

Industrial Management Technology A.S. Program Learning Outcome Assessment Plan Template

General Information

Academic Year of Implementation: 2010 – 2011

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

(Items Highlighted in red require primary attention in the planning process – not all highlighted areas need to be completed):

Business Administration

Planning Team:

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
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Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
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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*. 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.

Learning Outcomes and Performance Indicators

<p>Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: Business Administration</p>	
<p>Targeted Program Learning Outcome: Students will be able to perform the Management Functions.</p>	<p>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: GEB 1011 MAN 2021 MAR 2011</p>
	<p>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: The student should be able to Students will be able to perform the Management Functions as utilized by a business.</p>
<p>Performance Indicators for the Program Learning Outcome(s) selected: Students will be able to show their understanding of a business and how that business utilizes the Management Functions.</p>	<p>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</p> <ul style="list-style-type: none"> • Multiple choice test • Case studies • Paired projects • Debate
<p>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):</p>	
<p>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 student will complete a written project that will include a description of a business and their use of the Management Functions. This individual course project will assess the student's knowledge of material, presentation, and following instructions.</p>	
<p>Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): Analytical rubric developed by several college faculty from various campuses.</p>	

Implementation Process

Collection of Student Artifacts

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

The students need to know the Program Student Learning Outcomes upon entering the initial course of the program and then in each program course after that.

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

Each Fall and Spring semester, all fulltime and adjunct faculty teaching either GEB 1011, MAN 2021, or MAR 2011 will assign the respective Course Project to their students. After collecting the finished papers, each faculty will randomly select two submittals per session to forward electronically to the Program Chair. This collection of submittals will then be pooled together by course and a panel of faculty representing the respective courses will randomly choose five from the pool. These five will be evaluated as to the level of student learning for the program outcome.

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 involved faculty will use the same random requirements to obtain the needed number of samples.

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

The Lead Faculty on each campus will be responsible for communications.

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

The Lead faculty on each campus will be responsible for the collection of samples for their respective campus peers.

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

Mid- to late- point of the Spring and Fall semesters.

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

When will student artifacts be assessed / evaluated?

The final pool of submittals from all campuses will be evaluated immediately after the semi-annual Business Advisory Committee meeting (September to evaluate the past Spring's submittals and February to evaluate the past Fall's submittals).

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

The review panel needs to have at least three evaluators. All fulltime faculty (and invited adjuncts) in the business program area will be asked to serve for two consecutive years with one member coming off each year to be replaced by a new member to begin their two year term. The initial three member panel will decide at their first meeting who will come off the initial panel after the first year and then the second year. After these initial two years the panel rotation should be constant.

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

Knowledge of the use of an analytical rubric.

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

The results of the semi-annual panel review will be analyzed at the time of the submittal review.

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

Knowledge of the particular program learning outcome being assessed.

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

Assessment results from other colleges.

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)?

Deans from the business area, Career Program Advisors, and faculty from other disciplines.

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

To faculty via email, to the Advisory Committee via charts and reports, and to students upon request. The assignment, collection, and evaluating of the projects will also be discussed at the Spring advisory committee meeting to decide if there needs to be revisions in the process.

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)	Sept. 23, 2011	Barry Bunn/Storm Russo	
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	Oct. 21, 2011	Barry Bunn/Storm Russo	
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum (http://valenciacollege.edu/faculty/forms/voterlists/)	Nov. 11, 2011	Barry Bunn	

Dean / Director Support

The Dean(s) / Directors (for Librarians) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan.

Dean / Director East / Winter Park Campus	Signature
Dean / Director Osceola / Lake Nona Campus	Signature
Dean / Director West Campus	Signature

Improvement Plan and the Use of Assessment Results (To be completed after the implementation of the initial Assessment Plan and the review of student artifacts)

What do the results of this assessment plan suggest about changes / improvements needed within the curriculum (Specific recommendations for improvement, 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?

Individual(s) Responsible leading the implementation of recommendations

Stakeholders Impacted by the recommendations for improvement

DRAFT