

**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: Social Sciences - West

DEAN: Dr. Jared Graber

EXTENSION: 1415

MAIL CODE: 4-32

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

<p>1. GENERAL DESCRIPTION. Brief overview of plan. What will you do to assess whether learning has occurred?</p>	<p>Analyze the effectiveness of the established Syllabus Supplement on Computer Competency in U.S. Government (POS 2041).</p>
<p>2. PURPOSE STATEMENT. What student learning do you intend to examine? What do you hope to learn? Do you have a research hypothesis?</p>	<p>Effective adaptation of computer based information and computer skills to subject matter. Can students effectively apply computer-based information and skills to the study of American politics?</p>
<p>3. STRATEGIC LEARNING PLAN LINKAGE. Which Strategic Learning Plan goal(s) does this plan address? Use goals/outcomes identified in the current Strategic Learning Plan.</p>	<p>Goal 4c: Learning by Design Select and design assessment processes and instruments that evaluate curricular and co-curricular learning outcomes.</p>
<p>4. TARGET AUDIENCE. Which students and or other members of the learning community will this plan affect?</p>	<p>All A.A. Degree students must take POS 2041; a sample from professors on this project will be selected for the study. The results may affect our approach to course design and/or adjunct faculty development.</p>
<p>5. STUDENT LEARNING OUTCOMES. Which student learning outcome(s) will this plan affect? Use student learning outcomes identified in Assessment Planning Guide.</p>	<p>Syllabus Supplement on Computer Competency in U.S. Government (POS 2041). Computer-based learning activities must be (1) clearly related to course objectives, (2) formally evaluated and (3) linked directly to the final course grade (evaluation criteria for the course should clearly indicate this activity).</p>
<p>6. RESEARCH PERSPECTIVE. What previous research or benchmark information is available to support this plan? How can you learn from what has been done before?</p>	<p>This requirement has already been incorporated. College wide discipline discussions have occurred. Approaches to required computer-based learning activities have been shared. Samples of student work have been reviewed.</p>
<p>7. MEASUREMENT TECHNIQUES - INDICATORS. What will you measure? What types of data will help you assess student outcomes?</p>	<p>A holistic review panel utilizing a rubric designed by Political Science faculty will evaluate a representative sample of student work.</p>

**VALENCIA COMMUNITY COLLEGE
STUDENT LEARNING OUTCOMES ASSESSMENT
DEPARTMENTAL ACTION PLANS FOR 2003-2004**

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

8. BASELINE DATA. What is your baseline? If none exists, how will you establish a baseline?	Small sample of actual student work exists. This plan will establish a baseline and a range of acceptable submissions.
9. PROJECTED OUTCOMES. What is your target? What would you consider success?	75% of all student submissions meet acceptable standards. This is based on the designation of a C or average grade at the 75 % range
10. DATA COLLECTION. What is your method of data collection? How will you gather information?	Random sampling of computer-based learning activity projects designated as requirements in scheduled POS 2041 U.S. Government courses.
11. TIME FRAME. What is your time frame? By when will you collect the data?	Fall Term data will be collected for Spring Term 2004 data analysis.
12. PARTICIPANTS. Who will you involve in the work?	Deans, full-time, temporary full-time and adjunct Political Science faculty.
13. RESOURCES NEEDED. What resources will you need to implement this plan? Consider time, information, expertise, money, equipment, supplies and other forms of support.	Faculty may need stipend compensation for time to review sample projects.
14. PROJECTED IMPACT ON CONTINUOUS IMPROVEMENT. How will you apply what you learn through this study toward the improvement of your students' learning outcomes?	This assessment research will lead to a broader range of strategies for the design and implementation of computer-based learning activities as well as enhancement of instructional and support techniques.

VALENCIA COMMUNITY COLLEGE
STUDENT LEARNING OUTCOMES ASSESSMENT – EVALUATION PHASE
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: Social Sciences - West

DEAN: Dr. Jared S. Graber

EXTENSION: 1415

MAIL CODE: 4-32

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

1. GENERAL DESCRIPTION. Brief overview of any modifications in the plan.	No major modifications to existing plan. Proceeded with analysis of the effectiveness of the established Syllabus Supplement on Computer Competency in U.S. Government (POS 2041).
2. PURPOSE STATEMENT. What student learning did you intend to examine? Were there any modifications to your research hypothesis?	Effective adaptation of computer based information and computer skills to subject matter. Can students effectively apply computer-based information and skills to the study of American politics?
3. STRATEGIC LEARNING PLAN LINKAGE. Which Strategic Learning Plan goal(s) did this plan address? Use goals/outcomes identified in the current Strategic Learning Plan.	Goal 4c: Learning by Design Select and design assessment processes and instruments that evaluate curricular and co-curricular learning outcomes.
4. TARGET AUDIENCE. Which students and or other members of the learning community did this plan affect?	All A.A. Degree students must take POS 2041; a sample from professors on this project will be selected for the study. Eight (8) professors sections were selected including representation from all campuses and full-time and part-time status. The results may affect approach to course design and/or adjunct faculty development.
5. STUDENT LEARNING OUTCOMES. Which student learning outcome(s) did this plan affect? Use student learning outcomes identified in Assessment Planning Guide.	Syllabus Supplement on Computer Competency in U.S. Government (POS 2041). Computer-based learning activities must be (1) clearly related to course objectives, (2) formally evaluated and (3) linked directly to the final course grade (evaluation criteria for the course should clearly indicate this activity). Learning outcomes covered technology, critical thinking and communication skills.
6. RESEARCH PERSPECTIVE. What previous research or benchmark information was available to support this plan? How did you learn from what has been done before?	This requirement has already been incorporated. College wide discipline discussions have occurred. Approaches to required computer-based learning activities have been shared. Samples of student work have been reviewed. A focus group was employed as a review panel to examine sample assignments and generate recommendations.
7. MEASUREMENT TECHNIQUES - INDICATORS. What did you measure? What types of data helped you assess student outcomes?	A holistic review panel utilizing a rubric designed by Political Science faculty will evaluate a representative sample of student work. Work examined for substance, completeness and creativity.

**VALENCIA COMMUNITY COLLEGE
STUDENT LEARNING OUTCOMES ASSESSMENT
DEPARTMENTAL ACTION PLANS FOR 2003-2004**

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

<p>8. BASELINE DATA. What was your baseline? If none existed, how did you establish a baseline?</p>	<p>Small sample of actual student work existed. This plan will establish a baseline and a range of acceptable submissions from selected fall term assignments..</p>
<p>9. PROJECTED OUTCOMES. What was your target? What do you consider success at this stage?</p>	<p>75% of all student submissions meet acceptable standards. This is based on the designation of a C or average grade at the 75 % range. Sample assignments selected indicated a higher percentage of acceptable work (perhaps 85 %) with need, in some cases, for clarification and refinement.</p>
<p>10. DATA COLLECTION. What was your method of data collection? How did you gather information?</p>	<p>Non- random sampling of computer-based learning activity projects designated as requirements in scheduled POS 2041 U.S. Government courses. Eight (8) professors representing all campuses and full-time and part-time faculty were asked to provide representative work covering a range of quality from excellent to needing improvement.</p>
<p>11. TIME FRAME. What was your time frame? If you have not completed this assessment, when do you anticipate completion?</p>	<p>Fall Term data was collected for Spring Term 2004 data analysis. Results were reviewed and distributed February 2004.</p>
<p>12. PARTICIPANTS. Who did you involve in the work?</p>	<p>Deans, full-time, temporary full-time and adjunct Political Science faculty. Review panel consisted of two (2) deans and three (3) faculty members. Sample data was derived from eight (8) political science professors; 3 full-time and 5 part-time.</p>
<p>13. RESOURCES NEEDED. 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)?</p>	<p>Administrators and faculty members participated on a voluntary basis.</p>
<p>14. IMPACT ON CONTINUOUS IMPROVEMENT. How have you applied what you learned though this study toward the improvement of your students' learning outcomes?</p>	<p>This assessment research led to a substantive discussion and formal recommendations on a broader range of strategies for the design and implementation of computer-based learning activities as well as enhancement of instructional and support techniques. See final report on POS 2041 (US Government) Computer-Based Learning Unit Research.</p>
<p>15. FOLLOW UP ACTIONS. What follow up actions and activities are you planning to support ongoing improvement as a result of this study?</p>	<p>Final report was distributed to all political science faculty college wide including suggestions for improvement on citation of sources, weight of unit relative to overall grade, sharing of ideas and best practices, supplemental workshops and improved clarity on syllabus references and assignments. Again, see final report on POS 2041 (US Government) Computer-Based Learning Unit Research.</p>