it is not necessary.
Thank you for all your hard work.
Karen

From: Landon Shephard
Sent: Monday, May 13, 2013 11:37 AM
To: Daniel Turner
Subject: RE: End of Cycle PLOAP-SLS: Dean Approval Needed

Chip,

I would like to begin by saying thank you for leading this work.

I am sorry for not getting to the previous email sooner. Additionally, I was out of the office Friday after your second attempt to solicit a response from me. I hope this email helps, despite being too late for official consideration. I trust Karen and Leonard responded. The three of us, Karen, Leonard and I have discussed the SLS faculty recommendations for improving the SLS portfolio based on the assessment day findings. Karen, Leonard and I are on the same page. The information they provided I am confident aligns with my thoughts.

Below are some additional thoughts from me.

I read the document and I agree and approve. I think more time spent with the part-time instructors to hone their ability to explain and teach students how to create their portfolio and reflections will result in both better portfolios and reflections. My suggestion would be for the full time SLS faculty to show case the best ideas we have, and to engage the part-time faculty in a conversation on how they think we can best teach our students about portfolios as opposed to "training". Training sounds a little like we have a problem we are addressing, and we could experience better results in a conversation about improving our work. I think we have talented part-time SLS faculty who we can learn from in the process. If our adjuncts knew a little more about how the reflections will be used for program improvement, we could see an increase in energy to improve the portfolio process.

My only suggestion, which I am not sure where this could be noted on the form, is that we note that the assessment activities of the SLS course is subject to change based on the changes to the new student experience and the QEP and PRESS Grant work. I don't anticipate changes to the SLS curriculum next year 2013/14. While we will be redesigning SLS 1122 in 2013/14, and we will be piloting the new curriculum next spring, likely on the West Campus, these changes will not impact the assessment plan for the 2013/14 year.

The plan right now is to begin to scale the new course to all new students starting in the fall of 2014. We anticipate expanding the course to all new students over a three year period. I am not certain how the SLS portfolio plays into the course redesign. To date there has been very little mention of the portfolio in the PRESS and QEP conversation. The conversation has been focused on a very broad idea of a new student experience. This summer and fall we will be in the phase of the conversation to discuss the granular details of the course i.e. Portfolio and specific outcomes or assignments. During the redesign of the course, I am not sure how much or if anything at all regarding the portfolio will change. My suggestion would be for us as a department to be open to a discussion to rework the portfolio process which may change our assessment approach as well. I think the portfolio is a good way of collecting data to assess the current course. There are some very exciting possibilities for the course which may lead us in another direction regarding the portfolio and as a result, the assessment plan. We may become aware of another assessment opportunity as the curriculum evolves. (This is only speculation on my part.) I think the idea of a more deliberate connection to student purpose and navigation may lead us to rethink the content of the portfolio. This is me talking, this is not a concrete idea being discussed. Early in our QEP conversations student navigation and purpose were the primary topics discussed. I think both could play nicely within the SLS redesign.

Thank you for your time. I hope you are well. Let me know if there is anything else I can do to help.

Landon Shephard, Ph.D.

Campus Dean of Learning Support

Osceola Campus

Valencia College

lshephard@valenciacollege.edu

321-682-4877

Sign In Sheet for Assessment Day

Name	Dept.	Date	Event
Larry Herndon	SLS-West	4-12-13	Assessment Day
Anna Saintil	SLS-East	4-12-13	Assessment Day
Christy Cheney	SLS-Osceola	4-12-13	Assessment Day
Terry Rafter-Carles	SLS-East	4-12-13	Assessment Day
Mia Pierre	SLS-Osceola	4-12-13	Assessment Day
Daniel "Chip" Turner	SLS-West	4-12-13	Assessment Day

Sign In Sheet for Assessment Day

Name	Dept.	Date	Event