Program Learning Outcome Assessment Plan Template

General Information

Academic Year of Implementation: *2011 – 2012*

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

Computer Programming & Analysis

Planning Team:

Planning Team Leader(s)[1]	Campus	E-mail Address	Phone Extension	Mail Code
David Brunick	East	dbrunick@valenciacollege.edu	2360	3-25
Planning Team Members[2]	Campus	E-mail Address	Phone Extension	Mail Code
Colin Archibald	East	carchibald@valenciacollege.edu	2213	3-25
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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. See the attached documents entitled *Program Outcome Assessment Plan Approval and Improvement Process* and *Program Outcome Assessment Plan Approval and Improvement Process – Student Affairs*

[2] Planning Team membership, whenever possible, should reflect the *Principles for selection of members for assessment plan work teams:* Collegewide 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.

Learning Outcomes and Performance Indicators

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: • Computer Information Technology	

Targeted Program Learning Outcome: • Communicate effectively with technical and non-technical audiences	**Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:** • CIS 2910 IT Capstone
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Use communication skills to document and present project results.
Performance Indicators for the Program Learning Outcome(s) selected: • Provides sophisticated evaluation of the product in terms of the criteria established in the design proposal and with reference to information gathered. • Provides accurate and in-depth comparisons with similar work done by others. • Professionally present the final product along with providing complete documentation that includes training and maintenance plans and provides future considerations.	**Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:** • Produce detailed documentation of project, including requirements, project plan, and final documentation • Using presentation software, develop and present project information to instructor

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): • Capstone Project
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)**:** • Capstone project selected by instructor
Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): • Common project and peer review rubrics.

Implementation Process

Approval Process

Activities Associated with the Approval of Assessment Plans	Date	Person Responsible
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline	8/24/2011	David Brunick
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received	9/7/2011	David Brunick
Draft assessment plan is revised to reflect input	9/21/2011	David Brunick
Current voter eligibility list for curriculum will be used to vote on draft assessment plan	10/5/2011	David Brunick

Faculty / Professional Development Needs Associated with the Proposed Common Assessment

What training / preparation / information will faculty or staff need in order complete the proposed assessment plan?
- Rubrics workshop for ALL IT faculty (associated with the proposed assessment)
- We could also benefit from these training sessions for all IT faculty:
  - Outcomes-based practice
  - Authentic assessment

Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?
- None

How will student artifacts or data associated with student performance be collected?
- Capstone class projects in Summer/Fall/Spring semesters

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?

- N/A. Not random

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

- Email and face-to-face meetings between faculty teaching IT Capstone and faculty serving as part of the evaluation team.

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

- Capstone instructors

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

- End of each term, Summer/Fall/Spring

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

When will student artifacts be assessed / evaluated (Learning Day 2011 is scheduled for February 11, 2011, Assessment Day 2011 is scheduled for May 5, 2011)?

- Assessment Day 2012

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

- At least Program Chairs and Capstone instructors.

What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?
- None

When will the results / data associated with the assessment plan be analyzed?
- Assessment Day, 2012

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

What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?
- Data from annual Program Viability meeting/book always inspires us to ask questions about our practice.

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)?
- IT Deans, Advisory Committee

How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?
- Assessment Day minutes, advisory committee meetings, and division meetings.

Improvement Plan and the Use of Assessment Results

What do the results of this assessment plan suggest about changes / improvements needed within the curriculum (targeted course(s), co-curricular program or student activity)?
What changes to the common course outlines, if any, need to be considered?
What do the results of this assessment plan suggest about changes / improvements to the program assessment process?