



**DEVELOPMENTAL
EDUCATION
INITIATIVE**

Accelerating Achievement

DEI Annual Reporting Guidelines
Due May 16, 2011

Preparing Your Submission

All Developmental Education Initiative institutions must complete the annual report submission. The annual report provides an opportunity to reflect on your institution's 2010-2011 DEI work and to plan for the coming year. We encourage you to include your entire DEI team in discussions about your progress and the challenges you have faced during the past year. This report should cover your activities from April 2010 through April 2011.

Your annual report submission will consist of **five** documents:

- **Updated Implementation Timeline.** This should be based on your 2009-2010 timeline, with updated tasks, completion dates, etc. Please highlight major additions. You will have an opportunity to detail any discontinued tasks in the report narrative. The original template is attached to the e-mail accompanying these guidelines.
- **Updated Evaluation Plan.** This should be based on your 2009-2010 plan, with updated tasks, outcomes, completion dates, etc. Please highlight major additions. You will have an opportunity to detail any discontinued tasks in the report narrative. The original template is attached to the e-mail accompanying these guidelines.
- **Report Narrative.** The narrative consists of 12 questions, found following these report guidelines. **The narrative should be in 12-point font, single-spaced with 1-inch margins, and no more than 12 pages long.**
- **Financial Report.** See Section 2 of this document for instructions. Templates for both the financial report and budget modification requests are attached to the e-mail accompanying these guidelines.
- **Updated Contact List.** A DEI Contact List template is attached to the e-mail accompanying these guidelines. Please provide information for those administrators, faculty, and staff with **direct** DEI responsibilities.

The information you provide on the annual report helps us identify trends, successes, and challenges that occur across the initiative. In order for us to have accurate information, it is imperative that responses are standardized and complete. When writing your report narrative, please write out acronyms when they are first used and assume the reader does *not* have prior knowledge about your institution's DEI work. **Please do not modify the format or questions of the report guidelines.**

Submitting Your Report

Reports are due May 16, 2011 by email to dei@mdcinc.org. Please include the words "DEI Annual Report [College Name]" in the subject line. The report narrative should be submitted in one Word document. Your implementation timeline, evaluation plan, financial report, and contact list should be submitted as Excel files. Use the following naming conventions for your annual report documents:

College Name_2011 Annual Report [Narrative, Financial Report, etc.]_5.16.11

Annual Reporting Checklist

- ✓ E-mail the following to dei@mdcinc.org by May 16, 2011:
 - Implementation Timeline
 - Evaluation Plan
 - Report Narrative
 - Financial Report
 - DEI Contact List

Questions?

Email dei@mdcinc.org. Please include the words "DEI Annual Report Question" in the subject line.

Thank you. We look forward to reading your report!

The MDC Developmental Education Initiative Team



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Annual Report Narrative & Financial Report

Name of Institution: Valencia Community College

Submission Date: 05/14/11

Name and E-mail of Contact Person for this Report: Dr. Nick Bekas
nbekas@valenciacollege.edu

Section 1: Annual Report Narrative

Implementation

1. Describe any substantial changes or additions you made to your implementation timeline.

As faculty began work on the revisions to the course outlines, it became clear that faculty wanted to expand the scope of the work to include critical thinking, reading, motivation, study skills, note-taking and goal setting as course outcomes. The complex nature of this work required additional time to develop meaningful course outline revisions. Additionally, during this reporting period, the Florida Department of Education was simultaneously developing statewide developmental course competencies. To ensure that our curriculum work aligns with the state, the implementation of the revised course outlines has been deferred to the Fall 2011 term.

Our new cohort-based learning community, REACH, will be implemented in Fall 2011. This past year has been both a planning and approval year. After attending the National Summer Institute on Learning Communities in June of 2010, we presented our completed plan for approval to the President and his senior team. The plan was approved; implementation will take place on the Osceola Campus. REACH could not be implemented until this fall because of logistics such as recruitment of students, registration, and scheduling, and the creation of a thematic yearlong capstone experience. Our process of ensuring that all stakeholders have a voice when we undertake new projects helps us implement these projects more effectively, but it does require additional time.

2. Describe any interventions included in your original implementation timeline which you have chosen to discontinue. Please indicate why you chose to discontinue them.

We have not discontinued any interventions in our plan.

3. What obstacles (if any) have you faced in implementing your DEI interventions? Think broadly, including the state policy, community, and institutional environment.

The size and complexity of our institution often presents challenges when implementing large scale projects that require participation from all stakeholders of the College. Additionally, our approach to curriculum work requires participation of faculty from our four campuses. Monthly meetings with faculty were required to draft and revise new course outlines and to add college success outcomes, followed by a review period for all faculty to provide feedback. Finally, the full faculty had to vote. Such a process ensures that all perspectives were considered in the changed curriculum and ensures a more substantive change. However, it does require an additional time commitment in order to allow for consensus building and collaboration.

Additionally, in the past year the College has undergone organizational and structural changes involving key leadership positions. The leaders of DEI have met with leadership to discuss how the grant will enhance further program development.

Changes at the state level have also influenced the pace of implementation. Developmental education course names and descriptions have been changed, and new core competencies have been adopted. We had to wait until these were in place to make sure our work aligned with the new state competencies.

Evaluation

4. Describe any substantial changes or additions you made to your evaluation plan.

We have not made any substantial changes to our evaluation plan.

5. Describe any activities included in your original evaluation plan which you have chosen to discontinue. Please indicate why you chose to discontinue them.

We have not discontinued any activities.

Progress Toward Scale

6. Describe progress you are making toward scaling up your DEI interventions, i.e., significantly increasing the number and/or proportion of the intervention's targeted population participating in the intervention.

We have met and exceeded our goal for Learning in Community (LinC) and Supplemental Learning (SL). In terms of our course outline work and the integration of college success skills, it will be brought to scale when the new outlines are implemented in the fall, but many faculty already implemented these outlines in Spring, 2011.

Added Strategy	Participating Students	Student Baseline	Students That Will Be Served		
			2009-2010	2010-2011	2011-2012
Increase the number of SL leaders in classroom and disciplines	Developmental Education students in math, reading, and writing	5,584 students in 2007-2008	8,525 actual 320 sections (6,000 original)	9,508 Actual 410 sections (7,000 target)	8,300 target
Increase the number of LinC sections (both breadth and depth)	Developmental Education students in math, reading, and writing	722 students in 2007-2008	894 actual 40 sections (850 original)	1,088 Actual 50 sections (1,000 target)	1,300 target
Expand the number of students in the Bridges Program	Low socioeconomic, at risk graduates of high school	250 students every summer; they are eligible for 3 years	278 actual (300 target for Summer 2010)	350 target	400 target

7. What effect has scaling up interventions had on student outcomes? Are you seeing results proportional to the increase in reach and effort? If so, what approaches have been most successful? If not, what barriers remain?

Developmental Education Course Mapping and Alignment Project

Full implementation of the revised courses did not occur during the spring 2011 term. All courses were revised but will not be fully implemented until fall, 2011. Therefore, data is not available at this time to report on the impact of the course outline activity. Assessment of the revisions will be conducted during the next academic year; data correlating outline revisions to student outcomes will be available during the next reporting period.

Supplemental Learning

In the 2010/2011 academic year, we expanded SL to an additional 69 sections, for a total of 410 sections. This represented a 20% increase in the number of courses. Supplemental Learning continues to have a positive impact on student success overall; in particular, it has shown success in our six gateway courses: MAT0012C (Pre-Algebra),

MAT0024C (Beginning Algebra), MAT1033C (Intermediate Algebra), ENC1101 (English Composition I), POS2041 (US Government) and MAC1105 (College Algebra). This year, we targeted our expansion in developmental reading and writing courses, piloting SL in these sections on all four campuses. However, the preliminary results in these two courses have not yet demonstrated the increased success rate seen in developmental math and gateway courses. The Data Team will analyze the success rates and make recommendations as to the future use of SL in writing and reading courses.

SL continues to show success in gateway courses and in the upcoming year we'll be continuing to increase classes with SL leaders so more students can benefit from SL in these critical courses that traditionally show low success. While students in our gateway courses who attend SL sessions show the greatest success (12.4% to 18.56% greater success rates), the success rate for all students in SL courses is higher (1.4% to 3.94%) even if they don't attend SL.

Learning in Community (LinC)

Our Learning in Community Program (LinC) continues to have a positive impact on student success overall. We have successfully managed to stay on target with our projected LinC pairs identified by the AtD grant in 2006. During the 2010/2011 academic year, we expanded LinC by offering 50 LinC pairs college-wide, and we expanded the offering of summer LinC courses to a broader range of faculty. In addition, the creation of a hybrid development course offers more accessibility to faculty and staff who wish to participate and continue working with the initiative. When comparing course by course (LinC vs. Non-LinC), developmental mathematics courses that are linked continue to show a higher success rate. For example, our Beginning Algebra course over the past 5 years have had a 15% higher success rate, meaning students earned an A, B, or C in the course. Our Pre-Algebra and Intermediate Algebra courses over the same time period have also shown increased student success, 10.6% and 11.8% respectively.

Bridges to Success Program

The College set a very ambitious goal to raise the numbers of students admitted to the Bridges program each year, increasing the number of students admitted by 60% over a three year period. While the program did exceed its goal by admitting a total of 325 students (50% greater increase than expected), fewer than 300 students actually enrolled. In Spring 2011, the program examined and made considerable adjustments to its admissions process. Currently, 383 students have been admitted to the program for Fall 2011, and a significant number have been placed on a waiting list. The College is optimistic that the high admission numbers (for 2011-12) enhanced by these procedural changes, will yield an increase in the program enrollment.

DEI Professional Development and Technical Assistance

8. Please provide a brief description of professional development you have offered (or plan to offer) that is **directly related to DEI interventions**. Please include details on providers and number of participants.

In the Fall 2010, we held three workshops for math faculty focusing on curriculum development, authentic assessment, portfolios, and the infusion of college readiness skills. A total of 62 full-time and part-time faculty attended the workshops. These workshops supported the course outline redesign and the college readiness infusion work.

In December 2010, we had an interdisciplinary workshop attended by 34 reading, writing, and math faculty. The purpose of this workshop was to help faculty understand how different disciplines are taught and how faculty can support interdisciplinary learning in their classes.

Our College Success Skills Project, which started in the summer 2010, finished in December 2010. Seventeen faculty met once a month to discuss their projects and work on assessments related to their project's implementation.

Our annual Developmental Education Summit was held on November 12th, 2010. Faculty and staff from across the College met in the afternoon. After an overview of the progress on DEI, faculty and staff went to break out rooms to discuss the following areas of college readiness: key cognitive strategies, academic knowledge and skills, academic behaviors, and planning and decision making. Over 90 faculty and staff members attended.

Based on the past year's work, a new group of 17 faculty worked on a college success skills project this spring. At the beginning of each meeting, two veteran faculty members presented on a teaching strategy focused on college readiness skills. The 17 faculty members designed integrative learning projects. These projects will be implemented in the summer and Fall 2011.

Our planning for the REACH learning community with the faculty started in Spring 2011. The six faculty are meeting monthly to plan the curriculum and co-curricular activities. As part of each meeting, key elements of teaching in a learning community are discussed. In the Summer 2011, faculty will receive training in developmental advising strategies.

9. Please provide a brief description of technical assistance you have procured (or planned engagements) **directly related to DEI interventions**. Include description of engagements with DEI Technical Assistance Providers or other experts.

In November 2010, we engaged Thor Falk, an expert in focus groups and qualitative research, to conduct training for 35 faculty and staff. Focus groups are part of our assessment plan, and we needed trained moderators and note-takers. Mr. Falk will be returning to the college in June 2011 to conduct an advanced training. The participants in the training will be helping to conduct focus groups on both students and faculty who have participated in our target strategies.

Also in January 2011 our AtD coaches, Byron McClenney and Rhonda Glover, visited the college and provided feedback on the scaling of our initiatives. Most importantly, both gave advice on how to best present data on student success, which was brought back to the Data Team, and utilized in this report. Since the transition from AtD to DEI, we have had a significant change in team membership and leadership. The Coaches' advice has helped us return to a more disciplined study of data on our strategies.

Finally, Emily Lardner from the Washington Center for Improving the Quality of Undergraduate Education came to Valencia in January 2011 and provided technical assistance on integrative learning, learning communities, research on learning communities, and on faculty development. Emily conducted workshops with faculty. In particular, she worked with faculty who will be teaching in our new cohort based learning community this fall.

Institutional Policy Alignment and Improvement

10. Consider DEI's Strategic Direction 1:

Demonstrate leadership and institution-wide commitment to the success of underprepared students by developing and implementing institution-wide policies and practices that support better outcomes for those students.

Please provide specific examples of how you have aligned DEI work with your institution's core activities, processes, and policies. How have you aligned initiative goals with your institution's goals for improving student outcomes and other major initiatives designed to improve student success since the beginning of DEI?

The goals of DEI mirror the four goals (Build Pathways, Learning Assured, Investing in Each Other, and Partnering with the Community) of our Strategic Plan. The goals of DEI are embedded in each of these four goals and objectives. When each of the four Goal Teams meets, the DEI Director provides relevant updates and data.

For example, the focus on course outlines revisions strategy is connected to a review process established at the college prior to DEI. However, the goals of DEI helped to shape the revision process and have influenced the outcomes of this process. Specifically, DEI's stated goal of infusing college success skills into developmental reading, writing, and math courses assisted in the process of examining course

content and provided the impetus to develop a process for course review. Additionally, the focus of infusing college success skills into our General Education courses has provided opportunities for faculty development. Faculty are conducting academic “action research projects” in a variety of disciplines. These faculty are teaching the Student Success (SLS 1122) course for the first time, and they meet with the Director of SLS and a member of our DEI team to gather qualitative data documenting the importance of the course, faculty understanding of college success skills, and faculty plans to infuse these skills into their own courses.

Describe your greatest Developmental Education Initiative accomplishment this year.

Our greatest accomplishment has been sustaining the momentum of DEI while implementing multiple initiatives simultaneously in the middle of leadership changes. The following is a brief summary of our work over the past year.

As part of DEI we are continuing to scale two strategies started as part of our AtD work (Supplemental Learning and Learning in Community) by adding more sections impacting more students. We have also committed to increasing the number of students accepted into our Bridges to Success program.

Curriculum re-design is a significant part of our work in DEI. We have redesigned course outlines in our developmental education reading, writing, and math courses. A significant part of this redesign has been the infusion of college success skills into these course outlines. Based on this work, faculty have created 25 projects infusing college success skills into their courses. A group of 22 faculty went through a semester-long training program and then taught our Student Success course (SLS 112) for the first time. Another group of 9 faculty participated in a project to bring LifeMap, our developmental advising process, to the classroom. All of these projects are related in their focus on college success skills, but each has taken a slightly different direction. Given the complexity of our organization, such an approach has allowed us to reach more faculty and have a greater influence on how students experience our developmental education courses.

One major accomplishment this past year was our design of REACH, our cohort-based developmental education student learning community. Over the past year, we designed and received approval to implement REACH. In Fall 2010 and Spring 2011, we have been working with the six faculty who will be teaching students in REACH. REACH will begin in Fall 2011 with 75 students.

At the State level, Valencia faculty in reading, writing, and math have participated at the state level in writing state common core competencies, items for the new state placement test, and items for the new state diagnostic test. Math faculty have worked on and implemented a content redesign in our Pre-Algebra course and are working on a content redesign in our Beginning Algebra course. We have had series of faculty

workshops focused on curriculum redesign, infusing college success skills, and assessment of student learning. As a result of this work, faculty have been implementing integrated assignments focused on college success skills. Math faculty developed reading benchmarks to help assess student reading ability in math courses. Our SLS faculty redesigned the student portfolio based on feedback from faculty. This new portfolio engages students in a more active approach to organizing and documenting their learning experience in our Student Success courses. It requires them to apply the skills learned in the SLS course to one of their academic courses and to their lives.

10. Describe your greatest disappointment or setback (if any) with DEI this year.

The length of DEI, being only three years, presents a challenge because much of our work has involved deep curricular changes. Measuring the results of curricular changes can be difficult, especially after only one year. Curricular changes do not always yield immediate improvements in student success. However, we are confident that the various DEI interventions will improve student success.

11. Is there anything else you would like MDC to know about your work this year? Are there tools or technical assistance that the DEI partnership can provide to support DEI on your campus?

We have approached the goals of DEI by thinking differently about that which everyone sees. Sometimes the effectiveness of a strategy is often a product of its simplicity. The simplicity of our overall strategy has been to weave all our initiatives together and to approach our curriculum and our practices differently and then make the needed changes accordingly.

Section 2: Annual Financial Report

The 2011 Financial Report should reflect the budget submitted with your DEI proposal and include any modifications already approved by MDC. The report should include expenditures through March 30, as well as *projected* expenditures through the end of your institution's fiscal year.

If you need to reallocate carryover funds and/or future funds, **any change of 10 percent or more (up or down) on a line item of more than \$5000 requires MDC approval.** Unused funds from this year may be carried forward to next year without requesting approval if they remain in the same line items.

If you need help identifying your institution's most recently approved budget or in preparing your 2011 submission, contact Gerry Hardersen at ghardersen@mdcinc.org early in your preparations.