

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: Mathematics & Science - Osceola
DEAN: Tim Grogan
TITLE OF PLAN: Supplemental Advising
SUPPORTED BY COLLEGE FUNDS (If applicable, please provide approved amount): \$ ~\$16,000 for the academic year 2007-08

DEPARTMENT/UNIT (as appropriate): Mathematics
EXTENSION: 4110 MAIL CODE: 6-6 DATE: Fall, 2007

CRITERIA	PLANNING PHASE Initial Information and Projections	EVALUATION PHASE Modifications, Outputs, Outcomes
1. Goal-principal purpose and objectives of plan	To increase student completion of prep math courses, and successful registration in the following term based on targeted information sharing, tracking of progress and supplemental advising.	Goal was not realized based on no significant difference in completion and registration rates compared to other sections in the term.
2. Outcome Measures-how plan will be reviewed and measured	In pilot sections, % of students with early successful registration; % of students who remain in the course up to the final day of withdrawal.	No significant difference regarding % of students with early successful registration; % of students who remain in the course up to the final day of withdrawal compared to other sections in the term.
3. Collaboration with Stakeholders-individuals and groups involved in the planning and implementation	Student Services, math faculty at Osceola, and dean for English (a separate plan, linked to this one)	Student Services, math faculty at Osceola, and dean for English (a separate plan, linked to this one).
4. Evaluation-process employed to evaluate effectiveness	Data collection from 2. above; analysis of those data	Comparison of data sets for designated pilot sections as indicated in 2 above Outcome Measures.
5. Use of Results-how plan will/has impacted learning and improvement of the educational program	Modify as needed; look to scale up for more sections if pilot shows success.	Pilot not being continued. Neither data nor anecdotal information suggests that Supplemental Advising is effective. However, the Supplemental Advisors were frequently asked by students to do tasks associated with Supplemental Learning Leaders deployed in Achieving the Dream (AtD) initiative.