A Report on Progress toward the 2008-13 Strategic Goals

Presented to the
Valencia District Board of Trustees
on behalf of the College Planning Council
April 19, 2011

Amy Bosley College Planning Council Faculty Co-Chair, 09-10
Susan Kelley College Planning Council Co-Chair

Annual Report on the Strategic Plan

- This is the second in a series of four reports on the goals in the strategic plan.
- This report focuses on Goal 2: Learning Assured.
- A volunteer team of faculty, staff and administrators produced the 2010 report.

Goal 2: Learning Assured

- *Implement optimal learning environments for students.*
- *Integrate individual student effort with the learning process.*
- *Establish learning and learning support systems and techniques designed to reduce achievement gaps among groups of learners from diverse backgrounds.*

Objective 2.1 – Learning Outcomes

- Develop, align, and review program learning outcomes to assure a cohesive curricular and co-curricular experience that enhances student learning.

Objective 2.1 –Learning Outcomes

- Progress is measured in terms of the extent to which there are documented learning outcomes that support curricular alignment and student success.

- The aim is for all programs to have and follow a continuous improvement process that includes learning outcomes assessed on an on-going basis.

Learning Outcomes Initiatives

- Examples of initiatives aimed at achieving objective 2.1:
  - Curriculum Mapping *w*ithin the five General Education discipline areas and within the co-curricular student experience.
  - Development and mapping of the General Education Student Learning Outcomes: Cultural and Historical Understanding, Quantitative and Scientific Reasoning, Communication Skills, Ethical Responsibility, Information Literacy, and Critical Thinking.
  - Development of outcomes for the new Baccalaureate degree programs.

Example of a Learning Outcome

Outcome: Demonstrate College-level writing.

A rubric developed by faculty establishes indicators of student achievement at four levels:

- Beginning
- Developing
- Competent
- Accomplished

Example of a Learning Outcome

Outcome: Demonstrate College-level writing.

The rubric presents four indicators of writing at each level:

- Meaning and Development
- Organization
- Language
- Conventions

Example of a Learning Outcome

For example, to be assessed as “Competent” in the area of Meaning and Development:

The student will demonstrate that he or she can develop a point of view and demonstrate competent critical thinking.

There will be enough supporting detail to accomplish the purpose of the student’s paper.

Learning Outcomes Data

- The learning outcomes for all programs have been developed, approved and are listed in the 2010-11 College Catalog.

- The Office of Assessment maintains a spreadsheet indicating the disciplines / programs that have developed assessment plans.

Objective 2.2 – College-level Writing

- Increase the percentage of students writing at the college level.
  - Progress is measured in terms of the extent to which student writing assessments are being used that support student mastery.

College-level Writing Initiatives

- Examples of initiatives aimed at achieving objective 2.2:

- **Humanities and Communications** – These faculty are completing the first phase of addressing writing levels appropriate at college-level.

- **Holistic Grading of ENC 1101 Essays** – A plan developed during Destinations 2010 is being implemented. The newly appointed assessment coordinators may assist.

Completion of College Prep Writing

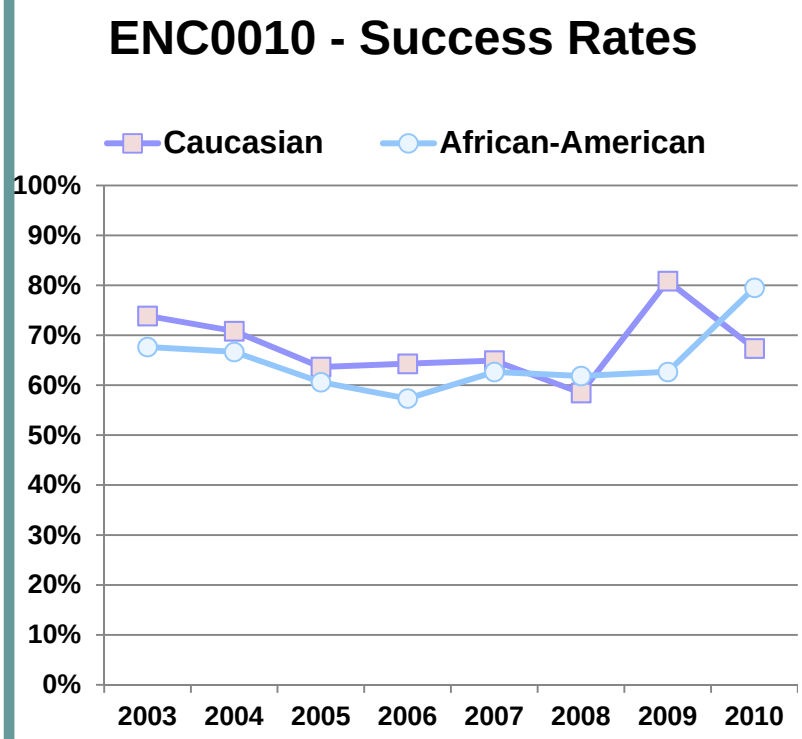
On April 15, Kurt will send us data to insert here on college prep writing, to provide insight into the numbers who require prep. We will edit this when received.

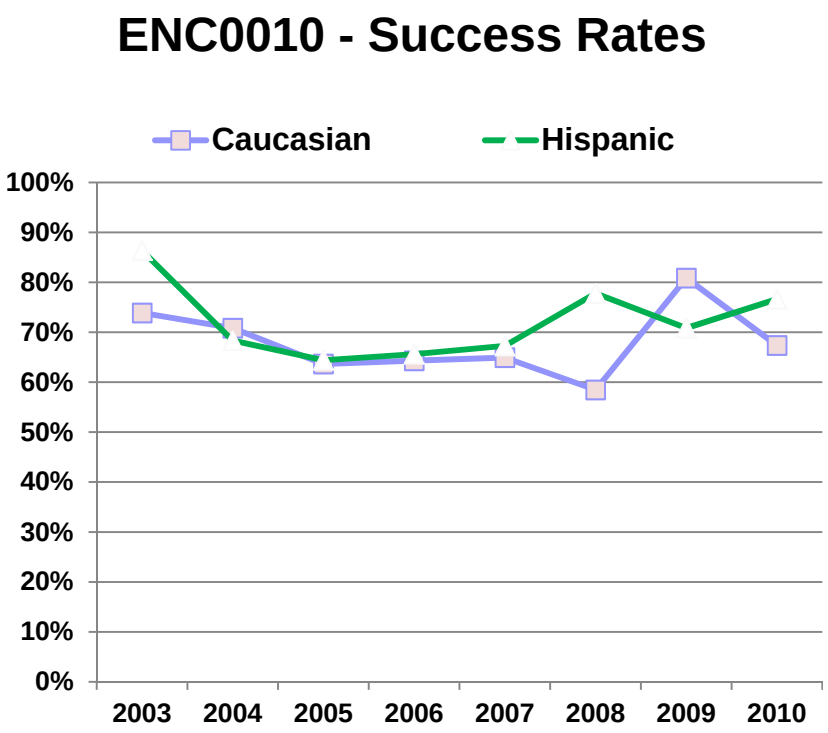
The last state reporting period ended summer 2008.

72.7% of Valencia's college prep writing students who entered in Fall 2006 completed the prep program within two years, compared to 64.2% for the FL system.

Valencia's prep writing students have consistently completed at a higher percentage than the state average.

Student Success in Writing





Objective 2.3 – Completion of Mathematics

- Increase the percentage of students who complete the math sequence within two years.

  Completion is defined as successfully completing the highest level math courses required for a program of study. The two-year measurement period begins upon entrance to college.

  - Progress is measured by comparing annual math sequence completion rates, and tracking trends over time.

Edit to Objective 2.3

- The College Learning Council recommended changing the wording to:

  Completion is defined as successfully completing the highest level math course required for the student's declared major or as defined by the certificate program in which they are enrolled.

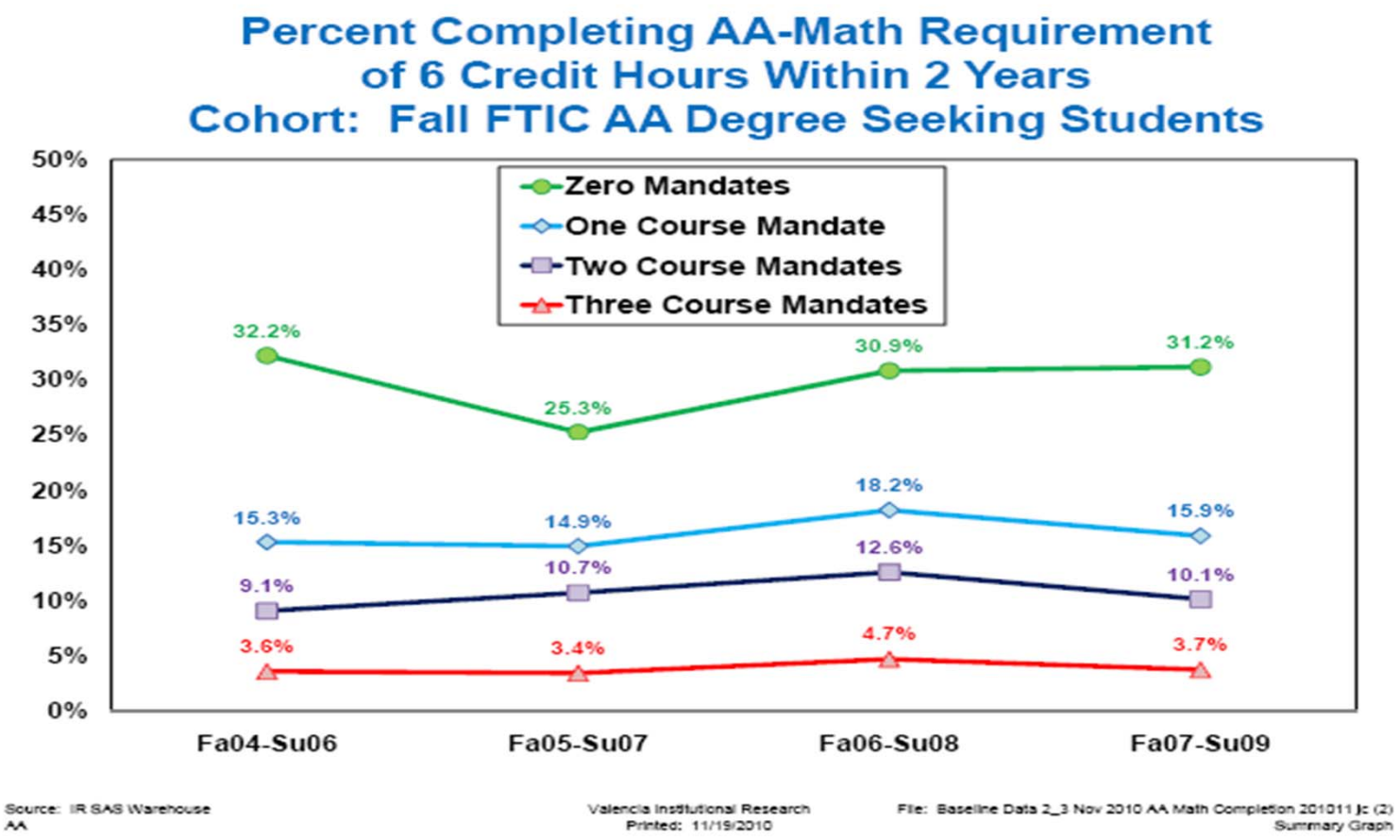
  Note that developmental education is not a program.

  SANDY – do they need to see/approve this edit?

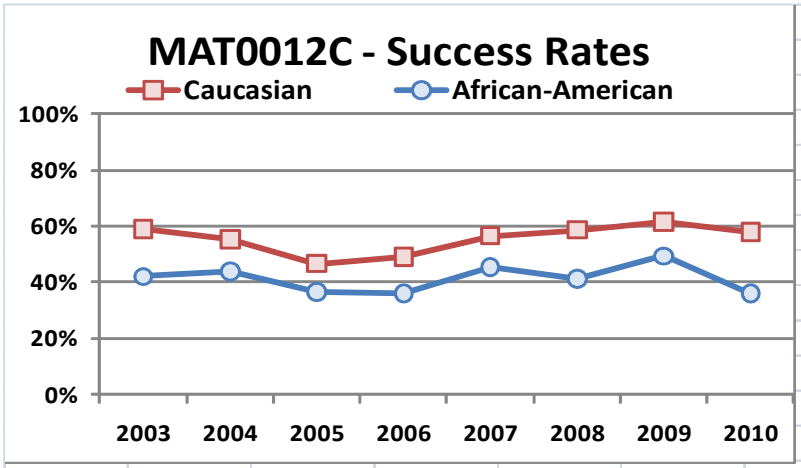
Goal Achievement Initiatives

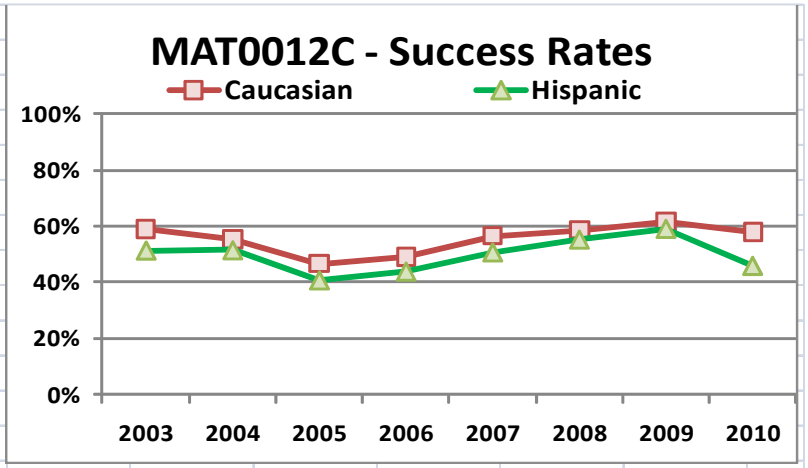
- Examples of initiatives aimed at achieving objective 2.3:
  - Developmental Education Initiative and MAT0024C (Beginning Algebra) Updating.
  - Curriculum alignment with K-12.
  - Statway project.

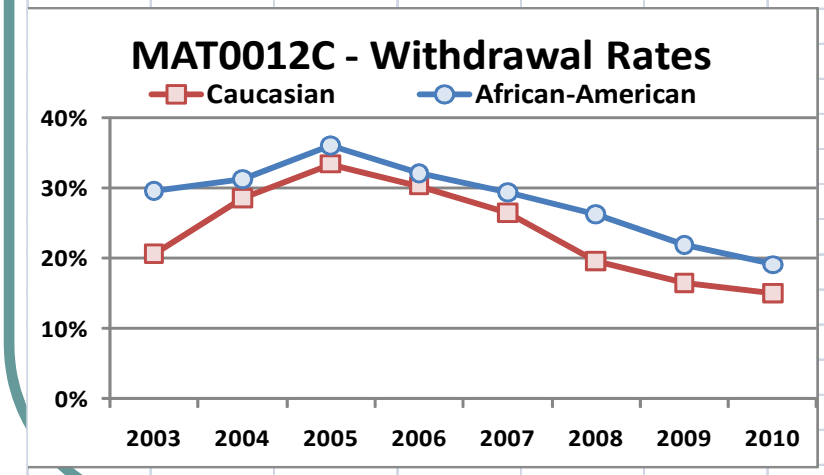
Completion of math in 3 years

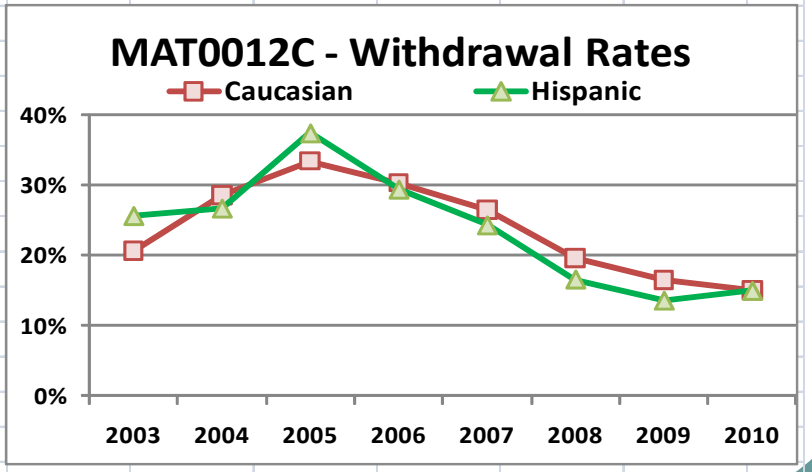


Completion of Developmental Mathematics (College Prep Math – Pre-Algebra)

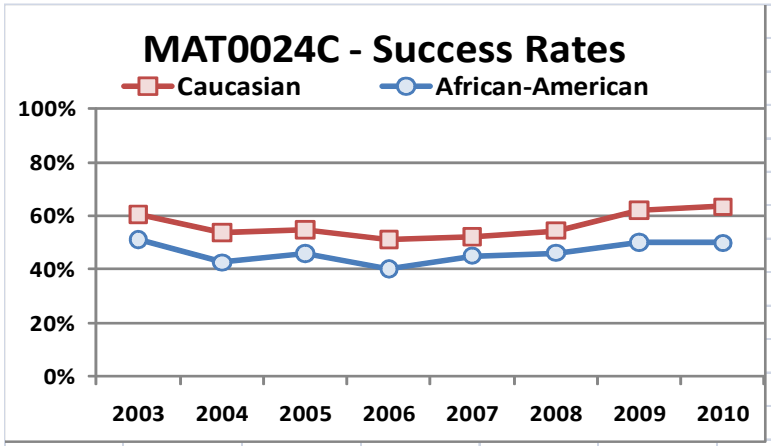


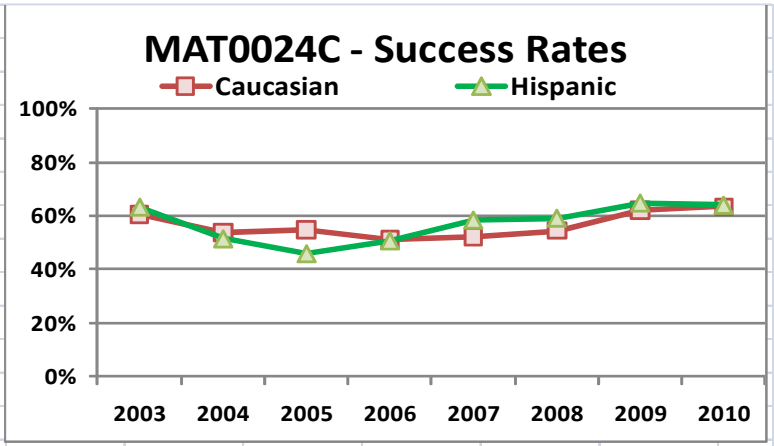


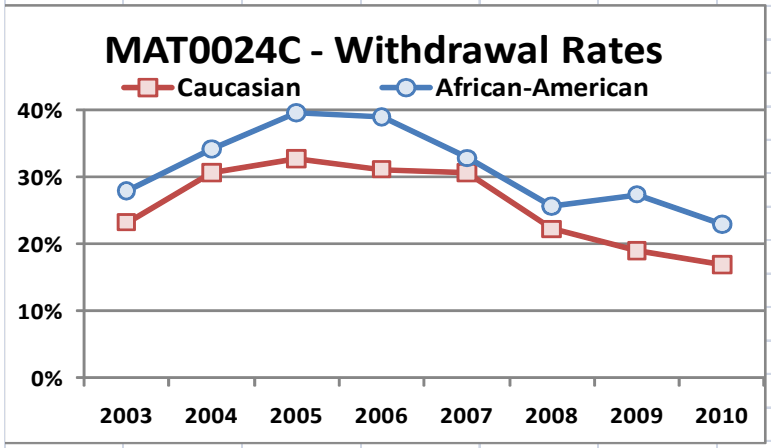


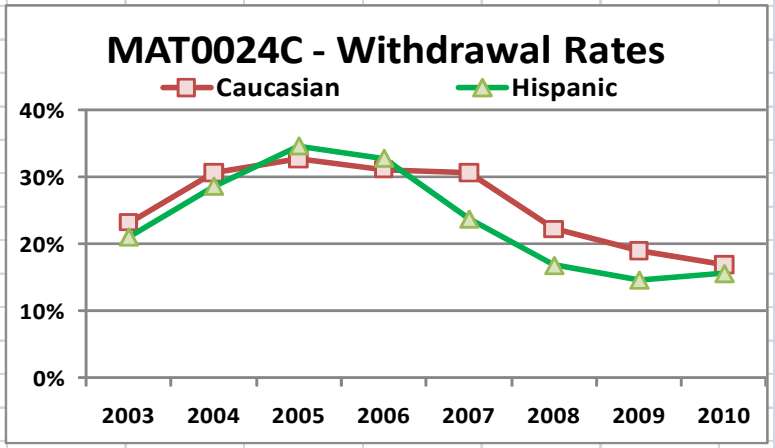


Completion of Developmental Mathematics (Beginning Algebra)

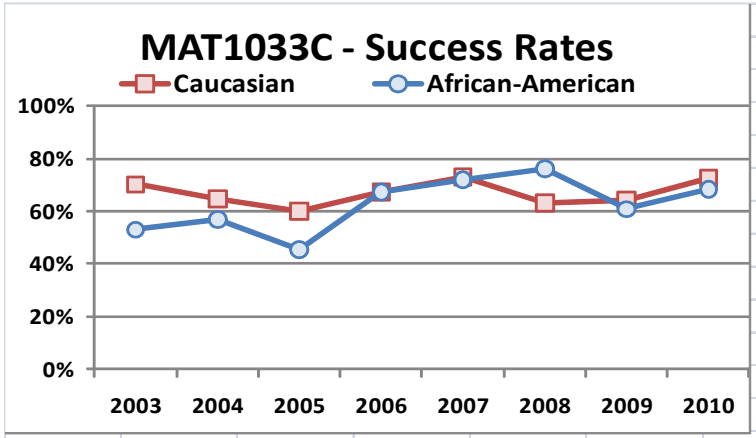


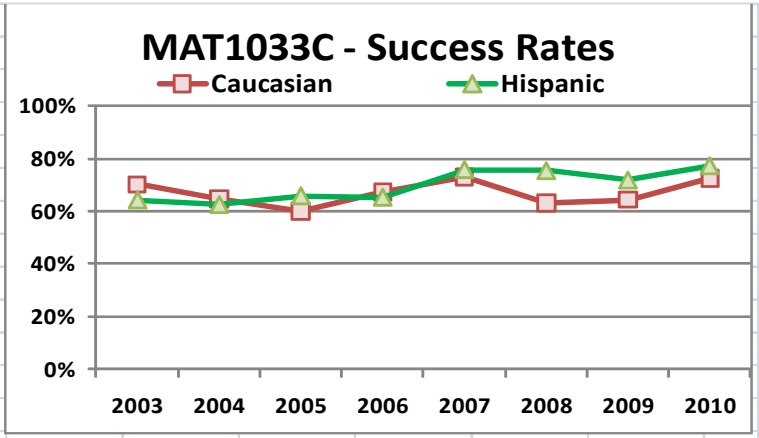


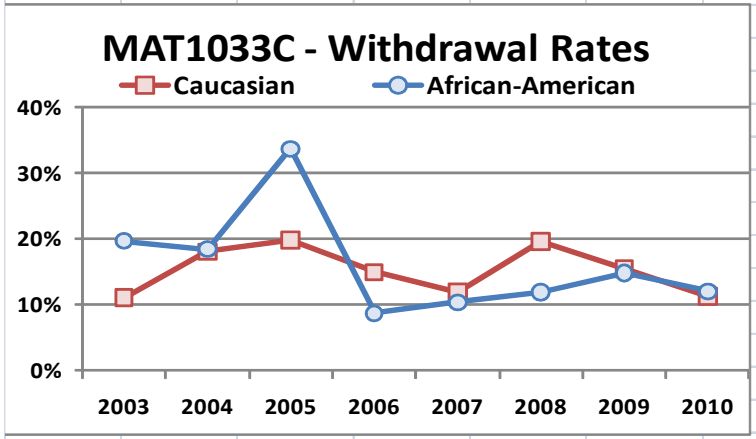


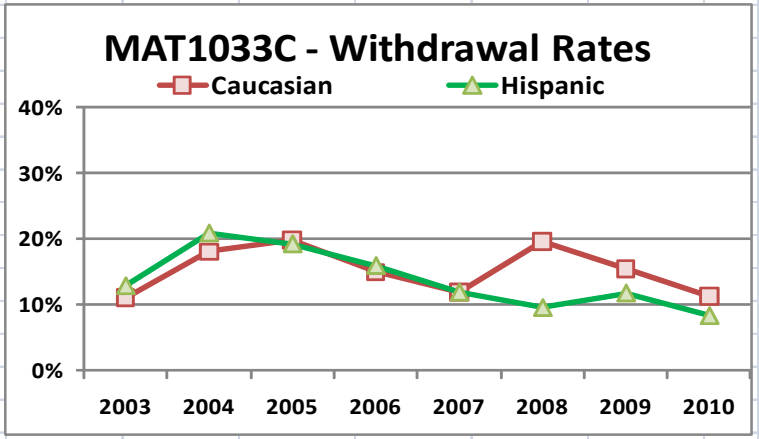


Completion of Developmental Mathematics (Intermediate Algebra)









Objective 2.4 – Completion of 15 college credits

- Increase the percentage of students mandated into developmental courses who complete within three years the first 15 college level hours of their programs of study.

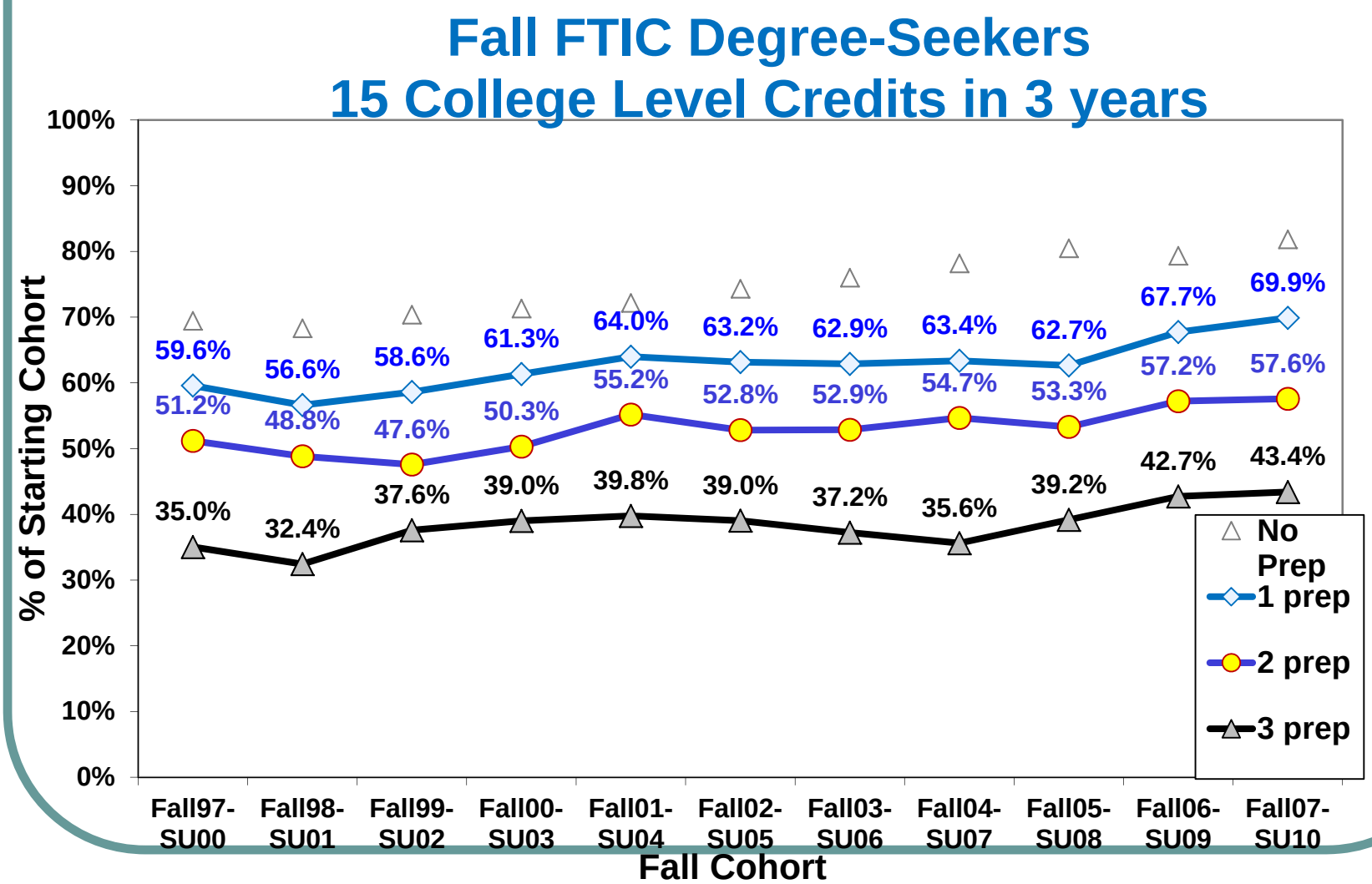
  Developmental courses are define to include MAT1033C (Intermediate Algebra)

  - Progress is measured by comparing annual rates of completion of the 15 targeted hours, and tracking trends over time.

First 15 Credit Hour Completion Initiatives

- Examples of initiatives aimed at achieving objective 2.4:
  - Learning in Community (LinC) and SL.
  - Expansion of Financial Aid.
  - Infusion of College Readiness Skills into the Curriculum.

Progress on Objective 2.4



Objective 2.5 – Close achievement gaps

- Close achievement gaps among students from diverse backgrounds in completing six key courses, leading to increased persistence and program completion rates.
  - The six courses are College Prep Mathematics Pre-Algebra (MAT0012C) and Beginning Algebra (MAT0024C), Intermediate Algebra (MAT1033), and “gateway” courses, Communications (ENC1101, Political Science (POS2041), and College Algebra (MAC1105)

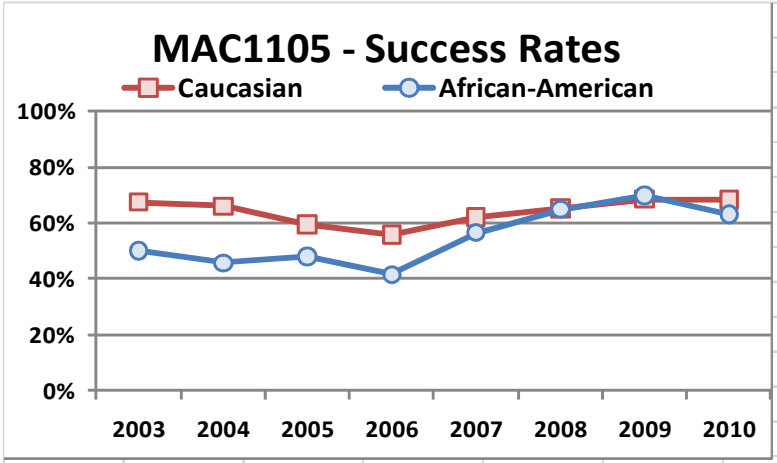
Objective 2.5 *– Close achievement gaps*

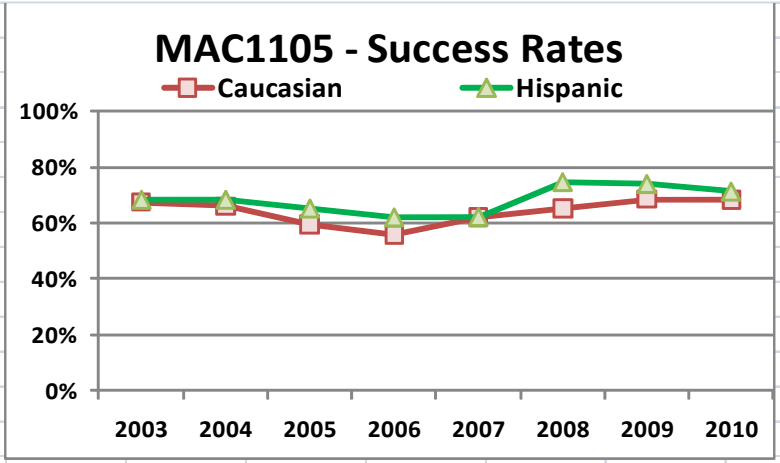
Progress is measured by comparing the gaps annually, and tracking trends over time.

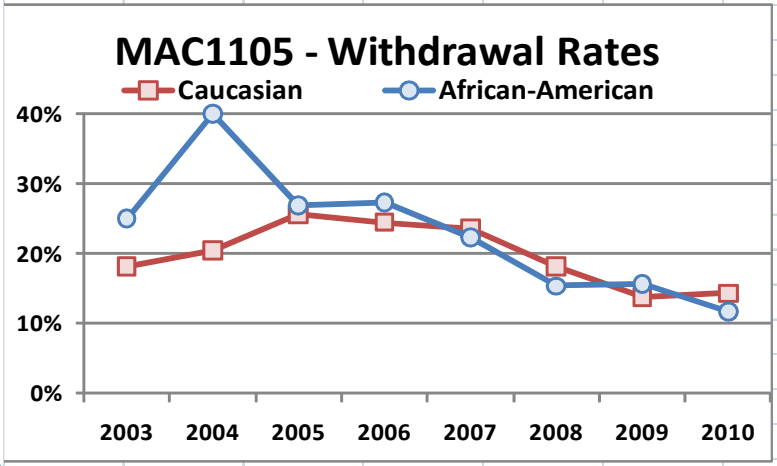
Gap-closing Initiatives

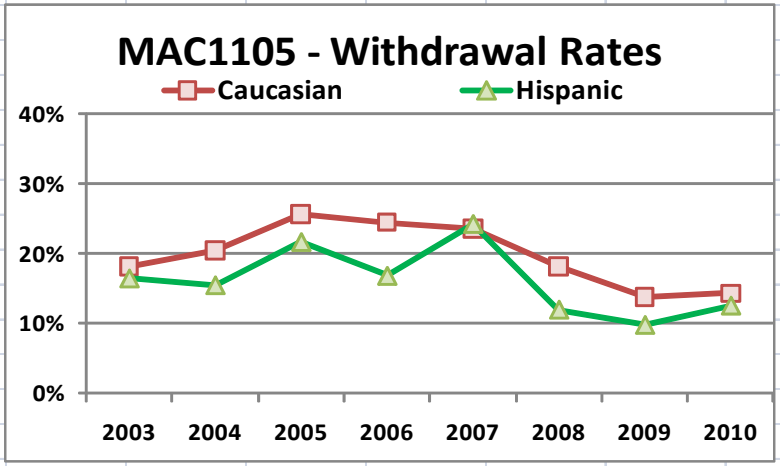
- Examples of major initiatives aimed at achieving objective 2.5:
  - Mathematics and communications labs
  - Achieving the Dream
  - Bridges program

Gateway Course - College Algebra

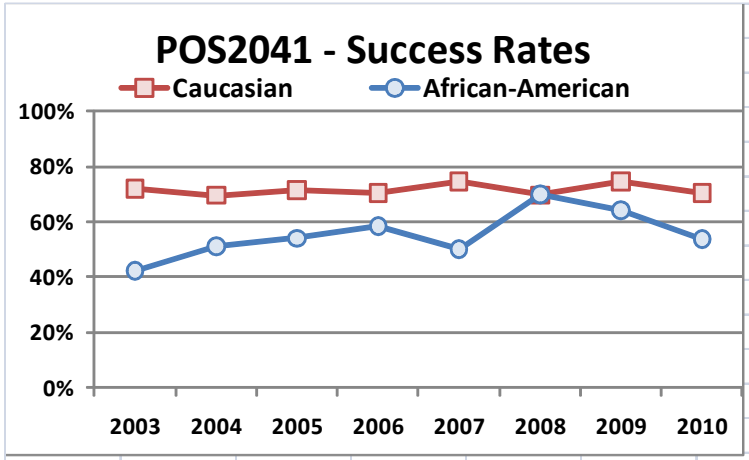


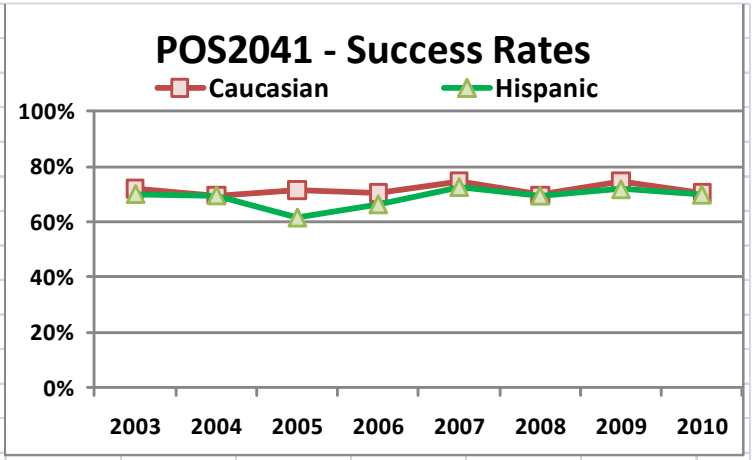


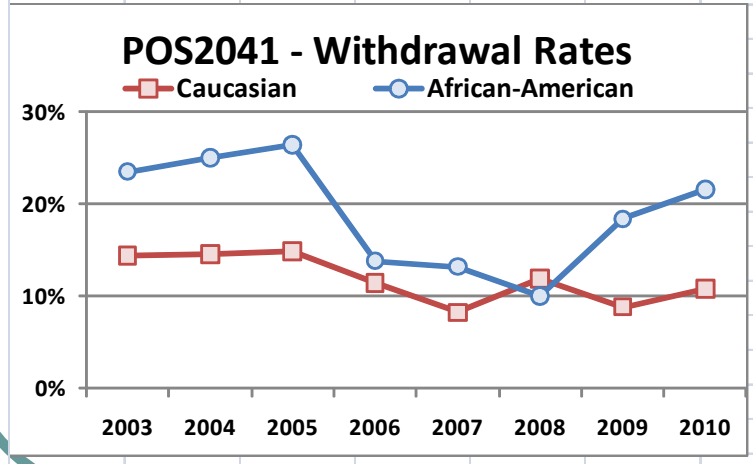


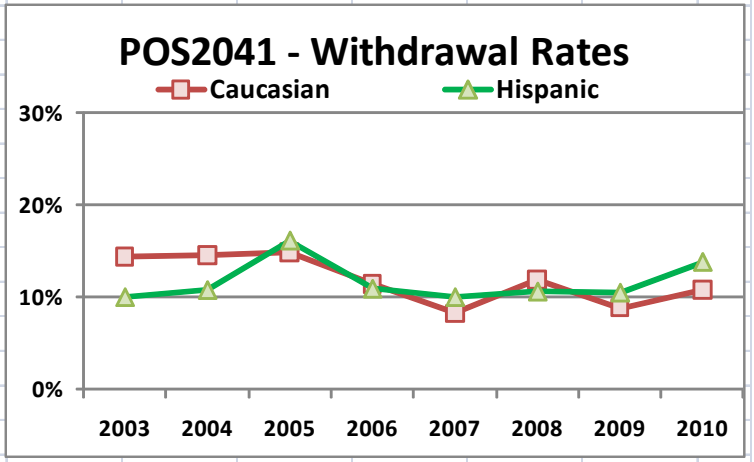


Gateway Course - U. S. Government

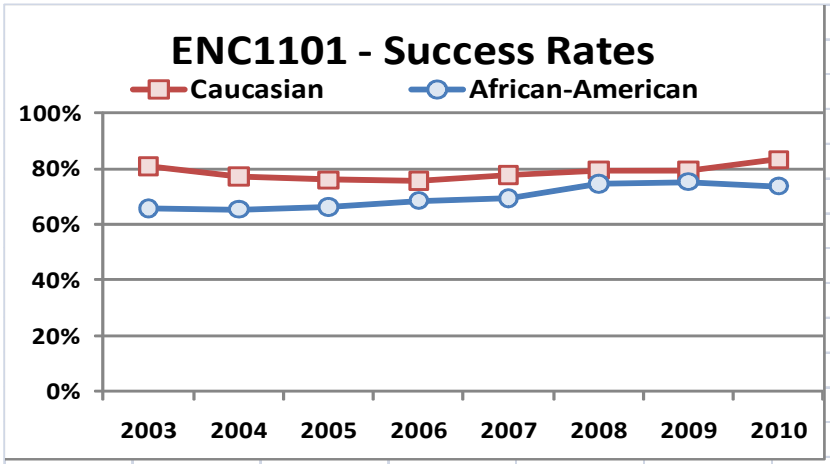


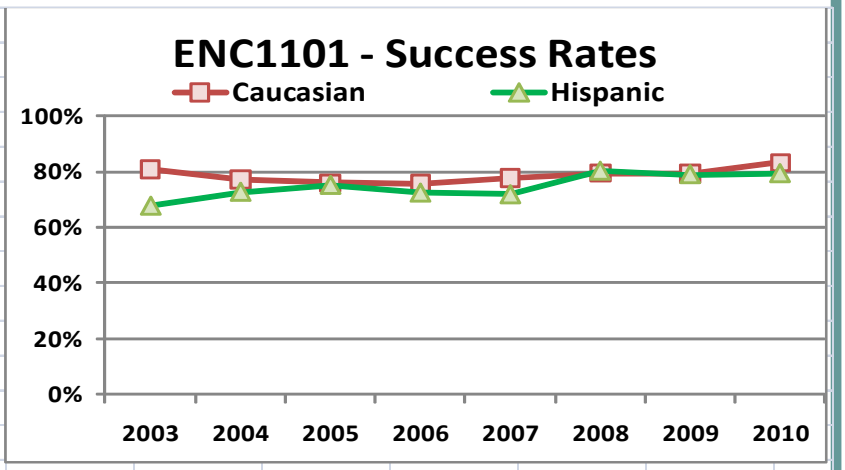


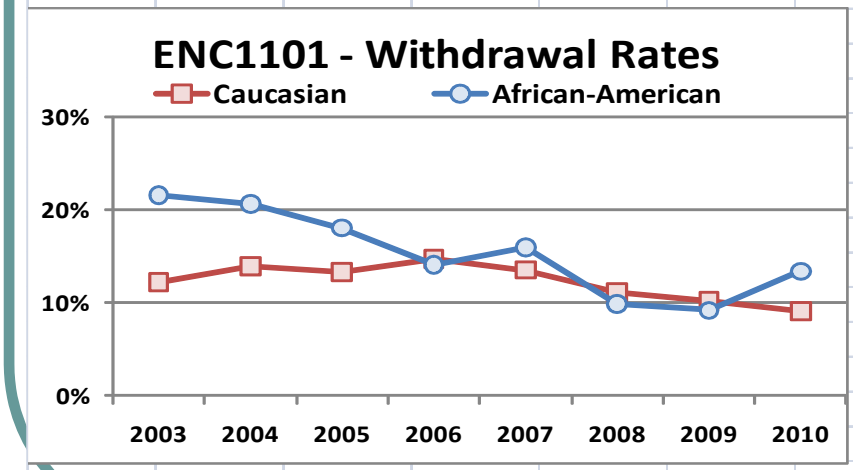


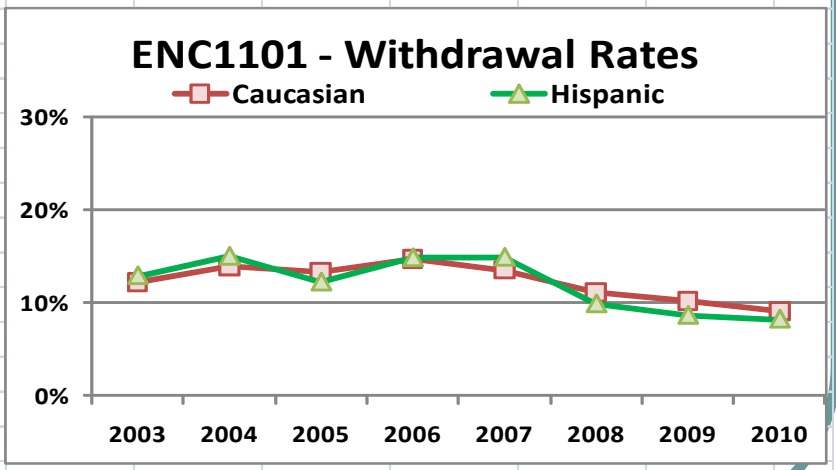


Gateway Course: Communications









To be continued . . .

- *At the May Board meeting, we will share the 2010 report on Goal 3 – Invest in Each Other.*

Thank you.