Valencia Community College

Program Learning Outcomes Assessment Plan

The following plan was developed by Speech faculty during Destination 2009 for implementation during the 2009-2010 academic year.

➢ Program Area: **General Education**

➢ Discipline (for plans within General Education): **Speech**

➢ Planning Team Members:

- **Ron Colburn**
- **Suzette Dohany**
- **Michelle Lima**
- **Amy Bosley**

➢ Collegewide Implementation Team Member (Working in collaboration with the Learning Evidence Team) – **Amy Bosley / Suzette Dohany**

➢ Program Learning Outcome Selected for Assessment: **Oral Communication - Student will demonstrate competent oral communication**

- Performance Indicators**: See attached Rubric**

➢ Targeted Course(s): **SPC1608**
➢

- Common Course Outline

    - **The Common Course Outline for SPC1608 was completed on 2/1/2006 and was due for revision on 2/1/2008.**
    - Common Course outlines are reviewed on a 2-year cycle.
    - Changes to course level outcomes as a result of program outcomes assessment must reflected in the faculty approved common course outline

- Targeted Course Level Outcome: **Prepare and deliver an extemporaneous speech**
- Description of Proposed Common Assignment: **Informative speech assignment**

➢ Implementation Timeline / Plan:

- **Discipline coordination / preparation in Fall 2009**
- **Determination of random sample by Institutional Research and Institutional Assessment Offices in January 2010**
- **Notification of impacted faculty in early February**
- **Collection of videos of randomly sampled student speeches – end of Spring term 2010**
- **Holistic scoring of sampled speeches and faculty discussion – May 6, 2010**

➤ Sampling Procedure

- **See attached sampling procedure**

➤ Identified Faculty Development / Support Needs

- **Technology support to record and view sample sampled speeches**

➤ Attachments:

- **General Education Student Learning Outcomes**
- **Informed Consent statement to be included in all Syllabi**
- **Sample sampling process**
- **Proposed Rubric**

General Education Student Learning Outcomes

*The general education program at Valencia is an integral part of the
A.A. Degree program and is designed to contribute to the student's
educational growth by providing a basic liberal arts education.
A student who completes the general education program should
have achieved the following outcomes:*

Cultural and Historical Understanding: Demonstrate understanding of the diverse traditions of the world, and an individual's place in it.

Quantitative and Scientific Reasoning: Use processes, procedures, data, or evidence to solve problems and make effective decisions.

Communication Skills: Engage in effective interpersonal, oral, and written communication.

Ethical Responsibility: Demonstrate awareness of personal responsibility in one's civic, social, and academic life.

Information Literacy: Locate, evaluate, and effectively use information from diverse sources.

Critical Thinking: Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines.

Participant Informed Consent Form

(Informed consent forms to be included in all General Education syllabi starting Spring 2010)

Research is being conducted to assess General Education Program student learning outcomes. Student work will be collected at random from students enrolled in General Education courses each academic term. Your instructor may be asked to submit an article of work that you have completed during the course of the semester. Your identification will be removed from the work so as to preserve your anonymity and confidentiality. The work will then be scored holistically using a rubric. Those results will be used to improve instruction not to assess you as an individual student. You will not be asked to do anything outside of your normal class assignments and this assessment is completely separate from and will have no effect upon your class average or final course grade. There are no identifiable risks to you. The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify you. Research records will be stored securely and only researchers will have access to the records. All information is subject to the Family Educational Rights and Privacy Act (FERPA) of 1974, which is designed to protect the privacy of educational records.

Your participation in this study is totally voluntary and you may withdraw at any time without negative consequences. To withdraw at any time during the study, simply ask your instructor not to submit any of your work.

Please feel free to contact Roberta Brown (407-582-3421) or Kurt Ewen (407-582-3413) if you have any questions about the study. Or, for other questions, contact the Chair of Valencia's Institutional Review Board at irb@valenciacc.edu.

I am at least 18 years of age and not requesting exclusion from the study constitutes my informed consent.

You will be given a copy of this information to keep for your records.

Methodology for Simple Random Sampling of Students

Using a computer program written in SAS, a statistical software package, a simple random sample of students can be chosen from the population of students currently enrolled in a particular course or courses. The sample of students, although chosen at random, can be selected to intentionally mimic the college enrollment in terms of particular variables. The sample size is determined based upon the total number of students in the target population and the assessment tool that is being used (rubric, etc.). Specifics may vary and the results will look different based upon the assessment but will follow the ENC 1101 model. An example is provided below (Fall 2007):

****

There were 4,529 students enrolled in ENC 1101, ENC 1101H, and IDH 1110 and a sample size of 115 students was used. This sample size was determined using a margin of error of ± .20 (5% of the scale – a 4 point rubric) and a confidence level of 95%. The sample size for a population size of 4,529 should be 98. However, from 200310 to 200630, the college-wide withdrawal rate for all courses (W only, not including WP or WF) ranged anywhere from 10.33% to 15.44%. So in preparation for a potential loss of selected students (due to withdrawal), the population was oversampled (115 as opposed to the suggested 98). The sample of students intentionally mimics the college enrollment in terms of the following: campus of enrollment, day/evening (time of day course is offered), Full-time/Part-time (employment status of instructor), Online/Traditional (delivery method). The percentages for the population and the sample are listed below.

	Original	**Sample**
#of Students:	4529	115
Campus breakdown:		
East	34 .38%	33.04%
Osceola	24.09%	22.61%
West	35.15%	35.65%
Winter Park	6.38%	8.70%
Timing breakdown:		
Day	77.22%	74.76%
Evening	22.78%	25.24%
Delivery breakdown:		
Hybrid	1.10%	1.74%
Onsite	93.42%	90.43%
Online	5.48%	7.83%
FT/PT breakdown:		
Full-Time	55.73%	56.52%
Part-Time	42.02	40.00%
Not assigned	2.25%	3.48%

Rubric for the Assessment of Oral Communication

Indicators of Effective Oral Communication	Levels of Achievement			
	Beginning 0-1 Point	Developing 2-3 Points	Competent 4-5 points	Accomplished 6-7 points
Organization: main points distinct from support, transitions, coherence	Lack of structure. Ideas are not coherent. No transitions. Difficult to identify introduction, body, and conclusion.	General structure/organization seems adequate. Difference between main points and supporting details is blurred. Logical flow, but no clear signposts for transitions.	Clear organizational pattern. Main points are distinct from supporting details. Smooth transitions differentiate key points.	Effective organization well suited to purpose. Main points are clearly distinct from supporting details. Graceful transitions create coherent progress toward conclusion.
Subject Knowledge: depth of content, relevant support, clear explanation	Provides irrelevant or no support. Explanation of concepts is inaccurate or incomplete.	Provides some support for main points, but needed to elaborate further with explanations, examples, descriptions, etc. Support is relevant, but not timely.	Main points adequately substantiated with timely, relevant and sufficient support. Accurate explanation of key concepts.	Depth of content reflects thorough understanding of topic. Main points well supported with timely, relevant and sufficient support. Provided precise explanation of key concepts.
Verbal Connection to Audience: needs & interest, demonstrates understanding	Topic is irrelevant and vocabulary is inappropriate for audience needs and interests. No attempt made to connect to audience.	Topic is somewhat relevant to audience. Vocabulary is somewhat appropriate for audience. Vague reference to audience needs and/or interests.	Topic relevant to audience needs and interests. Vocabulary is appropriate. Expresses an understanding of their audience.	Topic connects to audience needs and interests is stated with sophistication and respect. Strong command of vocabulary. Identifies and expresses a deep understanding of their audience.
Nonverbal Connection to Audience: needs & interest, demonstrates understanding	No eye contact. Body language distracts audience and/or contradicts message. Voice fails to maintain audience interest and does not support verbal message.	Occasionally glances at audience. Body language minimally supports the verbal message. Inconsistent use of voice to support the verbal message and maintain audience interest.	Eye contact establishes rapport with audience. Body language adequately supports the message. Voice adequately supports the message and maintains audience interest.	Eye contact maintains rapport with audience. Body language is natural and enhances the verbal message. Voice is dynamic and increases audience interest.
		.		