

**VALENCIA COMMUNITY COLLEGE  
STUDENT LEARNING OUTCOMES ASSESSMENT – PLANNING PHASE  
DEPARTMENTAL ACTION PLAN FOR 2003-2004**

The purpose of this form is to provide specific guidelines for the design and development of a systematic **Student Learning Plan**. Each plan will include (in Part 1) a general description, purpose statement, Strategic Learning Plan linkage, target audience, student learning outcome(s), research perspective, measurement techniques-indicators as well as (in Part 2) baseline data, projected outcomes, data collection methods, time frame, participants, needed resources and projected impact on continuous improvement. A distinct but parallel form, **Student Learning Outcomes Assessment – Evaluation Phase** will be completed at the conclusion of each annual cycle. The overall process will effectively review and document specific measures of educational effectiveness.

**DEPARTMENT/UNIT: Communications East / West**

**DEAN: Della Paul / Dr. Karen Borglum**

**EXTENSION: 2444/ 522**

**MAIL CODE: 3-16 / 4-11**

**Part 1: WHAT is your Student Learning Plan and WHY have you selected it?**

<p><b>1. GENERAL DESCRIPTION.</b> Brief overview of plan. What will you do to assess whether learning has occurred?</p>	<p>We are providing an alternative method of completion of ENC 0012 and EAP1640.</p>
<p><b>2. PURPOSE STATEMENT.</b> What student learning do you intend to examine? What do you hope to learn? Do you have a research hypothesis?</p>	<p>Students can successfully complete ENC 0012/EAP 1640 when provided with more time.</p>
<p><b>3. STRATEGIC LEARNING PLAN LINKAGE.</b> Which Strategic Learning Plan goal(s) does this plan address? Use goals/outcomes identified in the current Strategic Learning Plan.</p>	<p>Goal 2: Start Right Outcome: Students successfully complete courses and programs “at the front door” at dramatically improved rates</p>
<p><b>4. TARGET AUDIENCE.</b> Which students and or other members of the learning community will this plan affect?</p>	<p>Students who have shown evidence of hard work and commitment in their ENC 0012/EAP 1640 course work, but who did not get through both parts of the exit test.</p>
<p><b>5. STUDENT LEARNING OUTCOMES.</b> Which student learning outcome(s) will this plan affect? Use student learning outcomes identified in Assessment Planning Guide.</p>	<p>Ability to write short essays &amp; identify correct grammatical usage under the pressure of time.</p>
<p><b>6. RESEARCH PERSPECTIVE.</b> What previous research or benchmark information is available to support this plan? How can you learn from what has been done before?</p>	<p>College data on successful completion in both courses.</p>
<p><b>7. MEASUREMENT TECHNIQUES - INDICATORS.</b> What will you measure? What types of data will help you assess student outcomes?</p>	<p>Student performance in class and the state exit exam versus students who repeated in ENC 0012/EAP 1640. Students’ persistence.</p>

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**Part 2: HOW will you implement this Student Learning Plan?**

<p><b>8. BASELINE DATA.</b> What is your baseline? If none exists, how will you establish a baseline?</p>	<p>VCC data on successful completion of ENC 0012 &amp; EAP 1640.</p>
<p><b>9. PROJECTED OUTCOMES.</b> What is your target? What would you consider success?</p>	<p>To improve the overall success rates in EAP 1640 &amp; ENC 0012 by 5%. Specifically, to increase the completion rate of those students who complete all course work to a satisfactory level but who fail to pass the exit tests.</p>
<p><b>10. DATA COLLECTION.</b> What is your method of data collection? How will you gather information?</p>	<p>Identify eligible students involved in this project and track their success at the end of the spring term.</p>
<p><b>11. TIME FRAME.</b> What is your time frame? By when will you collect the data?</p>	<p>Identify eligible students by the end of the fall term. Enroll them in this program in the spring term. Data for spring term will be collected in May, 2004.</p>
<p><b>12. PARTICIPANTS.</b> Who will you involve in the work?</p>	<p>Deans, faculty, instructional assistants.</p>
<p><b>13. RESOURCES NEEDED.</b> What resources will you need to implement this plan? Consider time, information, expertise, money, equipment, supplies and other forms of support.</p>	<p>More part-time money for senior instructional assistants and/or stipends for full and part-time faculty.</p>
<p><b>14. PROJECTED IMPACT ON CONTINUOUS IMPROVEMENT.</b> How will you apply what you learn through this study toward the improvement of your students' learning outcomes?</p>	<p>Decide if students need to repeat ENC 0012 or EAP 1640 or if students just need more time to successfully complete course outcomes.</p>

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DEPARTMENTAL ACTION PLAN FOR 2003-2004**

The purpose of this form is to provide specific guidelines for a systematic response to a previously submitted **Student Learning Plan**. Each plan component listed below requires a description of any modifications to the original plan (in Part 1) as well as progress to date (in Part 2). A distinct but parallel form, **Student Learning Outcomes Assessment – Planning Phase** was completed at the beginning of the annual cycle and should be attached to this form to establish a continuous record. The overall process will effectively review and document specific measures of educational effectiveness.

**DEPARTMENT/UNIT: Communications East / West**

**DEAN: Della Paul / Dr. Karen Borglum**

**EXTENSION: 2444 / 1522**

**MAIL CODE: 3-20 / 4-11**

**Part 1: WHAT was your Student Learning Plan and was your rationale effective?**

<p><b>1. GENERAL DESCRIPTION.</b> Brief overview of any modifications in the plan.</p>	<p>This plan examines an alternative method for completion of ENC 0012 and EAP1640.</p>
<p><b>2. PURPOSE STATEMENT.</b> What student learning did you intend to examine? Were there any modifications to your research hypothesis?</p>	<p>Can students successfully complete ENC 0012/EAP 1640 when provided with more time?</p>
<p><b>3. STRATEGIC LEARNING PLAN LINKAGE.</b> Which Strategic Learning Plan goal(s) did this plan address? Use goals/outcomes identified in the current Strategic Learning Plan.</p>	<p>Goal 2: Start Right Outcome: Students successfully complete courses and programs “at the front door” at dramatically improved rates.</p>
<p><b>4. TARGET AUDIENCE.</b> Which students and or other members of the learning community did this plan affect?</p>	<p>Students who have shown evidence of hard work and commitment in ENC 0012/EAP 1640 course work, but who did not pass both parts of the state exit test.</p>
<p><b>5. STUDENT LEARNING OUTCOMES.</b> Which student learning outcome(s) did this plan affect? Use student learning outcomes identified in Assessment Planning Guide.</p>	<p>Students will be able to write short essays and identify correct grammatical usage under the pressure of time.</p>
<p><b>6. RESEARCH PERSPECTIVE.</b> What previous research or benchmark information was available to support this plan? How did you learn from what has been done before?</p>	<p>College data on successful completion in both courses. Also available for review was previous writing contract data from ENC1101 and ENC0012. Historically, students who attend tutoring sessions and complete practice essays pass exit exam requirements.</p>
<p><b>7. MEASUREMENT TECHNIQUES - INDICATORS.</b> What did you measure? What types of data helped you assess student outcomes?</p>	<p>Student performance in class, attendance, and the state exit exam results were the criteria used to place students into this program. The study examined tutorial attendance and the weekly progress made by each student and correlated that data to success on the state exit exam.</p>

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**Part 2: HOW well did you implement this Student Learning Plan?**

<b>8. BASELINE DATA.</b> What was your baseline? If none existed, how did you establish a baseline?	College data on successful completion of ENC 0012 & EAP 1640.
<b>9. PROJECTED OUTCOMES.</b> What was your target? What do you consider success at this stage?	To improve the overall success rates in EAP 1640 and ENC 0012 by 5%. Specifically, to increase the success rate of those students who complete all course work to a satisfactory level but who fail to pass the exit tests.
<b>10. DATA COLLECTION.</b> What was your method of data collection? How did you gather information?	Eligible students were identified and tracked for success at the end of the spring term. Continual checks on the students' progress were made through weekly meetings with tutors. Data was also collected on students' pass rates on both parts of the state exit exam.
<b>11. TIME FRAME.</b> What was your time frame? If you have not completed this assessment, when do you anticipate completion?	This project was completed and results were tabulated at the end of the spring term.
<b>12. PARTICIPANTS.</b> Who did you involve in the work?	The College-Wide Prep Coordinator, Nick Bekas, the Campus Coordinator, Marilyn Curall, and the Coordinator of the Student Support Lab, Mike Whissel. Additionally, the Sr. Instructional Assistants serve as the tutors on this project.
<b>13. RESOURCES NEEDED.</b> What resources did you utilize to implement this plan? Consider time, information, expertise, money, equipment, supplies and other forms of support. Did you need additional resources (from your original plan)?	No additional resources were required. No stipends were paid. Time was the biggest resource. The Dean of Communications met with all the students to discuss the program. Nineteen students individually meet for 30 minutes a week, with a tutor, for 12 weeks to complete the program. This equates to about 68.5 hours of meeting time this term.
<b>14. IMPACT ON CONTINUOUS IMPROVEMENT.</b> How have you applied what you learned though this study toward the improvement of your students' learning outcomes?	Of the 18 students who completed this project, fourteen passed both sections of the state exit exam (78% pass rate). Clearly, some students need more intensive, individual time to master course outcomes; therefore, time can be set aside for these students at the end of the term, or an in-progress grading system can be established.
<b>15. FOLLOW UP ACTIONS.</b> What follow up actions and activities are you planning to support ongoing improvement as a result of this study?	A spillover effect of this study is the need to collaboratively examine reinstatement of the "N" grade.