Strategic Learning Plan (SLP):
2004-2005 Mission Statement and Improvement Plans/Initiatives

Dean/Department: Financial Aid Services
Dean: Linda Downing
Date of Preparation: 06/25/2005
Program Year: 0405

MISSION STATEMENT: Lead the integration of LifeMap – a comprehensive and complex advising system that supports the development and achievement of student career and educational goals – so that all students start right, learn by design, are supported by learning systems, and learning outcomes are documented, individually and collectively.

SLP GOAL: Learning By Design

Goal: All degree seeking students have an educational plan by the time they complete 15 credit hours.

Action Items/Strategies
Continue to require student’s filing appeals of the academic progress requirements to provide an educational plan with their appeal.

OUTCOME MEASURE:

Students approved for an appeal will know what courses are needed to reach their academic goals.

Results: Students were required to include an educational plan when they filed appeals, and the majority of them did include a completed educational plans as part of the process.

SLP GOAL: Learning by Design

Goal: Improve Wait times to see a Financial Aid Specialist during registration

Action Items/Strategies
Increase number of students who can be served at the Answer Center without a referral by providing continued training for Answer Center staff.

Encourage students to apply well before deadlines.

Increase marketing of ways that financial aid questions can be answered.

OUTCOME MEASURE:

Referral sign in sheets in Student Services will show typical wait time to be less than three hours during registration.

Results: Typical wait times during spring and summer registrations were one hour or less. On a few of the busiest days, East and West campuses experienced wait times of up to 2 hours.

Ratio of selected to completed verifications will increase
Results: As of 5/31 99.87 of selected files were verified. As of 5/31/2004 98.62% of selected files were verified.

Number of students confused by the financial aid process will decrease. In person, on the spot processing has decreased the number of repeat visits.
SLP GOAL: Learning Support Systems

Goal: (Describe Goal) Improve Banner systems to provide better information to students

Re-develop SQL rules and the translate tables to improve monitoring of Satisfactory Academic Progress regulations

Develop improved web interface with student billing to give students a more accurate student bill that includes anticipated financial aid availability

OUTCOME MEASURE:

Reduction in number of students suspended for 150% rule and for transfer coursework when Valencia work is satisfactory

Results: accomplished. Students in programs with longer curriculums are being accurately monitored instead of suspended earlier in the process.

Reduction in number of telephone calls and visitors who cannot understand the balance due on their account.

Results: This was not accomplished due to other projects taking priority.

SLP GOAL:

Goal:
Action Items/Strategies

OUTCOME MEASURE:
Strategic Learning Plan (SLP):
2004-2005 Mission Statement and Improvement Plans/Initiatives

Dean/Department: College Transition Programs
Director: Falecia D. Williams
Date of Preparation: June 29, 2005
Program Year: 0405

MISSION STATEMENT: Lead the integration of LifeMap – a comprehensive and complex advising system that supports the development and achievement of student career and educational goals – so that all students start right, learn by design, are supported by learning systems, and learning outcomes are documented, individually and collectively.

SLP GOAL: Learning By Design

Goal: All degree seeking students have an educational plan by the time they complete 15 credit hours.

Action Items/Strategies:

- Provide seamless transition for students previously served by the College Transition Program department through a continuous improvement model that updates and evaluates procedures and processes as needed. Students transitioning from a pre-collegiate program into a degree-seeking status at Valencia will be well informed of LifeMap processes and the importance of developing an educational plan.

- Graduating Senior Communication Plan – scholarship letter, recruitment letter, promotional information and item, welcome letter, invitation to special events, opportunity for follow up advising including access to additional student support services.

OUTCOME MEASURE:

- Each CTP department will develop a communication plan to target high school seniors served by their program. Elements of each communication plan will promote the value of postsecondary education at Valencia and the importance of having an education plan.

- A comprehensive high school communication plan will be developed to target graduating seniors within Valencia’s service district. The plan will promote the value of postsecondary education at Valencia and the importance of having an education plan. A follow-up communication will be sent to student during the first semester of enrollment to encourage the completion of an education plan and utilization of student support services.

Outcomes:

- Each CTP department has developed or has as a work in progress a communication plan for their graduating seniors. Four of seven departments implemented their plan during the spring term 2005. Tech Prep, Upward Bound, and Bridges students will receive follow up communication and services this fall to promote the importance of developing an education plan.

- A comprehensive high school communication plan has been developed from a CTP perspective with collaborative insight of staff from Marketing and the Enrollment Management Center. Implementation of several components of the plan was tabled in deference to the Summer Enrollment Initiative.
SLP GOAL: Learning By Design

Goal: All students receiving service through a College Transition Program department are captured, analyzed, and reported within Valencia’s institutional analysis.

Action Items/Strategies:

- Research database system designs that will facilitate tracking student data from all CTP departments while maintaining the integrity of program-level databases and sustaining compatibility with Banner.
- Research functions within Banner that may support tracking students serviced through pre-collegiate initiatives.
- Develop a plan/system for tracking student engagement with CTP departments through Banner.

OUTCOME MEASURE:

- CTP and student services staff will collaboratively identify a database program/system that will facilitate institutional analysis of pre-collegiate service to student prospects.
- CTP will develop a comprehensive plan/system for tracking students’ pre-collegiate engagement with services through Valencia.

Outcomes:

- CTP and student services staff have collaboratively identified Web for Prospects as the most viable tool currently available to facilitate institutional analysis of pre-collegiate programming.
- CTP and student services (Angela Goins) have devised a draft plan for initial utilization of Web for Prospects to capture student contact with the college through a pre-collegiate initiative. Additional work is proposed to determine procedures for analysis and dissemination of information.
2003-2004 Improvement Plans/Strategies

Dept. (Unit) Supervisor:  College Transition Programs (CTP)  Dept. (Unit) Name:  Falecia D. Williams

The mission statement (Box 1) and priorities (Box 2), linked to a Strategic Learning Plan (SLP) goal for your campus, are provided by your provost/vice president. Please insert your dept. (unit) mission statement (Box 3), plans/strategies, and expected learning outcomes on the left side of the form (Box 4) to your provost/vice president by August 29, 2003. Specific student learning outcomes should be provided for each plan/strategy, whenever possible. Please focus on 3 to 6 plans/strategies that each address a priority for your campus or division, which are linked to the strategic goal in the SLP, as listed below. By June 30, 2004, please insert the actual results and improvements on the right side of the form (Box 5) and re-submit this form to your provost/vice president.

Campus or Division Mission Statement:
Lead the integration of LifeMap—a comprehensive (and complex) advising system that supports the development and achievement of student career and educational goals—so that all students’ start right, learn by design, are supported by learning systems, and learning outcomes are documented, individually and collectively.

Campus or Division Priorities Linked to SLP Goals

Priority (SLP Goal)

1.  (4): Learning By Design
Fully integrate LifeMap into curricular and co-curricular learning experiences to ensure that all students have educational and career plans that lead to success.

2.  (5): Learning Support System
Maximize the use of Atlas as a powerful learning tool that supports student learning.

3.  (2): Start Right
Fully implement Learning-Centered Educational Services to assure that students are well integrated into Valencia, are placed in and complete appropriate classes, and develop and follow a meaningful plan for their education as early as possible in their careers at Valencia.

Dept. (Unit) Mission Statement:
The mission of College Transition Programs is to fully implement LifeMap Stage One: Postsecondary Transition at Valencia by implementing programs, initiatives, and strategies to support our public, private, and home school partners in graduating more students ready for college-level learning and to create increased opportunities for Valencia students to successfully accomplish their academic, career, and personal goals.
1. (2): Start Right
Develop a departmental strategic plan to readily identify the rationale for College Transition Programs, the programs and services available, and the impact of programs to the College and community.
- Work collaboratively with the CTP Leadership Team to discuss trends in practices and procedures that have revealed “gaps” in the services provided. Devise meaningful indicators of success and learning outcomes.
- Work collaboratively with Team Student Affairs to ensure the integration of services provided to students in Valencia’s pre-collegiate programs.
- Re-establish Valencia’s College Transition Program Advisory Committee.
- Continue Director’s national membership with College is Possible Leadership Team to foster proactive networks and participation in this pre-collegiate think-tank for research and implementation of best practices.
- Complete CTP Work Plan.

Expected Learning Outcomes:
College Transition Programs are widely known within Valencia, Orange and Osceola School Districts, and targeted community groups. College and school staff are able to properly refer students to the appropriate programs for gaining academic, career, and personal support services. An increased number of students participating in a College Transition Program enter postsecondary education ready for college-level courses and achieve comparably high success rates throughout college.

2. (4): Learning By Design
Develop a plan to capture, analyze, and report cumulative student learning outcomes.
- Work collaboratively with the CTP Leadership Team to create and/or identify programmatic objectives that reflect learning as the chief value.
- Research database system designs that would facilitate tracking data from all program areas.
- Develop a plan/system for tracking student involvement in CTP programs through Banner.

Expected Learning Outcomes:
Learning outcomes are identified for each CTP department area. Students in a College Transition Program recognize their “membership” in Valencia’s community of learners. Student outcomes inform students as well as college and school staff of specific learning.

3. (5): Learning Support System
Expand student and staff utilization of ATLAS to support learning and professional development.
- Devise a communication plan to market ATLAS to students in the Dual Enrollment Program and the Recruitment and Retention of Ethnically Diverse Students program.
- Work collaboratively with staff to document learning outcomes of their Individualized Learning Plan through My Portfolio.

Expected Learning Outcomes:
Students become increasingly independent in their use of support mechanisms and departments to foster enrollment and development. Staff become increasingly aware of
the wealth of tools and resources available to assist student learning and promote personal development.
Strategic Learning Plan (SLP):
2004-2005 Mission Statement and Improvement Plans/Initiatives

Department: Title III
Toni DeMaglio

Date of Preparation: 9/23/04
Program Year: 0405

MISSION STATEMENT: Lead the integration of LifeMap – a comprehensive and complex advising system that supports the development and achievement of student career and educational goals – so that all students start right, learn by design, are supported by learning systems, and learning outcomes are documented, individually and collectively.

SLP GOAL: Start Right

Goal: Pilot projects implemented Fall 2004 will have demonstrated learning outcomes reported Winter term 2005. Focus of projects will be on the first year exploratory student and development of strategies to assist students in the development of academic and career plans. This outcome will be achieved by February 2004.

Action Items/Strategies:
Connections management team will provide support to design team as they implement their projects.
Management team will monitor progress and progression of projects to insure success.
Management team will collaborate with other Learning Leaders to develop format to evaluate success of all Title III projects and the feasibility of college wide integration.

OUTCOME MEASURE:
Pilot projects designs will be distributed and made public September 2004.
Research Showcase will be presented to college community February 4, 2005.
Connections project integration team will convene October 2004

SLP GOAL: Learning Leaders

Goal: Title III East will recruit and train a group of twelve diverse faculty and staff members. This team will experience a professional development training program which will enable them to design an action research projects. This outcome will be achieved by May 2005

Action Items/Strategies:
Direct e-mail, advertisements in the Bulletin and in Connection’s newsletter will serve as the recruitment tool for the Year Four design team. Careful attention will be made in selection of a diverse design team and will occur in Fall 2004.

Management team will design a comprehensive professional development program through the use of workshops presented by national and in-house consultants, roundtables, reading circles, and, meetings. This training program will address the grant objectives and focus on the development of an action research projects designed to improve student services. Appropriate resources will be provided to team members.

OUTCOME MEASURE:
On-going evaluation process to determine training effectiveness will be conducted. Each phase of the training process will be assessed. Data collected will be compiled and used to serve as planning tool for Year Five training program. This outcome will be achieved by June 2005.
Strategic Learning Plan (SLP):
2004-2005 Mission Statement and Improvement Plans/Initiatives

Department: Title III
Toni DeMaglio

Date of Preparation: 6/23/04
Date of Results Reported: 6/15/05
Program Year: 0405

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OUTCOME MEASURE:

Pilot projects designs will be distributed and made public September 2004.
Research Showcase will be presented to college community February 4, 2005.
Connections project integration team will convene October 2004

Results:
1. Pilot projects were distributed and made public August 2004.
2. Research Showcase was presented to the College community on 2/4/05. At this open forum, follow-up project results from Grant Years I & II and other accomplishments were also made available to the College community.
3. Leadership team met with members of CDTL to discuss project integration. In addition, conversations were held with members of IAC to develop a plan to bring the most promising projects to scale. This work will continue F’05.
SLP GOAL: Learning Leaders

**Goal:** Title III East will recruit and train a group of twelve diverse faculty and staff members. This team will experience a professional development training program which will enable them to design an action research projects. This outcome will be achieved by May 2005

**Action Items/Strategies:**

Direct e-mail, advertisements in the Bulletin and in Connection’s newsletter will serve as the recruitment tool for the Year Four design team. Careful attention will be made in selection of a diverse design team and will occur in Fall 2004.

Management team will design a comprehensive professional development program through the use of workshops presented by national and in-house consultants, roundtables, reading circles, and, meetings. This training program will address the grant objectives and focus on the development of an action research projects designed to improve student services. Appropriate resources will be provided to team members.

OUTCOME MEASURE:

On-going evaluation process to determine training effectiveness will be conducted. Each phase of the training process will be assessed. Data collected will be compiled and used to serve as planning tool for Year Five training program. This outcome will be achieved by June 2005.

**Results:**

- Each phase of the training program was assessed during the Spring ’05 term.

Assessment of the total training process as it correlation to team members’ ability to utilize the training process to develop a comprehensive and meaningful action research project is currently under way and will be completed by July 11, 2005. Results of this evaluation process will be used to plan the training of the Year V Team.

SLP GOAL: Learning by Design:

**Goal:** (Describe Goal)

The Year Four team will design pilot projects, fulfilling requirements of action research established by grants management team. These strategies will include the use of the MyLifeMap suite of applications, and will contribute to students’ mastery of the Core Competences through the co-curriculum. This outcome will be achieved by August 2005.

**Action Items/Strategies:**

Design team members create action research pilot projects designed to improve the delivery of student services.

Management team will mentor design team members through writing process.

First drafts of projects due to management team June, 2005, management team assesses projects according to research design outline and rubric, provides feedback to team.

Revised drafts submission date July 1, 2005, deadline for acceptable final projects will be July 30, 2005.

OUTCOME MEASURE:

Action Research projects will be made available to public September 2005.

Team members will present their projects to their colleagues at Collegewide showcase September, 2005.

**Results:**

1. Action research projects will be made available to the College community September ’05.

2. First drafts of action research projects have been reviewed and returned to Year IV team members for revisions. Deadline for acceptable final projects remains 7/30/05.
SLP GOAL: Learning Support Systems

Goal:
Action Research projects designed to improve student services through the delivery of LifeMap in curricular and co-curricular activities, will develop new strategies and process to increase student learning. These projects will be implemented Fall term 2005 and will focus on the interventions designed to assist the Associate of Arts student as they prepare to transfer to a four year institution.

Action Items/Strategies:
Connections management team will provide support to design team as they implement their projects. Management team will monitor progress and progression of projects to insure success. Management team will collaborate with other Learning Leaders to evaluate success of all Title III projects and the feasibility of college wide integration.

OUTCOME MEASURE:

Design team will present finding of action research projects February, 2006.

Pilot projects will be evaluated to determine feasibility of project expansion Spring term 2006.

Results:
1. Design Team will presented their action research projects on 2/5/06
2. Projects will be evaluated for possible expansion and discussion of scalability, after project results are presented in February '06.
A. Improving Student Learning and Proving It

Supplemental Instruction (SI) is an academic enrichment program that incorporates regularly scheduled, out-of-class, peer assisted enrichment sessions to all students enrolled in a course. Developed at the University of Kansas at Kansas City in 1973, SI targets traditionally difficult courses (where at least 25% of the students receive D’s, F’s, or W’s). These sessions are a formed learning community where students focus on mastering student success skills such as note taking, test anxiety, and time management. At the present time, this model of SI is currently implemented at nearly 500 colleges across the U.S. SI is a widely implemented approach to learning enrichment that has been proven to increase student performance, retention, and graduation rates. SI sessions are optional, and are led by SI Leaders--students who have already taken and passed (“B” or higher) the “high risk” course for which they are assigned. SI Leaders are paid to attend all sessions of the course, take notes, read all assigned materials, take course exams, and to conduct weekly SI sessions. SI Leaders are well trained in specific teaching/learning theory and techniques. They serve as model students of the subject both in the classroom and in the SI sessions. They do not re-lecture course content, but rather focus on integrating content with process.

At Valencia, there exist numerous college-wide programs to assist students experiencing academic difficulties, including Tutoring, discipline-specific Help Centers, Learning Labs, and Individualized Learning Programs. These programs have helped to increase the success rates of students, but are generally content specific interventions. Despite these excellent initiatives, a college study over the last three years demonstrates that only 42.2% of students enrolled in MAT0024 (Beginning Algebra) pass the course! Some students even face a series of three mathematics classes prior to College Algebra. Our “third attempt rule” (2002-03 Catalog, p.64) emphasizes the fact that many of our students do not complete courses on their first attempt. Powerful data from Institutional Research indicates that students who do not successfully complete 100% of their enrolled courses the first term here are not likely to ever earn their degree.

This SI model is different. It evolves from the LifeMap mission of “…social and academic integration…and the acquisition of study and life skills,” and is designed to help students learn the processes of success. It is directed toward reducing course attempts/retakes by including: shared responsibility among students and faculty; understanding and adapting to students’ learning styles, as reflected in various instructional methodologies and delivery systems; student involvement and applied learning activities; implementing and measuring learning outcomes; developmentally meeting the learning needs of the “whole” student, including assisting students in reaching their academic, career, and life goals; and continuous growth and improvement through integrating the core competencies into the curriculum and creating systems of learning support inside and outside of the classroom.

B. Addressing the Strategic Learning Plan

Supplemental Instruction (SI) will improve student learning at Valencia by addressing the Outcomes of Strategic Goal 2: Start Right by 1) improving the rates of completion in key “front door” prep courses; 2) providing learning resources to all students enrolled in the course; and 3) increasing student responsibility for learning as early as possible. Goal 3: Learning Leaders will be addressed by providing support to faculty in “instructional support and assessment, especially in foundation courses” (Strategy 3-G). Goal 4: Learning By Design will be supported by engaging the students as responsible partners in their own learning through the development and implementation of an SI model that “captures, analyzes, and reports cumulative measures of student learning” (Strategy 4-E).

C. Making a learning-centered Difference at Valencia

SI will improve student learning in selected preparatory Mathematics and Reading courses at Valencia by creating true shared “learning experiences” among students enrolled in the course and the SI Leader. National data indicate that SI students earn higher course grades and withdraw less often than non-SI participants. Evaluation of the program will include comparison data on SI participants vs. non-participants including: course grades, exam scores, success and retention rates, and re-enrollment rates for the following term. The SI sessions will include meaningful assignments and assessments. “If we value what we do, we should want to know how well we do it” (Hunter Boylan).
D. Why is this a good idea and how does it support a particular priority need?

This initiative strongly focuses on student learning as the chief value. College-wide data reflect the poor success rates in college prep courses. At Valencia 85% of our students are placed into at least one college preparatory course. Data obtained from Institutional Research, reports that only 35% of students who mandate into prep successfully complete the first college-level course in that area (MAC1105 or ENC1101). Deans in these areas have indicated that the original intent of the lab component of certain prep classes was originally a model of Supplemental Instruction. However, the labs are now used primarily for further instruction or tests, and each instructor determines the content.

There is currently no funding for this type of intervention anywhere at Valencia. Pilot projects using modified Supplemental Instruction techniques have taken place at the Winter Park (MAT0012 & 0024) and West campuses (BSC 010 & 1011) with impressive results. In the Winter Park project, conducted Fall, 2002, there was an increase in successful course completers of 38% for over Fall, 2001. Several grant programs at the college are also investigating possible SI interventions, but grant funds cannot be used to pay students.

Supplemental Instruction staff in this project will be comprised of one SI Supervisor and 16 SI Leaders (8 each Fall and Spring). Extensive paid training will occur in July and August. The SI Supervisor will be an on-site professional (on release) who implements and supervises the SI program and the SI leaders. This person is responsible for identifying the targeted courses, gaining faculty support, selecting and training SI leaders, developing the SI curriculum, monitoring the quality of the SI sessions, evaluating the program, and reporting results to the campus administration.

E. Describes the long-term and short-term benefits to the college

Short-term results will include: overall improved course grades, higher student GPAs, increased retention and re-enrolment for the next term, and higher exam scores. In addition to these objective results, we will also conduct participant surveys to identify the more subtle and subjective features of the program such as improved student self-esteem.

In the long run, the result may be that there are fewer sections of prep courses needed, as more students will successfully complete these prep courses the first time around. Increased rates of student success in prep courses will serve to increase completion rates, thereby increasing college revenue. Cost savings and increased revenues from increased student success rates could be diverted to funding SI programs in the future. Because SI focuses on lifelong learning, the skills that student master will carry over throughout their education, across disciplines, and into other areas of their professional and personal lives. A further goal would be to expand SI to college-level “gateway” courses in the future (e.g., POS2041, SPC1600, MAT1033).

F. Will be in collaboration with other stakeholders involved in the project, and considers the impact on other programs, faculty, and staff

Conversations with the Mathematics and Communications Department deans on the pilot campus regarding the implementation of this model of Supplemental Instruction have already taken place. Each has expressed strong support for this project, and concur that this is an excellent intervention for improving the completion and retention rates for our “at risk” students. We have also met with the coordinators of the modified SI projects at West and Winter Park, and have extensively researched the history and current status of SI programs at the national level.

Four faculty members who teach college prep on this campus have already been identified and have agreed to pilot this model of Supplemental Instruction in their sections this Fall. Our provost has also been consulted, and is very supportive of the project.
Budget:

Salaries:

- **SI Leaders**: 8 sections @ Lab Aid II pay grade of $8.68 per hour x 7 hours per week = ($62.02)

  This will provide for leaders to attend each class meeting (3 hours per week), and conduct the follow up SI instruction (additional 3 hours per week) and one hour per week for SI session preparation, meetings with faculty, and to maintain contact with students in Atlas.

  Cost for each SI leader per semester = $992.00 + fringe benefits (11%) = $1,115
  8 leaders = $8,920 per semester x 2 semesters

  **Annual cost for SI Leader salaries**: $17,840

- **SI Supervisor** to implement and supervise the SI program and the SI leaders. This person is responsible for identifying the targeted courses, gaining faculty support, selecting and training SI leaders, developing the SI curriculum, monitoring the quality of the SI sessions, evaluating the program, and reporting results to the campus administration.

  Calculated on partial faculty release
  $5,100 + Fringe Benefits @ 21% = 6,456.00 per semester

  **Annual Salary cost for SI Supervisor**: $12,912

**Training**: 2 day training prior to Fall session $142.00 per SI leader ($1,136)

  Travel/Conference registration for SI Supervisor to attend a 3 day training at National Center for Supplemental Instruction $1300 {registration fee $500, travel (air, hotel, per diem) $800}

  **Total training cost**: $2,436

**Materials & Duplicating**: $1,000

**Total Cost of proposal**: $34,168
STRATEGIC INITIATIVE COVER PAGE

FISCAL 2003-2004 REQUEST

Proposal Number: __________________________
Assigned by the Budget Office

Proposal Title: ______________________________

Proposal Initiator: Toni DeMaglio 3/7/03
Date

Proposal Sponsor: Dr. Stan Stone  Dr. Michael Hooks
Date

Required Funding

Multi-Year Funding will be sought after demonstrated success of first year.
One Year Only

Multi-Year
(Specify Number)

Proposal Requires Permanent Funding:
Project may be sustained through the reallocation of current funds yes no

Learning Leaders Committee Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Note: Use the “Insert” option to type data on this form.
Valencia Community College
Mid-Year Strategic Budget Initiative Report


Project Name: Supplemental Learning in College Prep Math
Project Number: 04-006
Department Number: 14601000-1400000-00000-01 $34,231.00

Requester: Toni DeMaglio

Current Year Budget Request $34,231.00
Proposed 2005-2005 Funding $34,231.00

1. Please provide a brief description of the progress made toward your objectives as of 3/11/05.

The preliminary results of this program continue to produce promising results.

- At the conclusion of the Fall '03 term students who attended Supplemental Learning sessions had an overall course GPA of 2.8 when compared to 1.7 course GPA for students who did not participate in the Supplemental Learning Sessions. Specifically,
  MAT 0012 pilot sections saw a 53% completion rates for students attending Supplemental Learning Sessions when compared to a completion rate of 43% students who did not attend
  MAT 0024 had a 42% completion rate for SL participants vs. a 37% completion rates for non-participants
  It is also worth noting that no grades of D, F or WF were posted for students who participated in SL sessions

- At the conclusion of Spring '04 students who attended SL sessions had an overall course GPA of 2.9, when compared to 2.2 GPA for those students who did not participate. Specifically,
  MAT 0012 had a 51% completion rates for those who participated in SL, while non-participants had completion rates of 31%
  MAT 0024 had completion rates of 60% for participants, and 54% completion rates for non-participants

- At the conclusion of Fall '04 term students who attended SL sessions had an overall course GPA of 2.32 when compared to 2.78 for those students who did not participate. Specifically,
  MAT0012 saw a 52% completion rate for students attending SL sessions when compared to a completion rate of 34.7% for students who did not participate in SL sessions.
  MAT0024 had a 60% completion rate for participants as compared to only 37% completion rate for non-SL participants.
Those students who attended SL sessions more than the average (7 or more sessions) received passing grades 9% more often than those who participated at or below average (6 or fewer sessions). Those who participated more than the average also received an "A" or "B" 35.5% more often than those who participated at or below average.

Formative feedback from students participating in the project revealed a higher level of confidence in their abilities, and a lower level of test anxiety related to their college prep math course. Students also report a greater ease in approaching a peer student leader for assistance when compared to attending the designated Math Lab, or their professors during office hours.

2. If your proposal was a multi-year proposal, do you anticipate needing the proposed 2005-2006 funding as indicated above for the next fiscal year?

To date our results are based on 32 sections of college-prep math classes making supplemental learning available to approximately 640 students. The ability to receive the third installment of this three year initiative will permit program to have data collected over three years. This third year of funding will contribute an additional sixteen sections to the data pool (yielding a total of 1000 students exposed to the benefits of program); thereby creating a richer data compilation to assessment program effectiveness.'

Thank you for your consideration.
2003-2004 Improvement Plans/Strategies

Dept. (Unit) Supervisor: Toni DeMaglio    Dept. (Unit) Name: Title III East

The mission statement (Box 1) and priorities (Box 2), linked to a Strategic Learning Plan (SLP) goal for your campus, are provided by your provost/vice president. Please insert your dept. (unit) mission statement (Box 3), plans/strategies, and expected learning outcomes on the left side of the form (Box 4) to your provost/vice president by August 29, 2003. Specific student learning outcomes should be provided for each plan/strategy, whenever possible. Please focus on 3 to 6 plans/strategies that each address a priority for your campus or division, which are linked to the strategic goal in the SLP, as listed below. By June 30, 2004, please insert the actual results and improvements on the right side of the form (Box 5) and re-submit this form to your provost/vice president.

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Campus or Division Priorities Linked to SLP Goals

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<td>1. (SPL 4): Integration of LifeMap in efforts to support Learning by Design</td>
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<td>2. (SPL 5): Integration and use of Atlas to support Learning Support Systems</td>
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<td>3. (SPL 2): Incorporating LifeMap into students initial and ongoing experiences insures that every student Starts Right</td>
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Dept. (Unit) Mission Statement:
To present a comprehensive faculty and staff development program, which provides the college with Learning Leaders possessing superior skills, enabling these leaders to play a critical role in developing new Systems that Support Learning to insure that students Start Right and Learn by Design.
Priority: [Send/Strategies and Expected Learning Outcomes (Date: MM/DD, 2003)]

(SPL 3): Learning Leaders: Title III East will recruit and train a group of twelve diverse faculty and staff members and provide professional development training program which will enable them to design an action research project. This outcome will be achieved by May 2004.

(SPL 4): Learning by Design: This group of Learning Leaders will design pilot projects, fulfilling requirements of action research established by grants management team. This outcome will be achieved by August 2004.

(SPL 5): Learning Support Systems: Action Research projects will be designed to improve student services through the delivery of LifeMap in curricular and co-curricular activities. These projects will develop new strategies and process to increase student learning. These projects will be implemented Fall term 2004.

(SPL 2): Start Right: Pilot projects implemented Fall 2003 will have demonstrated learning outcome results reported Winter term 2004. Focus of projects will be on the under-prepared student and development of strategies to assist students enrolled college prep courses. This outcome will be achieved by May 2004.

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Rev. 07/15/03
Strategic Learning Plan (SLP):
2004-2005 Mission Statement and Improvement Plans/Initiatives
Results for 04/05 are indicated in blue

Dean/Department: Student Development
Director: Mike Bosley
Date of Preparation: 10/20/04
Program Year: 0405

MISSION STATEMENT: Lead the integration of LifeMap – a comprehensive and complex advising system that supports the development and achievement of student career and educational goals – so that all students start right, learn by design, are supported by learning systems, and learning outcomes are documented, individually and collectively.

SLP GOAL: Learning By Design/ Diversity Works/Learning First

Outcome: Diversity and Leadership programs that are inclusive of a variety of issues that relate to student and community needs.

Action Items/Strategies:
A. Solicit programming needs from faculty, staff and students. Complete
B. Research national trends on issues related to students growth and development Complete
C. Increase number of programs to make them more accessible In progress
D. Plan ahead and promote all programs as a series (skills shop) Complete, developed new skills shop brochure to be more detailed and term specific.
E. Create an inclusive climate that promotes leadership, diversity and wellness of its members. On-going

OUTCOME MEASURE:
Develop pre and post test to show student learning at particular events. In progress

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SLP GOAL: Learning Support Systems/ Learning First

Outcome: A dynamic Student Leader Program

Action Items/Strategies:
A. Provide for continued cross training that promotes cross utilization of resources Complete
B. Develop stronger partnerships with other student affairs areas and other academic units Continue in 05/06

OUTCOME MEASURE:
Student leader feedback (exit interviews) Complete, first round completed in May, this will become base line data for future years.

Faculty/Staff feedback On-going

New Student feedback (calls, atlas e-mail third week of term, enhance evaluation by adding learning) In-progress

Present @ National Conference or develop FACC Best practices program or at CSA In-progress

Advise student leaders on how to develop an education and career plan using the MY LifeMap tools in Atlas. Included as part of each staff members ILP
SLP GOAL: Learning Support System/ Learning by Design

**Outcome:** Strong mutual partnerships with the community, our students and our colleagues.

**Action Items/Strategies:**

A. Enhance partnerships with our community agencies by becoming more involved in their work. *Forward to 05-06*
B. Enhance partnerships with the faculty on each campus *On-going*
C. Work with provosts to be more strategic in the use of our resources on the campuses *On-going*
D. Create an inclusive climate that promotes leadership, diversity and wellness of its members. *On-going*

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OUTCOME MEASURE:

Use CSSE results to determine how we might affect student learning outcomes and increase rates on student integration. *In-progress*

Attend faculty senate meeting in June on each campus to discuss idea for upcoming year. *Not accomplished forward to 05/06 in Sept.*

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SLP GOAL: Learning First/ Learning by Design/ Learning Support Systems

**Outcome:** New Student orientation provides a dynamic induction process and first learning opportunity for students at Valencia.

**Action Items/Strategies:**

A. Create a team of interested faculty and staff to re-design the orientation program *Complete*
B. Research best practices at of orientation programs throughout the country *Complete*
C. Be more inclusive in the orientation presentation making sure that all aspects of college life at Valencia are explained *In-progress materials an being developed for Fall 05 implementation*

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OUTCOME MEASURE:

Survey, phone calls and e-mail campaign to determine if student needs are being met. *In-process, developed new survey that is being piloted on East and WPC*

Conduct an outside review of new induction process *Forward to 05-06*

Look at student retention rates, benchmark with other CCs that have similar demographics and programs. *Forward to 05-06*

Look at FTIC: Application to enrollment rates (both at midterm and end of term) *Forward to 05-06*
### Strategic Learning Plan (SLP):
#### 2004-2005 Mission Statement and Improvement Plans/Initiatives

**Dean/Department:** Student Development  
**Director:** Mike Bosley  
**Date of Preparation:** 10/20/04  
**Program Year:** 0405

**MISSION STATEMENT:** Lead the integration of LifeMap – a comprehensive and complex advising system that supports the development and achievement of student career and educational goals – so that all students start right, learn by design, are supported by learning systems, and learning outcomes are documented, individually and collectively.

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| OUTCOME MEASURE: |
| Develop pre and post test to show student learning at particular events. |

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A. Enhance partnerships with our community agencies by becoming more involved in their work.
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D. Create an inclusive climate that promotes leadership, diversity and wellness of its members.

OUTCOME MEASURE:

Use CSSE results to determine how we might affect student learning outcomes and increase rates on student integration.

Attend faculty senate meeting in June on each campus to discuss idea for upcoming year.

SLP GOAL: Learning First/ Learning by Design/ Learning Support Systems

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A. Create a team of interested faculty and staff to re-design the orientation program.
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OUTCOME MEASURE:

Survey, phone calls and e-mail campaign to determine if student needs are being met.

Conduct an outside review of new induction process

Look at student retention rates, benchmark with other CCs that have similar demographics and programs.

Look at FTIC: Application to enrollment rates (both at midterm and end of term)
# 2003-2004 Improvement Plans/Strategies

**Dept. (Unit) Supervisor:** Michael Bosley  
**Dept. (Unit) Name:** Student Development

The mission statement (Box 1) and priorities (Box 2), linked to a Strategic Learning Plan (SLP) goal for your campus, are provided by your provost/vice president. Please insert your dept. (unit) mission statement (Box 3), plans/strategies, and expected learning outcomes on the left side of the form (Box 4) to your provost/vice president by August 29, 2003. Specific student learning outcomes should be provided for each plan/strategy, whenever possible. Please focus on 3 to 6 plans/strategies that each address a priority for your campus or division, which are linked to the strategic goal in the SLP, as listed below. By June 30, 2004, please insert the actual results and improvements on the right side of the form (Box 5) and re-submit this form to your provost/vice president.

### Campus or Division Mission Statement:
Lead the integration of LifeMap—a comprehensive (and complex) advising system that supports the development and achievement of student career and educational goals—so that all students’ start right, learn by design, are supported by learning systems, and learning outcomes are documented, individually and collectively.

### Campus or Division Priorities Linked to SLP Goals

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### Dept. (Unit) Mission Statement:
**Student Development provides outcomes-oriented, quality learning opportunities by:**

- providing programs, support services, and tools for learning
- fostering a sense of community on the campuses
- advocating for and empowering students
- inspiring students to do/be more
- creating opportunities for
- personal development and growth
- leadership development

- leadership development
- exploration of varied interests
- bringing the core competencies (TVCA) to “Life”
- instilling and fostering an enthusiasm for life-long learning
- encouraging civic responsibility
- building diverse, inclusive communities and modeling appreciation of difference
- leading by example; modeling behaviors
- teaching Life!
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<td>Increase Awareness of and participation in Navigating Leadership Program. Student will have meaningful interactions with faculty/staff/national leaders. Reflect will report student learning.</td>
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<td>Increase impact (size and scope) of the Start Right Convocation. Collect feedback from student who attend the program. Develop curriculum that can be used as follow up with students who attend the program.</td>
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<td>(6)</td>
<td>Cultural Awareness is recognized and celebrated everyday. Students, faculty, and staff are aware of and participate in cultural programs. Students attend cultural programs and reflect on issues being discussed.</td>
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Rev. 07/15/03
Strategic Learning Plan (SLP):
2004-2005 Mission Statement and Improvement Plans/Initiatives

Dean/Department: Assistant Vice President, Student Affairs
Dean: Sonya Joseph

Date of Preparation: 11/1/04
Date of Results Reported: 6/28/05
Program Year: 0405

MISSION STATEMENT: Lead the integration of LifeMap – a comprehensive and complex advising system that supports the development and achievement of student career and educational goals – so that all students start right, learn by design, are supported by learning systems, and learning outcomes are documented, individually and collectively.

SLP GOAL: Learning By Design

Goal: All degree seeking students have an educational plan by the time they complete 15 credit hours.

Action Items/Strategies

1. Begin meetings with English faculty re: plan to graduate incorporated into ENC 1101 curriculum.
2. Recruit English faculty for Title III project.

OUTCOME MEASURE:

At least on ENC 1101 class on each campus will have a plan to graduate incorporated into the curriculum.

Results:
1. Reviewed the Title III projects that incorporated MCP into the curriculum.
2. After meeting with the technical team for MEP decided change directions to focus on MEP.
3. Made significant technical improvements to MEP.
4. Created a direct e-mail link to advisors from the MEP program.
5. Engaged Atlas Access Lab Managers in the review of MEP’s and communication with students.
6. Created a priority list of outcomes.
7. Email content development.
SLP GOAL: Student Support Systems

**Goal:** All Student Affairs staff will have participated in a Banner refresh training by Fall Term 2005.

**Action Items/Strategies**

1. Create curriculum and outcomes for refresh program.
2. Provide numerous trainings on each campus to enable staff to attend.

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OUTCOME MEASURE:

All Student Affairs staff members will have attended at least one Banner refresh training course.

Fewer items sent to AtlasHelp by Student Affairs staff.

Fewer items on technical error reports.

**Results:**

1. Held Banner refresh trainings for Student Affairs staff Spring 2005.
2. AtlasHelp being utilized for system errors and discrepancies found by staff.
3. Additional refresh trainings scheduled for Summer Term to reach more staff.
4. Beginning to utilize Banner in a more efficient and appropriate manner, i.e., MNDX.

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SLP GOAL: Diversity Works

**Goal:** Creation of one enrollment and retention program specifically targeted to African American students.

**Action Items/Strategies**

1. Meeting with EDS and CTP Directors to brainstorm past programs that have successfully recruited and retained African American students. Brainstorm additional new programs that may be successful.
2. Concentrate efforts on implementing one program for Summer 2005.
3. Recruit Student Affairs staff wanting to participate and support program.

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OUTCOME MEASURE:

Fewer African American students being deleted for non-payment during Fall Term 2005 registration.

Increase retention of African American students from Fall Term 2005 to Spring Term 2006.

**Results:**

1. Shared research with college transitions team.
2. Made connections so Fast Track to enrollment was reinstated.
3. Created a calling campaign for Summer Term enrollment: 40% were deleted however, 33% re-enrolled after the deletion.
Strategic Learning Plan (SLP):  
2004-2005 Mission Statement and Improvement Plans/Initiatives

Dean/Department: Assistant Vice President, Student Affairs
Dean: Sonya Joseph

Date of Preparation: 11/1/04
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Campus or Division Mission Statement:

Lead the integration of LifeMap – a comprehensive and complex advising system that supports the development and achievement of student career and educational goals – so that all students start right, learn by design, are supported by learning systems, and learning outcomes are documented, individually and collectively.

Campus or Division Priorities Linked to SLP Goals:

Priority (SLP Goal)
1. (4 - Learning by Design): Fully integrate LifeMap into curricular and co-curricular learning experiences to ensure that all students have educational and career plans that lead to success.
3. (2 – Start Right): Fully implement Learning-Centered Educational Services to assure that students are well integrated into Valencia, are placed in and complete appropriate classes, and develop and follow a meaningful plan for their education as early as possible in their careers at Valencia.
Priority (2) Plans/Strategies and Expected Learning Outcomes (Date)

1. (2 – Start Right): Improve the Learning Centered Educational Design of Student Affairs through training, communication, and design.
   a. Monthly meetings with new staff members.
   b. Weekly meetings with FA and Center Managers on each campus.
   c. Open feedback with all FA, Center, and Student Services staff.
   d. Develop and implement cohesive, year-long training plan.
   e. Quarterly assessment (by design team) of established learning outcomes.

2. (1 – Learning First): Develop clearer communication pieces distributed to students, i.e. procedures easier to understand and deadlines more apparent on printed and web materials.
   a. Rewrite current letters to ensure language is at an appropriate level and deadlines are clearly highlighted.
   b. Create mechanisms for providing student and staff feedback on Valencia letters and guides.
   c. Establish (meet one time per year) a student focus group to determine appropriateness of communication.
   d. Develop a survey to use in SLS and NSO to assess appropriateness of communication to new students.

3. (4 – Learning by Design): Develop, along with staff members, Individual Learning Plans that will focus on student learning and assessment.
   a. Provide training for staff in developing ILPs.
   b. Align ILPs with Division Mission.
   c. Utilize Annual Performance evaluations to assess ILP and professional growth of staff.
   d. Design opportunities and train staff how to self-evaluate their progress toward their established learning outcomes.
Strategic Learning Plan (SLP):  
2004-2005 Mission Statement and Improvement Plans/Initiatives

Dean/Department: Office for Students with Disabilities
Program Director: Lynne Branham
Date of Preparation: 9/15/04
Program Year: 0405

MISSION STATEMENT: Lead the integration of LifeMap – a comprehensive and complex advising system that supports the development and achievement of student career and educational goals – so that all students start right, learn by design, are supported by learning systems, and learning outcomes are documented, individually and collectively.

SLP GOAL: Learning Support Systems

Goal: Implement OSD Workforce Preparedness Program (a program designed to guide students with disabilities as they learn to articulate a realistic self-awareness; gain an understanding of both the soft skills and technical elements necessary for employment and master the requirements and educational components of the chosen degree).

Action Items/Strategies: Students will complete Holland’s Interest Inventory, a pre- and post-interview, a self-assessment and pre- and post-workshop assessments. Advisors will complete a rubric of self-awareness for each participant. Students will be provided with career advising, disability counseling, instruction with LifeMap tools and career exploration workshops. A portfolio will also be developed by students.

OUTCOME MEASURE:
Twenty (20) students will successfully complete the program and will demonstrate: increased ability to responsibly self-advocate; improved understanding and use of LifeMap tools; and improved viability for employment. The likelihood of persistence at VCC will also be increased.

Outcome: Twenty students completed the program and evaluative measures indicated these students did demonstrate increased self-advocacy and improved understanding of LifeMap tools. All students indicated a greater confidence in their readiness for employment. Components of pilot included in CPA program for all A.S./A.A.S. students.

SLP GOAL: Learning by Design

Goal: Develop OSD LifeMap curriculum for initial implementation in 200610.

Action Items/Strategies: OSD students will be encouraged to participate in interactive online units (delivered through WebCT that are designed to assist their progression through LifeMap stages) and an SLS course designed specifically for students with disabilities. Students enrolled in the course will have their progress measured by assessments specified in the curriculum. Students participating in the online component will complete online self-evaluative measures and also have progress assessed by an advisor.

OUTCOME MEASURE:
The combination of online and face-to-face instruction will serve to provide a structure for a comprehensive learning community for students with disabilities. Additionally, it will develop: an increased awareness of campus resources, an increased ability to self-advocate and an improved understanding and increased use of LifeMap tools.

Ongoing: Sections on East, West and Osceola are on the schedule for 200610.

SLP GOAL: Learning Leaders

Goal: Improved interaction with faculty.

Action Items/Strategies: OSD staff will work to establish an effective partnership with TLA; continue to offer training opportunities (including new online opportunities) through Leadership Valencia and individual departments; continue to update and distribute resource materials; and work toward inclusion on instructional committees that influence teaching and learning. A faculty survey will be distributed to gather feedback.

OUTCOME MEASURE:
Successful completion of this goal will result in an enhanced faculty understanding of the learning needs of students with disabilities and an enhanced awareness of the resources available through the Office for Students with Disabilities.

Ongoing: Working with TLA to develop modules for tenure-track faculty on working with students with disabilities, to develop a video featuring faculty who work successfully with students with disabilities and on the systematic implementation of a faculty survey.
Strategic Learning Plan (SLP): 2004-2005 Mission Statement and Improvement Plans/Initiatives

Dean/Department: Office for Students with Disabilities
Program Director: Lynne Branham
Date of Preparation: 9/15/04
Program Year: 0405

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OUTCOME MEASURE: Successful completion of this goal will result in an enhanced faculty understanding of the learning needs of students with disabilities and an enhanced awareness of the resources available through the Office for Students with Disabilities.
2003-2004 Improvement Plans/Strategies

Dept. (Unit) Supervisor: Lynne Branham               Dept. (Unit) Name: OSD

The mission statement (Box 1) and priorities (Box 2), linked to a Strategic Learning Plan (SLP) goal for your campus, are provided by your provost/vice president. Please insert your dept. (unit) mission statement (Box 3), plans/strategies, and expected learning outcomes on the left side of the form (Box 4) to your provost/vice president by August 29, 2003. Specific student learning outcomes should be provided for each plan/strategy, whenever possible. Please focus on 3 to 6 plans/strategies that each address a priority for your campus or division, which are linked to the strategic goal in the SLP, as listed below. By June 30, 2004, please insert the actual results and improvements on the right side of the form (Box 5) and re-submit this form to your provost/vice president.

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| Priority (SLP Goal) | 4. ( ) : |
| 1. (4): LifeMap | 5. ( ) : |
| 2. (5): Atlas | 6. ( ) : |
| 3. (2): Learning-Centered Educational Services |

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| Dept. (Unit) Mission Statement: The Office for Students with Disabilities (OSD) is committed to the fulfillment of equal educational opportunity, academic freedom and human dignity for students with disabilities. The OSD exists to provide reasonable and appropriate accommodations for qualified students with disabilities, to assist students in self-advocacy, to educate the Valencia community about disabilities, and to ensure Compliance with the ADA and Section 504. (3) |
|---|---|
Design to ensure equal access for all students.

(5)

- Continue to educate Virginia community about the necessity of universal

( )

- Learn in fault and maintaining good academic standards

( )

- Research possible interventions for SWD in academic preparation to assist

( )

- Transition to post-secondary environment

( )

- Implement optional orientation for SWD and their parents to enhance sense

( )

- Review ways to improve data collection in manners while using courses

( )

- Ensure students successfully utilize learning resources

( )

- Create tracking mechanism to monitor students' progress through learning

( )
Strategic Learning Plan (SLP):
2004-2005 Mission Statement and Improvement Plans/Initiatives

Dean/Department: Financial Aid Services
Dean: Linda Downing
Date of Preparation: 10/28/2004
Program Year: 0405

MISSION STATEMENT: Lead the integration of LifeMap – a comprehensive and complex advising system that supports the development and achievement of student career and educational goals – so that all students start right, learn by design, are supported by learning systems, and learning outcomes are documented, individually and collectively.

SLP GOAL: Learning By Design

| Goal: All degree seeking students have an educational plan by the time they complete 15 credit hours. |
| Action Items/Strategies: Continue to require student's filing appeals of the academic progress requirements to provide an educational plan with their appeal. |

OUTCOME MEASURE:

| Students approved for an appeal will know what courses are needed to reach their academic goals. |

SLP GOAL: Learning by Design

| Goal: Improve Wait times to see a Financial Aid Specialist during registration |
| Action Items/Strategies: Increase number of students who can be served at the Answer Center without a referral by providing continued training for Answer Center staff. Encourage students to apply well before deadlines. Increase marketing of ways that financial aid questions can be answered. |

OUTCOME MEASURE:

<p>| Referral sign in sheets in Student Services will show typical wait time to be less than three hours during registration. Ratio of selected to completed verifications will increase Number of students confused by the financial aid process will decrease. |</p>
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2003-2004 Improvement Plans/Strategies
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<th>Priority</th>
<th>Actual Results and Improvements (Date: November, 2004)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>Lifemap tools for financial planning are developed and waiting for a web page design template to be developed.</td>
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<td>Financial aid staff participated in College Night, 6 High School community events, and 4 on campus workshops.</td>
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<td>(3)</td>
<td>Process improvements are limited by staff and program availability, so this goal is ongoing, however, a number of improvements were successfully implemented.</td>
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<td>(2)</td>
<td>AppWorx was successfully implemented and Financial Aid staff served in a leadership role to train other college staff in the use of the software.</td>
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<td>(2)</td>
<td>Staff attending several Banner User Group meetings and implemented ideas and suggestions for improving system rules. This goal is on-going.</td>
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<tr>
<td>(1)</td>
<td>A default management plan aimed at reducing unnecessary student borrowing was successfully implemented.</td>
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<tr>
<th>Priority</th>
<th>Us/Strategies and Expected Learning Outcomes (Date: MM/DD, 2003)</th>
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<tr>
<td>(1)</td>
<td>Implement LifeMap tools for financial planning and improve communication tools used to understand and apply for financial aid.</td>
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<td>(1)</td>
<td>Support recruitment and outreach activities for ethnically diverse and income disadvantaged students.</td>
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<tr>
<td>(3)</td>
<td>Implement process improvements to reduce backlogs and deliver accurate status information quickly to applicants.</td>
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<tr>
<td>(2)</td>
<td>Implement AppWorx scheduling software and Workflow product to improve accuracy and efficiency of processes.</td>
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<tr>
<td>(2)</td>
<td>Improve Banner systems rules and processes for better regulatory compliance and improve understanding of compliance issues throughout the college.</td>
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<tr>
<td>(1)</td>
<td>Implement Student Loan Default Management Plan</td>
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# 2003-2004 Improvement Plans/Strategies

**Dept. (Unit) Supervisor:** Linda Downing  
**Dept. (Unit) Name:** Financial Aid

The mission statement (Box 1) and priorities (Box 2), linked to a Strategic Learning Plan (SLP) goal for your campus, are provided by your provost/vice president. Please insert your dept. (unit) mission statement (Box 3), plans/strategies, and expected learning outcomes on the left side of the form (Box 4) to your provost/vice president by August 29, 2003. Specific student learning outcomes should be provided for each plan/strategy, whenever possible. Please focus on 3 to 6 plans/strategies that each address a priority for your campus or division, which are linked to the strategic goal in the SLP, as listed below. By June 30, 2004, please insert the actual results and improvements on the right side of the form (Box 5) and re-submit this form to your provost/vice president.

### Campus or Division Mission Statement:
Lead the integration of LifeMap – a comprehensive (and complex) advising system that supports the development and achievement of student career and educational goals – so that all students’ start right, learn by design, are supported by learning systems, and learning outcomes are documented, individually and collectively.

### Campus or Division Priorities Linked to SLP Goals

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<th>Priority (SLP Goal)</th>
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### Dept. (Unit) Mission Statement:
Provide information, advising, planning tools and funding commitments to enrolled and prospective students so they may implement their plans for learning without financial barriers.
Priority Plans/Strategies and Expected Learning Outcomes (Date: MM/DD, 2003)

(1): Implement LifeMap tools for financial planning and improve communication tools used to understand and apply for financial aid.

(1): Support recruitment and outreach activities for ethnically diverse and income disadvantaged students.

(3): Implement process improvements to reduce backlogs and deliver accurate status information quickly to applicants.


(2): Improve Banner systems rules and processes for better regulatory compliance and improve understanding of compliance issues throughout the college.

(1): Implement Student Loan Default Management Plan

Priority Actual Results and Improvements (Date: MM/DD, 2004)

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(5)
Department: Student Services

GOAL #1: To support faculty efforts to increase enrollment in the credit courses at the Winter Park Campus by 2% to 4% for fall and spring terms.

**DESired OUTCOME:**

- Enrollment for fall term 2004 would increase by 32 - 64 students for fall and by 30 – 59 students for spring.

**Action Items/Strategies**

- Provide input for schedule planning about class times that enhance student schedule building and student requests for classes.
- Coordinate New Student Orientation information with Preparatory Class availability.
- Increase the number of New Student Orientation sessions we provide at Winter Park Campus.
- Work closely with Credit Programs staff to keep registration processes flowing smoothly.
- Notify other campuses of available seats in Winter Park prep classes.

**Evaluation of desired outcomes and results:**

- Total enrollment for fall 2004 will be 1797 – 1829
- Total enrollment for spring 2005 will be 1750 – 1785

**Results:**

Total enrollment for Fall 2004 was 1806
Total enrollment for Spring 2005 was 1731 (from Credit Registration Report)
Winter Park Campus Learning Plan
2004 – 2005

Department: Student Services

GOAL #2: Increase the number of students who successfully complete prep math 1 and 2.

**DESIRED OUTCOME:**

- The percentage of students who successfully complete prep math 1 and 2 will increase.

**Action Items/Strategies**

- Coordinate the provision of tutoring services with the Math Support Center and Math faculty to the best advantage for the most students.
- Work with Math faculty to provide Supplemental Instruction as funding allows.
- Work with Math faculty to schedule and present workshops which will benefit Prep Math students (Test Anxiety, How to Use a Calculator, and others as suggested)
- Work with Math faculty to create specific interventions for students who are repeating a Prep Math class so that they can be successful in their attempt, thereby avoiding full cost of instruction.

**Evaluation of desired outcomes and results:**

- Data will be gathered for Prep math courses for Fall 2004 and Spring 2004 for comparison of percentage of completers.

**Results:**

Not computed as of June, 2005
Winter Park Campus Learning Plan
2004 – 2005

Department: Student Services

GOAL #3: To support Credit Program staff in providing complete information to students regarding course requirements for weekend courses.

DESIRED OUTCOME:

• Students will make more informed decisions about selecting weekend courses which will lead to fewer withdrawals from these courses.

Action Items/Strategies

• Inform students about how to access course syllabi for weekend courses through their Atlas accounts.
• Provide distribution of Weekend College flyers through Atlas Access lab, Answer Center, Information Station, and reception area in the Student Services office.
• Assist students with determining whether they are good candidates for Weekend College courses.
• Provide peak-period services in the Answer Center, Atlas Access lab, and Student Development office on Saturdays when classes are beginning or as needed.

Evaluation of desired outcomes and results:

• Compare withdrawal rates from previous term to term in which syllabi are posted.
• Survey students in the weekend courses for feedback comparing their expectations with their experiences.
• Offer feedback to Credit Program staff about student comments and concerns regarding Weekend College offerings.

Results:
Dean of Students participated in campus planning and information dissemination to reach this goal. Data not available as of June, 2005.
Winter Park Campus Learning Plan
2004 – 2005

Department: Student Services

GOAL #4: To work with faculty to create a community of learners among students at the Winter Park Campus, providing a positive learning environment for an identified group of students.

**DESIRED OUTCOME:**

- To create an effective plan for integrating elements of the AIM Program, best practices in Learning Communities nationwide, and ideas from faculty and Student Services staff into a Learning Community at the Winter Park Campus.

**Action Items/Strategies**

- Designate a core group of Student Services staff to work with faculty in further developing the concept of Learning Community as it pertains to Winter Park Campus.
- Solicit feedback from students, through focus groups, about their experiences with the AIM Program, Student Success (SLS 1122) and Start Right Math, all of which contain some elements of cooperative learning experiences.
- Gather and present data to define a target population of students who are most likely to benefit from the experience of participating in a Learning Community.
- Research best practices at other colleges which have implemented cooperative learning communities.
- Present best practices from the AIM Program which have had positive impact on students’ success.
- Provide data from the AIM Program which relates to the Winter Park Campus community.
- Create a picture of the “ideal learning community,” complete with assessment methodology, to be established at Winter Park Campus.
- Provide support and assistance in investigating and securing funds for the implementation of this plan.

**Evaluation of desired outcomes and results:**

- A detailed plan will be developed that can be used as the basis for funding proposals.
- A Learning Community will be implemented at the Winter Park Campus.

**Results:**

Dean of Students and staff participated in on-going meetings with faculty leaders to support the initiative. Specific plans are underway for Fall 2005.
Winter Park Campus Learning Plan
2004 – 2005

Department: Student Services

GOAL #5: To assist all students at the Winter Park Campus in creating a Career Plan and an Educational Plan, using the My LifeMap Tools suite in ATLAS.

**DESired OUTCOME:**

• Students at Winter Park Campus will have a Career Plan and an Education Plan saved in Atlas.

**Action Items/Strategies:**

• All students in Student Success Classes (SLS 1122) will create a Career Plan and an Education Plan as part of their course work.

• Students who come to the Career Center will create Career and Education Plans as part of their exploration process.

• Students who request a personal advising session will create an Education Plan.

• Students who pursue the Roadmap to Success scholarship will be asked to create Career and Education plans.

• Faculty will be invited to request assistance in helping individual classes with using the LifeMap tools.

• All AIM Program Students will create Career and Education plans.

**Evaluation of desired outcomes and results:**

• Faculty will be able to access the Career and Education plans for students on their class rosters.

• Students will be able to use Education plans to help themselves decide which courses to register for in ensuing semester.

**Results:**

Technical application to allow faculty to access Career and Educational Plans was not developed.

Plans to measure the increase in percentage of Winter Park students who have an Educational Plan were not implemented.
Winter Park Campus Learning Plan
2004 – 2005

Department: Student Services

GOAL #1: To support faculty efforts to increase enrollment in the credit courses at the Winter Park Campus by 2% to 4% for fall and spring terms. (Winter Park Credit Goal #4)

**DESIRED OUTCOME:**

• Enrollment for fall term 2004 would increase by 32 - 64 students for fall and by 30 – 59 students for spring.

**Evaluation of desired outcomes and results:**

• Total enrollment for fall 2004 will be 1797 – 1829
• Total enrollment for spring 2005 will be 1750 - 1785

**Action Items/Strategies**

• Provide input for schedule planning about class times that enhance student schedule building and student requests for classes.
• Coordinate New Student Orientation information with Preparatory Class availability.
• Increase the number of New Student Orientation sessions we provide at Winter Park Campus, with offerings at various times to accommodate students’ schedules.
• Work closely with Credit Programs staff to keep registration processes flowing smoothly.
• Notify other campuses of available seats in Winter Park prep classes.
Winter Park Campus Learning Plan
2004 – 2005

Department: Student Services

GOAL #3: To support Credit Program staff in providing complete information to students regarding course requirements for weekend courses. (Winter Park Credit Goal #5)

**DESIRED OUTCOME:**

- Students will make more informed decisions about selecting weekend courses which will lead to fewer withdrawals from these courses.

**Action Items/Strategies**

- Inform students about how to access course syllabi for weekend courses through their Atlas accounts.
- Provide distribution of Weekend College flyers through Atlas Access lab, Answer Center, Information Station, and reception area in the Student Services office.
- Assist students with determining whether they are good candidates for Weekend College courses. (Similar to telecourse checklist.)
- Provide peak-period services in the Answer Center, Atlas Access lab, and Student Development office on Saturdays when classes are beginning or as needed.

**Evaluation of desired outcomes and results:**

- Compare withdrawal rates from previous term to term in which syllabi are posted.
- Survey students in the weekend courses for feedback comparing their expectations with their experiences.
- Offer feedback to Credit Program staff about student comments and concerns regarding Weekend College offerings.
Winter Park Campus Learning Plan
2004 – 2005

Department: Student Services

GOAL #5: To assist all students at the Winter Park Campus in creating a Career Plan and an Educational Plan, using the My LifeMap Tools suite in ATLAS.

**DESIRED OUTCOME:**

• At least 80% of students at Winter Park Campus will have a Career Plan and an Education Plan saved in Atlas.

**Action Items/Strategies:**

• All students in Student Success Classes (SLS 1122) will create a Career Plan and an Education Plan as part of their course work.
• All AIM Program Students will create Career and Education plans.
• Students who come to the Career Center will create Career and Education Plans as part of their exploration process.
• Students who request a personal advising session will create an Education Plan.
• Students who pursue the Roadmap to Success scholarship will be asked to create Career and Education plans.
• Faculty will be invited to request assistance in helping individual classes with using the LifeMap tools.

**Evaluation of desired outcomes and results:**

• Faculty will be able to access the Career and Education plans for students on their class rosters.
• Students will be able to use Education plans to help themselves decide which courses to register for in ensuing semester.
Strategic Learning Plan (SLP): 2004-2005 Mission Statement and Improvement Plans/Initiatives

Dean/Department: Assessment
Dean: Cheryl Robinson
Date of Preparation: 09/24/04
Program Year: 0405

MISSION STATEMENT: Lead the integration of LifeMap — a comprehensive and complex advising system that supports the development and achievement of student career and educational goals — so that all students start right, learn by design, are supported by learning systems, and learning outcomes are documented, individually and collectively.

SLP GOAL: Learning By Design

Outcome:
Expand entry assessment process

Action Items/Strategies:
A. First year assessments of personality, interests, and learning styles will be identified for use through the Entry Assessment Task Force.
B. A pilot program of first year assessments will be administered to a select group of students.
C. Faculty and advisors will be trained on interpretation of assessments.

OUTCOME MEASURE:
Additional entry assessments have been adopted for use during the initial admissions process.

SLP GOAL: Learning Support Systems

Outcome:
Create on-line registration for testing to streamline the registration processes and encourage earlier test registration.

Action Items/Strategies:
A. Work with Collegis to develop on-line forms for test registration.
B. Work with the Business Office to develop an on-line method for payment.
C. Work with Atlas team to disseminate information to students about the on-line registrations and encourage earlier registration.
D. Train Student Services staff on new registration tools.

OUTCOME MEASURE:
Students are able to register for tests online.
2003-2004 Improvement Plans/Strategies

Dept. (Unit) Supervisor: Dr. Cheryl Robinson  Dept. (Unit) Name: Assessment

The mission statement (Box 1) and priorities (Box 2), linked to a Strategic Learning Plan (SLP) goal for your campus, are provided by your provost/vice president. Please insert your dept. (unit) mission statement (Box 3), plans/strategies, and expected learning outcomes on the left side of the form (Box 4) to your provost/vice president by August 29, 2003. Specific student learning outcomes should be provided for each plan/strategy, whenever possible. Please focus on 3 to 6 plans/strategies that each address a priority for your campus or division, which are linked to the strategic goal in the SLP, as listed below. By June 30, 2004, please insert the actual results and improvements on the right side of the form (Box 5) and re-submit this form to your provost/vice president.

Campus or Division Mission Statement: Lead the integration of LifeMap—a comprehensive (and complex) advising system that supports the development and achievement of student career and educational goals—so that all students' start right, learn by design, are supported by learning systems, and learning outcomes are documented, individually and collectively.

Campus or Division Priorities Linked to SLP Goals

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<td>3. (5): Create on-line CLAST reviews in all subtest areas</td>
<td>6. (     ):</td>
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Dept. (Unit) Mission Statement:

The Assessment office supports the potential of each person's learning by assessing content knowledge to help effectively place the right student in the right course at the right time ready to learn. We support the purposeful use of technology to enhance learning by offering students affordable ways to earn credit via CLEP, and complete state mandated exit requirements in a timely manner. We will improve service and focus on learning by determining a comprehensive assessment plan and utilize the new learning support system (Atlas) to efficiently and accurately help students set goals.
1. **(4): Expand entry assessment process**
   A. First year assessments of personality, interests, and learning styles will be identified for use.
   B. A pilot program of first year assessments will be administered to a select group of students.
   C. Faculty and advisors will be trained on interpretation of assessments.

2. **(5): Expanded integration of the Learning Support System**
   A. All staff will be trained on the new Learning Support System.
   B. Scores will be electronically uploaded into Atlas for CPT, LOEP, ACT, SAT, and CLAST.
   C. Results of personality and interest inventories will be entered and stored in Atlas for faculty and advisor use to increase planning and learning.

3. **(5): Create on-line CLAST reviews in all subtest areas**
   A. Contract with faculty to create reviews.
   B. Provide test content training.
   C. Work with Web Development team to select appropriate software and load review material.
   D. Inform students about availability of review and encourage its use.

4. **(1): Provide leadership in assessment of integration of LifeMap**
   A. Work with PES and TLA staff to determine appropriate assessment strategies
   B. Develop assessment instrument to measure integration of LifeMap
   C. Administer LifeMap assessment instrument
   D. Disseminate results of LifeMap assessment instrument to faculty, staff, and students

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Rev. 07/15/03
2003-2004 Improvement Plans/Strategies

Dept. (Unit) Supervisor: Dr. Cheryl Robinson  Dept. (Unit) Name: Assessment

The mission statement (Box 1) and priorities (Box 2), linked to a Strategic Learning Plan (SLP) goal for your campus, are provided by your provost/vice president. Please insert your dept. (unit) mission statement (Box 3), plans/strategies, and expected learning outcomes on the left side of the form (Box 4) to your provost/vice president by August 29, 2003. Specific student learning outcomes should be provided for each plan/strategy, whenever possible. Please focus on 3 to 6 plans/strategies that each address a priority for your campus or division, which are linked to the strategic goal in the SLP, as listed below. By June 30, 2004, please insert the actual results and improvements on the right side of the form (Box 5) and re-submit this form to your provost/vice president.

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Dept. (Unit) Mission Statement:
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### Actual Results and Improvements (Date: MM/DD, 2004)

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Revised: 07/15/03