

This cover page has been added by the Valencia Institutional Assessment office to document the communication with the program leader for this plan (connected to the date shown.) This information is included to clarify decisions made – such as the decision to use one assessment plan for two programs (etc.) Please contact us directly with questions or changes.

Dr. Laura Blasi
Director, Institutional Assessment
October 30, 2012

This form is used for the following programs. Each program has the same outcomes and assessment methods used.

Business Administration
Business Management
Industrial Management, OCPS
Industrial Management, TECO

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 1st to Jessica King: jking84@valenciacollege.edu

Please send questions to Laura Blasi, Director, Institutional Assessment 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? Business Administration
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) Last year our team created the projects for three targeted courses (GEB1011, MAN2021 and MAR2011) to address the Program Learning Outcomes. Much time went into this process and our initial rollout started in the Fall of 2012. All instructors have been given the project instructions and will submit two randomly selected products per class to the Review Team by the end of December 2012. We will be looking at how smoothly the process works and the relevancy of the projects.

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.

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: 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.

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Learning Outcomes and Performance Indicators

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: Business Administration	
Major finding from last year and related change, if any: When have just started the implementation phase.	
Services needed as a result of the finding (Student Learning Support, Faculty Development, etc.): None at this point	
Targeted Program Learning Outcome(s) (PLOs) for this year: Students will be able to perform the Management Functions.	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: GEB1011 MAN2021 MAR2011
Is this a different outcome from the one reported last year? (yes /no) No	
Does this assessment for this year apply to more than one PLO? (yes /no) Yes	
National Standard(s): (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)	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: The student should be able to Students will be able to perform the Management Functions as utilized by a business.
Performance Indicators for the Program Learning Outcome(s) selected: Project	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
Prediction (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) Students should perform at/above the minimum standard set by the Assessment Team. The targeted outcome is a major focus of all three courses and students receive a variety of methods to grasp the concept.	

<p>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:</p> <p>Project for each targeted course</p>
<p>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:</p> <p>The same Project is being used in each respective class. Each faculty has freedom to choose the method and content delivery method in order to meet the coverage of the outcomes.</p>
<p>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)</p> <p>We are randomly choosing 2 submissions from every section college wide. From that pool, we will randomly choose five for final evaluation.</p>

Implementation Process

Planning for Communication and the Collection of Student Artifacts / Data

<p>1. When will faculty seek or receive feedback on the design of the assessment, the rubrics, etc.? December 2012 after initial submittal of projects.</p>
<p>2. How will student artifacts or data associated with student performance be collected? On each campus, faculty members will send two randomly selected projects from each section facilitated to the Discipline Chair.</p>
<p>3. If student artifacts are to be collected based on a sample of students, what characteristics should the sample include? This will be a completely random method.</p>
<p>4. What information needs to be communicated to students concerning the assessment process? None</p>
<p>5. How will information about faculty / staff participation in the assessment project be communicated? Communication will take place at college wide meetings and email conversations as needed.</p>

6. Who will be responsible for coordinating the collection of student artifacts / data?

Discipline Chairs on each campus

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

At the end of Fall Term, December 012

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

8. When will student artifacts be assessed / evaluated?

February 2013

9. What is the expectation (if any) for student reflection / self-assessment (etc.) as part of this assessment?

None

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

The review panel needs to have at least three evaluators. All fulltime faculty (and invited adjuncts) in the business program area will be asked to serve for two consecutive years with one member coming off each year to be replaced by a new member to begin their two year term. The initial three member panel will decide at their first meeting who will come off the initial panel after the first year and then the second year. After these initial two years the panel rotation should be constant. We will finalize the first panel by November 1, 2012

11. What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?

None

12. When will the results / data associated with the assessment plan be analyzed?

February 2013

13. What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan? *

The Rubric has been issued to all Business Faculty.

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 our first time using the assessment.

15. What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?

Follow up meetings will be conducted to evaluate the process.

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

This assessment will be handled by our department.

Approval / Implementation Process

Activities Associated with the Approval / Implementation of Assessment Plans	Person Responsible	Target Completion Date	Actual Completion Date
<p>For thought (you do not need to answer...)</p> <ul style="list-style-type: none"> • <i>Will current voter eligibility lists for the curriculum be used for any voting?</i> • <i>Will you have a group enroll in a related assessment methods workshop for credit or schedule your own sometime during the term?</i> (See: http://valenciacollege.edu/faculty/development/coursesearch.cfm) • <i>For A.S. programs – how does the 10/30/12 Viability meeting fit with your work?</i> 			

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.

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

