

**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 - East

DEAN: Dr. Shawn Robinson

EXTENSION: 2587

MAIL CODE: 3-29

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>Evaluate Marco-economic competencies exhibited by students enrolled in macroeconomics</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>Determine whether students can apply theoretical and computational macroeconomics skills to real-world scenarios.</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>SLP 4: Learning by Design (1-A, 4-C, 4-E)</p>
<p>4. TARGET AUDIENCE. Which students and or other members of the learning community will this plan affect?</p>	<p>All students in ECO 2013 in AA/AS and certificate programs.</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>From Syllabus</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>Destinations 2003 research holds the model program for this model.</p>
<p>7. MEASUREMENT TECHNIQUES - INDICATORS. What will you measure? What types of data will help you assess student outcomes?</p>	<p>Student achievement on skills assessment tools will be measured as developed by destination faculty.</p>

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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?	Fall 2003 data collected from participating faculty.
9. PROJECTED OUTCOMES. What is your target? What would you consider success?	75% of students will demonstrate satisfactory results on the assessment tools. 100% will show some improvement between pre and post assessment tools.
10. DATA COLLECTION. What is your method of data collection? How will you gather information?	Pre and post assessment tools from selected course sections.
11. TIME FRAME. What is your time frame? By when will you collect the data?	Collect data during Fall 2003 and analyze during Spring 2004.
12. PARTICIPANTS. Who will you involve in the work?	Social Science deans and faculty on East and West campuses.
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 student samples during Spring 2004.
14. PROJECTED IMPACT ON CONTINUOUS IMPROVEMENT. How will you apply what you learn through this study toward the improvement of your students' learning outcomes?	Exploring Strategies found successfully implemented and sharing with other faculty.

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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: Social Sciences - East

DEAN: Dr. Shawn Robinson

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

1. GENERAL DESCRIPTION. Brief overview of any modifications in the plan.	Evaluate Marco-economics competencies exhibited by students enrolled in macroeconomics. All students will either write about or present a real-world application of a macroeconomics topic.
2. PURPOSE STATEMENT. What student learning did you intend to examine? Were there any modifications to your research hypothesis?	Determine whether students can apply theoretical and computational macroeconomics skills to real-world scenarios. Students with appropriate guidelines and resources will be able to demonstrate their abilities to relate real-world scenarios to macroeconomics topics in a coherent and effective manner.
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.	SLP 4: Learning by Design (1-A, 4-C, 4-E)
4. TARGET AUDIENCE. Which students and or other members of the learning community did this plan affect?	All students in ECO 2013 in AA/AS and certificate programs.
5. STUDENT LEARNING OUTCOMES. Which student learning outcome(s) did this plan affect? Use student learning outcomes identified in Assessment Planning Guide.	Student were to conduct research to gather the most recent statistical data for a series of macroeconomic variables, compare the current data to historical data applying historical trend analysis, draw well-supported conclusions and predictions, and communicate the results using clear and concise statements with supporting evidence (including graphs and citations).
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 is based on work done as part of Destinations 2003 action-research projects and activities.
7. MEASUREMENT TECHNIQUES - INDICATORS. What did you measure? What types of data helped you assess student outcomes?	Students were assessed in two ways – a self-assessment and a faculty-assessment using the same rubric and standards (http://net2.valenciac.edu/cp/destination/activities/activity.cfm?actID=264)

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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?	Fall 2003 data collected from participating faculty.
9. PROJECTED OUTCOMES. What was your target? What do you consider success at this stage?	75% of participating students will demonstrate satisfactory results on the assessment tools.
10. DATA COLLECTION. What was your method of data collection? How did you gather information?	The participating faculty for review and comparison will select a sampling of student assignments and presentations.
11. TIME FRAME. What was your time frame? If you have not completed this assessment, when do you anticipate completion?	Collect data during Fall 2003 and analyze during Spring 2004. This is not yet complete. Expected completion is Summer 2004.
12. PARTICIPANTS. Who did you involve in the work?	Campus dean and faculty.
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)?	Faculty may not need time beyond that required to gather, review, and analyze the quality of each student assignment or project.
14. IMPACT ON CONTINUOUS IMPROVEMENT. How have you applied what you learned through this study toward the improvement of your students' learning outcomes?	All ECO 2013 faculty will be given the summary of the comments from the reviewers on what was observed in the student work and recommendations for continued enhancement of this assessment.
15. FOLLOW UP ACTIONS. What follow up actions and activities are you planning to support ongoing improvement as a result of this study?	In Fall 2004, the East Campus Economics Coordinator will be asked to conduct a similar review of the effectiveness of real-world assignments and work with the other faculty to enhance assessment of the student learning.