

Results & Improvement Plan for Next Year

The template has 9 pages. Please return this completed form with the dean signatures or their E-mail approval(s) copied & pasted in at the end. by **May 10, 2013** to Jessica King in the Valencia Institutional Assessment (VIA) Office (jking84@valenciacollege.edu.) Please see the VIA website for this form, your plans, and related materials: www.valenciacollege.edu/via --> left tab LOA)

If **you are working on several programs** please submit a template for each one; each labeled for the specific program.

This plan also covers Industrial Management Technology - OCPS and TECO
(10/30/12 Carin Gordon, Dean)

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area				
Business Administration				
Planning Team Leader(s)¹	Campus	E-mail Address	Phone Extension	Mail Code
Note from Planning Team Fall 2011: Please note, with respect to the designation of Planning Team Leaders: The Planning Team came to a consensus that Planning Team Leaders should include representation from each of the three major campuses (East, Osceola, and West). Those selected, or volunteering, for the role of Planning Team Leader are to be a non-tenure track full time faculty members (tenured or four-month). It was the determination of the Planning Team that tenure-track faculty should be encouraged to concentrate on the completion of their ILP.				
Barry Bunn	West	bbunn@valenciacollege.edu	1886	4-32
Storm Russo	East	srusso@valenciacollege.edu	2348	3-25
Planning Team Members²	Campus	E-mail Address	Phone Extension	Mail Code
The Planning Team came to the consensus that all tenured, tenure-track, and full-time four-month faculty are considered members of the planning team. As the work being conducted for these Assessment Plans impacts all tenured and tenure-track faculty, they all should play an active role in the work being conducted.				
Lana Powell	West	lpowell@valenciacollege.edu	1322	4-32
Lee McCain	East	lmccain@valenciacollege.edu	2489	3-25
Marva Pryor	Winter Park	mpryor@valenciacollege.edu	6016	5-1

¹ Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans.

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.

Six Items Documenting Results

Please fill in the blue shaded areas with brief sentences. A second page is provided for longer comments.

Documenting the Assessment Process

1. In a sentence or two, what did you do and who was responsible for coordinating the collection of student artifacts / data?
Program Chairs/Lead Faculty on each campus collected two (2) course projects from each section of GEB1011, MAN2011 and MAR2012 facilitated on their campus. The projects built upon each other – the GEB1011 (Intro) project had the main PLO's and then the MAN2021 and MAR2012 expanded upon the advanced PLO's.
2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed?
We used the course projects from Fall 2012. The randomly selected projects were placed in a pool consisting of 9, 10, and 32 projects collected for MAN 2021, MAR 2011, and GEB 1011 respectively. Five randomly selected papers from each course were then assessed after the Business Advisory Committee Meeting on April 19, 2013.

Improvement Plan and Use of the Assessment Results – Next Year's Cycle

3. What were your results? (Please e-mail the data and copies of instruments when you submit this form if possible, for example rubric scores in an Excel sheet.) How did this compare with any predictions that you made in the Fall?
Please see attached data. One interesting result was that the Intro course seemed to have better submissions.
4. What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student activity over the next year? (Please use the following page if you need more space for your response.)

At the Assessment meeting, there were requests to revise the rubric for better readability and the questions asked in the course project for flow. The consistency of instructions, percentage of overall grade, and differences (or lack thereof) between course projects will be discussed in the future. Many students take these classes in the same or concurrent semesters and the project is too repetitive.
5. What changes, if any, will be made to the common course outlines, the catalog, etc.

Updates as necessary

Next Steps – Planning for Next Year's Cycle— Academic Year 2013-2014 (see below for detailed planning)

6. What are your next steps – acting on the results? (These steps will guide others in the next cycle... moving the process forward.) If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.

We need to make sure all campuses and all instructors are using the projects for the three targeted courses. There will be a meeting of all full time and adjuncts (who are able to attend) to discuss improvements to the project itself and the assessment process.

Please include the name of the person completing this page and your program:
Storm Russo and Lee McCain, Business Administration.

See next page...

Additional Space for Comments Reporting on Prior Year (if needed)

3) *If you have additional comments for the following question, please share them here:* What were your results?

We found the need to revisit the requirements for the project and work with instructors to create more consistency in overall grading percentages/requirements between classes.

4) *If you have additional comments for the following question, please share them here:* What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student over the next year?

The course outlines for the three targeted courses need to be revised/updated.

6) *If you have additional comments for the following question, please share them here:* What are your next steps – acting on the results? If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.

We will be updating the course projects along with increased discussions about changes to the directions, requirements and overall percentage of grade for the projects.

See next page....

Planning for AY 2013-2014 Learning Outcomes and Performance Indicators

Complete only the sections that apply to your work.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:	
Business Administration	
Targeted Program Learning Outcome(s) (How many will you be assessing this coming year?): PLO 1: Students will be able to perform the Management Functions. PLO 5: Students will be able to perform the functions in the Marketing Mix.	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: GEB 1011, MAN 2021, MAR 2011
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: All courses cover the PLO's.
Performance Indicators for the Program Learning Outcome(s) selected: Course Project	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: Course Project Content
External Standard(s) in the field or discipline (please contact Laura Blasi lblasi@valenciacollege.edu with any questions about this):	
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): End of course project in GEB1011, MAN2021 and MAR2011.	
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): Course Project	
Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): Written course project	

Implementation Process

Collection of Student Artifacts

<p>What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?</p> <p>Nothing formal; however, they are instructed to gather information during the course to complete the project.</p>
<p>How will student artifacts or data associated with student performance be collected?</p> <p>For each section of each course, there will be two randomly chosen projects forwarded to Barry Bunn for a collection of projects. From this main collection of projects, B. Bunn will randomly choose 5 for each course for a panel to review.</p>
<p>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?</p> <p>The instructors are informed to using their own method to randomly choose the ones to be forwarded.</p>
<p>How will information about faculty / staff participation in the assessment project be communicated?</p> <p>Via e-mail</p>
<p>Who will be responsible for coordinating the collection of student artifacts?</p> <p>Barry Bunn</p>
<p>At what point in the academic year / semester will the student artifacts be collected?</p> <p>Each semester, Program Chairs/Lead Faculty will be responsible for collecting artifacts from each section of GEB1011, MAN2021 and MAR2011 on their campus.</p>

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

<p>When will student artifacts be assessed / evaluated?</p> <p>Artifacts will be review at the Spring and Fall Business Advisory Committee Meetings via a rubric.</p>
<p>Which faculty or staff from the program/discipline will evaluate student artifacts?</p>

Those able to attend the bi-annual Business Advisory Committee Meeting

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

Instructions and rubric will be provided before the meeting to have them familiar with their duties.

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

After the rubrics are completed for the five course projects/ per course evaluated.

What are your predictions regarding student performance? (What do you expect to see when you analyze your results?)

Our prediction is the results of the course projects for MAR 2011 and MAN 2012 will be better than GEB 1011.

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 known at this time.

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)?

Full Time Faculty, Adjuncts and Business Advisory Committee members.

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

Via e-mail in the form of a report.

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)	January 2012	B. Bunn, S. Russo	Completed
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)	March 2012	B. Bunn, S. Russo	Completed
Draft assessment plan is revised to reflect input	March 2012	B. Bunn, S. Russo	Completed
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum (http://valenciacollege.edu/faculty/forms/voterlists/)	April 2012	B. Bunn, S. Russo	Completed

Dean / Director Support

The Dean(s) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan. Please copy and paste in E-mail approval (as applies) at the end of the document and then send the form complete to us or obtain, scan, and send handwritten signatures and then send.

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

