

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):

Pre- Engineering

Planning Team:

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
Henry Regis	West	hregis@valenciacollege.edu	1218	4-41
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
Henry Regis	See above	"	"	"
Mohua Kar	West Campus	mkar@valenciacollege.edu	1182	4-41

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: Pre-Engineering	
Targeted Program Learning Outcome: ABET learning outcome: An ability to apply knowledge of mathematics, Science, and Engineering.	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: EGS-2310 – Engineering Analysis - Statics
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Use analytical and critical thinking skills to solve a practical engineering problem
Performance Indicators for the Program Learning Outcome(s) selected: Provides evaluation of problem solving skills. Provides evaluation of mathematical skills.	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: Provide detailed analytical steps of problem, including conceptual equations, calculations and final solution (using rubric).
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): Tests (written assessments).	
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): Tests for Engineering Analysis- Statics.	
Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): Common tests and peer reviewed rubric.	

Implementation Process

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?

Standard tests will be assessed and retained spring 2012 and follow on 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?

Not applicable. Not random.

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

E-mail and Face to face between faculty teaching Engineering Analysis - Statics course.

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

Engineering Analysis Instructors.

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

During each term (spring, summer, fall).

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

When will student artifacts be assessed / evaluated?

Assessment Day 2012.

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

Dr. Mohua Kar, Henry Regis, program chair/Dean (Shannon Hellard)

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 inspires us to ask questions about our practices.

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)?

Engineering Dean, Advisory committee.

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

Assessment Day minutes and Division 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)	9/15/2011	Henry Regis	
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)	Not applicable	Not applicable	
Draft assessment plan is revised to reflect input	9/30/11	Henry Regis	
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum	10/7/2011		

(http://valenciacollege.edu/faculty/forms/voterlists/)			
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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