

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- RADIOGRAPHY				
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.				
Beverly Bond	West	bbond@valenciacollege.edu	1834	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.				
Julie Kloft	West	jkloft@valenciacollege.edu	1868	4-44
Susan Gosnell	West	sgosnell@valenciacollege.edu	1433	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?

Evaluated the student's professionalism within the healthcare environment. The information was obtained from evaluations and competencies performed in the clinical setting.

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

The data was collected at the end of the student's clinical rotation just before graduation, capstone course, 19 students assessed.

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?

All students spoke to patients in a professional manner during patient comps. According to the student evaluation all students scored a possible 5 out of 5 for questions 1, 2, 3 & 19. Students scored a possible 4 out of 5 for question 4 & 8. The student's scored very well in the professionalism that was evaluated.

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 clinical course has professionalism included in the calculating of the grade. We are going to include in the syllabus a checklist of what constitutes professionalism and the penalty associated with non-compliance.

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

None

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.

We will track the professionalism scores in the clinical course to evaluate where student's loss any points on professionalism.

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

Beverly Bond, Radiography Program

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 AY 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:	
Radiography	
Targeted Program Learning Outcome(s) (How many will you be assessing this coming year?): Students will use critical thinking & problem-solving skills.	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: RTE 2844L – Radiographic Clinical Education V
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Each student will use critical thinking & problem-solving skills within the clinical setting.
Performance Indicators for the Program Learning Outcome(s) selected: Student clinical evaluation form and the trauma upper and lower extremity competency.	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: Student is adaptable to new and unfamiliar situations. Students will perform one trauma lower extremity and one trauma upper extremity competency.
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): Senior clinical performance and performance with trauma competencies.	
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): Student clinical evaluation form and competencies of lower and upper extremities.	
Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): Student clinical evaluation form # 5 and scores of the lower & upper trauma extremities competencies.	

Implementation Process

Collection of Student Artifacts

<p>What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?</p> <p>Students are given a clinical handbook at the beginning of the curriculum with a copy of the student clinical evaluation form and all comps forms. Once their clinical rotations begin the clinical coordinator cover the syllabus and the handbook to ensure that the students are aware of all forms and how they are utilized for grades. The students also sign a consent form stating that they have read and understand the handbook.</p>
<p>How will student artifacts or data associated with student performance be collected?</p> <p>Students are evaluated clinically once at mid-term and once at the end of the semester. Their competencies are collected from clinical instructors and given to the clinical coordinator and summarized in a spread sheet.</p>
<p>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?</p> <p>All students</p>
<p>How will information about faculty / staff participation in the assessment project be communicated?</p> <p>By the clinical coordinator</p>
<p>Who will be responsible for coordinating the collection of student artifacts?</p> <p>Clinical Coordinator</p>
<p>At what point in the academic year / semester will the student artifacts be collected?</p> <p>At the end of the spring term second year.</p>

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

<p>When will student artifacts be assessed / evaluated? Summer</p>
<p>Which faculty or staff from the program/discipline will evaluate student artifacts? Clinical Coordinator</p>
<p>What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected? N/A</p>
<p>When will the results / data associated with the assessment plan be analyzed? Summer</p>
<p>What are your predictions regarding student performance? (What do you expect to see when you analyze your results?) I expect to see that the student is able to adapt to unfamiliar situations and can critically think during a trauma competency.</p>
<p>What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan? N/A</p>
<p>What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan? N/A</p>

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)?

The faculty, division staff and the advisory board members.

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

This information will be discussed at staff meetings and at the advisory meetings.

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/)			
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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

