

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.

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

DIVISION: Winter Park Campus

DEPARTMENT/UNIT (as appropriate): Winter Park Credit & Student Services

DEANS: Michele McArdle (Curricular Plan) & Cheryl Robinson (Co-curricular Plan) **EXTENSION:** 6801 & 6883 **MAIL CODE:** 5-1 **DATE:** 8/20/07

TITLE OF PLAN: Cooperative Learning Community Expansion

SUPPORTED BY COLLEGE FUNDS: None

CRITERIA	PLANNING PHASE Initial Information and Projections	EVALUATION PHASE Modifications, Outputs, Outcomes
<p>1. Goal-principal purpose and objectives of plan</p>	<p>To increase the scope and effectiveness of the campus Cooperative Learning Community through targeted curricular (learning enhancement techniques) and co-curricular (refine role of Success Coach) adjustments.</p> <p>Curricular Plan</p> <p>1. Solicit interested part time faculty to join the CLC program and provide developmental sessions for them to learn the philosophy and techniques of the program. The purpose is to have 25% of the courses offered on campus include one or more components of the CLC (Barsch, LifeMap, course notebook, etc).</p> <p style="margin-left: 20px;">a. Presented information at faculty orientation fall 2007 to generate interest among part time faculty members.</p> <p style="margin-left: 20px;">b. Offer group workshop – one per term in fall and spring</p> <p style="margin-left: 20px;">c. Workshop will be offered on individual bases as requested.</p> <p>Co-curricular Plan</p> <p>2. Redesign the role of success coach so the model can be scaled for larger access by students. The former success coach role will be segmented into three different roles that are available to staff members.</p> <p style="margin-left: 20px;">a. Three roles will be defined for the stall members so they can participate as coaches for students.</p> <p style="margin-left: 20px;">b. These roles will be defined at a campus meeting</p> <p style="margin-left: 20px;">c. Staff will sign up for one or more of these roles.</p>	<p>1. a. Fall faculty orientation-presentation facilitated by CLC lead faculty and academic dean.</p> <p style="margin-left: 20px;">b. Group workshop was offered in fall term – 6 part-time faculty members attended and completed two lesson plans on CLC curriculum.</p> <p style="margin-left: 20px;">c. Group workshop was offered in spring term – 2 part-time faculty members attended and completed two lesson plans on CLC curriculum.</p> <p style="margin-left: 20px;">d. Individual sessions with part-time faculty occurred as needed.</p> <p>2. a. Three roles were established: Mentor, Atlas Coaches, and Campus Coach.</p> <p style="margin-left: 20px;">b. Campus meeting was held on September 14, 2007.</p> <p style="margin-left: 20px;">c. Everyone on campus was given the opportunity to sign up for one or more of the roles.</p>

<p>2. Outcome Measures-how plan will be reviewed and measured</p>	<p>Curricular Plan</p> <p>1. Several of the full time faculty members who have been active in the program will provide the individual and group workshops and will act as guides for the lesson plans created by the part time faculty members. .By the beginning of the fall 2008 term, there will be 35 sections of college level courses using the CLC philosophy and techniques.</p> <p>Co-curricular Plan</p> <p>2. Staff will be encouraged to sign up via motivational sessions embedded within the monthly campus/staff meetings. By the end of the spring 2007 term, 25% of the staff members (10 staff) will have participated in this program in one or more the three coach roles.</p>	<p>1. Three full time faculty members participated by facilitating a presentation and/or by meeting with part time faculty individually to assist them with their understanding of the curriculum and in creating lesson plans with pieces of the CLC curriculum infused into the discipline content.</p> <p>2. 15 staff members signed up to participate. One staff member served as a success coach. None of the faculty asked for mentors.</p>
<p>3. Collaboration with Stakeholders-individuals and groups involved in the planning and implementation</p>	<p>Curricular and Co-Curricular Plan</p> <p>Cooperative Learning Community Faculty, Academic Dean, Dean of Students, Winter Park staff, Student Development staff, SGA and other student clubs and organizations.</p>	<p>Those who participated were: three of the cooperative learning faculty, the Academic and Student Services deans, a staff member from the student services division, and the SGA.</p>
<p>4. Evaluation-process employed to evaluate effectiveness</p>	<p>Curricular Plan</p> <p>1. An IR report will be requested. Data will be analyzed to see if this program had an effective impact on retention for students enrolled in a CLC course.</p> <p>Co-curricular Plan</p> <p>2. Mentors and Atlas Coaches will participate in surveys to measure satisfaction and improve the process. Flashlight survey will be sent to students who worked with a mentor to assess learning and connection. An in-class survey will be utilized with Atlas Coaches to assess learning and connection.</p>	<p>1. An IR report was generated. Data from the report is included in the attachments.</p> <p>2. Goal was for 25% courses to have a CLC curricular component. We met and exceed this goal with 33% of the courses having a CLC curricular component for the fall and spring terms 2007-2008.</p>

<p>5. Use of Results-how plan will/has impacted learning and improvement of the educational program</p>	<p>Curricular Plan</p> <ol style="list-style-type: none"> 1. Feedback from IR report will be used to further revise the curriculum. <p>Co-curricular Plan</p> <ol style="list-style-type: none"> 2. Feedback from the participants will be used for further revisions of the materials 	<ol style="list-style-type: none"> 1. The results will be shared with the student success director college-wide and with the Achieving the Dream group. The campus will use results for a faculty presentation. It will be left to the individual faculty member to decide how to proceed according to his/her particular discipline. 2. Each of the roles (Mentor, Atlas Coach, Campus Coach) will continued to be available to faculty as requested. Staff will be recruited to participate on an as needed basis. Student Services staff has ongoing training in each role and are perpetually ready to serve in any capacity. Other campus staff will be given refresher training as needed.
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