

# Start of the Academic Year 2012-2013

## New Cycle Program Learning Outcomes Plan Template

Please use this form as you begin your planning cycle for the up-coming Academic Year. You will want to connect this work to the plan from the prior year and the long-term plan for your program. Please only fill out the sections relevant to your program. You do not have to fill out all sections of this form.

Please return by **October 1<sup>st</sup>** to Jessica King: [jking84@valenciacollege.edu](mailto:jking84@valenciacollege.edu)

Please send questions to Laura Blasi, Director, Institutional Assessment [lblasi@valenciacollege.edu](mailto:lblasi@valenciacollege.edu)

**How this relates to your Program Improvement Plan:** This “new cycle template” is where you and your colleagues describe the next phase of your plan to be accomplished in the 2012-2013 Academic Year. Use this template to describe what you plan to do to implement the plan for improvements (identified in spring of 2012) over this upcoming year and write out the next program outcome you and your colleagues will assess and your plan for accomplishing this over the next year.

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

**1. What is your program name?**

Computer Information Technology  
Computer Programming & Analysis

**2. Does this academic year’s improvement plan (2012-2013) build on your work from last year (2011-2012)? If so, how... (1-2 sentences)**

Yes. Observe students in CIS 2910 who have completed CTS 1142 vs. those who have not. Compare results. It is our hope that students completing CTS 1142 will have influence on their team members in CIS 2910 during this transition year and beyond. It may take two years for sufficient CTS 1142 students to reach CIS 2910 Capstone.

| Planning Team Leader(s) <sup>1</sup> | Campus | E-mail Address   | Phone Extension | Mail Code |
|--------------------------------------|--------|--|-----------------|-----------|
| Dave Brunick                         | East   | <a href="mailto:dbrunick@valenciacollege.edu">dbrunick@valenciacollege.edu</a> | 2360            | 3-25      |
|                                      |        |  |                 |           |

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

| Planning Team Members <sup>2</sup> | Campus  | E-mail Address   | Phone Extension | Mail Code |
|------------------------------------|---------|--|-----------------|-----------|
| Colin Archibald                    | East    | <a href="mailto:carchibald@valenciacollege.edu">carchibald@valenciacollege.edu</a> | 2113            | 3-25      |
| Ray Enger                          | Osceola | <a href="mailto:renger@valenciacollege.edu">renger@valenciacollege.edu</a>         | 4118            | 6-8       |
| Dimas Sanchez                      | West    | <a href="mailto:dsanches@valenciacollege.edu">dsanches@valenciacollege.edu</a>     | 1012            | 4-41      |

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<sup>2</sup> 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; Student representation when possible.

# Learning Outcomes and Performance Indicators

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| <b>Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:</b><br>Computer Information Technology<br>Computer Programming & Analysis  |  |
| <b>Major finding from last year and related change, if any:</b><br>Video recording and evaluation using the Technical Presentation Rubric. Technical and non-technical communications were satisfactory for having little or no formal instruction in the skill, but they could be better given more opportunities to practice. As a result, incorporated formal instruction/practice in technical and non-technical communications into CTS 1142 Project Management so students have an earlier opportunity to develop skills. |  |
| <b>Services needed as a result of the finding (Student Learning Support, Faculty Development, etc.):</b><br>None  |  |
| <b>Targeted Program Learning Outcome(s) (PLOs) for this year:</b>   |  |
| Implement software solutions including documentation. (COP)<br>Implement computer systems solutions including documentation. (CIT)  |  |
| <b>Is this a different outcome from the one reported last year? (yes /no)</b><br>Yes  |  |
| <b>Does this assessment for this year apply to more than one PLO? (yes /no)</b><br>Yes  |  |
| <b>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:</b><br>CIS 2910, IT Capstone   |  |
| <b>National Standard(s):</b><br><br>(This could be specific to your field or focused on overall undergraduate competencies from a national organization. Contact Laura Blasi for examples / ideas. lblasi@valenciacollege.edu)  |  |
| <b>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:</b><br>CLO 1: Utilize basic systems analysis and design techniques including analysis, design, implementation, documentation.<br><br>CLO 2: Utilize project version control as part of project development   |  |
| <b>Performance Indicators for the Program Learning Outcome(s) selected:</b><br><br>Successfully completed and documented selected project.  |  |
| <b>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</b><br>PI 1 <ul style="list-style-type: none"> <li>• Collaborate with instructor to determine topic and scope for comprehensive IT project.</li> <li>• Analyze, design, implement an IT project that utilizes material learned in previous classes</li> </ul>  |  |

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|   | <p>PI 2<br/>Include some form of version control as part of a complete project implementation.</p> |
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| <p><b>Prediction</b> (Given what you know about your students, how you expect them to perform? What do you expect to see? You will be able to compare your beliefs to the results that you receive at the end of this assessment cycle)</p> <p>The students will perform well.</p>  |  |
| <p><b>Common Assessment</b> – 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>Capstone Project</p>   |  |
| <p><b>Description of the Proposed Common Assessment</b> – 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:</p> <p>Capstone project selected by instructor.</p> |  |
| <p><b>What is the approximate number of students that you expect to assess? (Please indicate “Do not know at this time” if that is the case)</b></p> <p>60</p>  |  |

## Implementation Process

### Planning for Communication and the Collection of Student Artifacts / Data

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| <p>1. <b>When will faculty seek or receive feedback on the design of the assessment, the rubrics, etc.?</b><br/>Assessment design is done during Assessment Day activities. Rubrics are in place and well vetted.</p> |
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| 2. <b>How will student artifacts or data associated with student performance be collected?</b><br>Capstone class projects in Summer/Fall/Spring semesters  |
| 3. <b>If student artifacts are to be collected based on a sample of students, what characteristics should the sample include?</b><br>NA  |
| 4. <b>What information needs to be communicated to students concerning the assessment process?</b><br>Students will be made aware of rubric standards  |
| 5. <b>How will information about faculty / staff participation in the assessment project be communicated?</b><br>Email and face-to-face meetings between faculty teaching IT Capstone and faculty serving as part of the evaluation team |
| 6. <b>Who will be responsible for coordinating the collection of student artifacts / data?</b><br>Capstone Instructors and Assessment Coordinator  |
| 7. <b>At what point in the academic year / semester will the student artifacts/ data be collected?</b><br>End of each term, Summer/Fall/Spring   |

### **Evaluation of Student Artifacts and Analysis of Results: Understanding and Acting on the Impact of the Program (Program Level Assessment)**

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| 8. <b>When will student artifacts be assessed / evaluated?</b><br>Assessment Day, 2013  |
| 9. <b>What is the expectation (if any) for student reflection / self-assessment (etc.) as part of this assessment?</b><br>NA  |
| 10. <b>Which faculty or staff from the program/discipline will evaluate student artifacts?</b><br>At least Program Chairs and Capstone Instructors  |
| 11. <b>What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?</b><br>Rubrics workshop for ALL IT faculty. We could also benefit from training sessions in Outcomes-based practice and Authentic Assessment |
| 12. <b>When will the results / data associated with the assessment plan be analyzed?</b><br>Assessment Day 2013   |
| 13. <b>What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan? *</b><br>None  |

**14. Does this assessment relate to your assessment from last year (if so how...)? How is this assessment connected to your improvement plan?**

This is a continuation of assessment for each Program Learning Outcome. As we look at each one, the results have brought into focus something that needs improving in the program. We expect this cycle to be no different.

**15. 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 and documentation always inspires us to ask questions about our practice.

**16. In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., General Education faculty)?**

COP/CIT Deans, Advisory Council

## Approval / Implementation Process

| Activities Associated with the Approval / Implementation of Assessment Plans   | Person Responsible | Target Completion Date | Actual Completion Date |
|--|--------------------|------------------------|------------------------|
| Draft assessment plan is circulated for input  | David Brunick      | 8/22/2012              | 8/22/2012              |
| College-wide live or email discussion  | David Brunick      | 9/6/2012               | 9/6/2012               |
| Draft Assessment Plan is revised to reflect Input  | David Brunick      | 9/14/2012              | 9/14/2012              |
| Assessment Plan Vote   | David Brunick      | 10/1/2012              |                        |
|  |                    |                        |                        |
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|  |                    |                        |                        |
| <p><b>For thought (you do not need to answer...)</b></p> <ul style="list-style-type: none"> <li>• <i>Will current voter eligibility lists for the curriculum be used for any voting?</i></li> <li>• <i>Will you have a group enroll in a related assessment methods workshop for credit or schedule your own sometime during the term? (See: <a href="http://valenciacollege.edu/faculty/development/coursesearch.cfm">http://valenciacollege.edu/faculty/development/coursesearch.cfm</a>)</i></li> <li>• <i>For A.S. programs – how does the 10/30/12 Viability meeting fit with your work?</i></li> </ul> |                    |                        |                        |

## Dean / Director Support

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

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



# Sign In Sheet for Related Meetings

| Name | Dept. | Date | Event |
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