

End of the Academic Year 2012-2013 – End of This Cycle

Results & Improvement Plan for Next Year

The template has 9 pages. Please return this completed form with the dean signatures or their E-mail approval(s) copied & pasted in at the end. by **May 10, 2013** to Jessica King in the Valencia Institutional Assessment (VIA) Office (jking84@valenciacollege.edu) Please see the VIA website for this form, your plans, and related materials: www.valenciacollege.edu/via --> left tab LOA)

If you are working on several programs please submit a template for each one; each labeled for the specific program.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area COMPUTER INFORMATION TECHNOLOGY AND COMPUTER PROGRAMMING AND ANALYSYS				
Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
Note from Planning Team Fall 2011: Please note, with respect to the designation of Planning Team Leaders: The Planning Team came to a consensus that Planning Team Leaders should include representation from each of the three major campuses (East, Osceola, and West). Those selected, or volunteering, for the role of Planning Team Leader are to be a non-tenure track full time faculty members (tenured or four-month). It was the determination of the Planning Team that tenure-track faculty should be encouraged to concentrate on the completion of their ILP.				
Dave Brunick	East	dbrunick@valenciacollege.edu	2360	3-25
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
The Planning Team came to the consensus that all tenured, tenure-track, and full-time four-month faculty are considered members of the planning team. As the work being conducted for these Assessment Plans impacts all tenured and tenure-track faculty, they all should play an active role in the work being conducted.				
Colin Archibald	East	carchibald@valenciacollege.edu	2113	3-25
Ray Enger	Osceola	renger@valenciacollege.edu	4118	6-8
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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; Students representation when possible.

Six Items Documenting Results

Please fill in the blue shaded areas with brief sentences. A second page is provided for longer comments.

Documenting the Assessment Process

1. In a sentence or two, what did you do and who was responsible for coordinating the collection of student artifacts / data?

Instructors of CIS 2910, IT Capstone class collected artifacts.

2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed?

Artifacts were collected during 201230, 201310, 201320 terms for 91 students.

Improvement Plan and Use of the Assessment Results – Next Year’s Cycle

3. What were your results? (Please e-mail the data and copies of instruments when you submit this form if possible, for example rubric scores in an Excel sheet.) How did this compare with any predictions that you made in the Fall?

The technical projects created by the students were overall very good as expected. They had varied work ranging from developing Business-to-Business web applications to creating a complete, turn-key corporate network. The evidence supports strong technical skills for Information Technology and Computer Programming & Analysis.

However, the technical documentation of the projects was fair to acceptable.

4. What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student activity over the next year? (Please use the following page if you need more space for your response.)

We do not anticipate changes to the curriculum or program for the next year. The full impact of incorporating a formal Project Management class beginning 201210 will not be known for at least another year as those students enter the Capstone experience. At that time we expect to see significant improvement in the documentation.

5. What changes, if any, will be made to the common course outlines, the catalog, etc.

None at this time.

Next Steps – Planning for Next Year’s Cycle— Academic Year 2013-2014 (see below for detailed planning)

6. What are your next steps – acting on the results? (These steps will guide others in the next cycle... moving the process forward.) If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.

Even though the students' technical skills are strong, we feel that a four month project in Capstone may not be sufficient to develop a portfolio useful to future employers. We will be incorporating more project-driven exercises earlier in the curriculum on a course by course basis. The formative practice in documenting projects should reflect in more robust summative documentation in Capstone.

Please include the name of the person completing this page and your program:

Dave Brunick

See next page...

Additional Space for Comments Reporting on Prior Year (if needed)

3) *If you have additional comments for the following question, please share them here:* What were your results?

4) *If you have additional comments for the following question, please share them here:* What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student over the next year?

6) *If you have additional comments for the following question, please share them here:* What are your next steps – acting on the results? If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.

See next page....

Planning for AY 2013-2014 Learning Outcomes and Performance Indicators

Complete only the sections that apply to your work.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: Computer Information Technology Computer Programming & Analysis	
Targeted Program Learning Outcome(s) (How many will you be assessing this coming year?): Evaluate software problems, plans, and solutions for correctness and appropriateness. (CP&A) Evaluate computer systems problems, plans, and solutions for correctness and appropriateness. (CIT)	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: CIS 2910, IT Capstone
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: CLO: Utilize project version control as part of project development.
Performance Indicators for the Program Learning Outcome(s) selected: PI: Demonstrate version control as projects are evaluated and modified.	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: PI: Include some form of version control as part of a complete project implementation.
External Standard(s) in the field or discipline (please contact Laura Blasi lblasi@valenciacollege.edu with any questions about this):	
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): Capstone 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): Capstone 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): IT Capstone Project Rubric: Implementation criteria	

Implementation Process

Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?
Students will be made aware of rubric standards

How will student artifacts or data associated with student performance be collected?
Capstone class projects are collected by instructors.

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?
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 and Assessment Coordinator

At what point in the academic year / semester will the student artifacts be collected?
End of each term, 201330, 201410, 201420

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

When will student artifacts be assessed / evaluated?
Assessment Day, 2014

Which faculty or staff from the program/discipline will evaluate student artifacts?
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?
Rubrics workshop for ALL IT faculty. We could also benefit from training sessions in Outcomes-based practice and Authentic Assessment. These workshops are in place and faculty plan to attend over the year.

When will the results / data associated with the assessment plan be analyzed?
Assessment Day, 2014

What are your predictions regarding student performance? (What do you expect to see when you analyze your results?)
The students will perform well.

What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?
Data from annual Program Viability meeting and documentation always inspires us to ask questions about our practice.

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

None

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)?

CP&A/CIT Deans, IT Advisory Council

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

Regularly scheduled faculty and IT Advisory Council meetings; discipline SharePoint site; plain old email.

Approval Process

Activities Associated with the Approval of Assessment Plans	Completion Date	Person Responsible	Results
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline (including Deans / Directors responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan)		Dave Brunick	
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)		Dave Brunick	
Draft assessment plan is revised to reflect input		Dave Brunick	

Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum (http://valenciacollege.edu/faculty/forms/voterlists/)		Dave Brunick	

Dean / Director Support

The Dean(s) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan. Please copy and paste in E-mail approval (as applies) at the end of the document and then send the form complete to us or obtain, scan, and send handwritten signatures and then send.

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

