

**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:** Science, Math, Business, and Technical Programs – Osceola Campus  
**DEAN:** Tim Grogan **EXTENSION:** 4110 **MAIL CODE:** 6-6

**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>Collect and analyze data that will show if students who successfully pass the state exit exam for prep math succeed in the first college-level math course, MAT 1033.</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>Math content skills for students just completing the prep math program; student readiness in terms of math content to take the next higher-level math course – MAT 033C.</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>1-A: Evaluate learning results; answer question “How do we know” students have learned.                  2-E: A form of Start Right – students will be starting their college credit math courses; I want to find out if they are ready (that our policy/procedure for entry into MAT 1033C is appropriate).</p>
<p><b>4. TARGET AUDIENCE.</b> Which students and or other members of the learning community will this plan affect?</p>	<p>All students who take prep math at Valencia as a pre-requisite to taking MAT 1033. At the Osceola Campus, this is approximately 700 students per semester.</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>The minimum level math content competencies in the prep math program.</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>The current passing score on the prep math exit level competency exam was linked to the CPT placement score for entrance into MAT 1033C, but direct success of students has not been measured. Also, other disciplines (writing, for example) have found a disconnect between the exit level requirements of one course and the entrance skill expectations of the next higher course.</p>
<p><b>7. MEASUREMENT TECHNIQUES - INDICATORS.</b> What will you measure? What types of data will help you assess student outcomes?</p>	<p>Scores on the state exit exam; correlation to success in MAT 1033.</p>

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

<b>8. BASELINE DATA.</b> What is your baseline? If none exists, how will you establish a baseline?	No baseline exists. This plan will create new findings, which can be used to establish baselines.
<b>9. PROJECTED OUTCOMES.</b> What is your target? What would you consider success?	The target is to discover what, if any, score on the exit exam can be used as an indicator of 100% success rate in MAT 1033C.
<b>10. DATA COLLECTION.</b> What is your method of data collection? How will you gather information?	Retrieve historical data of individual students and their exit exam scores; measure their enrollment and grades (including withdrawals) in MAT 1033C.
<b>11. TIME FRAME.</b> What is your time frame? By when will you collect the data?	Fall Term (200410) to collect data; Spring Term (200420) to analyze and report findings.
<b>12. PARTICIPANTS.</b> Who will you involve in the work?	Osceola Campus Prep Math Coordinator; Institutional Research.
<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.	Will use regular resources; this project will be a part of regular job duties. However, will need time of IR staff to assist with database collection and report of student records.
<b>14. PROJECTED IMPACT ON CONTINUOUS IMPROVEMENT.</b> How will you apply what you learn though this study toward the improvement of your students' learning outcomes?	Decide if the current cut-scores on the state exam are appropriate; adjust as appropriate.

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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: Science, Math, Business, and Technical Programs – Osceola Campus**

**DEAN: Tim Grogan**

**EXTENSION: 4110**

**MAIL CODE: 6-6**

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

<b>1. GENERAL DESCRIPTION.</b> Brief overview of any modifications in the plan.	No modifications. Collect and analyze data that will show if students who successfully pass the state exit exam for prep math succeed in the first college-level math course, MAT 1033.
<b>2. PURPOSE STATEMENT.</b> What student learning did you intend to examine? Were there any modifications to your research hypothesis?	No modifications. Math content skills for students just completing the prep math program; student readiness in terms of math content to take the next higher-level math course – MAT 1033C.
<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.	1-A: Evaluate learning results; answer question “How do we know” students have learned. 2-E: A form of Start Right – students will be starting their college credit math courses; I want to find out if they are ready (that our policy/procedure for entry into MAT 1033C is appropriate).
<b>4. TARGET AUDIENCE.</b> Which students and or other members of the learning community did this plan affect?	All students who take prep math at Valencia as a pre-requisite to taking MAT 1033. At the Osceola Campus, this is approximately 700 students per semester.
<b>5. STUDENT LEARNING OUTCOMES.</b> Which student learning outcome(s) did this plan affect? Use student learning outcomes identified in Assessment Planning Guide.	The minimum level math content competencies in the prep math program.
<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?	The current passing score on the prep math exit level competency exam was linked to the CPT placement score for entrance into MAT 1033C, but direct success of students has not been measured. Also, other disciplines (writing, for example) have found a disconnect between the exit level requirements of one course and the entrance skill expectations of the next higher course.
<b>7. MEASUREMENT TECHNIQUES - INDICATORS.</b> What did you measure? What types of data helped you assess student outcomes?	Compared State Exam test scores in MAT0024C to Grades in MAT1033.

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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?	Established a baseline: correlation between exit exam scores and grades.
<b>9. PROJECTED OUTCOMES.</b> What was your target? What do you consider success at this stage?	Data show that students who receive the highest possible score, 30, on the exit exam, go on to receive either an A or a W in MAT1033. Students who receive the lowest passing score, 24, on the exit exam
<b>10. DATA COLLECTION.</b> What was your method of data collection? How did you gather information?	Used Institutional Research to find grades for students at Osceola, whose VID's were collected from exit exams at Osceola.
<b>11. TIME FRAME.</b> What was your time frame? If you have not completed this assessment, when do you anticipate completion?	Fall Term (200410) to collect data; Spring Term (200420) to analyze and report findings.
<b>12. PARTICIPANTS.</b> Who did you involve in the work?	Osceola Campus Prep Math Coordinator; Institutional Research; math department faculty and administrative assistant. Note: IR was quite valuable in acquiring historical data.
<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)?	Used regular resources; this project was a part of regular job duties.
<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?	Not all cells within the data set had sufficient samples from which to draw well-founded conclusions. However, clustered samples showed clearly that there is no correlation between MAT0024 exit exam scores and passing grades in MAT1033. (52% overall pass rate in MAT1033 for total sample.) An important discovery was found: 85% of the students who did not pass MAT1033 received a withdrawal grade; only 15% received a grade of D or F. This was consistent within cells as well as for the aggregate. This will be further studied, attempting to discover why students withdrew.
<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?	Continue to add to the database, increasing the sample size, and performing similar analyses to see what pattern, if any, emerges. Potential hypotheses to be tested are: lack of success in MAT1033 is not linked to student math ability; and, the math ability being assessed by the exit exam in MAT0024 is not critical for success in MAT1033.