

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:

Business Administration

Planning Team:

Planning Team Leader(s) ¹	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*: 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.

Learning Outcomes and Performance Indicators

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:	
Business Administration	
Targeted Program Learning Outcome: Student will be able to detect ethical issues in business situations.	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: GEB1011 Introduction To Business
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: The student should be able to apply theories of business ethics to hypothetical problems.
Performance Indicators for the Program Learning Outcome(s) selected: <ul style="list-style-type: none"> • Students will complete a case study to show analysis of an ethical dilemma. • Students will complete a locally developed exam/essay to show understanding of an ethical dilemma. 	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: <ul style="list-style-type: none"> • Multiple Choice Test • Case Studies • Paired Project • Debate
Assessment Method (What assessment method - written assignment, speech, test, etc. - will you use to assess student ability related to the program / course outcomes selected): PowerPoint presentations, debates, tests, case studies, and research papers	
Description of the Proposed Common Assessment Method (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 protect faculty freedom to design the delivery of course content): Assessment tool will include a way to assess the student's skill in research, presentation, following of instructions, adhering to a timeline, and working in a group.	
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.	

Implementation Process

Approval Process

Activities Associated with the Approval of Assessment Plans	Date	Person Responsible
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline	October 2010	Business faculty to be determined
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received	November 2010	Business faculty to be determined
Draft assessment plan is revised to reflect input	January 2011	Business faculty to be determined
Current voter eligibility list for curriculum will be used to vote on draft assessment plan	March 2011	Business faculty to be determined

Faculty Development Needs Associated with the Proposed Common Assessment

Training on the creation of an analytical rubric.

Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent)?	Students need to know the Program Student Learning Outcomes upon entering 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 semester, all fulltime and adjunct GEB 1011 faculty will select two randomly chosen case studies with the completed rubric from each of their classes (all modes of delivery of course). They will then forward these to the person chosen to collect them.

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 samples will include campus, contract status of the instructor, mode of delivery)?	All GEB 1011 faculty will use the same requirements for number of samples (traditional, hybrid and online).
How will information about faculty / staff participation in the assessment project be communicated?	Lead Faculty member on each campus will be responsible for communication.
Who will be responsible for coordinating the collection of student artifacts?	Lead Faculty member on each campus will be responsible for collection.
At what point in the academic year / semester will the student artifacts be collected?	Middle to Late of Each Major Semester

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

When will student artifacts be assessed / evaluated?	Valencia's Assessment Day, May 5, 2011
Which faculty or staff from the program/discipline will evaluate student artifacts?	All fulltime faculty and invited adjuncts.
What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?	Review the use of an analytical rubric.
What training / preparation / information will faculty or staff need in order to analyze the results / data associated with this assessment plan?	By the end of the term in which the samples are taken.

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, Career Program Advisors, faculty from other disciplines.
How will the assessment results be disseminated to stakeholders ?	To faculty via email, Advisory Boards via charts and reports, and students upon request. There will also be annual meetings to re-evaluate the process of these assessments.

Improvement Plan

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) ?	TBD
What changes to the common course outlines, if any , need to be considered?	TBD
What do the results of this assessment plan suggest about changes / improvements to the program assessment process?	TBD