

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:

Computer Engineering Technology (Networking), Cisco Routing and Switching Specialization

Planning Team:

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
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Planning Team Members ²	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**. 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

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: Computer Engineering Technology (Networking), Cisco Routing and Switching Specialization	
Targeted Program Learning Outcome: Build inter-networked environments, incorporating routers, bridges, and switches	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: CET 2620C Cisco Projects in Routing Design and Administration
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Design and implement a Wide Area Network (WAN) using different technologies
Performance Indicators for the Program Learning Outcome(s) selected: <ul style="list-style-type: none"> • Implement an IP addressing scheme and IP services to meet network requirement in a medium-size Enterprise network • Configure, verify, and troubleshoot basic router operation and routing on Cisco devices • Apply the appropriate administrative tasks required for a Wide Area Network (WAN) • Implement and verify WAN links 	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: <ul style="list-style-type: none"> • Analyze clients' requirements for a WAN link • Design and document an addressing scheme • Configure and troubleshoot routers using different routing protocols • Secure access to router • Document the router configuration
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): <ul style="list-style-type: none"> • Final skill-based project 	
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): <ul style="list-style-type: none"> • Final skill-based project selected by instructor 	
Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): <ul style="list-style-type: none"> • Rubric for grading final project 	

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	8/24/2011	Soheyla Nakhai
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received	9/7/2011	Soheyla Nakhai
Draft assessment plan is revised to reflect input	9/21/2011	Soheyla Nakhai
Current voter eligibility list for curriculum will be used to vote on draft assessment plan	10/5/2011	Soheyla Nakhai

Faculty / Professional Development Needs Associated with the Proposed Common Assessment

<p>What training / preparation / information will faculty or staff need in order complete the proposed assessment plan?</p> <ul style="list-style-type: none"> • Rubrics workshop for CET faculty (associated with the proposed assessment) • We could also benefit from these training sessions for our faculty: <ul style="list-style-type: none"> ○ Outcomes-based practice ○ Authentic assessment
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Collection of Student Artifacts

<p>What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?</p> <ul style="list-style-type: none"> • None
<p>How will student artifacts or data associated with student performance be collected?</p> <ul style="list-style-type: none"> • Final project in Fall/Spring semesters
<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,</p>

what characteristics should the sample include?

- 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 CET 2620 and faculty serving as part of the evaluation team.

Who will be responsible for coordinating the collection of student artifacts?

- CET2620 instructor

At what point in the academic year / semester will the student artifacts be collected?

- End of each term – Fall and Spring

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

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

- Assessment Day 2012

Which faculty or staff from the program/discipline will evaluate student artifacts?

- At least the Program Chair and CET2620 instructor

<p>What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?</p> <ul style="list-style-type: none">• None
<p>When will the results / data associated with the assessment plan be analyzed?</p> <ul style="list-style-type: none">• Assessment Day, 2012
<p>What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?</p> <ul style="list-style-type: none">• None
<p>What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?</p> <ul style="list-style-type: none">• Data from annual Program Viability meetings
<p>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)?</p> <ul style="list-style-type: none">• Computer Engineering Technology Advisory Committee
<p>How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?</p> <ul style="list-style-type: none">• Assessment Day minutes, advisory committee meetings, and division meetings

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?