

**M 0708 - Operational Goal 1**

**VALENCIA COMMUNITY COLLEGE  
Annual Campus Planning Report - 2007-2008  
Including Division Action Plan (DAP) to Assess Student Learning Outcomes**

This form provides a documentation template for annual campus planning including a specific Division Action Plan (**Template 1**) designed to assess student learning outcomes and additional operational goals (**Templates 2 and 3**). Initial information and projections describe the **PLANNING PHASE** of the process. At the conclusion of the project/activity time frame initial information and projections will be updated by completing an **EVALUATION PHASE** including modifications, outputs and outcomes. Both planning and evaluation information will be organized according to parallel criteria including: (1) a formal goal statement, (2) outcome measures, (3) collaboration with stakeholders, (4) evaluation methods and (5) use of results for improvement. The overall process will effectively review and document specific measures of operational effectiveness.

**DIVISION:** West Campus Mathematics

**DEAN:** Lisa Armour

**TITLE OF PLAN:** Improving Course-Specific Content on the Division Website

**DEPARTMENT/UNIT (as appropriate):**

**EXTENSION:** 1357

**MAIL CODE:** 4-23

**DATE:** 10/26/07

CRITERIA	PLANNING PHASE Initial Information and Projections	EVALUATION PHASE Modifications, Outputs, Outcomes
<b>1. Goal-principal purpose and objectives of plan</b>	To design and implement a process for updating online materials within the division's "Course Starter Kits."	A process was designed and implemented as planned.
<b>Link to Strategic Plan</b>	Goal 2 - Learning Assured	
<b>2. Outcome Measures-how plan will be reviewed and/or measured</b>	<p>Division faculty will meet each term to collaboratively review/update Course Starter Kits.</p> <p>Each Course Starter Kit will include the course's official outline as made available through the Course Outline Builder.</p> <p>Each Course Starter Kit will include a syllabus based on a generic document that includes appropriate course-specific and general information.</p> <p>Each Course Starter Kit will include a time line for instruction and an assignment list from the current text.</p>	<p>Course Starter Kits were reviewed and updated each term by the dean and math faculty. One division meeting each term served as a work session in support of this activity.</p> <p>Each Course Starter Kit includes the course's official outline, a standard syllabus, a time line for instruction, and an assignment list from the current text.</p>
<b>3. Collaboration with Stakeholders-individuals and groups involved in the planning and implementation</b>	Lisa Armour (dean), full time West Campus math faculty.	Collaboration occurred as planned.
<b>4. Evaluation-process employed to evaluate effectiveness</b>	<p>We will check to see that every posted Course Starter Kit is updated at least annually, and that every posted Course Starter Kit provides information relevant to instruction using the latest course outline, text, etc.</p> <p>We will process individual instructors' syllabi to</p>	<p>The dean and West Campus math faculty worked together to ensure the accuracy, completeness, and usefulness of the Starter Kits, concentrating specifically on the kits associated with courses frequently taught by part time colleagues.</p> <p>Examination of individual instructors' syllabi revealed that</p>

	<p>determine how many of them have made use of elements made available through the Course Starter Kits posted on the division website.</p>	<p>most of the division's adjuncts are using the Starter Kit materials, as are several of the division's full time faculty.</p>
<p><b>5. Use of Results</b>-how plan will/has impacted learning and improvement of the educational program</p>	<p>The information available to students through instructors' syllabi will be more likely to include details about learning support services.</p> <p>Instructors will have access to assignment sheets that the division's full time faculty have devised to cover all course outcomes.</p>	<p>Each Starter Kit syllabus includes a standard description of available learning support services, current hours of operation of the Math Center, and words of welcome and encouragement.</p> <p>Full time faculty who serve as Course Chairs have devised assignment sheets in collaboration with other faculty teaching their courses. They have worked to ensure that all assignments are reflective of course outcomes.</p>

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**DIVISION:** West Campus Mathematics

**DEPARTMENT/UNIT (as appropriate):**

**DEAN:** Lisa Armour

**EXTENSION:** 1357

**MAIL CODE:** 4-23

**DATE:** 10/29/07

**TITLE OF PLAN:** Implementing Division-Wide Assessment in MAC1105, MAT1033, and STA2023

CRITERIA	PLANNING PHASE Initial Information and Projections	EVALUATION PHASE Modifications, Outputs, Outcomes
<b>1. Goal-principal purpose and objectives of plan</b>	To design and implement a process for grading, recording, and summarizing common final exam questions in MAC1105, MAT1033, and STA2023.	A process was designed and implemented as planned.
<b>Link to Strategic Plan</b>	Goal 2 - Learning Assured	
<b>2. Outcome Measures-how plan will be reviewed and/or measured</b>	<p>Division faculty will meet each term to grade common final exam questions for MAC1105, MAT1033, and STA2023.</p> <p>Support staff will code student papers in such a way that graders do not associate them with particular faculty.</p> <p>After papers are graded, support staff will enter grades on a spreadsheet, using their coding scheme to match the papers to their authors.</p> <p>For purposes of summary and assessment by the division as a whole, data will be viewed in the aggregate only. That is, combined results for all MAC1105 students will be communicated to division faculty, combined results for all MAT1033 students will be communicated to division faculty, and combined results for all STA2023 students will be communicated to division faculty.</p>	<p>Grading was done each term by the dean and math faculty. One division meeting each term served as a work session in support of this activity.</p> <p>Support staff coded student papers as described. They created spreadsheets to report grades in the aggregate, on a course by course basis.</p>
<b>3. Collaboration with Stakeholders-individuals and groups involved in the planning and implementation</b>	Lisa Armour (dean), Christine Belin-Mortera (administrative assistant to the dean), West Campus full time math faculty.	Collaboration occurred as planned.

<p><b>4. Evaluation</b>-process employed to evaluate effectiveness</p>	<p>We will check to see that previous terms' common final exam questions are graded within the first half of the next terms, and that results are recorded and distributed for assessment and discussion within the next term.</p>	<p>Previous terms' common final exam questions were graded within the first half of subsequent terms. Results were recorded for assessment and discussion within the next term.</p>
<p><b>5. Use of Results</b>-how plan will/has impacted learning and improvement of the educational program</p>	<p>This project will provide subject area chairs for each course with data that will allow them to lead faculty teaching the course in assessing and discussing opportunities for improving instruction in the course.</p>	<p>Possible trends in student mastery levels were discussed for classes taught in different parts of term, and for classes scheduled with different numbers of meetings per week. This was a consideration during development of the division's Schedule of Classes for this academic year.</p> <p>As a result of this project, the division has a collection of historical data on student learning.</p> <p>Discussion on trends in student mastery of particular skills is planned for the upcoming academic year. To facilitate consideration at this level of detail, the MAC 1105 common final exam questions were reformulated using a multiple choice format.</p>