

VALENCIA COMMUNITY COLLEGE
Student Affairs Department Action Plan
WEAVE Online Form

Active Cycle (academic year): **2011-12**

Area (Department/Program): **Assessment**

Person Responsible: **Cynthia Cerrato, Andrew Becker, Leon Finkler Kahan and Kevin Moss**

	Plan
1. Goal -principal purpose of plan (include how this relates to serving students or increasing student success or supporting LifeMap)	To collaborate with academic deans, faculty and other stakeholders to develop a plan to transition to new EAP and mathematics placement systems.
2. Objectives -what will be accomplished and measured	O1. Develop a plan to implement a placement system for EAP students. O2. Develop a plan to implement a placement system for discrete placement into intensive preparatory and high level math courses.
3. Measures and Findings – How specifically measures will be conducted. How will we know the objective has been achieved?	O1. Will make a formal recommendation to Communications Deans, the AVP of Curriculum and Instruction, the Chief Learning Officer and the VP of Student Affairs to implement the agreed upon plan. O2. Will draft a plan in conjunction with the Mathematics Deans.
4. Action Plan – what is the implementation plan?	O1(a) The Director of Standardized Testing and Assessment Coordinators will work with EAP faculty and the Developmental Education Initiative (DEI) Program to research and pilot currently available ESL/EAP placement systems (This core group will be the EAP Placement Task force). O1(b) The EAP Placement Task Force will agree on one particular placement system to be adopted at Valencia. O1(c) The EAP Placement Task Force will draft a plan with a recommendation to the Communications Deans and the VP of Student Affairs to adopt the agreed upon plan. The plan shall include: <ul style="list-style-type: none"> ✓ A narrative describing the decision-making process ✓ A formal recommendation to adopt a particular placement system for EAP students ✓ The budgetary impact of the recommendation to the college ✓ A time lime for implementation ✓ A communication plan for a variety of stakeholders to include Assessment staff, Answer Center staff, Advisors, Counselor, the rest of the Student Affairs Division and the larger college community, including students O1(d) Once the recommendation is accepted, the Director of Standardized Testing and Assessment Coordinators will begin preparations for the implementation phase. O2(a) The Director of Standardized Testing and Assessment Coordinators will work with the Math Deans and faculty to analyze data on student placement including:

	<ul style="list-style-type: none"> ✓ A comparison of PERT scores with CPT scores to determine if there is a correlation between the PERT math subtest placement and the placement determined by CPTI and CPTM subtests. ✓ A review of student success data for students placed into the targeted courses. <p>O2(b) Based on the results of the data analysis, the group will determine if using the PERT for discrete placement is a feasible plan or if the best course of action is to continue using the CPT for placement into the targeted courses.</p> <p>O2(c) The group will develop a plan to update the math placement system as needed and present it to campus leadership and the VP of student affairs.</p> <p>O2(d) The Director of Standardized Testing and Assessment Coordinators will begin preparations for the implementation phase.</p>
<p>5. Achievement Summary/Analysis- What was learned from the assessment results? What changes will you make in your initiative for the year to come?</p>	<p>O1. In collaboration with the AVP of Curriculum and Instruction, the DEI Project Manager and EAP faculty, conducted a pilot project in the Fall 2011 term to compare 2 English as a Second Language (ESL) placement testing products. Upon analysis of the data, the EAP Placement Task Force agreed on the ACT Compass ESL placement test as the best product to use, and agreed that further study is necessary before making a formal recommendation for implementation. The current plan is to complete a 2nd pilot during the Fall and submit a recommendation by February of 2013. (See attached draft of transition plan).</p> <p>O2. Conducted data analysis to determine whether there is a correlation between the PERT math scores and placement as determined by CPTI and CPTM subtests. Data analysis also included success rates as related to different score ranges on the PERT math subtest. Data analysis included 3 terms – Summer 2011, Fall 2011, and Spring 2012. The current analysis has proved to be inconclusive and does not necessarily support the use of PERT for placement into the targeted courses. This objective will be continued into the 2012-2013 academic year and the results reevaluated for potential changes to the discrete math placement system in the future.</p>
<p>6. General Education Learning Outcome</p>	
<p>7. Strategic Plan Outcome</p>	<p>Goal One – Build Pathways Design effective and efficient pathways to learning and educational progress for students</p>

#6 and # 7 Under Outcomes in WEAVE, you can select “General Education Learning” and/or “Strategic Plan Outcome” from the drop down list in WEAVE. You can select all that you believe relates to your Goal and Objective.

English for Academic Purposes (EAP) Placement Transition Plan

Narrative	As part of the transition to the Postsecondary Education Readiness Test (PERT) in 2011, both EAP faculty and the PERT transition task force agreed that the time was right for a reevaluation of the EAP placement test. A group of administrators, faculty and Student Affairs staff have worked together to recommend a transition to an updated placement system for EAP students. After conducting a pilot project in the Fall of 2011, EAP faculty and the task force has agreed to recommend the use the ACT Compass ESL test to replace the current test (Accuplacer ESL). A second pilot will be conducted in the Fall of 2012 to formalize recommendations for implementation.	
Recommendations	A formal recommendation will be submitted no later than February 2013. The recommendation will include the following: <ul style="list-style-type: none">✓ The specific subtests to be used✓ Subtests to be used for placement into the different EAP courses – i.e. using the essay for placement into writing courses, reading for reading courses, etc.✓ Placement ranges for each level of EAP	
Budgetary Impact	Because there are still unanswered questions about the specific subtests to be used for EAP placement, the budgetary impact to the college will not be known until a final recommendation is made.	
Timeline		
	February 2011	Valencia transitioned to PERT
	April 2011	Representatives from College Board Accuplacer and ACT Compass presented their products to EAP faculty. Developmental Education Initiative (DEI) Project Director announces there are grant funds available to conduct a pilot project.
	May-June 2011	EAP faculty designed a pilot project to be conducted by Assessment staff in the Fall term to compare essay and listening subtests for the products presented in April.
	September 2011	Assessment staff conducted pilot project.
	October 2011 to February 2012	Completed data gathering for analysis.
	May 2012	Pilot data analysis results presented to task force
	June 2012	Called an EAP faculty summit to discuss pilot results and recommendations
	September 2012	Conduct 2 nd pilot project to determine how the recommended product (Compass ESL) will be used for placement
	October 2012 to January 2013	Gather and analyze data from 2nd pilot
	February 2013	Submit formal recommendation for a transition plan to Communications Deans, Chief Learning Officer and VP of Student Affairs.
	May 2013	Implement updated EAP placement system
Communication Plan	A communication plan for a variety of stakeholders to include Assessment staff, Answer Center staff, Advisors, Counselor, the rest of the Student Affairs Division and the larger college community, including students	