

**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: Information Technology - East

DEAN: Joe Lynn Look

EXTENSION: 2013

MAIL CODE: 3-12

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>Which courses most/least useful Survey students in upper level computer technology courses</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>Which courses most contributed to student success?</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</p>
<p>4. TARGET AUDIENCE. Which students and or other members of the learning community will this plan affect?</p>	<p>All students in curriculum</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>Previous learning experience applied to course sequencing.</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>Students have successfully completed lower level courses</p>
<p>7. MEASUREMENT TECHNIQUES - INDICATORS. What will you measure? What types of data will help you assess student outcomes?</p>	<p>Student's awareness of the usefulness of prior learning.</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?	Students in upper level computer tech. courses in term Fall of 03/04
9. PROJECTED OUTCOMES. What is your target? What would you consider success?	Better understanding of course sequencing
10. DATA COLLECTION. What is your method of data collection? How will you gather information?	Student Surveys
11. TIME FRAME. What is your time frame? By when will you collect the data?	2004-20?
12. PARTICIPANTS. Who will you involve in the work?	Instructors, advisors, and administrators in the IT department.
13. RESOURCES NEEDED. What resources will you need to implement this plan? Consider time, information, expertise, money, equipment, supplies and other forms of support.	Development of web based for M for ___ for ease of data collection. Analysis of data by faculty, advisor and administrator. ?
14. PROJECTED IMPACT ON CONTINUOUS IMPROVEMENT. How will you apply what you learn though this study toward the improvement of your students' learning outcomes?	Determine if there should be adjustments to commended course sequencing.

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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.

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DEAN: Joe Lynn Look

EXTENSION: 2013

MAIL CODE: 3-12

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>Only a slight modification was made. The original proposal suggested that the surveys be administered during the fall term. To allow faculty more time to develop the instrument, the surveys were administered in the spring term. Students in advanced courses were surveyed to determine the readiness felt by the student, and those courses, which students felt, were courses most/least useful.</p>
<p>2. PURPOSE STATEMENT. What student learning did you intend to examine? Were there any modifications to your research hypothesis?</p>	<p>The research hypothesis was not modified. Students were asked to answer “Which courses most contributed to student success?” Survey instrument is included as supplementary data.</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</p>
<p>4. TARGET AUDIENCE. Which students and or other members of the learning community did this plan affect?</p>	<p>Students still attending advanced IT courses during the last 3 weeks of the Spring 200420 term.</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>This plan affected previous learning experience, so it could possibly be applied to course sequencing.</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>All students involved in this research had been successful in lower-level information technology classes. This allowed a reasonable assumption that information supplied by students was not based on non-performance in class, but rather assessment of how the learning was useful to them.</p>
<p>7. MEASUREMENT TECHNIQUES - INDICATORS. What did you measure? What types of data helped you assess student outcomes?</p>	<p>Student survey administered in class during the final three weeks of term.</p>

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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>The only baseline was that all students surveyed had successfully completed required prerequisites. All targeted courses had college-level prerequisites.</p>
<p>9. PROJECTED OUTCOMES. What was your target? What do you consider success at this stage?</p>	<p>The projected outcome was a better understanding of the courses students feel lead them to success, and some measure of students' assessment of their readiness in these courses.</p>
<p>10. DATA COLLECTION. What was your method of data collection? How did you gather information?</p>	<p>Data was collected via a survey form that was filled out in the targeted classes. The data was then compiled to a spreadsheet.</p>
<p>11. TIME FRAME. What was your time frame? If you have not completed this assessment, when do you anticipate completion?</p>	<p>The time frame for completion of surveys was April 2004.</p>
<p>12. PARTICIPANTS. Who did you involve in the work?</p>	<p>Participants were IT faculty on East Campus who collaboratively developed the instrument and administered it, as well as students in the advanced IT courses who completed the surveys.</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>The only resources were time for faculty and administration to develop, administer and compile the surveys, and minor costs for copying. No additional resources were needed.</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 information gathered from these surveys was shared with college wide faculty, and used as one point of discussion in curriculum changes. The need for increased security courses and for programming in C# was clearly indicated. There was one course which a number of students felt was not useful, because they possessed the knowledge entering the course (Introduction to Operating Systems). This may point to a need for a credit by exam or waiver test for this course for those students with a background in this area.</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>Full time East Campus faculty will review the materials next fall and propose any needed changes in curriculum or course offerings. After final grade processing, the sections grades will be compiled from the sections surveyed to see if there is a correlation between the students' view of readiness for the courses, and the overall grade distribution. Input will also be solicited from faculty to see if they feel that based on this input students feel ready for the advanced IT courses. If this is not confirmed through satisfactory grades and input from instruction, then additional prerequisites may be considered.</p>