

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: Business and Public Services

DEAN: Marva Pryor

EXTENSION: 2435

MAIL CODE: 3-25

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

1. GENERAL DESCRIPTION. Brief overview of plan. What will you do to assess whether learning has occurred?	Develop and administer a pretest in Managerial Accounting. Students determined to need additional preparation will be directed to complete self-study modules on important financial accounting concepts.
2. PURPOSE STATEMENT. What student learning do you intend to examine? What do you hope to learn? Do you have a research hypothesis?	To ascertain skills developed/remembered in Financial Accounting. Students who score a passing grade on the pretest will be successful in Managerial Accounting. Students who do not score a passing grade will be more successful upon successful completion of the self-study modules.
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.	Goal 4: Learning By Design Outcome: Assessment strategies provide students with clear evidence of their mastery of learning to be successful in Managerial Accounting. Strategy: Select and design assessment process and instruments that evaluate curricular outcomes.
4. TARGET AUDIENCE. Which students and or other members of the learning community will this plan affect?	Students in Managerial Accounting.
5. STUDENT LEARNING OUTCOMES. Which student learning outcome(s) will this plan affect? Use student learning outcomes identified in Assessment Planning Guide.	
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?	None.
7. MEASUREMENT TECHNIQUES - INDICATORS. What will you measure? What types of data will help you assess student outcomes?	The pre-test scores will be compared to course success and retention.

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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?	The passing score on the pre-test will be the baseline (70%).
9. PROJECTED OUTCOMES. What is your target? What would you consider success?	Student retention and success rates will improve by 5%.
10. DATA COLLECTION. What is your method of data collection? How will you gather information?	Pre-tests, retention rate, and course grades.
11. TIME FRAME. What is your time frame? By when will you collect the data?	Fall 2003 – Pre-test Developed Spring 2004 – Pre-test Piloted Fall 2005 – Pre-test Implementation
12. PARTICIPANTS. Who will you involve in the work?	Dean, Program Director, Full-Time 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.	Stipends, Pre-tests, Pilot classes, Post analysis; Development of Self-study modules for students who score below passing grade.
14. PROJECTED IMPACT ON CONTINUOUS IMPROVEMENT. How will you apply what you learn through this study toward the improvement of your students' learning outcomes?	Students who score below passing score will receive additional course work/preparation from Financial to prepare them for Managerial.

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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: Business and Public Services

DEAN: Marva Pryor

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

<p>1. GENERAL DESCRIPTION. Brief overview of any modifications in the plan.</p>	<p>Students who successful completed ACG 2021 (Financial Accounting) and who enrolled in ACG 2071 (Managerial Accounting) were administered a survey that was developed from the learning objectives of the ACG 2021 course. The survey asked questions related to master course outline. A survey was developed instead of a test.</p>
<p>2. PURPOSE STATEMENT. What student learning did you intend to examine? Were there any modifications to your research hypothesis?</p>	<p>The students learning expectations were those listed as student learning outcomes and skill-sets in the master course outline of ACG 2021. The research hypothesis remained unchanged. The self-study modules will be developed later during the next academic year.</p>
<p>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.</p>	<p>Goal 4: Learning By Design The outcome and strategy remain unchanged.</p>
<p>4. TARGET AUDIENCE. Which students and or other members of the learning community did this plan affect?</p>	<p>Students in Managerial Accounting on East Campus.</p>
<p>5. STUDENT LEARNING OUTCOMES. Which student learning outcome(s) did this plan affect? Use student learning outcomes identified in Assessment Planning Guide.</p>	<p>Students who successfully complete ACG 2021 should achieve similar success in ACG 2071. In the following semesters, I will be able to review retention rates as part of the analysis.</p>
<p>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?</p>	<p>There is no previous study/benchmark for East Campus.</p>
<p>7. MEASUREMENT TECHNIQUES - INDICATORS. What did you measure? What types of data helped you assess student outcomes?</p>	<p>Expected students outcomes and skill-sets from the master course outline of ACG 2021 were used as a measurement tool.</p>

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

8. BASELINE DATA. What was your baseline? If none existed, how did you establish a baseline?	No baseline existed. The passing test score for the original plan was 70%. The adjustment for the survey was 60%.
9. PROJECTED OUTCOMES. What was your target? What do you consider success at this stage?	At this stage, with the adjustment in the plan, the target and pass rate for the survey is 60%.
10. DATA COLLECTION. What was your method of data collection? How did you gather information?	The developed survey was administered to students enrolled in ACG 2071. The completed surveys were scanned and results were analyzed.
11. TIME FRAME. What was your time frame? If you have not completed this assessment, when do you anticipate completion?	The time frame has not changed for pretest implementation.
12. PARTICIPANTS. Who did you involve in the work?	Institutional Research, Accounting faculty, Program Director for Accounting, Deans
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)?	Stipends for faculty to develop study modules for students in ACG 2071, Scantrons, surveys, pencils, Institutional Research, Lab Manager (scan survey)
14. IMPACT ON CONTINUOUS IMPROVEMENT. How have you applied what you learned though this study toward the improvement of your students' learning outcomes?	Students ranked 62% of the skills and master of material from ACG 2021 above 60%. Items ranked below (38%) will be used to develop study modules. There will be joint meetings of the deans and accounting faculty from all campuses.
15. FOLLOW UP ACTIONS. What follow up actions and activities are you planning to support ongoing improvement as a result of this study?	The survey will be administered continuously to ACG 2071 students to determine future course of action. Information will be communicated to stakeholders during meetings or other forms of communication.