

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:

Articulated Pre-Major: Information Technology (University of South Florida)

Planning Team:

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
Dave 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
Lisa Macon	West	lmacon@valenciacollege.edu	1420	4-41
Ray Enger	Osceola	renger@valenciacollege.edu	4418	6-3

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*. For faculty teams the principles include: 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. For plans developed in Student Affairs planning teams should include the following: Collegewide 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.

Learning Outcomes and Performance Indicators

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: Articulated Premajor: Information Technology (University of South Florida) Associate of Arts Degree	
Targeted Program Learning Outcome: Apply various methods of proof and disproof	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: COT 2104 Foundations of Discrete Mathematics
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Each student will be able to create proofs using Mathematical Induction. Each student will be able to define and use basic functions in proofs.
Performance Indicators for the Program Learning Outcome(s) selected: Apply standard induction. Apply strong induction. Apply induction to a number series. Use function definitions in proofs.	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: Each student will define and apply standard induction. Each student will define and apply strong induction. Each student will understand and apply induction to a number series (such as: Fibonacci). Each student will use function definitions in proofs.
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): Exam on Proof.	
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): The exam on proof will include problems that require to use the following techniques: a) standard induction b) strong induction c) direct proof d) proof by contradiction	
Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): Faculty developed rubric to grade proofs	

Implementation Process

Approval Process

Activities Associated with the Approval of Assessment Plans	Proposed Completion Date	Person Responsible
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline	Sep 8 2011	Dave Brunick
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received	Sep 8 2011	Dave Brunick
Draft assessment plan is revised to reflect input	Sep 15 2011	Dave Brunick
Current voter eligibility list for curriculum will be used to vote on draft assessment plan	Sep 22 2011	Dave 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?

None.

Collection of Student Artifacts

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

Students should be given the outcomes for the course, as well as the rubric, before the exam.

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

All exams from COT 2104 classes that take place in the academic year – for review using the rubric at Assessment Day.

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?

NA. Not random.

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

Faculty who do not attend Assessment Day will receive minutes of the assessment meeting via email 2 weeks after Assessment Day.

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

Program Chairs – David Brunick, Joan Alexander, Ray Enger

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

After the exam is given and before instructor grading in each semester.

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?

Full-time instructors who teach or have taught Discrete Math.

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?

At 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?

None for this first round of assessing this outcome. Future rounds will refer to data collected in earlier rounds.

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)?

Program chairs, since changes may need to be made to the program based on assessment results.

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

Faculty will be emailed results 2 weeks after Assessment Day 2012.

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?