

# Program Learning Outcome Assessment Plan Template

## General Information

Academic Year of Implementation: 2011 – 2012

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

Office Administration, Medical Information Coder/Biller Information Administration, & Medical Office Administration

Planning Team:

Planning Team Leader(s) <sup>1</sup>	Campus	E-mail Address	Phone Extension	Mail Code
Marie Howard	West Campus	<a href="mailto:mhoward@valenciacollege.com">mhoward@valenciacollege.com</a>	1423	4-32
Coleen Jones	Osceola Campus	<a href="mailto:cjones3@valenciacollege.com">cjones3@valenciacollege.com</a>	4851	6-3
Betty Wanielista	East Campus	<a href="mailto:bwanielista@valenciacollege.com">bwanielista@valenciacollege.com</a>	2347	3-25
Planning Team Members <sup>2</sup>	Campus	E-mail Address	Phone Extension	Mail Code

<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*. 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

<b>Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:</b> <b>Office Administration, Medical Information Coder/Biller Information Administration, &amp; Medical Office Administration</b>	
<b>Targeted Program Learning Outcome:</b> <b>Students will be able to prepare business documents.</b>	<b>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:</b> OST1100
	<b>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:</b> Students will master the touch method by keying in letter, number and symbol drills on a keyboard. Students will increase speed and accuracy by completing practice drills using letters, numbers and symbols. Students will create business letters, envelopes, reports and tables using word processing software.
<b>Performance Indicators for the Program Learning Outcome(s) selected:</b> <b>Check list of correctly formatted items.</b>	<b>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</b> Students will create business letters, envelopes, reports and tables using word processing software.
<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): Production Test.	
<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): See attached copy.	
<b>Proposed Assessment Instrument</b> (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): Production Test	

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# Implementation Process

## Approval Process

Activities Associated with the Approval of Assessment Plans	Proposed Completion Date	Person Responsible
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline	9/16/2011	Marie Howard Coleen Jones Betty Wanielista
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received	9/16/2011	Marie Howard Coleen Jones Betty Wanielista
Draft assessment plan is revised to reflect input	9/16/2011	Marie Howard Coleen Jones Betty Wanielista
Current voter eligibility list for curriculum will be used to vote on draft assessment plan	9/16/2011	Marie Howard Coleen Jones Betty Wanielista

## Faculty / Professional Development Needs Associated with the Proposed Common Assessment

What training / preparation / information will faculty or staff need in order complete the proposed assessment plan?

N/A

## Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?  
At the end of the semester students will complete the attached production test as evidence of completion.

How will student artifacts or data associated with student performance be collected?  
Student will submit work online and faculty will use a check list as evidence of completion.

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?  
N/A

How will information about faculty / staff participation in the assessment project be communicated?  
Three Program Co-Chairs will give the common assessments to the adjunct faculty. Communication will include a copy sent to each dean.

Who will be responsible for coordinating the collection of student artifacts?  
The three Program CoChairs.

At what point in the academic year / semester will the student artifacts be collected?  
Final Examination during the Spring Semester.

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

When will student artifacts be assessed / evaluated (Learning Day 2011 is scheduled for February 11, 2011, Assessment Day 2011 is scheduled for May 5, 2011)? May 3, 2012

Which faculty or staff from the program/discipline will evaluate student artifacts? Three Program CoChairs plus adjunct faculty, if available.
What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected? N/A
When will the results / data associated with the assessment plan be analyzed? May 3, 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? A distribution report will be completed for each campus. The course grade will be compared to the assessment.
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)? N/A

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

The Assessment Plan will be presented to the Office and Medical Administration Advisory Board October 5, 2011. The results will be presented at the Office and Medical Office Administration Advisory Board Meeting in October 2012.

## **Improvement Plan and the 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)?

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?