

**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 - West

DEAN: Dr. Karen Borglum

EXTENSION: 1522

MAIL CODE: 4-11

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>Document student learning and departmental consistency in assessing a persuasive speech in SPC1600, a required course for A.A. degrees and many A.S. degrees.</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>Students in the sample will demonstrate their ability to prepare and present a persuasive speech, and the department will gain a better understanding of its consistency in assessment of the required persuasive speech.</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 4: Learning by Design Outcome: Assessment strategies provide students with clear evidence of their mastery of learning outcomes and inform both the faculty and the college of success</p>
<p>4. TARGET AUDIENCE. Which students and or other members of the learning community will this plan affect?</p>	<p>All AA Degree students must take SPC 1600; a sample from the professors on this project will be selected for the study. The results may affect our approach to the 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>Prepare and verbally deliver a message consistent with the parameters of the topic, purpose, and audience addressed. The assignment chosen to demonstrate the outcome is: Present a persuasive message targeted to an audience.</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>College wide dialog on SPC 1600 outcomes during 2002-03. Dr. Holzer's prior research conducted on West Campus. The National Communication Association's guidelines on "speaking competencies for college students.</p>
<p>7. MEASUREMENT TECHNIQUES - INDICATORS. What will you measure? What types of data will help you assess student outcomes?</p>	<p>The assignment chosen to demonstrate the outcome is: Present an persuasive message targeted to an audience. Student speeches will be recorded on VHS video during Fall 03; a team of faculty will apply holistic rubric to sample of speeches in Spring 04; a report on patterns in student performance, and instructor consistency will be presented to the SPC faculty and Communications Dept in Spring 04.</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?	This is the first attempt at qualitative assessment of student performance on the persuasive speech assignment for the Dept. The department has done similar research on student informative speeches with a .83 inter-rater reliability.
9. PROJECTED OUTCOMES. What is your target? What would you consider success?	.70 inter-rater reliability among the faculty participants
10. DATA COLLECTION. What is your method of data collection? How will you gather information?	By mid-semester 4 participating faculty will solicit research permission from students. Each professor will submit tapes of students, a sample will selected from this collection (sample size and selection process to be as scientific as possible
11. TIME FRAME. What is your time frame? By when will you collect the data?	November 2003 data collected; February 2004 faculty team conducts analysis and creates report. March 2004 Departmental dialog on results.
12. PARTICIPANTS. Who will you involve in the work?	Full-Time SPC Faculty on West Campus. Results will be shared with Communications Departments college wide.
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 conduct holistic scoring of speech samples during Spring 04.
14. PROJECTED IMPACT ON CONTINUOUS IMPROVEMENT. How will you apply what you learn though this study toward the improvement of your students' learning outcomes?	The Speech faculty will present results to the Communications Department and conduct a dialog about implications for teaching and learning. This project may lead to course or assignment re-designs, adjunct faculty workshops, or perhaps a Communication Across the Curriculum project – each of these would require additional financial and staff support from Academic Affairs Office.

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: Communications - West

DEAN: Dr. Karen Borglum

EXTENSION: 1522

MAIL CODE: 4-11

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

1. GENERAL DESCRIPTION. Brief overview of any modifications in the plan.	Document student learning and departmental consistency in assessing a persuasive speech in SPC1600, a required course for the A.A. degree and many A.S. degrees.
2. PURPOSE STATEMENT. What student learning did you intend to examine? Were there any modifications to your research hypothesis?	Students in the sample will demonstrate an ability to prepare and present a persuasive speech, and the department will gain a better understanding of its consistency in assessment of the required persuasive speech.
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 4: Learning by Design Outcome: Assessment strategies provide students with clear evidence of their mastery of learning outcomes and inform both the faculty and the college of success.
4. TARGET AUDIENCE. Which students and or other members of the learning community did this plan affect?	All A.A. degree students must take SPC 1600; a sample from the professors on this project will be selected for the study. The results may affect our approach to the 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.	Prepare and verbally deliver a message consistent with the parameters of the topic, purpose and audience addressed. The assignment chosen to demonstrate the outcome is: Present a persuasive message targeted to an audience.
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?	College dialogue on SPC 1600 outcomes during 2002-03. Dr. Holzer's prior research conducted on West Campus. The National Communication Association's guidelines on "speaking competencies for college students."
7. MEASUREMENT TECHNIQUES - INDICATORS. What did you measure? What types of data helped you assess student outcomes?	The assignment chosen to demonstrate the outcome is: Present a persuasive message targeted to an audience. Student speeches will be recorded on VHS video during fall 03; a team of faculty will apply holistic rubric to sample of speeches in spring 04; a report on patterns in student performance, and faculty consistency will be presented to the Speech faculty and Communications Dept in spring 04.

**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>This is the first attempt at qualitative assessment of student performance on the persuasive speech assignment for the Department. The department has done similar research on student informative speeches with a .83 inter-rater reliability.</p>
<p>9. PROJECTED OUTCOMES. What was your target? What do you consider success at this stage?</p>	<p>There was a .70 inter-rater reliability among the faculty participants.</p>
<p>10. DATA COLLECTION. What was your method of data collection? How did you gather information?</p>	<p>During mid-semester four participating faculty solicited research permission from students. Each professor submitted tapes of students. A sample was selected from this collection.</p>
<p>11. TIME FRAME. What was your time frame? If you have not completed this assessment, when do you anticipate completion?</p>	<p>November 2003 data collected; February 2004 faculty team conducts analysis and creates report. March 2004 departmental dialog on results.</p>
<p>12. PARTICIPANTS. Who did you involve in the work?</p>	<p>Full-Time Speech faculty on West Campus. Results will be shared with other Communications Departments college wide.</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>Four faculty stipends of \$250 each were given to facilitators to prepare for the workshop, and \$100 stipends were given to the adjunct participants.</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>The full-time Speech faculty yielded a .717 inter-rater reliability. An assessment workshop with speech adjuncts college wide was conducted on February 28, 2004. All totaled, our inter-rater reliability for all participating faculty members (16 both full and part time) was .51. This workshop was used as a launching point for discussing course outcomes.</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>Another training session will be conducted during the next academic year using individual rubrics to compare the difference in inter-rater reliability. A prospective theory is that reviewers will be more comfortable using their own rubrics when evaluating a speech.</p>