

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

**Computer Information Technology
Computer Programming and Analysis**

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
<p>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.</p>				
Dave Brunick	East	dbrunick@valenciacollege.edu	2360	3-25
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
<p>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.</p>				
Lisa Macon	West	lmacon@valenciacollege.edu	1420	4-41
Ray Enger	Osceola	renger@valenciacollege.edu	4118	6-8

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.

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

These six items are required for the report to the Learning Council.

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?
Capstone instructors collected project notebooks, documentation, and communication videos to assess the Communication PLO.
2. At what point in the academic year / semester were the student artifacts / data collected?
Capstone projects were assigned in Summer/Fall/Spring sessions of CIS 2910 for year 2011-2012.

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

3. What were your results? (Please e-mail the data when you submit this form if possible, for example rubric scores in an Excel sheet.)
Video recording and evaluation using the Technical Presentation Rubric. Technical and non-technical communications were satisfactory for having little or no formal instruction in the skill, but they could be better given more opportunities to practice.
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.)
Incorporating formal instruction/practice in technical and non-technical communications into CTS 1142 Project Management so students have an earlier opportunity to develop skills.
5. What changes, if any, will be made to the common course outlines, the catalog, etc.

Changes were made in 2012-2013 catalog to include CTS 1142 as a required course for all CP&A/CIT students.

Next Steps – Planning for Next Year’s Cycle— Academic Year 2012-2013

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.
Observe students in CIS 2910 who have completed CTS 1142 vs. those who have not. Compare results. It is our hope that students completing CTS 1142 will have influence on their team members in CIS 2910 during this transition year.

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

Additional Space for Comments (Optional)

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.

Sign In Sheet for Assessment Day

Name	Dept.	Date	Event