

**VALENCIA COMMUNITY COLLEGE  
Annual Division Action Plan (DAP) to Assess Student Learning Outcomes**

This form provides a documentation template for annual Division Action Plans (DAPs) designed to assess student learning outcomes. Initial information and projections describe the **PLANNING PHASE** of the process. At the conclusion of the project/activity time frame initial information and projections will be updated by completing an **EVALUATION PHASE** including modifications, outputs and outcomes. Both planning and evaluation information will be organized according to parallel criteria including: (1) a formal goal statement, (2) outcome measures, (3) collaboration with stakeholders, (4) evaluation methods and (5) use of results for improvement of learning.\* The overall process will effectively review and document specific measures of educational effectiveness.

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\*These criteria are also employed by the Instructional Affairs Committee (IAC) to review proposals requesting funds for learning assessment-enhancement projects.

**DIVISION: Credit Programs – Winter Park**

**DEPARTMENT/UNIT (as appropriate): Credit Program**

**DEAN: Michele McArdle**

**EXTENSION: 6801**

**MAIL CODE: 5-3**

**DATE: 5/27/05**

**TITLE OF PLAN: Start Right Project**

**SUPPORTED BY COLLEGE FUNDS (If applicable, please provide approved amount): \$ 31,984 from Strategic Budget Initiative Funds**

<b>CRITERIA</b>	<b>PLANNING PHASE Initial Information and Projections</b>	<b>EVALUATION PHASE Modifications, Outputs, Outcomes</b>
<b>1. Goal-principal purpose and objectives of plan</b>	The student learning that will be examined includes the pass rate and success rate in sequential courses for students participating in the start right program. It was hypothesized that student pass rates and success in sequential courses would increase due to the added academic and social support.	This plan addressed SLP 2 --Start Right. Action Item 8: Improve student mastery and success in prep courses, as measured by course completion, exit assessment scores, and performance in subsequent college-level courses. The student learning that was examined was the pass rate and success rate in sequential courses for students who participated in the Start Right Program. The hypothesis was that student pass rates and success in sequential courses would increase due to the added academic and social support.
<b>2. Outcome Measures-how plan will be reviewed and measured</b>	The student learning outcomes will predict student academic success as well as personal and professional life planning. The competencies that will be measured are: (1) textbook comprehension, (2) basic written communication, (3) Atlas use and navigation, (4) critical thinking and problem solving, (5) time management, (6) information organization, and (7) interpreting and analyzing data. Students will take the College Student Inventory (CSI) as a measure of perceived needs.	Analyzed the results from data on final grades and grades in sequential courses. Competency exam scores were reviewed. Assessed the student's study skill notebook for the course. Reviewed student feedback concerning the seven competencies listed in the planning phase. Reviewed the CSI results to gain a better understanding of student's perceived needs as related to academic and advising support.

<p><b>3. Collaboration with Stakeholders</b>-individuals and groups involved in the planning and implementation</p>	<p>A collaborative team composed of Start Right faculty, advisors, counselors, Supplemental Instructors, Support Center Staff, and the dean of credit programs worked daily together to develop, implement, and refine this program.</p>	<p>This collaborative team met formally every other week to discuss individual students and their progress. There were many informal meetings held among various members of the team. Initial results were gathered and shared at a end of the term meeting.</p>
<p><b>4. Evaluation</b>-process employed to evaluate effectiveness</p>	<p>Results for students enrolled in Start Right preparatory math courses will be compared to campus and college wide course results. The project goal for the pass rate for the preparatory math 2 competency exam was to have 80% of students pass. College Student Inventory will be used to determine students perceived academic and advising needs.</p>	<p>The College Student Inventory (CSI) instrument was used to measure student perceived academic and advising needs. This data increased our understanding of the nature of the student we are serving and how best to provide academic and advising support. Data was gathered on final grades and grades in sequential courses for those students participating in the program. No significant difference was determined for the students in this program as compared to students at the Winter Park Campus and for students at the college. This may be due to low sample size. Competency exam scores were recorded for program students in MAT 0024. The actual pass rate of 88% exceeded the goal of 80%. Students in the program were required to keep and maintain a study skills notebook. By the end of semester the notebook included activities and assessments covering each of the program seven competencies. Student's feedback was collected concerning the competencies. Each term student feedback was used to modify learning activities.</p>
<p><b>5. Use of Results</b>-how plan will/has impacted learning and improvement of the educational program</p>	<p>The plan will be to add a student success course and a college level course to this intensive math program.</p>	<p>The concept of linking additional courses to this intensive math program did not work at this campus due to small student population. The program will be modified to focus on selected faculty members teaching preparatory and student success courses. They will work collaboratively to create an integrated curriculum that would address student personal achievement strategies. The title for this new project is Cooperative Learning Community.</p>