

# Program Learning Outcome Assessment Plan Template

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## General Information

Academic Year of Implementation: 2010 – 2011

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

Computer Programming and Analysis

Planning Team:

Planning Team Leader(s) <sup>1</sup>	Campus	E-mail Address	Phone Extension	Mail Code
Lisa Macon	West	<a href="mailto:dbrunick@valenciacc.edu">dbrunick@valenciacc.edu</a>	2360	3-25
Planning Team Members <sup>2</sup>	Campus	E-mail Address	Phone Extension	Mail Code
David Brunick	East	<a href="mailto:dbrunick@valenciacc.edu">dbrunick@valenciacc.edu</a>	2360	3-25
Ray Enger	Osceola	<a href="mailto:renger@valenciacc.edu">renger@valenciacc.edu</a>	4118	6-8

<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. See the attached documents entitled *Program Outcome Assessment Plan Approval and Improvement Process* and *Program Outcome Assessment Plan Approval and Improvement Process – Student Affairs*

<sup>2</sup> 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

<b>Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:</b> Information Technology	
<b>Targeted Program Learning Outcome:</b> Design a logical plan for the development of software requirements	<b>Targeted Course(s), Co-Curricular Program or Student Activity associated with the with the Academic Program:</b> CIS 2910 IT Capstone
	<b>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:</b> Produce a logical plan for the development of system requirements
<b>Performance Indicators for the Program Learning Outcome(s) selected:</b> Collect system requirements communicated by the customer Conduct critical analysis of requirements Utilize project management techniques recognized by industry	<b>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</b> Collect system requirements communicated by the customer Conduct critical analysis of requirements Utilize project management techniques recognized by industry
<b>Assessment Method</b> (What assessment method - written assignment, speech, test, etc. - will you use to assess student ability related to the program / course outcomes selected): Capstone Project	
<b>Description of the Proposed Common Assessment Method</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 protect faculty freedom to design the delivery of course content): <b>Capstone project selected by instructor</b>	
<b>Proposed Assessment Instrument</b> (In some cases the assessment <b>method may not need an associated assessment instrument – e.g., multiple choice tests</b> ): <b>Common project and peer review rubrics.</b>	

# 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	8/23/2010	Lisa Macon
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received	9/27/2010	Lisa Macon
Draft assessment plan is revised to reflect input	10/25/2010	Lisa Macon
Current voter eligibility list for curriculum will be used to vote on draft assessment plan	11/22/2010	Lisa Macon

## Faculty Development Needs Associated with the Proposed Common Assessment

<p>Rubrics workshop for ALL IT faculty (associated with the proposed assessment)</p> <p>We could also benefit from these training sessions for all IT faculty:</p> <ul style="list-style-type: none"> <li>Outcomes-based practice</li> <li>Authentic assessment</li> </ul>
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## Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent)?	None
How will student artifacts or data associated with student performance be collected?	Capstone class projects in Fall/Spring/Summer 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 (all samples will include campus, contract status of the instructor, mode of delivery)?	N/A. Not random
How will information about faculty / staff participation in the assessment project be communicated?	Email and face-to-face meetings between faculty teaching IT Capstone and faculty serving as part of the evaluation team.
Who will be responsible for coordinating the collection of student artifacts?	Capstone Instructors
At what point in the academic year / semester will the student artifacts be collected?	Fall/Spring/Summer

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

<i>When will student artifacts be assessed / evaluated?</i>	<i>Assessment Day, May 5, 2011</i>
<i>Which faculty or staff from the program/discipline will evaluate student artifacts?</i>	At least Program Chairs and Capstone instructors.
What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?	Rubric training / coordination meeting
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/book always inspires us to ask questions about our practice.
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)?	Perhaps IT deans, Advisory committee
How will the assessment results be disseminated to stakeholders?	<i>Assessment Day minutes, advisory committee meetings, and division meetings.</i>

## 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)?	We will be revising our IT Capstone course outline based on results of the assessment. We are already doing so after the first round.
What changes to the common course outlines, if any, need to be considered?	We are going to more closely align the course outcomes for IT Capstone with those of the CPA and IT AS programs. They will, in fact, be almost identical.
What do the results of this assessment plan suggest about changes / improvements to the program assessment process?	That we may need to look at our assessments for all courses to determine if they are in alignment with course outcomes.