

VALENCIA COMMUNITY COLLEGE
Student Affairs Department Unit Plan

Active Cycle (academic year): **2014/2015**

Area (Department/Program): **Student Affairs**

Person Responsible: **Sonya Joseph**

	Plan
1. Goal -principal purpose of plan (include how this relates to increasing enrollment or student success or supporting LifeMap)	To provide a comprehensive approach to studying students who are classified as Exempt from entry-level assessment and developmental education.
2. Objectives -what will be accomplished and measured	<ol style="list-style-type: none"> 1. Provide on-going interventions to support students who withdraw from front-door English and math courses. 2. Monitor the progress of students in English and math as well as other courses. 3. Ensure students take the New Student Experience course their first term of enrollment. 4. Ensure students are accurately identifying as Exempt and Non-Exempt during the enrollment process. 5. Develop a recurrent system for monitoring Exempt students.
3. Measures and Findings – How specifically measures will be conducted. How will we know the objective has been achieved?	<ol style="list-style-type: none"> 1. Fall and Spring report of Exempt students’ progress and success. 2. Fall and Spring report of students accurately identifying as Exempt. 3. System in place for continual monitoring.
4. Action Plan – What is the implementation plan?	<ol style="list-style-type: none"> 1. Determine information needed to study Exempt students. 2. Develop list of reports to run for each term. 3. Develop project plan for reports. 4. Develop communication plan for students. 5. Determine appropriate dissemination of information.
5. Achievement Summary/Analysis -What was learned from the assessment results? What changes will you make in your initiative for the year to come?	Fall term 2015 monitored 1720 student progression in college-level math and English courses. Followed up via e-mail and phone with students who withdrew during the term. In addition, sent communication to students who were inaccurately given 1720 attribute and who registered for college-level work. Allowed students to continue in Fall enrollment and if they were successful continue to next course. Most students who were given 1720 inaccurately succeed in their college-level work. In addition, the college found that most 1720 students performed well in their college-level courses. Many factors contributed to their success including the redesign of the enrollment process to include additional advising interventions such as Career Review, Academic Reviews, and mini-LASSI. A formal process was created to continue this outreach and tracking each term. The process was formally adopted this summer and will be implemented full beginning Fall 2016.
6. General Education Learning Outcome	
7. Strategic Plan Outcome	